



KING JAMES'S
SCHOOL
KNARESBOROUGH

CURRICULUM OVERVIEW

BUSINESS STUDIES

2021/22

In Business Studies, we want to provide students with appropriate business knowledge and problem-solving skills to develop their entrepreneurial and employability skills. This will prepare students for further education and provide them with the confidence to take calculated risks in their future careers. At the start of 2020 there were 5.94 million small businesses (with 0 to 49 employees), 99.3% of the total business. SMEs account for 99.9% of the business population. We ensure that all students are actively involved and engaged in their learning through lessons which are routed in strong theoretical business knowledge and models while also considering local and multinational businesses. We also aim to provide extra-curricular activities that get students involved in the practicalities of running their own businesses, managing finances and developing their economic wellbeing.

The curriculum is based on research, including Rosenshine's Principles in Action. In our knowledge-based curriculum, we believe that substantive and disciplinary knowledge underpins our curriculum and enables out students to apply, analyse and critically evaluate knowledge which is vital for success. Content is delivered to students using a range of business models and concepts and then built upon through a variety of practice questions, with regular quality assessment and feedback during each learning cycle to support student progress. We intend for the Business Studies curriculum to help mould students with an awareness of their place in the world and in society.

The schemes of work and specification by nature outline some of parameters of subject content for all courses offered, however we have reviewed the sequence of our curriculum to ensure that we sequence topics to allow students to access and draw links between topics. Lessons are routed with a strong theoretical underpinning through the use of business theories and models, we allow opportunities for students to critically analyse and evaluate these models, forming their own judgements. Lesson outcomes are clearly link to the learning journey. We have broken our curriculum into half term planners with opportunities for students and teachers to review progress during each learning cycle.

At KS4 and KS5, students are provided with a knowledge organiser for each area of the curriculum which covers a broad spectrum of functional areas: Human Resources, Marketing, Operations, Finance, Management and the external business environment. The emphasis is on students applying the knowledge they have developed in class, to current business affairs occurring in real life. This lends itself to critical thinking of what is happening in the real world of business. We use debate and student presentations to equip students with key life skills while also challenging themselves through their research in preparation. The Business Studies curriculum is based around the traditional curriculum route at GCSE (OCR GCSE Business Studies and both traditional (AQA A Level Business Studies) and the vocational curriculum route (Level 3 Applied Business) at key stage 5.

The delivery of topics for KS4 **GCSE Business Studies** is in line with the OCR specifications. The course follows the key areas of enterprise, marketing, human resources, operations, finance and external factors. This is to ensure transparency to students, showing that topic delivery is in line with the specification, textbooks, online resources. Within these topics there is some movement of topics to ensure students have a based knowledge to be able to translate key terms across the curriculum. For example, basic finance including costs, revenue and profit are taught at the beginning of Year 10. We always try to build on students' knowledge of business outside the classroom by allowing flexibility to deliver elements in response to a range factors, such as the level of student understanding of a current news or economic issue that would support curriculum delivery. To ensure that students build their knowledge, it must not be assumed that students have knowledge, but ensuring it, before progression through the curriculum occurs.

The delivery of topics in Key stage 5 follows **AQA A Level and Applied A Level** specification which aims to build on prior knowledge at GCSE. We review prior knowledge and apply the key knowledge at the start of the courses. Certain topics do not follow the specification to ensure students gain relevant prior knowledge before moving on to more difficult A2 concepts. Examples include in Applied Business where finance is taught alongside the coursework unit to allow students to gain vital knowledge to support their coursework. In A Level Business studies we focus on developing strong understanding of the management of a business before developing their understanding of the functions within a business.