

# BUSINESS & ENTERPRISE

## CURRICULUM MAP



**Our subject vision:** develop students' understanding of the world around them for them to interpret it as it was, is and will be and their place within it by bringing inspiration and innovation to every potential Entrepreneur.

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Aspiration</b>  | <p>Business studies is a broad and fascinating subject that keeps evolving as the world that we live in as employers, employees and consumers does too. Business studies therefore underpins almost any role and as such can lead to exciting and well-paid careers</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>This qualification will give students the opportunity to explore real business issues and how businesses work. Students will consider the practical application of business concepts whilst adopting a holistic approach to the subject</li> <li>The course demonstrates the interrelated nature of business using business models, theories and techniques to support analysis of contemporary business issues and situations to provide a dynamic specification.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>The depth and breadth of the content is designed to engage and inspire students through topics and issues that are relevant in today's society</li> <li>They will study key contemporary developments such as digital technology and business ethics which typically looks at how businesses make decision and their community involvement, helping students to reflect critically on theirs.</li> </ul> <p><b>Understanding:</b></p> <p>Business Studies seeks to place itself as a relevant subject, rooted in authentic examples of industry and employment and gives our pupils an understanding of business expectations, legislation and employment law.</p> |
| <b>Opportunity</b> | <p><b>Within the classroom:</b></p> <p>We offer examples of businesses and entrepreneurship, so that pupils understand their own context and the power of their own potential.</p> <p><b>Outside the classroom:</b></p> <p>Through careers events, businesses are invited in to speak to pupils, offering an insight into how the business world works within Abingdon and the wider area.</p> <p>We provide opportunities for excursions such as BMW Mini</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Integrity</b>   | <p><b>Knowledge:</b></p> <p>We endeavour to instil the curriculum with a high level of challenge by offering breadth and depth of experiences for the students to motivate their active engagement and inspire them to be successful business people or even the next famous Entrepreneur. Additionally, the depth of the curriculum enables students to investigate elements of business law and ethics.</p> <p><b>Skills:</b></p> <p>The Business and Enterprise curriculum endeavours to inspire the next generation of entrepreneurs, building confidence and resilience in them so that they see they can recover from mistakes and effectively solve problems. This will help develop lifelong learning and future preparation.</p> <p><b>Understanding:</b></p> <p>This course is aimed to prepare students with the knowledge, skills and confidence to be ready for the next stage of their life either in further education or career.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

### Key assessment objectives:

- students are assessed on their ability to:
  - Identify, explain, discuss and evaluate a range of skills and competencies
  - Use real-life businesses to support their points
  - SPaG will also be assessed per the whole school literacy marking policy.

### How this document works:

This Curriculum Map will show you everything we do in Business & Enterprise. It shows the learning journey from year 7 to year 13. At each point it will show you what is covered. Click on each topic and it will automatically take you to an explanation of why we learn it.

If you have any further questions, contact Mrs T Jarvis: [tjarvis@fitzharrys.school](mailto:tjarvis@fitzharrys.school) and Mrs P Wileman: [pwileman@fitzharrys.school](mailto:pwileman@fitzharrys.school)



# BUSINESS CURRICULUM MAP: KS4

[gcse-business-spec-2017.pdf](https://www.aqa.org.uk/subjects/business)

## Further study

AQA – A-Level Business

<https://www.aqa.org.uk/subjects/business>

## Career pathways

- Business adviser
- Business analyst
- Business development manager
- Chartered management accountant
- Corporate investment banker
- Data analyst/scientist
- Entrepreneur
- Forensic accountant
- Insurance underwriter
- Management consultant
- Marketing & Advertising
- Project manager
- Retailing
- Risk manager
- Solicitor
- Stockbroker
- Supply chain manager

### Revision & Exam Prep

Refresher:

- How the examiner wants you to answer questions
- Exam question feedback
- Beef-up your vocabulary!
- What's occurring in the news

### Making human resource decisions

- 2.5.1 Organisational structures
- 2.5.2 Effective recruitment
- 2.5.3 Effective training and development
- 2.5.4 Motivation

### Making financial decisions

See term 3  
[Putting a business idea into practice](#)

- Exam paper 2 questions
- Retention and recall of key information
  - Online testing, in-class short exam questions and homework

### Understanding external influences on business

- 1.5.1 – Business Stakeholders
- 1.5.2 – Technology & business
- 1.5.3 – Legislation & business
- 1.5.4 – the economy & business
- 1.5.5 – External influences

**Year 11**

Theme 2:  
Building a Business

### Growing the business

- 2.1.1 Business growth
- 1.1.2 Risk and reward
- 2.1.2 Changes in business aims and objectives
- 2.1.3 Business and globalisation
- 2.1.4 Ethics, the environment and business

### Making marketing decisions

- 2.2.1 Product
- 2.2.2 Price
- 2.2.3 Promotion
- 2.2.4 Place
- 2.2.5 Using the marketing mix to make business decisions

### Making operational decisions

- 2.3.1 Business operations
- 2.3.2 Working with suppliers
- 2.3.3 Managing quality
- 2.3.4 The sales process

### Paper 1 – Investigating small businesses

Exam paper from a previous series

Mock exams

Paper 1 – Investigating small businesses

- Key skills – content / knowledge / test / retrieval

Trips and visits

BMW Mini – Production Unit (Yr11)

### Making the business effective

- 1.4.1 – The options for a start-up & a small business
- 1.4.2 – Business location
- 1.4.4 – Business Plans

### Putting a business idea into practice

- 1.3.1 – Business Aims & objectives
- 1.3.2 – Business revenues, costs & profits
- 1.3.3 – Cash 7 Cashflow
- 1.3.4 – Sources of business finance
- 2.4.1 – Business Calculations
- 2.4.2 – Understanding business performance

### Spotting a business Opportunity

- 1.2.1 – Customer needs
- 1.2.2 – Market research
- 1.2.3 – Market segmentation
- 1.4.3 – The marketing mix
- 1.2.4 – The competitive environment

### Enterprise & Entrepreneurship

- 1.1.1 - The dynamic nature of business
- 1.1.2 – Risk & Reward
- 1.1.3 – the role of business enterprise & entrepreneurship

**Year 10**



## Year 11

### 1 Growing the business

|           |                                                                                                                                                                                        |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Why this? | Students explore the opportunities and issues faced by growing business. Whilst considering the impact of globalisation, the ethical and environmental issues facing businesses.       |
| Why now?  | As the business is established its aims and objectives will evolve giving rise to more scrutiny from customers whilst having a bigger impact upon actions it takes / neglects to take. |

### 2 Making marketing decisions

|           |                                                                                                                                                                             |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Why this? | Understanding how the MM can influence other elements and be used in an integrated way to build and influence competitive advantage in a growing business                   |
| Why now?  | With a bigger budget a growing company has more access in how to develop its marketing strategy and gain competitive advantage through pursuit of becoming a market leader. |

### 3 Making operational decisions

|           |                                                                                                                                                                                       |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Why this? | The day-to-day issues a growing business faces in its regular operations and how customer needs are met through the design, supply, quality and sales decisions a business makes.     |
| Why now?  | An understanding how the product or service gets to its finished state for the customer to purchase is vital if you are to maintain good relationships with suppliers & manufacturers |

### 4 Making financial decisions

|           |                                                                                                                                                                                                              |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Why this? | How to make use of financial information to understand business performance and make business decisions.                                                                                                     |
| Why now?  | Students need to understand that making a revenue is not making a profit. A range of financial tools are used to assess the viability of the business and what needs to be done for the business to survive. |

### 5 Making human resource decisions

|           |                                                                                                                                                                                                |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Why this? | Explores people in businesses. It considers the decisions relating to organisational structure, recruitment, training and motivation                                                           |
| Why now?  | Up until now the importance of employees has largely been ignored. But as most organisations biggest expense it's vital that students understand how to recruit, retain and motivate employees |

### 6 Revision & Exam Prep

|           |                                                                                                |
|-----------|------------------------------------------------------------------------------------------------|
| Why this? | Course is now complete. Time for reflection and to go over topics students have struggled with |
| Why now?  | Prepare students for the summer exam                                                           |

### 1 Enterprise & Entrepreneurship

|           |                                                                                                                                            |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Why this? | The dynamic nature of enterprise and entrepreneurs is at the heart of this topic.                                                          |
| Why now?  | Students understand the qualities and attributes required to set up your own business and take the necessary risks and rewards associated. |

### 2 Spotting a business Opportunity

|           |                                                                                                                                                                                       |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Why this? | How entrepreneurs identify business opportunities that will enable them to produce the goods and services that will ultimately ensure their business survives and prospers.           |
| Why now?  | The natural process once an entrepreneur has set up their business is to understand their target market and the best way to communicate through advertising media according to budget |

### 3 Putting a business idea into practice

|           |                                                                                                                                                            |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Why this? | The aim is to provide an insight into some of the practical aspects of running a small business.                                                           |
| Why now?  | Students need to understand the importance of having aims and objectives so that they can measure the financial and non-financial success of the business. |

### 4 Putting a business idea into practice (continued)

|           |                                                                                                                                                                                                              |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Why this? | All businesses have costs and to survive businesses need to make a profit. These considerations are covered in this topic.                                                                                   |
| Why now?  | Students need to understand that making a revenue is not making a profit. A range of financial tools are used to assess the viability of the business and what needs to be done for the business to survive. |

### 5 Making the business effective

|           |                                                                                                                                                                                                                                                                                     |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Why this? | To the options for the type of ownership, the topic explores issues around business location, the marketing mix and business planning                                                                                                                                               |
| Why now?  | There are many ways you can legally set up a business. You may start as a sole trader but evolve into a partnership or LTD. Students are taught about the options as there are differences between the financial conditions such as set-up and ownership options e.g. shareholders. |

### 6 Understanding external influences on business

|           |                                                                                                                                                                                                                                 |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Why this? | Students to consider the impacts of the economy and legislation on small businesses.                                                                                                                                            |
| Why now?  | The external environment will affect your business in many ways. Student's need to understand how to react to these changes that are essentially out of their hands. These can be political, economic, social or technological. |

## Year 10



# SUBJECT CURRICULUM MAP: KS5

## 3.10 Managing strategic change

- Managing strategic implementation
- Problems with strategy and why strategies fail

## Exam Preparation

Revision activities  
Skills application  
Past paper questions

**Summer exams**

A degree in Business & Management or similar

**Further study**

**Career pathways**

Journalist  
Solicitor  
Marketing  
Business consultant  
Researcher  
Teacher  
Accountant  
Human Resource Management

## 3.9 Strategic Methods: How to pursue strategies

- Assessing a change in scale
- Assessing innovation
- Assessing Internationalisation
- Assessing greater use of digital technology

Past papers  
Paper 1 (mix of questions)  
Paper 2 Longer mark questions e.g.  
• Evaluation and judgement

**Mock Exams**

## 3.7 Analysing the strategic position of a business

- Analysing the existing internal position of a business to assess strengths & weaknesses: Financial ratio analysis
- Analysing the external environment to assess opportunities and threats: Political & legal change
- Analysing the external environment to assess opportunities and threats: Social and technological
- Analysing strategic options: investment appraisal

**Year 13**

## 3.6 Decision making to improve human resource performance

- Setting Human Resource objectives
- Analysing human resource performance
- Improving organisational design & managing Human Resource flow
- Improving motivation and engagement
- Improving employer-employee relations

2 Past papers  
Paper 1 (mix of questions)  
Paper 2 Longer mark questions e.g.  
• Evaluation and judgement

**Mock Exams**

Specification:

[alevel -bus-Spec web.pdf](#)

## 3.5 Decision making to improve financial performance

- Setting financial objectives
- Analysing financial performance
- Making financial decisions: Sources of finance
- Improving cashflow and profits

## 3.2 Managers, Leadership & decision making

- What Managers do
- Types of managers & leadership styles and influences on these
- The effectiveness of different styles of management and leadership
- Understanding management decision making
- Understanding the role & importance of stakeholders

**Year 12**



Year  
13



Year  
12

### 3.10 Managing strategic change

Why this?

- Managing strategic implementation
- Problems with strategy and why strategies fail

Why now?

People are the reason why strategies fail, if stakeholders are not communicated with appropriately it will make it almost impossible to implement any strategy a business leader may envisage for their company. Students learn what barriers to anticipate (building on skills from previous units) and how to be resilient when dealing with problems that may arise. This unit underpins the importance of managing a strategy, implementing and reviewing it. It requires knowledge, theories and models from previous units interconnected to be able to understand the intrinsic nature of managing strategic change

### 3.9 Strategic Methods: How to pursue strategies

Why this?

- Assessing a change in scale
- Assessing innovation
- Assessing Internationalisation
- Assessing greater use of digital technology

Why now?

Until now students have looked at setting up and planning a business. This unit provides them the skills to look at a more strategic , long-term methods to expand a company and understanding the issues associated with a growing empire such as internationalisation, exporting and importing complications. This growth pushes a company to look at alternative sources of finance, innovate in order to assimilate into new markets whilst reinvesting profits back into the business to support this change in scale. Now-a-days a lot of companies use enhanced digital marketing technology to understanding customer needs and wants.

### 3.7 Analysing the strategic position of a business

Why this?

- Analysing the existing internal position of a business to asses strengths & weaknesses: Financial ratio analysis
- Analysing the external environment to assess opportunities and threats: Political & legal change
- Analysing the external environment to assess opportunities and threats: Social and technological
- Analysing strategic options: investment appraisal

Why now?

This unit investigates the external impact on all businesses. Students are taught that often businesses have very little control over the external environment. An in-depth analysis on the political landscape using news articles in conjunction with understanding the opportunities of the fast-changing technological world and how businesses are using this to become more cost efficient, gaining marking share and competitive advantage. Through this unit students are taught basic employment legislation that sits well with unit 3.2 and 3.6 and enables them to make informed decision when it comes to improving HR performance. Ratio analysis and learning about investment appraisals allows students to have greater financial options, whilst learning about internal financial strengths and weaknesses of the business. Understanding the social impact (crosses over with A-Level geography) a business can plan for the location of a company based on employee availability, skill levels and customers. This allows for both short- and long-term strategic planning.

### 3.6 Decision making to improve human resource performance

Why this?

- Setting Human Resource objectives
- Analysing human resource performance
- Improving organisational design & managing Human Resource flow
- Improving motivation and engagement
- Improving employer-employee relations

Why now?

The largest expense in any business is it's staffing. Students learn how to gain the most from their staff through engagement and motivational tactics. An important aspect to this unit is understanding how to set staffing objectives, and how to analyse HR data. Students are made aware of conflict issues between stakeholders including employees and employers, how to divert and manage the situation, using the skills from unit 3.2 to provide a holistic, strategic viewpoint. Students examine the best options for organisational design for a variety of businesses, whilst using the skills from unit 3.5 to manage the financial constraints involved.

### 3.5 Decision making to improve financial performance

Why this?

- Setting financial objectives
- Analysing financial performance
- Making financial decisions: Sources of finance
- Improving cashflow and profits

Why now?

The course moves on to the students learning about the many different financial accounts that will be required to set-up your own business or become an accountant. This is a very demanding unit that builds on the previous unit and how a manager can make financial decision, using models, theories and knowledge from the previous unit to make sound financial decisions. The students learn how to analyse financial data for large & small organisations, understand how the external environment can impact on your decision making and sources of finance available. The unit also investigates the options for cashflow problems and what to do with profits.

### 3.2 Managers, Leadership & decision making

Why this?

- What Managers do
- Types of managers & leadership styles and influences on these
- The effectiveness of different styles of management and leadership
- Understanding management decision making
- Understanding the role & importance of stakeholders

Why now?

Students begin the course by analysing what traits, skills and competencies are required to be a manager and how to recognise and develop these key characteristics and interactions for several different types of organisations. As part of this unit students are taught about the minor and major stakeholders and how to navigate relationships to enhance the survival prospects of a company, whilst learning to make tactical and strategical decisions.