

BUSINESS CURRICULUM MAP 2025 – 2026

Intent:

GCSE and Vocational qualifications: Pupils will be socially and morally aware citizens that can apply business knowledge accurately to all industries by analysing, evaluating and justifying business decisions using logical thinking and problem-solving skills.

A Level: Pupils will be adept in using strategic management tools to make informed business decisions whilst considering internal and external influences on a local, national and global scale.

Central to the aim of the business department is to develop students' knowledge of key business issues and challenge students to apply that knowledge to explain current affairs and issues. Consequently, over the course of their study students will develop the knowledge and skills required to understand and analyse data, think critically about current issues and, make informed decisions. By studying business at GCSE or A Level students will gain a critical understanding of organisations and their ability to meet the needs and wants of consumers. Students will evaluate the role of government, businesses and themselves in society as they explore important issues such as how businesses are regulated and what constitutes fair competition. There is a deliberate focus on widening vocabulary and practicing the use of sophisticated language in order to prepare students for their next phase in education and their future careers.

In order to ensure that business is accessible to all students we offer a variety of course options including a vocational qualification.

Implementation:

Year	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
11 CNAT	<p>Students will start the year by building on their knowledge of business finance.</p> <p>Students will revisit key concepts such as revenues, costs, profits and cash flow to ensure that they have a solid grasp of these concepts.</p> <p>Students will then learn how to create and analyse financial statements such as balance sheets which they will use to calculate liquidity ratios.</p>	<p>Once students have a solid understanding and ability to apply financial concepts, students will then revisit the marketing aspects of enterprise. Students will learn about the different promotional techniques which enterprises use to target specific market segments.</p>	<p>Students will sit their first examination in this half term so time is spent finessing examination technique and consolidating learning.</p>	<p>Based on performance in the first examination, revision will target specific aspects of the course.</p>	<p>Students will be able to sit the examination a second time before starting study leave.</p>	

11 GCSE	In the first half term pupils learn about human resources management including the structure of organisations, methods of motivation and the benefits of a well-trained work force. Pupils are taught about the recruitment and selection process used by most organisations and are able to practice their own application skills.	In the second half term, students learn about the logistics of organisations. Pupils learn about how products are made and quality assured as well as evaluating the benefits of various stock control methods.	Pupils recap Theme 1 knowledge taught in Year 10 including the legal forms of business and sources of finance. This prepares them to access Topic 2.1. In Topic 2.1 pupils learn how businesses grow from being a small business to a multinational corporation. Pupils consider the HR and operational challenges businesses face as they grow in size.	Pupils revise Theme 1 and Theme 2 content as required.	Examination series.	
Year 12 Edexcel A Level	Although some learners may have studied GCSE Business, the course assumes no prior knowledge. Students that have completed GCSE Business will be challenged to develop their knowledge further by introducing more advanced concepts. Students will begin by learning what is meant by enterprise and exploring the motives and characteristics of entrepreneurs so that they can better analyse decisions taken by small business owners. The concepts of revenue, costs, profits and cash flow are explored so that students can understand the financial constraints in which businesses operate and have to take decisions. Students will then consider the varying degrees of power different businesses have by studying market structures and supply and demand theory. Students	In the second half term students will learn about how price is determined in a competitive market. Students will learn about how the structure of the market in which a business operates can impact the decisions taken.	Building on to their knowledge of marketing structures, students learn about the marketing function of a business in this half term. Students learn how businesses conduct market research and how they analyse the results to take important marketing decisions based on the structure in which they operate. Students will be required to make recommendations of appropriate marketing strategies for a variety of business contexts.	In this half term students shift their focus to examine the human resource function of businesses. Students learn theories of motivation and leadership which they apply to a variety of contexts to analyse the impact of change and decision taking on the performance of an organisation.	In the final half term, students consolidate their knowledge. Students learn about the operations function of businesses and analyse how changes in HR, marketing, finance and operations impact the wider organisation.	After the examination period, students will begin preparing for their final A Level examinations. Students will start by learning about how international trade and globalisation impacts business decisions. This allows students to practice applying their prior learning on a global scale.

	will therefore begin to appreciate that businesses can be analysed from a variety of perspectives and may behave differently depending on their size, objectives and power.					
Year 13 Edexcel A Level	<p>The year begins by developing the skills to analyse and interpret data available to businesses. This topic is taught first as students will be expected to interpret data throughout the year for each new content area. Students will then go on to learn how markets can be analysed and sales forecasts can be made. This allows for the opportunity to practice data interpretation and analysis skills.</p> <p>These skills are developed further through exploring how businesses analyse their financial and non-financial performance. Students then go on to explore the different types of decisions which businesses must make. During which time students will revisit theory about the four functional areas of business in order to strengthen their AS knowledge and apply it to new learning.</p>	To build on decision making methods, students are then taught how to conduct investment appraisal analysis to aid businesses with their decision making. These tools of sales forecasting, financial and non-financial analysis, investment appraisal and decision making are then applied when students explore and evaluate methods of business growth.	Through studying Component 3 students gain awareness of the wider world affecting business. They look at how external influences such as governments and global trade will impact business decision making drawing on all of the knowledge learned so far from Component 1 and Component 2. Students will also look at how businesses manage change and deal with risk, important skills to develop in today's ever-changing environment.	This half term is dedicated to developing students written skills. Students explore a variety of current issues through analysing news articles. Students apply all of their business knowledge to write well-evaluated solutions to the problems which businesses are facing. This supports students to become informed decision makers in their next stage of education or training.	This final term is focused on consolidation and final preparation for the external examinations sat in June.	

Enrichment Opportunities:

Throughout the course students are exposed to a wide variety of career opportunities with detailed explanations of individual roles and the skills and qualities needed to enter each field. Speakers from industry are invited into school to give talks about how they entered their career and the expectations of their role. Students are also able to interview entrepreneurs to develop a better understanding of how to set up a new business and the challenges which entrepreneurs face.

Cultural capital is developed as students analyse a wide range of current affairs issues for example, students discuss the impact of changing government legislation such as the decision to increase corporation tax for some businesses.

Students develop presentation skills as they create and deliver an elevator pitch to an audience. Students respond to questions from the audience and receive feedback on their performance so that they can reflect on their strengths and areas for development.

Students applying to management related degrees at university as supported with their application process. For students applying to courses with interviews, they are supported to develop excellent speaking skills through interview practice workshops.

Impact:

Formative assessment is an integral part of our approach to Teaching and Learning. Over the course of their study, we will use weekly/fortnightly cumulative formative diagnostic assessments (in class or for homework) to ensure that students are consistently retrieving their knowledge of different components. The purpose of this is to ensure all knowledge is retained (and any gaps are identified and addressed promptly) and also to inform teachers' planning. Using this style of assessment, we will make use of the advantages of spaced practice as well as allowing pupils to be able to apply their knowledge to a wide variety of contexts.

Students will also sit a summative assessment every term. This assessment will be cumulative and will assess not only what the students have learned over the previous term, but also their understanding of all relevant material previously taught. Staff are supported to mark these accurately and post assessment moderation also takes place to ensure the validity of the data. All data is analysed centrally (not by teachers) and each Subject Leader is given a report outlining the areas of strength and weakness. This is used to inform future planning, support with additional interventions and set changes.