



## CHS Curriculum Intent

**SUCCESSFUL:** Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

**CREATIVE:** Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

**HAPPY:** Learners who are confident, resilient, well-rounded citizens; they understand the world's communities and are ready to discover their place in it.

## CHS Curriculum Area Framework for Learning – GCSE Business – Year 9

<b>SUBJECT</b>	<b>Business</b>
<b>INTENT</b>	<p><b>“Your most unhappy customers are your greatest source of learning” Bill Gates – Founder Microsoft</b></p> <p>Studying Business at Chorlton High School allows learners to be exposed the various ways in a which a Business is established, run and the benefits of business on key stakeholders associated with that business.</p> <p>We aim to provide students with the tools and knowledge needed to learn to appreciate the variety of Business sectors, be it small independent businesses or large corporations and understand how they operate, considering Human resources, Finance, and Business ownership.</p> <p>Students will consider the practical application of business concepts. The units provide opportunities to explore theories and concepts in the most relevant way, through the context of events in the business and economic world.</p> <p>We aim to inspire, to challenge and to help develop happy, creative and successful learners through our expertly planned, colourful curriculum.</p>

**Department: Computing & Technology 2020 2021**

**Subject: GCSE Business (AQA 8132)**

<b>Year Group</b>	<b>9</b>
<b>Rationale/ Narrative</b>	<p><b>GCSE AQA Business (9-1) (603/0304/9)</b></p> <p>GCSE Business has been developed as a course having run through a new specification previously and exploring ways to increase demand and engagement from students. The first two terms of this academic year aim to being with an initial insight into the key concepts of business looking at the six main business elements for the course. Business in the real world, Influences on Business, Business operations, Human Resources, Marketing, Finance.</p>



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From Autumn 2 through to the end of the Spring term students will study a range of Business and Enterprising projects that will enable them to explore Business in a more engaging and creative curriculum, developing independent researching skills as well as group work and discussion activities trying to solve Business project brief scenarios.

**In the summer term students will start to build their GCSE Course knowledge and understanding in more detail taking a more in depth look at the first unit for the GCSE Specification. This will link back to some of the initial work covered in Year 9 Autumn 1.**

**Unit 1: Business in the real world:** here students will consider the purpose of common business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>KNOWLEDGE</b>	<p><b>GCSE Business Introduction: The 6 Pillars of Understanding</b></p> <p><b>Restore: Empower</b> Students will spend the first half term looking at and exploring the 6 main areas of the GCSE Business Specification to gain insight into their future studies on the course and develop their initial understanding of key concepts. Students will look at the main principles of:</p> <ul style="list-style-type: none"> <li>• Business in the real world</li> <li>• Influences on Business</li> <li>• Business operations</li> <li>• Human Resources</li> <li>• Marketing</li> <li>• Finance</li> </ul>	<p><b>Business Enterprise: Marketing products</b></p> <p><b>Restore: Enjoy</b> Through project style learning students will spend this term looking at key topics surrounding Marketing with a view to completing a Marketing task for a Business that supports their foundation of knowledge for this unit. Knowledge areas will include:</p> <ul style="list-style-type: none"> <li>• Marketing Mix</li> <li>• Four Ps</li> <li>• Marketing Mix</li> <li>• Market Research</li> <li>• Segmentation</li> <li>• Types of Market Research</li> <li>• Using Market Research</li> <li>• Product Life Cycles</li> <li>• Extension Strategies</li> <li>• Product Portfolios</li> <li>• Product Development</li> <li>• Price</li> </ul>	<p><b>Business Enterprise: Hiring staff &amp; Building a team</b></p> <p><b>Restore: Regognise</b> Through project style learning students will spend this term looking at key topics surrounding Human Resources with a view to completing a Recruitment task that supports their foundation of knowledge for this unit. Knowledge areas will include:</p> <ul style="list-style-type: none"> <li>• Internal Organisational Structures</li> <li>• Contracts of Employment</li> <li>• Recruitment</li> <li>• Staff Training</li> <li>• Financial Motivation</li> <li>• Non-Financial Motivation</li> </ul> <p><b>Links to be made to CIEAG</b></p>	<p><b>Business Enterprise: Balancing the books (finance)</b></p> <p>Through project style learning students will spend this term looking at key topics surrounding Human Resources with a view to completing a Recruitment task that supports their foundation of knowledge for this unit. Knowledge areas will include:</p> <ul style="list-style-type: none"> <li>• Sources of Finance – Small Firms</li> <li>• Sources of Finance – Established Firms</li> <li>• Investments</li> <li>• Break-Even Analysis</li> <li>• Cash Flow</li> <li>• Cash Flow Credit</li> <li>• Cash Flow Problems</li> <li>• Income Statements</li> <li>• Profit Margins</li> <li>• Statements of Financial Position</li> <li>• Analysis</li> </ul>	<p><b>Knowledge growth: Unit 01 Business in the real</b></p> <p>Students will learn information around the key topics: The purpose and nature of business</p> <ul style="list-style-type: none"> <li>• Business ownership</li> <li>• Setting business aims and objectives</li> <li>• Business stakeholders</li> </ul>	<p><b>Knowledge growth: Unit 01 Business in the real world</b></p> <p>Students will learn information around the key topics:</p> <ul style="list-style-type: none"> <li>• Business locations</li> <li>• Business planning</li> <li>• Expanding a Business</li> </ul>
<b>SKILLS</b>	<p>Knowledge, Understanding and application</p> <ul style="list-style-type: none"> <li>• Use business terminology to identify and explain business activity</li> </ul>	<p>Project: Knowledge, Understanding and application</p>	<p>Project: Knowledge, Understanding and application</p>	<p>Project: Knowledge, Understanding and application</p>	<p>Identifying and selecting information, breaking down key information and analysis (more specifically comparative analysis).</p>	<p>Evaluation skills, analysis and Metacognitive practice. Exam techniques and Case study analysis.</p>



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	<ul style="list-style-type: none"> <li>• Apply business concepts to familiar and unfamiliar contexts</li> <li>• Develop problem solving and decision making skills relevant to business</li> <li>• Investigate, analyse and evaluate business opportunities and issues</li> <li>• Make justified decisions using both qualitative and quantitative data including its selection,</li> <li>• Interpretation, analysis and evaluation, and the application of appropriate quantitative skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Use business terminology to identify and explain business activity</li> <li>• Apply business concepts to familiar and unfamiliar contexts</li> <li>• Develop problem solving and decision making skills relevant to business</li> <li>• Investigate, analyse and evaluate business opportunities and issues</li> <li>• Make justified decisions using both qualitative and quantitative data including its selection,</li> <li>• Interpretation, analysis and evaluation, and the application of appropriate quantitative skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Use business terminology to identify and explain business activity</li> <li>• Apply business concepts to familiar and unfamiliar contexts</li> <li>• Develop problem solving and decision making skills relevant to business</li> <li>• Investigate, analyse and evaluate business opportunities and issues</li> <li>• Make justified decisions using both qualitative and quantitative data including its selection,</li> <li>• Interpretation, analysis and evaluation, and the application of appropriate quantitative skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Use business terminology to identify and explain business activity</li> <li>• Apply business concepts to familiar and unfamiliar contexts</li> <li>• Develop problem solving and decision making skills relevant to business</li> <li>• Investigate, analyse and evaluate business opportunities and issues</li> <li>• Make justified decisions using both qualitative and quantitative data including its selection,</li> <li>• Interpretation, analysis and evaluation, and the application of appropriate quantitative skills.</li> </ul>		
<p><b>ASSESSMENTS</b></p>	<ul style="list-style-type: none"> <li>• Classwork piece – Globalisation. Student written piece about the impact of Covid 19 on globalisation.</li> <li>• Assessment Piece – Baseline assessment for Autumn1 – the 6 key topics of Business. (to be completed at the end of the Autumn 1 term).</li> </ul>	<ul style="list-style-type: none"> <li>• Classwork piece – Market Research, student written piece about the benefits of market research for the business owner/product developer</li> <li>• <b>Progress Tests</b> will be issued to students to formally assess their knowledge and understanding in this term (<i>this will support the baseline assessment from Autumn 1 and form part of a memory recall activity</i>).</li> <li>• Project summary analysis (Marketing)</li> </ul>	<ul style="list-style-type: none"> <li>• Classwork piece – Staff Training, student written piece about the benefits of staff training for the business and the employee</li> <li>• Classwork piece, Project summary analysis (Human Resources)</li> </ul>	<ul style="list-style-type: none"> <li>• Classwork piece – Sources of Finance (small and established firms), student written piece about types of finance available for small and established business, with analysis &amp; comparison.</li> <li>• <b>Progress Tests</b> will be issued to students to formally assess their knowledge and understanding in this term (<i>this will support the baseline assessment from Autumn 1 and form part of a memory recall activity</i>).</li> <li>• Project summary analysis (Finance)</li> </ul>	<ul style="list-style-type: none"> <li>• Classwork piece – types of business ownership</li> <li>• Home learning task 2 (M7S Plan A)</li> </ul>	<ul style="list-style-type: none"> <li>• Classwork piece – business plans</li> <li>• <b>Progress Tests</b> will be issued to students to formally assess their knowledge and understanding in this term in relation to Unit 1.</li> <li>• Case Study (written response) – Tyrrells and Amplify (Chapter 1 page 54)</li> </ul>