

## Biddulph High School Curriculum Intent:

To deliver a broad and enriching curriculum through engaging and challenging lessons that provide a wide range of opportunities for all students to achieve their potential. Students will all be prepared to take their next steps in a diverse and ever changing future ready to make a positive contribution to society. Through a broad programme of extracurricular activities students will have the opportunities to showcase their talents and experience new challenges. We value individuals and all that they can offer as well as supporting each other with kindness and empathy.

## Curriculum Intent for Business Studies:

*“If I had asked people what they wanted, they would have said faster horses” Henry Ford*

At some point in their lives, all students will encounter the world of business. They, therefore, must be prepared to engage in business activity with confidence and competence, by understanding how they function and the role they play in society. Our aim is to prepare all students with the skills that are required to be successful in the business environment. We endeavour to interest and challenge our students by applying their learning to real business organisations, news stories and events from a range of industry sectors. Our curriculum is mapped from KS4 (AQA GCSE Business) to KS5 (AQA A Level Business and Level 3 BTEC Diploma in Business) allowing students real progression within the subject, complementing other subjects in their option choices. We wish to generate a love of learning not only in the classroom but as part of an extra-curricular programme. Students are encouraged to take part in local and national competitions, engage with guest speakers and complete wider reading to encourage literacy skills for life. The department has a high record of academic achievement, with a large proportion of students continuing to study undergraduate Business Studies related degrees who then act as inspiration for the next generation.

All teachers will follow the scheme of work provided by the department. This will ensure that all students receive the same high-quality provision. All units of work will provide a clear outline of the knowledge and skills required and assessments will ensure that this knowledge has been retained and that skills can be evidenced. Teachers will ensure that gaps are closed through regular monitoring within the classroom. DINT activities will allow for interleaving and recap of previous learning. Misconceptions will be identified through effective questioning and the regular inspection of student work.

<b>Business Studies Long Term Plans</b>						
<b>Year Group</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>10</b>	<b>Business in the real world</b> The purpose and nature of businesses, business ownership, setting business aims and objectives, stakeholders.	<b>Business in the real world</b> Business location, business planning, expanding a business.	<b>Business operations</b> Production processes, the role of procurement.	<b>Business operations</b> The concept of quality, good customer service.	<b>Influences on business</b> Technology, ethical and environmental considerations, economic climate.	<b>Influences on business</b> Globalisation, legislation, competitive environment.
<b>11</b>	<b>Human resources</b> Organisational structures, recruitment and selection, motivation, training.	<b>Marketing</b> Identifying and understanding customers, segmentation methods, the purpose, and methods of market research.	<b>Marketing</b> The elements of the marketing mix.	<b>Finance</b> Sources of finance, cash flow, financial terms, and calculations.	<b>Finance</b> Analysing the financial performance of a business.  Preparation for examination period.	<i>Examination period.</i>
<b>12</b>	<b>A Level</b> What is business? Managers, leadership, and decision making. Decision making to improve marketing performance. Decision making to improve operational performance. Decision making to improve financial performance. Decision making to improve human resource performance.			<b>BTEC</b> Unit 1. Exploring business Unit 2. Developing a marketing campaign Unit 3. Personal and business finance Unit 8. Recruitment and selection Unit 14. Customer service		
<b>13</b>	<b>A Level</b> Analysing the strategic position of a business Choosing strategic direction Strategic methods: how to pursue strategies. Managing strategic change			<b>BTEC</b> Unit 4. Managing an event Unit 5. International business Unit 6. Principles of management		

<b>Business Studies: Medium Term Overview</b>			
<b>Year 10</b>	<b>Autumn Term 1</b>	<b>Unit Title: Business in the real world</b>	<b>No of Lessons: 15 (Approx.)</b>
<b>Overview/Intent</b>	<p>The purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business. Students need to be aware of the impact business in the real world has on the four functional areas of business:</p> <ul style="list-style-type: none"> <li>✓ Business operations</li> <li>✓ Human resources</li> <li>✓ Marketing</li> <li>✓ Finance</li> </ul>		
<p><b>Essential Knowledge (what must students know):</b></p> <ul style="list-style-type: none"> <li>• What a business is and the reasons for starting a business.</li> <li>• The difference between goods, services, needs, and wants.</li> <li>• The meaning of the factors of production.</li> <li>• A definition of opportunity cost.</li> <li>• A definition and examples of the 3 sectors of industry - primary, secondary, and tertiary and examples of types of businesses that operate in each sector.</li> <li>• Understand the term enterprise and what is meant by an entrepreneur.</li> <li>• To outline the characteristics of an entrepreneur.</li> <li>• To understand what is meant by a sole trader and the benefits and drawbacks of this legal structure.</li> <li>• To understand what is meant by a partnership and the benefits and drawbacks of this legal structure.</li> <li>• To understand what is meant by a private limited company and the benefits and drawbacks of this legal structure.</li> </ul>	<p><b>Essential Skills (what must students be able to demonstrate):</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Analyse and evaluate which legal structure would be the most appropriate for a variety of business examples.</li> <li>• Set effective aims and objectives for a variety of business examples.</li> <li>• Analyse and evaluate different business decisions on a range of stakeholders.</li> </ul>	<p><b>Lessons:</b></p> <ol style="list-style-type: none"> <li>1. Introductory lesson – expectations, standards etc.</li> <li>2. Enterprise and the reasons for starting a business.</li> <li>3. Entrepreneurs</li> <li>4. Needs, wants, goods and services.</li> <li>5. Sectors of industry</li> <li>6. Dynamic nature of business</li> <li>7. Sole traders</li> <li>8. Partnerships</li> <li>9. Private limited companies (Ltd)</li> <li>10. Public limited companies (PLC)</li> <li>11. Aims and objectives.</li> <li>12. Stakeholders</li> <li>13. Stakeholders 2</li> <li>14. Re cap</li> <li>15. Assessment</li> </ol>	

<ul style="list-style-type: none"> <li>• To understand the concept of limited liability and which businesses benefit from this.</li> <li>• To understand what is meant by a public limited company and the benefits and drawbacks of this legal structure.</li> <li>• To understand what is meant by a not-for-profit organisation and the benefits and drawbacks of this legal structure.</li> <li>• To understand the main aims and objectives for businesses.</li> <li>• To understand how and why the objectives set will differ between businesses.</li> <li>• To understand how and why the objectives set may change as businesses evolve.</li> <li>• To understand what is meant by a stakeholder and who the main stakeholders of a business are.</li> <li>• To understand the main objectives of stakeholders.</li> </ul> <p><b>Terminology:</b></p> <p>Entrepreneur, goods, services, needs, wants, CELL, primary, secondary, tertiary, innovation, sole trader, partnership, Ltd, PLC, social enterprise, limited liability, unlimited liability, aims, objectives, stakeholder.</p>		
<p><b>Careers Links:</b></p> <p>Entrepreneur or business owner Investor</p>	<p><b>Enrichment:</b></p> <p>Academic reading: ‘How they started’ David Lester, ‘How they started – Digital’ David Lester, ‘How they started – Global brands’ David Lester.</p>	<p><b>MYPB:</b></p> <p>Innovation Creativity Evaluation</p>

<b>Business Studies: Medium Term Overview</b>			
<b>Year 10</b>	<b>Autumn Term 2</b>	<b>Unit Title: Business in the real world</b>	<b>No of Lessons: 15 (Approx.)</b>
<b>Overview/Intent</b>	This half term sees a continuation of business in the real world.		
<p><b>Essential Knowledge (what must students know):</b></p> <ul style="list-style-type: none"> <li>• To understand what is meant by location.</li> <li>• To understand the factors that influence the location decision of a business.</li> <li>• To understand why some businesses, decide to locate in other countries.</li> <li>• To understand the reasons why a business plan is created.</li> <li>• To understand the main sections of a business plan.</li> <li>• To analyse the benefits and drawbacks of business planning.</li> <li>• To understand the difference between variable costs, fixed costs, and total costs.</li> <li>• To understand the concept of revenue, costs, profit, and loss.</li> <li>• To calculate revenue, costs, profit, and loss.</li> <li>• To understand the methods used by businesses when expanding.</li> <li>• To discuss the advantages and disadvantages of each method of growth.</li> <li>• To understand the benefits of growth in terms of unit cost advantages due to economies of scale.</li> <li>• To understand that, with growth, businesses increase the risk of diseconomies of scale.</li> <li>• To calculate and interpret average unit costs.</li> </ul>	<p><b>Essential Skills (what must students be able to demonstrate):</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• To evaluate the appropriate location for a variety of businesses.</li> <li>• Calculate and interpret average unit costs.</li> <li>• Understand and calculate total costs, revenue, and profit.</li> </ul>	<p><b>Lessons:</b></p> <ol style="list-style-type: none"> <li>1. Location</li> <li>2. Location 2</li> <li>3. Exam technique – Location</li> <li>4. Business plans</li> <li>5. Costs, revenue, and profit</li> <li>6. Costs, revenue, and profit 2</li> <li>7. Costs, revenue, and profit 3</li> <li>8. Break-even</li> <li>9. Break-even 2</li> <li>10. Expansion – Organic</li> <li>11. Expansion – Organic 2</li> <li>12. Expansion – Inorganic</li> <li>13. Expansion – Inorganic 2</li> <li>14. Re cap</li> <li>15. Assessment</li> </ol>	

<p><b>Terminology:</b></p> <p>Proximity to market, infrastructure, variable costs, fixed costs, total costs, sales revenue, profit, break even, expansion, organic, inorganic, outsourcing, e-commerce, merger, takeover, economies of scale, diseconomies of scale, unit costs.</p>		
<p><b>Careers Links:</b></p> <p>Business planning Accountancy Estate agent</p>	<p><b>Enrichment:</b></p> <p>Academic reading: 'How they started' David Lester, 'How they started – Digital' David Lester, 'How they started – Global brands' David Lester.</p>	<p><b>MYPB:</b></p> <p>Collaboration Creativity Evaluation</p>

<b>Business Studies: Medium Term Overview</b>			
<b>Year 10</b>	<b>Spring Term 1</b>	<b>Unit Title: Business Operations</b>	<b>No of Lessons: 10</b>
<b>Overview/Intent</b>	Students should understand the interdependent nature of business operations, human resources, marketing and finance. Students should be able to give examples of how business objectives would be split into functional plans with clear links throughout. What business operations involve, their role within the production of goods and the provision of services, and how they influence business activity.		
<p><b>Essential Knowledge (what must students know):</b></p> <ul style="list-style-type: none"> <li>To understand what is meant by job production.</li> <li>To understand what is meant by flow production.</li> <li>To understand when each method of production is appropriate.</li> <li>To understand how production might be made more efficient using lean production techniques.</li> <li>To understand how production might be made more efficient using just in time (JIT) techniques.</li> <li>To understand the factors affecting the choice of suppliers.</li> <li>To understand what procurement and logistics are and their effect on a business.</li> <li>To understand that the benefits of reduced costs must be balanced against the quality of service.</li> <li>To understand what a supply chain is.</li> <li>To explain the benefits of managing an effective supply chain.</li> </ul> <p><b>Terminology:</b></p> <p>Job production, flow production, lean production, JIT, JIC, kaizen, buffer stock, price, quality, reliability, procurement, logistics, supplier, efficiency, supply chain management.</p>	<p><b>Essential Skills (what must students be able to demonstrate):</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Evaluate the use of managing stock using JIT to a given business.</li> <li>Evaluate the use of managing stock using JIC to a given business.</li> <li>Analyse the factors that affect the choice of supplier for a given business.</li> </ul>	<p><b>Lessons:</b></p> <ol style="list-style-type: none"> <li>Methods of production (job)</li> <li>Methods of production (flow)</li> <li>Inside the factory</li> <li>Lean production</li> <li>Just in time</li> <li>Just in case</li> <li>Exam technique</li> <li>Suppliers</li> <li>Procurement</li> <li>Supply chain management.</li> </ol>	

<p><b>Careers Links:</b></p> <p>Operations management Procurement Stock management.</p>	<p><b>Enrichment:</b></p> <p>Inside the factory, Play-Doh production.</p>	<p><b>MYPB:</b></p> <p>Speaking Evaluation Active listener Innovation Responsibility</p>
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<b>Business Studies: Medium Term Overview</b>			
<b>Year 10</b>	<b>Spring Term 2</b>	<b>Unit Title: Business Operations</b>	<b>No of Lessons: 10</b>
<b>Overview/Intent</b>	This half term sees a continuation of business operations.		
<p><b>Essential Knowledge (what must students know):</b></p> <ul style="list-style-type: none"> <li>To understand that customers have expectations of quality in terms of the production of goods and the provision of services.</li> <li>To understand how businesses identify quality problems and businesses measure quality.</li> <li>To understand the consequences of quality issues.</li> <li>To understand the methods businesses, use to maintain consistent quality.</li> <li>To identify the advantages to a business of using TQM.</li> <li>To understand the costs and benefits of maintaining quality.</li> <li>To understand the possible quality issues as businesses, grow.</li> <li>To analyse the techniques businesses, use to provide good customer service.</li> <li>To understand the sales process.</li> <li>To understand the importance of providing good service to customers.</li> <li>To understand the dangers of poor customer service.</li> <li>To understand the reasons why advances in ICT have allowed customer services to develop.</li> </ul>	<p><b>Essential Skills (what must students be able to demonstrate):</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Evaluate different production methods and recommend the suitability for a range of different businesses.</li> <li>Use speaking and listening skills to discuss positive and negative examples of customer service.</li> </ul>	<p><b>Lessons:</b></p> <ol style="list-style-type: none"> <li>Quality</li> <li>Quality 2</li> <li>TQM</li> <li>Exam technique</li> <li>Methods of good customer service</li> <li>Benefits of good customer service</li> <li>Dangers of poor customer service</li> <li>Advances in ICT for customer service</li> <li>Re cap</li> <li>Assessment</li> </ol>	

<p><b>Terminology:</b></p> <p>Quality, quality control, quality assurance, total quality management (TQM), outsourcing, franchise, reputation, inspection costs, recalls, product knowledge, customer engagement, post sales service, customer satisfaction, customer loyalty, profitability, website, e-commerce, social media.</p>		
<p><b>Careers Links:</b></p> <p>Retail Operations management Procurement Stock management.</p>	<p><b>Enrichment:</b></p> <p>Inside the factory.</p>	<p><b>MYPB:</b></p> <p>Speaking Evaluation Active listener Innovation Responsibility</p>

<b>Business Studies: Medium Term Overview</b>			
<b>Year 10</b>	<b>Summer Term 1</b>	<b>Unit Title: Influences on business</b>	<b>No of Lessons: 15 (Approx.)</b>
<b>Overview/Intent</b>	<p>The importance of external influences on business and how businesses change in response to these influences. Students need to be aware of the impact influences on business have on the four functional areas of business:</p> <ul style="list-style-type: none"> <li>✓ Business operations</li> <li>✓ Human resources</li> <li>✓ Marketing</li> <li>✓ Finance</li> </ul>		
<p><b>Essential Knowledge (what must students know):</b></p> <ul style="list-style-type: none"> <li>• To understand the impact of the changing use of ICT and how it influences business activity.</li> <li>• To understand how e-commerce provides access to wider markets.</li> <li>• To understand how digital communication changes the way businesses communicate with stakeholders.</li> <li>• To identify and analyse where there may be a possible trade-off between ethics and profit.</li> <li>• To understand the benefits and drawbacks of ethical behaviour.</li> <li>• To understand how businesses and consumers accept greater environmental responsibility in their decision-making and the costs and benefits of businesses behaving this way.</li> <li>• To identify and analyse where there may be a possible trade-off between sustainability and profit.</li> <li>• To demonstrate and understand how businesses might be affected by changes in the rate of interest.</li> </ul>	<p><b>Essential Skills (what must students be able to demonstrate):</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Apply the influences (e.g. interest rates) to real life scenarios.</li> <li>• Analyse and evaluate the impact of influences on a range of different businesses.</li> </ul>	<p><b>Lessons:</b></p> <ol style="list-style-type: none"> <li>1. E-commerce and digital communication</li> <li>2. E-commerce and digital communication</li> <li>3. Ethics in business</li> <li>4. Ethics in business</li> <li>5. Environmental considerations</li> <li>6. Environmental considerations</li> <li>7. Sustainability</li> <li>8. Interest rates – Businesses</li> <li>9. Interest rates – Consumer and business spending</li> <li>10. Mortgages – Interest rates in action</li> <li>11. Level of employment</li> <li>12. Consumer spending</li> <li>13. Exam technique</li> <li>14. Re cap</li> <li>15. Assessment</li> </ol>	

<ul style="list-style-type: none"> <li>• To understand how fluctuating interest rates can affect consumer and business spending.</li> <li>• To identify how and why businesses might be affected by changes in levels of employment.</li> <li>• To understand how demand for products and services may change as incomes fluctuate.</li> </ul> <p><b>Terminology:</b></p> <p>E-commerce, digital communication, ethics, environment, traffic congestion, recycling, pollution, sustainability, global warming, scarce resources, interest rates, overdraft, loans, finance, fluctuating, consumer spending, employment, consumer spending.</p>		
<p><b>Careers Links:</b></p> <p>Mortgage advisor.          Financial advisor          Environmental officer          Bank manager.          Statistician</p>	<p><b>Enrichment:</b></p> <p>Impact of interest rates on the world – Bank of England, mortgage task.</p>	<p><b>MYPB:</b></p> <p>Evaluation          Responsibility          Self-motivation</p>

<b>Business Studies: Medium Term Overview</b>			
<b>Year 10</b>	<b>Summer Term 2</b>	<b>Unit Title: Influences on business</b>	<b>No of Lessons: 15 (Approx.)</b>
<b>Overview/Intent</b>	This half term sees a continuation of influences on business.		
<p><b>Essential Knowledge (what must students know):</b></p> <ul style="list-style-type: none"> <li>• To understand what is meant by globalisation.</li> <li>• To understand the methods UK businesses, use to compete internationally.</li> <li>• To analyse the benefits and drawbacks of globalisation for UK businesses.</li> <li>• To understand the impact of exchange rates on the profit and sales of those businesses that import and/or export.</li> <li>• To assess the impact of employment legislation on businesses.</li> <li>• To understand the consequences of failing to follow legislation for the business.</li> <li>• To assess the impact of health and safety and consumer legislation on businesses.</li> <li>• To understand the benefits of providing a safe working environment.</li> <li>• To understand the meaning of a market and competition.</li> <li>• To analyse potential impacts of competition on businesses and identify situations when businesses face minimal or no competition.</li> <li>• To understand the risks businesses, face, and the reasons why all businesses face uncertainty.</li> <li>• To understand the reason why entrepreneurs, embark on running businesses and the activities businesses can undertake to minimise risks.</li> </ul>	<p><b>Essential Skills (what must students be able to demonstrate):</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Analyse and evaluate the range of internal and external influences on a range of businesses – ethical, environmental, economical etc.</li> </ul>	<p><b>Lessons:</b></p> <ol style="list-style-type: none"> <li>1. Globalisation</li> <li>2. Globalisation 2</li> <li>3. Exchange rates</li> <li>4. Exchange rates 2</li> <li>5. Employment law</li> <li>6. Health and safety law</li> <li>7. Consumer law</li> <li>8. Competitive environment</li> <li>9. Re-cap</li> <li>10. Preparation for mock exams and exam period</li> <li>11. Preparation for mock exams and exam period</li> <li>12. Preparation for mock exams and exam period</li> <li>13. Preparation for mock exams and exam period</li> <li>14. Preparation for mock exams and exam period</li> <li>15. Preparation for mock exams and exam period</li> </ol>	

<p><b>Terminology:</b></p> <p>Globalisation, exchange rates, employment law, health and safety law, consumer law, national minimum wage, national living wage, equality act, trade descriptions, competitive markets, risk, uncertainty,</p>		
<p><b>Careers Links:</b></p> <p>Health and safety advisor Account manager. Foreign exchange consultant Research analyst.</p>	<p><b>Enrichment:</b></p> <p>Identifying McDonald’s around the world.</p>	<p><b>MYPB:</b></p> <p>Evaluation Responsibility Self-motivation</p>

<b>Business Studies: Medium Term Overview</b>			
<b>Year 11</b>	<b>Autumn Term 1</b>	<b>Unit Title: Human Resources</b>	<b>No of Lessons: 15 (Approx.)</b>
<b>Overview/Intent</b>	Students should understand the interdependent nature of business operations, human resources, marketing, and finance. Students should be able to give examples of how business objectives would be split into functional plans with clear links throughout. The purpose of human resources, its role within business and how it influences business activity.		
<p><b>Essential Knowledge (what must students know):</b></p> <ul style="list-style-type: none"> <li>To understand internal organisational structures, span of control, chain of command, layering, and delegation.</li> <li>To understand why businesses, have internal organisational structures.</li> <li>To understand the impact that having a tall or flat organisational structure has on how a business is managed.</li> <li>To understand what is meant by centralisation and decentralisation and the benefits and drawbacks of centralisation and decentralisation for business performance.</li> <li>To understand the difference between internal and external recruitment and the benefits and drawbacks of both options.</li> <li>To outline the main stages in the recruitment and selection process.</li> <li>To analyse the benefits of having an effective recruitment and selection process for a business.</li> <li>To understand the difference between part time and full-time contracts, job share and zero hour contracts.</li> <li>To understand the benefits of full and part time employment.</li> <li>To understand the benefits of a motivated workforce.</li> </ul>	<p><b>Essential Skills (what must students be able to demonstrate):</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Analyse the benefits and drawbacks of recruitment and selection processes (e.g. interval Vs. external recruitment).</li> <li>Apply knowledge to a range of business case studies and make recommendations for recruitment and selection processes.</li> </ul>	<p><b>Lessons:</b></p> <ol style="list-style-type: none"> <li>Introduction to HR</li> <li>Organisational structures</li> <li>Organisational structures</li> <li>Recruitment and selection</li> <li>Recruitment and selection</li> <li>Contracts of employment</li> <li>Motivation – Nonfinancial</li> <li>Motivation – Financial</li> <li>Motivation – Fringe benefits</li> <li>Management styles</li> <li>Training – Induction</li> <li>Training – On and off the job</li> <li>Re-cap</li> <li>Mini assessment</li> <li>Gap review</li> </ol>	

<ul style="list-style-type: none"> <li>• To understand the use of financial methods of motivation (including an understanding of the main methods of payment including salary, wage, commission, and profit sharing).</li> <li>• To understand the use of non-financial methods of motivation.</li> <li>• To explain the methods of training and the benefits for a business (including induction training).</li> </ul> <p><b>Terminology:</b></p> <p>Organisational structures, centralisation, decentralisation, span of control, chain of command, delegation, delayering, tall, flat, communication, recruitment, selection, job analysis, job description, person specification, productivity, output, customer service, staff retention, part time, full time, zero-hour contract, job share, motivation, salary, wage, commission, bonus, financial, non-financial, fringe, styles of management, induction training, on the job training, off the job training.</p>		
<p><b>Careers Links:</b></p> <p>HR officer Recruitment consultant Sales executive</p>	<p><b>Enrichment:</b></p> <p>Identifying possible career opportunities and the recruitment and selection processes.</p>	<p><b>MYPB:</b></p> <p>Self-management Self-motivation Responsibility</p>



<b>Business Studies: Medium Term Overview</b>			
<b>Year 11</b>	<b>Autumn Term 2</b>	<b>Unit Title: Mock preparation and Marketing</b>	<b>No of Lessons: 15 (Approx.)</b>
<b>Overview/Intent</b>	This half term sees a preparation period for Year 11 mocks, mock period, and an introduction to marketing.		
<p><b>Essential Knowledge (what must students know):</b></p> <ul style="list-style-type: none"> <li>To understand the importance of identifying and satisfying customer needs.</li> <li>To understand the methods and criteria businesses use to segment the market.</li> <li>To understand why businesses, use segmentation to target customers.</li> <li>To understand why businesses, conduct market research.</li> <li>To understand the types of information collected in market research.</li> <li>To understand the meaning of primary market research and the methods used to collect primary data.</li> <li>To understand the meaning of secondary market research and the methods used to collect secondary data.</li> <li>To understand the difference between qualitative and quantitative market research.</li> <li>To understand the benefits and drawbacks for various market research techniques.</li> <li>To evaluate the best method for a given business.</li> <li>To be able to interpret and use qualitative and quantitative market research findings to help make appropriate decisions for different types of business.</li> </ul>	<p><b>Essential Skills (what must students be able to demonstrate):</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Interpret and use qualitative and quantitative market research findings to help make appropriate decisions for different types of business.</li> <li>Manipulate and interpret data from tables and charts.</li> <li>Identify and calculate market size and market share.</li> </ul>	<p><b>Lessons:</b></p> <ol style="list-style-type: none"> <li>Mock preparation (including review of identified gaps)</li> <li>3.1 Business in the real-world revision (Paper 1)</li> <li>3.2 Influences on business revision (Paper 1)</li> <li>3.3 Operation revision (Paper 1)</li> <li>3.4 HR revision (Paper 1)</li> <li>Mock period</li> <li>Mock period</li> <li>Mock period</li> <li>Mock period</li> <li>Mock period</li> <li>Introduction to marketing</li> <li>Identify customer needs.</li> <li>Segmentation</li> <li>Market research</li> <li>Market research</li> </ol>	

<ul style="list-style-type: none"> <li>To understand the difference between market size and market share.</li> </ul> <p><b>Terminology:</b></p> <p>Satisfying customer needs, marketing mix, competitiveness, segmentation; age, gender, location and income, market research, demand, target market, market opportunities, primary research, secondary research, questionnaires, surveys, interviews, focus groups, internet research, printed press, qualitative, quantitative, market size, market share.</p>		
<p><b>Careers Links:</b></p> <p>Market researcher Data analyst Interviewer</p>	<p><b>Enrichment:</b></p> <p>Analyse research techniques. Dragons Den and The Apprentice.</p>	<p><b>MYPB:</b></p> <p>Evaluation Resilience Creativity</p>

<b>Business Studies: Medium Term Overview</b>			
<b>Year 11</b>	<b>Spring Term 1</b>	<b>Unit Title: Marketing</b>	<b>No of Lessons: 10</b>
<b>Overview/Intent</b>	Students should understand the interdependent nature of business operations, human resources, marketing and finance. Students should be able to give examples of how business objectives would be split into functional plans with clear links throughout. The purpose of marketing, its role within business and how it influences business activity.		
<b>Essential Knowledge (what must students know):</b> <ul style="list-style-type: none"> <li>To understand skimming, penetration, competitive, loss leader and cost-plus pricing strategies.</li> <li>To recognise the factors, internal and external, which might influence the pricing decision, particularly as businesses grow and expand.</li> <li>To understand the basic relationship between price and demand.</li> <li>To understand the importance of product design, image and the needs of the target market when designing new products.</li> <li>To understand the significance of having a USP in a competitive market.</li> <li>To understand the product life cycle.</li> <li>To be able to demonstrate how the demand for a product or service might change over time.</li> <li>To understand what is meant by an extension strategy.</li> <li>To understand how and why businesses might broaden and balance their product portfolio using the Boston Matrix.</li> <li>To understand what is meant by, and the reasons for promotion.</li> <li>To understand the benefits and drawbacks of promotional methods used by businesses.</li> </ul>	<b>Essential Skills (what must students be able to demonstrate):</b>  <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Evaluate the factors and use them to assess the suitability of pricing methods for a given business.</li> <li>Evaluate the effectiveness of extension strategies and when they would be suitable.</li> <li>Explain the four categories of the Boston Matrix.</li> <li>Analyse the appropriateness of each distribution method for a given scenario.</li> </ul>	<b>Lessons:</b> <ol style="list-style-type: none"> <li>Market share</li> <li>Market mapping</li> <li>Product life cycle</li> <li>Product portfolio - Boston Matrix</li> <li>Pricing strategies</li> <li>Promotion</li> <li>Place</li> <li>Integrating the marketing mix</li> <li>Re-cap</li> <li>Exam technique</li> </ol>	

<ul style="list-style-type: none"> <li>• To understand the factors influencing the selection of the promotion mix to assess their suitability for a given business.</li> <li>• To understand the different channels of distribution used by businesses to gain access to potential customers.</li> <li>• To analyse the growing importance of e-commerce and m-commerce.</li> <li>• To understand the benefits and drawbacks of a business using e-commerce and m-commerce.</li> <li>• To understand the importance of the four elements and how they work together.</li> <li>• To recognise how the marketing mix evolves over time and evaluate how businesses may react to this.</li> </ul> <p><b>Terminology:</b></p> <p>Marketing mix, pricing; skimming, penetration, competitor, loss leader, cost-plus, costs, nature of the market, degree of competition, product life cycle, demand, product differentiation, unique selling point (UPS), brand image, research and development, introduction, growth, maturity, decline, extension strategies, product portfolio, Boston Matrix</p>		
<p><b>Careers Links:</b></p> <p>Market researcher Data analyst Interviewer NPD e-commerce</p>	<p><b>Enrichment:</b></p> <p>Marketing activities – marketing mix for a particular business.</p>	<p><b>MYPB:</b></p> <p>Speaking Evaluation Active listener Innovation Responsibility</p>

<b>Business Studies: Medium Term Overview</b>			
<b>Year 11</b>	<b>Spring Term 2</b>	<b>Unit Title: Finance</b>	<b>No of Lessons: 10</b>
<b>Overview/Intent</b>	Students should understand the interdependent nature of business operations, human resources, marketing, and finance. Students should be able to give examples of how business objectives would be split into functional plans with clear links throughout. The purpose of the finance function, its role within business and how it influences business activity.		
<b>Essential Knowledge (what must students know):</b> <ul style="list-style-type: none"> <li>To understand the main internal and external sources of finance available.</li> <li>To be able to analyse the advantages and disadvantages of each method for a given situation.</li> <li>To be able to evaluate the suitability of sources of finance for new and established businesses.</li> <li>To understand the consequences of cash flow problems and the effect of positive cash flow.</li> <li>To understand the difference between cash and profit.</li> <li>To understand how and why cash flow forecasts are constructed.</li> <li>To be able to complete and interpret sections of a cash flow forecast.</li> <li>To be able to evaluate possible solutions to cash flow problems.</li> <li>To understand the difference between variable costs, fixed costs, and total costs.</li> <li>To understand the concept of revenue, costs, profit, and loss.</li> <li>To be able to calculate revenue, costs, and profit.</li> <li>To understand the main investment projects that businesses undertake.</li> </ul>	<b>Essential Skills (what must students be able to demonstrate):</b>  <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Analyse the advantages and disadvantages of each source of finance.</li> <li>Evaluate the suitability of sources of finance for new and established businesses.</li> <li>Complete and interpret sections of a cash flow forecast.</li> <li>Evaluate possible solutions to cash flow problems, including re-scheduling payments, overdrafts, reducing cash outflow, increasing cash inflow, and finding new sources of finance.</li> <li>Identify the break-even level of output and margin of safety from a break-even chart.</li> <li>Evaluate the value of using break-even analysis to a business.</li> </ul>	<b>Lessons:</b> <ol style="list-style-type: none"> <li>Sources of finance 1</li> <li>Sources of finance 2</li> <li>Cash flow 1</li> <li>Cash flow 2</li> <li>Basic financial terms and calculations 1</li> <li>Basic financial terms and calculations 2</li> <li>Break even.</li> <li>Break even.</li> <li>Average rate of return</li> <li>Average rate of return</li> </ol>	

<ul style="list-style-type: none"> <li>• To be able to calculate the average rate of return for these projects.</li> <li>• To understand the meaning of the term break-even output and interpret break-even charts.</li> <li>• To be able to identify the break-even level of output and margin of safety from a break-even chart.</li> <li>• To be able to evaluate the value of using break-even analysis to a business.</li> </ul> <p><b>Terminology:</b></p> <p>Finance, retained profit, new share issue, loan, mortgage, assets, overdrafts, trade credit, hire purchase, government grant, variable costs, fixed costs, total costs, revenue, profit, average rate of return, break-even output, margin of safety.</p>		
<p><b>Careers Links:</b></p> <p>Financial advisor Banker Data analyst Investor Accountant</p>	<p><b>Enrichment:</b></p> <p>/</p>	<p><b>MYPB:</b></p> <p>Resilience Evaluation</p>

<b>Business Studies: Medium Term Overview</b>			
<b>Year 11</b>	<b>Summer Term 1</b>	<b>Unit Title: Finance</b>	<b>No of Lessons: 15 (Approx.)</b>
<b>Overview/Intent</b>	This half term sees a continuation of finance.		
<p><b>Essential Knowledge (what must students know):</b></p> <ul style="list-style-type: none"> <li>To understand the importance of financial statements for assessing business performance and helping make business decisions.</li> <li>To identify the main components of the income statement.</li> <li>To identify the main components of the statement of financial position.</li> <li>To understand that the statement of financial position is a snapshot in time.</li> <li>To understand the difference between assets and liabilities.</li> <li>To make judgements on the performance of a business through the interpretation of the information contained in income statements.</li> <li>To calculate gross profit margin and net profit margin to help assess financial performance.</li> </ul> <p><b>Terminology:</b></p> <p>Financial statements, income statement, statement of financial position, assets, liabilities, gross profit, gross profit margin, net profit, net profit margin.</p>	<p><b>Essential Skills (what must students be able to demonstrate):</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Calculate gross profit margin and net profit margin to help assess financial performance.</li> <li>Make judgements on the performance of a business through the interpretation of the information contained in income statements.</li> </ul>	<p><b>Lessons:</b></p> <ol style="list-style-type: none"> <li>Purpose of financial statements</li> <li>Income statement</li> <li>Gross profit and net profit</li> <li>Gross profit and net profit margin</li> <li>Statement of financial position</li> <li>Assets and liabilities</li> <li>Revision for 3.1</li> <li>Revision for 3.2</li> <li>Revision for 3.3</li> <li>Revision for 3.4</li> <li>Revision for 3.5</li> <li>Revision for 3.6</li> <li>Open revision and exam series</li> <li>Open revision and exam series</li> <li>Open revision and exam series</li> </ol>	
<p><b>Careers Links:</b></p> <p>As above</p>	<p><b>Enrichment:</b></p> <p>/</p>	<p><b>MYPB:</b></p> <p>Resilience Evaluation</p>	

Business: Medium Term Overview SST			
Year 12	Term: Autumn 1 & Autumn 2	Unit Title: What is business?	No of Lessons: 15
Overview/Intent	3.1.1 Understanding the nature and purpose of business. 3.1.2 Understanding different business forms. 3.1.3 Understanding that businesses operate within an external environment.		
<b>Essential Knowledge (what must students know):</b> <ul style="list-style-type: none"> <li>• Why businesses, exist.</li> <li>• The relationship between mission and objectives.</li> <li>• Why businesses set objectives.</li> <li>• The measurement and importance of profit.</li> <li>• The reasons for choosing different forms of business and for changing business form.</li> <li>• The role of shareholders and why they invest.</li> <li>• Learn about influences on share price and the significance of share price changes.</li> <li>• The effects of ownership on mission and objectives.</li> <li>• How the external environment can affect costs and demand.</li> </ul>	<b>Essential Skills (what must students be able to demonstrate):</b>  <b>Students will be able to describe, analyse, and evaluate, in context...</b> <ul style="list-style-type: none"> <li>• Real business objectives, including profit, growth, survival, cash flow, social and ethical objectives.</li> <li>• Different forms of business and why these forms may change and the role of shareholders (sole traders, public and private limited companies, private and public sector organisations, not for profit organisations, social enterprises.</li> <li>• Issues with different forms of business (liability, share capital, market capitalisation and dividends)</li> <li>• The factors influencing costs and demand to include the effect of competition, market conditions, incomes, interest rates, demographic factors, environmental issues, and fair trade.</li> </ul>	<b>Lessons:</b> <ol style="list-style-type: none"> <li>1. What is business?</li> <li>2. Mission and objectives</li> <li>3. Measurement and importance of profit</li> <li>4. Adding value</li> <li>5. Business forms lesson 1</li> <li>6. Business forms lesson 2</li> <li>7. Business forms lesson 3</li> <li>8. Business forms lesson 4</li> <li>9. Independent business forms project</li> <li>10. Independent business forms project</li> <li>11. External environment lesson 1</li> <li>12. External environment lesson 2</li> <li>13. External environment lesson 2</li> <li>14. External environment lesson 2</li> <li>15. Assessment review</li> </ol>	



<b>Terminology:</b>  Profit, cash flow, mission, objectives, revenue, fixed costs, variable costs, sole trader, private limited company (Ltd), public limited company (PLC), private sector, public sector, non-profit organisation, social enterprise, unlimited liability, limited liability, ordinary share capital, market capitalisation, dividends.	<b>Enrichment:</b>  Guest speaker for business forms.	<b>Careers Links:</b>  Business owner, business analyst.
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<b>Business: Medium Term Overview SST</b>			
<b>Year 12</b>	<b>Term: Spring 1, Spring 2 &amp; Summer 1</b>	<b>Unit Title: Operational management</b>	<b>No of Lessons: 25</b>
<b>Overview/Intent</b>	3.4.1 Setting operational objectives. 3.4.2 Analysing operational performance. 3.4.3. Making operational decisions to improve performance: increasing efficiency and productivity. 3.4.4. Making operational decisions to improve performance: improving quality. 3.4.5 Making operational decisions to improve performance: managing inventory and supply chains.		
<b>Essential Knowledge (what must students know):</b> <ul style="list-style-type: none"> <li>• The value of setting operational objectives.</li> <li>• How to interpret, calculate and use operations data in operational decision making and planning.</li> <li>• The importance of capacity.</li> <li>• The importance of efficiency and labour productivity.</li> <li>• The benefits and difficulties of lean production.</li> <li>• How to choose the optimal mix of resources.</li> <li>• How to use technology to improve operational efficiency.</li> <li>• The methods of improving quality.</li> <li>• The benefits and difficulties of improving quality.</li> <li>• The consequences of poor quality.</li> <li>• How to manage supply to match demand and the value of doing so.</li> <li>• The influences on the amount of inventory held.</li> <li>• The influences on the choice of suppliers.</li> <li>• How to manage the supply chain effectively and efficiently and the value of this.</li> <li>• The value of outsourcing.</li> </ul>	<b>Essential Skills (what must students be able to demonstrate):</b>  <b>Students will be able to describe, analyse, and evaluate, in context...</b> <ul style="list-style-type: none"> <li>• Operational objectives, to include costs, quality, speed of response and flexibility, environmental objectives and added value.</li> <li>• Calculations for labour productivity, unit costs (average costs), capacity and capacity utilisation.</li> <li>• The importance of capacity and how to utilise capacity efficiently.</li> <li>• The importance of efficiency and labour, which should include how to increase efficiency and labour productivity, difficulties increasing efficiency and labour productivity.</li> <li>• Lean production and ‘Just-In-Time’ operations vs ‘Just in Case’.</li> <li>• The mix of resources, including an understanding of labour, and capital, intensive processes.</li> </ul>	<b>Lessons:</b> <ol style="list-style-type: none"> <li>1. Operational objectives</li> <li>2. Influences on objectives</li> <li>3. Unit costs</li> <li>4. Capacity utilisation</li> <li>5. Labour productivity</li> <li>6. Calculating operational data</li> <li>7. Calculating operational data</li> <li>8. Operations data for decision making.</li> <li>9. Lean production lesson 1</li> <li>10. Lean production lesson 2</li> <li>11. Using technology to improve efficiency.</li> <li>12. Quality lesson 1</li> <li>13. Quality lesson 2</li> <li>14. Quality control</li> <li>15. Quality assurance</li> <li>16. TQM</li> <li>17. Quality in action</li> <li>18. Suppliers lesson 1</li> <li>19. Suppliers lesson 2</li> <li>20. Matching supply and demand</li> <li>21. Inventory control.</li> <li>22. Inventory control.</li> <li>23. Operations overview</li> <li>24. Assessment review</li> </ol>	

	<ul style="list-style-type: none"> <li>• Methods of improving quality should include quality assurance vs quality control.</li> <li>• Ways of matching supply to demand to include outsourcing, use of temporary and part time employees and producing to order.</li> <li>• Inventory control should include interpreting inventory control charts, lead time, re-order levels, buffer level of inventory and re-order quantities.</li> </ul>	
<p><b>Terminology:</b></p> <p>Added value, labour productivity, unit costs, capacity, capacity utilisation, efficiency, just in time (JIT), just in case (JIC), lean production, labour intensive, capital intensive, quality control, quality assurance, outsourcing, temporary employees, part time employees, producing to order, lean time, reorder levels, buffer level, reorder quantity.</p>	<p><b>Enrichment:</b></p> <p><a href="https://amazontours.com/">https://amazontours.com/</a>  <a href="https://amazontours.com/uk/video">https://amazontours.com/uk/video</a></p>	<p><b>Careers Links:</b></p> <p>Operations co-ordinator, supervisor, project manager, quality control, production, procurement.</p>

<b>Business: Medium Term Overview MSC</b>			
<b>Year 12</b>	<b>Term: Autumn 1 &amp; Autumn 2</b>	<b>Unit Title: 3.2 Managers, leadership and decision making</b>	<b>No of Lessons: 14</b>
<b>Overview/Intent</b>	3.2.1 Understanding management, leadership and decision making. 3.2.2 Understanding management decision making. 3.2.3 Understanding the role and importance of stakeholders.		
<b>Essential Knowledge (what must students know):</b> <ul style="list-style-type: none"> <li>• Understand the distinction between management and leadership.</li> <li>• Be aware of types of management and leadership styles and influences on these.</li> <li>• Understand the effectiveness of different styles of management and leadership.</li> <li>• Learn about the value of decision making based on data (scientific decision making) and on intuition.</li> <li>• Understand the influences on decision making.</li> <li>• Learn about considering stakeholders’ needs when making decisions.</li> <li>• Learn about stakeholder needs and the possible overlap and conflict of these needs.</li> <li>• Learn how to manage the stakeholder relationships.</li> </ul>	<b>Essential Skills (what must students be able to demonstrate):</b>  <b>Students will be able to describe, analyse, and evaluate in context:</b> <ul style="list-style-type: none"> <li>• Leadership styles should include:                             <ul style="list-style-type: none"> <li>○ autocratic</li> <li>○ paternalistic</li> <li>○ democratic</li> <li>○ laissez-faire.</li> </ul> </li> <li>• Theories of management and leadership styles should include: the Tannenbaum Schmidt continuum.</li> <li>• Scientific decision making should include understanding and interpreting decision trees and calculating expected value and net gains.</li> <li>• Decision making to include an understanding of:                             <ul style="list-style-type: none"> <li>○ risks</li> <li>○ rewards</li> <li>○ uncertainty</li> <li>○ opportunity costs</li> <li>○ the use and value of decision trees in decision making.</li> </ul> </li> <li>• Influences on decision making to include:                             <ul style="list-style-type: none"> <li>○ mission</li> <li>○ objectives</li> <li>○ ethics</li> </ul> </li> </ul>	<b>Lessons:</b> <ol style="list-style-type: none"> <li>1. Introduction to leadership and management</li> <li>2. Leadership Styles 1</li> <li>3. Leadership Styles in context</li> <li>4. Tannenbaum Schmidt continuum</li> <li>5. Leadership style videos</li> <li>6. Hunch vs Scientific decision making.</li> <li>7. Decision Trees 1</li> <li>8. Decision Trees 2</li> <li>9. Decision Trees 3</li> <li>10. Influences on decision making.</li> <li>11. Stakeholders</li> <li>12. Stakeholder mapping</li> <li>13. Review</li> <li>14. Assessment review</li> </ol>	

	<ul style="list-style-type: none"> <li>○ the external environment including competition.</li> <li>○ resource constraints.</li> <li>● Stakeholder mapping: stakeholder power and interest.</li> <li>● Managing the relationship with different stakeholders includes communication and consultation.</li> </ul>	
<p><b>Terminology:</b></p> <p>Management, leadership, autocratic, paternalistic, democratic, laissez-faire, opportunity cost, stakeholder.</p>	<p><b>Enrichment:</b></p> <p>Academic reading Business in the news</p>	<p><b>Careers Links:</b></p> <p>HR and Management</p>

<b>Business: Medium Term Overview MSC</b>			
<b>Year 12</b>	<b>Term: Spring 1, Spring 2 &amp; Summer 1</b>	<b>Unit Title: 3.5 Financial management</b>	<b>No of Lessons: 26</b>
<b>Overview/Intent</b>	3.5.1 Setting financial objectives. 3.5.2 Analysing financial performance. 3.5.3 Making financial decisions: sources of finance. 3.5.4 Making financial decisions: improving cash flow and profits.		
<b>Essential Knowledge (what must students know):</b> <ul style="list-style-type: none"> <li>• Understand the value of setting financial objectives.</li> <li>• Understand the distinction between cash flow and profit.</li> <li>• Understand the distinction between gross profit, operating profit, and profit for the year.</li> <li>• Learn how to construct and analyse budgets and cash flow forecasts.</li> <li>• Understand the value of budgeting.</li> <li>• Learn how to construct and interpret break-even charts.</li> <li>• Learn how to calculate and illustrate on a break-even chart the effects of changes in price, output, and cost.</li> <li>• Calculate the value of break-even analysis.</li> <li>• Learn how to analyse profitability.</li> <li>• Learn how to analyse timings of cash inflows and outflows.</li> <li>• Understand the use of data for financial decision making and planning.</li> <li>• Learn about internal and external sources of finance.</li> <li>• Understand the advantages and disadvantages of different sources of finance for short- and long-term uses.</li> <li>• Learn about methods of improving cash flow.</li> <li>• Learn about methods of improving profits and profitability.</li> <li>• Learn about difficulties improving cash flow and profit.</li> </ul>	<b>Essential Skills (what must students be able to demonstrate):</b> <p><b>Students will be able to describe, analyse, and evaluate in context:</b></p> <p>Financial objectives to include:</p> <ul style="list-style-type: none"> <li>• the concept of a return on investment</li> <li>• revenue, costs, and profit objectives</li> <li>• cash flow objectives.</li> <li>• Analysing budgets should include variance analysis and adverse and favourable variances.</li> <li>• Break-even analysis should include:                             <ul style="list-style-type: none"> <li>○ break-even output</li> <li>○ margin of safety</li> <li>○ contribution per unit</li> <li>○ total contribution.</li> </ul> </li> <li>• Analysing profitability margins should include the following ratio analysis:                             <ul style="list-style-type: none"> <li>○ gross profit</li> <li>○ profit from operations.</li> <li>○ profit for the year.</li> </ul> </li> <li>• Analysing timings of cash flow should include an understanding of payables and receivables.</li> </ul>	<b>Lessons:</b> <ol style="list-style-type: none"> <li>1. The value of financial objectives</li> <li>2. The distinction between cash flow and profit</li> <li>3. Revenue, costs, and profit objectives</li> <li>4. Revenue, costs and profit basic calculations.</li> <li>5. External and internal influences on financial objectives and decisions</li> <li>6. How to construct and analyse budgets</li> <li>7. Budgeting 2</li> <li>8. Budgeting tasks</li> <li>9. How to construct and analyse cash flow forecasts</li> <li>10. Cash flow forecasts 2</li> <li>11. Cash flow forecasts 3</li> <li>12. How to construct and interpret break-even charts</li> <li>13. Break even charts 2.</li> <li>14. Interpreting the usefulness of Break even.</li> <li>15. How to analyse profitability</li> <li>16. Profitability calculations</li> <li>17. The use of data for financial decision making and planning</li> <li>18. Sources of Finance 1</li> <li>19. Sources of Finance 2</li> <li>20. Sources of Finance 3</li> </ol>	

	<ul style="list-style-type: none"> <li>○ Sources of finance should include:</li> <li>○ debt-factoring</li> <li>○ overdrafts</li> <li>○ retained profits.</li> <li>○ share capital.</li> <li>○ loans</li> <li>○ venture capital.</li> <li>○ crowd funding.</li> <li>● You should be able to assess ways of improving cash flow.</li> <li>● You should be able to assess ways of improving profits and profitability.</li> </ul>	<ol style="list-style-type: none"> <li>21. Sources of Finance 20-mark question</li> <li>22. Methods of improving cash flow</li> <li>23. Methods of improving profits and profitability</li> <li>24. Difficulties improving cash flow and profit.</li> <li>25. Review</li> <li>26. Assessment review</li> </ol>
<p><b>Terminology:</b></p> <p>Return on investment (ROI), gross profit, operating profit, profit for the year, adverse variance, favourable variance, break even output, margin of safety, contribution per unit, total contribution, payables, receivables, profit from operations, break even analysis, debt factoring, overdrafts, retained profits, share capital, loans, venture capital, crowdfunding, cash flow.</p>	<p><b>Enrichment:</b></p> <p>Bank of England talk (TBA).</p>	<p><b>Careers Links:</b></p> <p>Accountancy, financial Advisor, banking.</p>

<b>Business: Medium Term Overview GJO</b>			
<b>Year 12</b>	<b>Term: Autumn 1 &amp; Autumn 2</b>	<b>Unit Title: Human Resource Management</b>	<b>No of Lessons: 21</b>
<b>Overview/Intent</b>	3.6.1 Setting human resource objectives. 3.6.2 Analysing human resources performance. 3.6.3 Making human resource decisions: improving organisational design and managing the human resource flow. 3.6.4 Making human resource decisions: improving motivation and engagement. 3.6.5 Making human resource decisions: improving employer-employee relations		
<b>Essential Knowledge (what must students know)</b> <ul style="list-style-type: none"> <li>To understand the value of setting human resource objectives.</li> <li>To learn about methods of achieving human resource objectives.</li> <li>To calculate and interpret human resource data.</li> <li>To understand the use of data for human resource decision making and planning.</li> <li>To learn about models of organisational structure.</li> <li>To learn about influences on organisational design.</li> <li>To learn about the value of changing organisational design.</li> <li>To understand how managing the human resource flow helps meet human resource objectives.</li> <li>To learn about the benefits of motivated and engaged employees.</li> <li>To understand how to improve employee engagement and motivation.</li> <li>To learn about influences on the choice and assessment of the effectiveness of financial and non-financial methods of motivating employees.</li> <li>To learn about influences on the extent and methods of employee involvement in decision making.</li> <li>To learn about how to manage and improve employer-employee communications and relations.</li> <li>To understand the value of good employer-employee relations.</li> </ul>	<b>Essential Skills (what must students be able to demonstrate):</b>  <b>Students will be able to describe, analyse and evaluate, in context:</b>  Methods of achieving human resource objectives should include soft and hard Human Resource Management (HRM) approaches. Calculate and interpret: <ul style="list-style-type: none"> <li>labour turnover</li> <li>labour productivity</li> <li>employee costs as percentage of turnover</li> <li>labour cost per unit.</li> </ul> Analyse organisational structures to include-functional, product based, regional and matrix structure. Discuss decisions relating to organisational design include: <ul style="list-style-type: none"> <li>authority</li> <li>span</li> <li>hierarchy</li> <li>delegation</li> </ul>	<b>Lessons:</b> <ol style="list-style-type: none"> <li>What is Human Capital?</li> <li>Introduction to HR strategies and objectives</li> <li>Measuring workforce effectiveness</li> <li>Workforce planning</li> <li>HRM objectives and influences</li> <li>Organisational Design</li> <li>Human Resource Plans</li> <li>Job design</li> <li>Centralised structure</li> <li>Decentralised structure</li> <li>Improving organisational structure</li> <li>Motivational theories</li> <li>Motivational theories</li> <li>Motivation in practice - financial</li> <li>Motivation in practice – nonfinancial</li> <li>Benefits of motivated and engaged employees.</li> <li>Employee representation and trade unions</li> <li>Managing conflict in organisations</li> <li>The value of good employer and employee relations</li> <li>Revision</li> <li>Assessment</li> </ol>	



	<ul style="list-style-type: none"> <li>○ centralisation and decentralisation.</li> </ul> <p>Consider human resource flow to include:</p> <ul style="list-style-type: none"> <li>○ human resource plan</li> <li>○ recruitment</li> <li>○ training</li> <li>○ redeployment</li> <li>○ redundancy.</li> </ul> <p>Analyse theories of motivation which should include Taylor, Maslow, and Herzberg.</p> <p>Financial methods of motivation should include:</p> <ul style="list-style-type: none"> <li>○ piece rate.</li> <li>○ commission</li> <li>○ salary schemes</li> <li>○ performance-related pay.</li> </ul> <p>Analyse non-financial methods of motivation which should include:</p> <ul style="list-style-type: none"> <li>○ Empowerment</li> <li>○ team working.</li> <li>○ flexible working</li> <li>○ job enrichment.</li> <li>○ job rotation.</li> </ul> <p>Discuss employee representation methods to include trade unions and works councils.</p>	
<p><b>Terminology:</b></p> <p>Employee engagement, talent development, training, diversity, hard human resource management, soft human resource management, labour turnover, functional structure, product-based structure, regional structure, matrix structure, authority, span, hierarchy, delegation, centralisation, decentralisation, human resource plan, recruitment, redundancy, piece rate,</p>	<p><b>Enrichment:</b></p> <p>Films:</p> <ul style="list-style-type: none"> <li>- Invictus</li> <li>- Moneyball</li> <li>- In Pursuit of Happiness</li> <li>- Apollo 13</li> <li>- Kung Fu Panda</li> </ul>	<p><b>Careers Links:</b></p> <p>Payroll specialist, human resources specialist, human resource assistant, training coordinator, recruiter, office manager, employee relations manager, benefits manager, labour relations specialist, compensation manager.</p>

<p>commission, salary, performance related pay, empowerment, flexible working, job enrichment, job rotation, trade union, works council.</p>	<ul style="list-style-type: none"> <li>- Devil Wears Prada</li> <li>- Up in the Air</li> </ul> <p>Podcasts</p> <ul style="list-style-type: none"> <li>- HR Break Room</li> <li>- The Recruitment Mentors Podcast</li> <li>- Career Compass</li> <li>- The Recruiting Brainfood Podcast</li> <li>- HBR IdeaCast</li> <li>- Honest HR</li> <li>- #WorkTrends</li> <li>- Transform Your Workplace</li> <li>- The Journal</li> <li>- Happiness at Work</li> </ul> <p>Books</p> <ul style="list-style-type: none"> <li>- Diversity Hiring</li> <li>- Agile recruitment</li> <li>- The Essential HR Handbook</li> <li>- Victory Through Organisation</li> <li>- The HR Scorecard</li> <li>- Work Rules</li> <li>- Putting the Human Back into HR</li> </ul> <p>TV programmes</p> <ul style="list-style-type: none"> <li>- The Office</li> <li>- Undercover Boss</li> </ul>	
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Business: Medium Term Overview GJO			
Year 12	Term: Spring 1, Spring 2, Summer 1 & Summer 2	Unit Title: Marketing Management	No of Lessons: 26
<b>Overview/Intent</b>	3.3.1 Setting marketing objectives. 3.3.2 Understanding markets and customers 3.3.3 Making marketing decisions: segmentation, targeting, positioning. 3.3.4 Making marketing decisions: using the marketing mix.		
<b>Essential Knowledge (what must students know):</b> <ul style="list-style-type: none"> <li>To understand the value of setting marketing objectives.</li> <li>To learn about the value of primary and secondary marketing research.</li> <li>To learn about the value of sampling.</li> <li>To understand the interpretation of marketing data.</li> <li>To understand the interpretation of price and income elasticity of demand data.</li> <li>To understand the value of the concepts of price and income elasticity of demand to marketing decision makers.</li> <li>To learn about the use of data in marketing decision making and planning.</li> <li>To learn about the process and value of segmentation, targeting and positioning.</li> <li>To learn about the influences on choosing a target market and positioning.</li> <li>To understand the elements of the marketing mix (7Ps).</li> <li>To learn about the influences on and effects of changes in the elements of the marketing mix.</li> <li>To learn about product decisions.</li> <li>To learn about pricing decisions.</li> <li>To understand decisions about the promotional mix.</li> <li>To learn about distribution (place) decisions.</li> <li>To learn about decisions relating to other elements of the marketing mix: people, process, and physical environment.</li> </ul>	<b>Essential Skills (what must students be able to demonstrate):</b> <p><b>Students will be able to describe, analyse and evaluate, in context:</b></p> <p>Discuss Marketing objectives including:</p> <ul style="list-style-type: none"> <li>sales volume and sales value</li> <li>market size</li> <li>market and sales growth</li> <li>market share</li> <li>brand loyalty.</li> </ul> <p>Know that marketing research should include qualitative and quantitative data.                      Calculate market and sales growth, market share and size.                      Analyse the value of sampling should include:</p> <ul style="list-style-type: none"> <li>random</li> <li>stratified</li> <li>quota.</li> </ul> <p>Interpret marketing data including:</p> <ul style="list-style-type: none"> <li>positive and negative correlation and an understanding of the strength of the relationship</li> </ul>	<b>Lessons:</b> <ol style="list-style-type: none"> <li>Introduction to Marketing</li> <li>Marketing objectives</li> <li>Marketing objectives</li> <li>Marketing Analysis</li> <li>Market research Introduction</li> <li>Market Research methods</li> <li>Market mapping</li> <li>Sampling</li> <li>Price elasticity of Demand</li> <li>Market Planning</li> <li>How to interpret correlations in research</li> <li>Consumer segmentation</li> <li>Product positioning and niche marketing</li> <li>Introduction to the Marketing Mix</li> <li>Product Positioning</li> <li>Product Life Cycle</li> <li>Boston Matrix</li> <li>Marketing and Product Portfolios</li> <li>The importance of pricing</li> <li>Pricing strategies</li> <li>Introduction to promotion</li> <li>Branding</li> <li>Introduction to place</li> <li>Channels of distribution</li> </ol>	

<ul style="list-style-type: none"> <li>• To understand the importance of, and influences on, an integrated marketing mix.</li> <li>• To understand the value of digital marketing and e-commerce.</li> </ul>	<ul style="list-style-type: none"> <li>○ understanding the concept of confidence intervals</li> <li>○ understanding extrapolation.</li> </ul> <p>Interpret price and income elasticity of demand data and be able to analyse the impact of changes in price and income on revenue (you do not need to be able to calculate these).</p> <p>Analyse segmentation methods including:</p> <ul style="list-style-type: none"> <li>○ demographic</li> <li>○ geographic</li> <li>○ income</li> <li>○ behavioural segmentation.</li> </ul> <p>Know that targeting may include niche and mass marketing.</p> <p>Discuss that positioning should include market mapping.</p> <p>Discuss how the marketing mix should be considered for goods and services, both industrial and consumer.</p> <p>Analyse how product decisions should include:</p> <ul style="list-style-type: none"> <li>○ The value of product portfolio analysis and the Boston Matrix.</li> <li>○ The value of the product life cycle model, including extension strategies.</li> <li>○ Influences on and the value of new product development.</li> </ul> <p>Discuss how pricing decisions should include penetration and price skimming.</p> <p>Discuss how promotional decisions should include:</p> <ul style="list-style-type: none"> <li>○ the value of branding</li> </ul>	<p>25. Revision</p> <p>26. Assessment</p>
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	<ul style="list-style-type: none"> <li>○ social media</li> <li>○ viral marketing.</li> </ul> <p>Analyse how distribution decisions should include multi-channel distribution.</p> <p>Analyse the influences on an integrated marketing mix including:</p> <ul style="list-style-type: none"> <li>○ the position in the product life cycle</li> <li>○ the Boston Matrix</li> <li>○ the type of product</li> <li>○ marketing objectives</li> <li>○ the target markets.</li> <li>○ competition</li> <li>○ positioning.</li> </ul>	
<p><b>Terminology:</b></p> <p>Sales volume, sales value, market size, market share, qualitative data, quantitative data, primary market research, secondary market research, sampling, random sampling, quota sampling, positive correlation, negative correlation, confidence interval, extrapolation, segmentation, positioning, niche marketing, mass marketing, Boston Matrix, product life cycle, extension strategies, penetration pricing, price skimming, branding, viral marketing, multi-channel distribution, digital marketing, e-commerce.</p>	<p><b>Enrichment:</b></p> <p>Films:</p> <ul style="list-style-type: none"> <li>- The Joneses</li> <li>- What Women Want</li> <li>- Thank you for Smoking.</li> <li>- Jobs</li> <li>- Moneyball</li> <li>- Crazy People</li> <li>- Quiz Show</li> <li>- The Circle</li> </ul> <p>Podcasts:</p> <ul style="list-style-type: none"> <li>- Time to Ditch Dinosaur Sales Tactics</li> <li>- Blueprint to Sales and Marketing Harmony</li> <li>- Death of Cookies: Is your Personalisation’s Strategy Doomed?</li> </ul>	<p><b>Careers Links:</b></p> <p>Advertising account executive, advertising art director, digital marketer, market researcher, marketing executive, media buyer, PPC specialist, public relations officer, sales promotion account executive, SEO specialist, social media manager, business advisor, event manager, retail merchandiser, web content manager.</p>

	<p>Books:</p> <ul style="list-style-type: none"> <li>- All Marketers tell stories.</li> <li>- This is Marketing</li> <li>- Breakthrough Advertising</li> <li>- Scientific Advertising</li> <li>- Play Bigger</li> <li>- Hacking growth</li> <li>- The Copy Book</li> <li>- The Greatest Salesman in the World</li> <li>- Epic Content Marketing</li> <li>- Invisible Influence</li> <li>- Made to Stick</li> <li>- Influence: The Psychology of Persuasion</li> </ul> <p>TV Programmes</p> <ul style="list-style-type: none"> <li>- The Apprentice</li> <li>- Dragons Den</li> <li>- Shark Tank</li> <li>- Keeping up with the Kardashians</li> <li>- The Office</li> <li>- Mad Men</li> <li>- The Greatest party That Never Happened</li> <li>- The American Meme</li> <li>- Marketing. Media. Money</li> </ul>	
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<b>Business: Medium Term Overview SST</b>			
<b>Year 13</b>	<b>Term: Autumn 1</b>	<b>Unit Title: 3.7 Analysing the strategic position of a business.</b>	<b>No of Lessons: 15</b>
<b>Overview/Intent</b>	3.7.1 Mission, corporate objectives, functional objectives, and strategy. 3.7.3 Analysing the existing internal position of a business to assess strengths and weaknesses: overall performance. 3.7.7 Analysing the external environment to assess opportunities and threats: the competitive environment.		
<b>Essential Knowledge (what must students know):</b> <ul style="list-style-type: none"> <li>• The influences on the mission of a business.</li> <li>• The internal and external influences on corporate objectives and decisions.</li> <li>• Links between mission, corporate objectives, and strategy.</li> <li>• The distinction between strategy and tactics.</li> <li>• The impact of strategic decision making on functional decision making.</li> <li>• The internal and external influences on functional objectives and decisions.</li> <li>• The value of SWOT (strengths, weaknesses, opportunities, threats) analysis.</li> <li>• How to analyse data other than financial statements to assess the strengths and weaknesses of a business.</li> <li>• The importance of core competences.</li> <li>• Assessing short- and long-term performance.</li> <li>• The value of different measures of assessing business performance.</li> <li>• Porter’s five forces, how and why these might change, and the implications of these forces for strategic and functional decision making and profits.</li> <li>•</li> </ul>	<b>Essential Skills (what must students be able to demonstrate):</b>  <b>Students will be able to describe, analyse, and evaluate in context:</b> <ul style="list-style-type: none"> <li>• The influences on corporate objectives should include the pressures for short termism, business ownership, the external and internal environment.</li> <li>• Data other than financial statements should include operations, human resource, and marketing data.</li> <li>• Data may be analysed over time or in comparison with other businesses.</li> <li>• Methods of assessing overall business performance to include Elkington’s Triple Bottom line (profit, people, planet).</li> <li>• An understanding of Porter’s five forces to include:                             <ul style="list-style-type: none"> <li>○ entry threat (barriers to entry)</li> <li>○ buyer power</li> <li>○ supplier power</li> <li>○ rivalry</li> <li>○ substitute threat.</li> </ul> </li> </ul>	<b>Lessons:</b> <ol style="list-style-type: none"> <li>1. Mission and influences</li> <li>2. Corporate objectives and strategy</li> <li>3. Strategy and tactics</li> <li>4. SWOT analysis</li> <li>5. SWOT analysis</li> <li>6. Analysing overall performance 1</li> <li>7. Analysing overall performance 2</li> <li>8. Introduction to Elkington</li> <li>9. Elkington lesson 2</li> <li>10. Analysing performance of a business</li> <li>11. Analysing performance of a business</li> <li>12. Porter’s five forces introduction</li> <li>13. Porter lesson 2</li> <li>14. Porter lesson 3</li> <li>15. Assessment review</li> </ol>	

	<ul style="list-style-type: none"> <li>• Consideration must be made as to how the five forces shape competitive strategy.</li> </ul>	
<p><b>Terminology:</b></p> <p>Short termism, strategy, tactics, SWOT, corporate social responsibility.</p>	<p><b>Enrichment:</b></p> <p>/</p>	<p><b>Careers Links:</b></p> <p>Data analyst, CSR.</p>



<b>Business: Medium Term Overview SST</b>			
<b>Year 13</b>	<b>Term: Autumn 2</b>	<b>Unit Title: 3.8 Choosing strategic direction.</b>	<b>No of Lessons: 7</b>
<b>Overview/Intent</b>	3.8.1 Strategic direction: choosing which markets to compete in and what products to offer. 3.8.2 Strategic positioning: choosing how to compete. 3.9.1 Assessing a change in scale.		
<b>Essential Knowledge (what must students know):</b> <ul style="list-style-type: none"> <li>To understand factors influencing which markets to compete in and which products to offer.</li> <li>To understand the reasons for choosing and value of different options for strategic direction.</li> <li>To learn about how to compete in terms of benefits and price.</li> <li>To learn about influences on the choice of a positioning strategy.</li> <li>To learn about the value of different strategic positioning strategies.</li> <li>To understand the benefits of having a competitive advantage.</li> <li>To understand the difficulties of maintaining a competitive advantage.</li> </ul>	<b>Essential Skills (what must students be able to demonstrate):</b>  <b>Students will be able to describe, analyse, and evaluate in context:</b> <ul style="list-style-type: none"> <li>Strategic direction to include the Ansoff Matrix and value of:                             <ul style="list-style-type: none"> <li>market penetration</li> <li>market development</li> <li>new product development</li> <li>diversification.</li> </ul> </li> <li>Strategic positioning to include Porter’s low cost, differentiation and focus strategies.</li> </ul>	<b>Lessons:</b> <ol style="list-style-type: none"> <li>Ansoff lesson 1</li> <li>Ansoff lesson 2</li> <li>Ansoff lesson 3</li> <li>Strategic positioning 1</li> <li>Strategic positioning 2</li> <li>Porter’s strategies</li> <li>Assessment review</li> </ol>	
<b>Terminology:</b>  Market penetration, market development, new product development, diversification, competitive advantage.	<b>Enrichment:</b>  /	<b>Careers Links:</b>  Marketing co-ordinator, strategist, new product development (including research).	

<b>Business: Medium Term Overview SST</b>			
<b>Year 13</b>	<b>Term: Spring 1 &amp; Spring 2</b>	<b>Unit Title: 3.10</b>	<b>No of Lessons:</b>
<b>Overview/Intent</b>	3.10.1 Managing change. 3.10.2 Managing organisational culture.		
<p><b>Essential Knowledge (what must students know):</b></p> <ul style="list-style-type: none"> <li>To learn about causes of pressures for change.</li> <li>To understand the value of change.</li> <li>To understand the value of a flexible organisation.</li> <li>To understand the value of managing information and knowledge.</li> <li>To learn about barriers to change.</li> <li>To learn how to overcome barriers to change.</li> <li>To understand the importance of organisational culture.</li> <li>To learn about the influences on organisational culture.</li> <li>To learn about the reasons for and problems of changing organisational culture.</li> </ul>	<p><b>Essential Skills (what must students be able to demonstrate):</b></p> <p><b>Students will be able to describe, analyse, and evaluate in context:</b></p> <ul style="list-style-type: none"> <li>Types of change include:                             <ul style="list-style-type: none"> <li>internal change</li> <li>external change</li> <li>incremental change</li> <li>disruptive change.</li> </ul> </li> <li>Managing change should include Lewin’s force field analysis.</li> <li>Flexible organisations include:                             <ul style="list-style-type: none"> <li>Restructuring</li> <li>Delaying</li> <li>flexible employment contracts</li> <li>organic structures vs mechanistic</li> <li>knowledge and information management.</li> </ul> </li> <li>Kotter and Schlesinger’s four reasons for resistance to change.</li> </ul> <p>Cultural models should include:</p> <ul style="list-style-type: none"> <li>Handy’s task culture</li> <li>role culture</li> <li>power culture.</li> <li>person culture.</li> </ul>	<p><b>Lessons:</b></p> <ol style="list-style-type: none"> <li>Causes of change</li> <li>Value of change</li> <li>Flexible organisations</li> <li>Types of change 1</li> <li>Types of change 2</li> <li>Barriers to change.</li> <li>Lewin 1</li> <li>Lewin 2</li> <li>Lewin 3</li> <li>Kotter 1</li> <li>Kotter 2</li> <li>Kotter 3</li> <li>Culture</li> <li>Handy 1</li> <li>Handy 2</li> <li>Handy 3</li> <li>Assessment review</li> </ol>	

<p><b>Terminology:</b></p> <p>Incremental change, disruptive change, restructuring, delayering, organic structure, mechanistic structure, organisational culture.</p>	<p><b>Enrichment:</b></p> <p>/</p>	<p><b>Careers Links:</b></p> <p>HRM careers.</p>
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<b>Business: Medium Term Overview MSC</b>			
<b>Year 13</b>	<b>Term: Autumn 1 &amp; 2</b>	<b>Unit Title: 3.7 Analysing the strategic position of a business</b>	<b>No of Lessons: 32</b>
<b>Overview/Intent</b>	3.7.2 Analysing the existing internal position of a business to assess strengths and weaknesses: financial ratio analysis. 3.7.4 Analysing the external environment to assess opportunities and threats: political and legal change. 3.7.5 Analysing the external environment to assess opportunities and threats: economic change. 3.7.6 Analysing the external environment to assess opportunities and threats: social and technological. 3.7.8 Analysing strategic options: investment appraisal.		
<b>Essential Knowledge (what must students know):</b> <ul style="list-style-type: none"> <li>To learn about how to assess the financial performance of a business using balance sheets, income statements and financial ratios.</li> <li>To understand the value of financial ratios when assessing performance</li> <li>To learn about the impact of changes in the political and legal environment on strategic and functional decision making.</li> <li>To learn about the impact of changes in the UK and the global economic environment on strategic and functional decision making.</li> <li>To learn about the impact of the social and technological environment on strategic and functional decision making.</li> <li>To learn about the pressures for socially responsible behaviour.</li> <li>To understand financial methods of assessing an investment.</li> <li>To learn about the factors influencing investment decisions.</li> </ul>	<b>Essential Skills (what must students be able to demonstrate):</b>  <b>Students will be able to describe, analyse, and evaluate in context:</b>  Financial ratio analysis to include: <ul style="list-style-type: none"> <li>profitability (return on capital employed)</li> <li>liquidity (current ratio)</li> <li>gearing</li> <li>efficiency ratios: payables days, receivables days, inventory turnover.</li> <li>The political and legal environment should include a broad understanding of the scope and effects of laws related to competition, the labour market and environmental legislation.</li> <li>The impact of government policy related to enterprise, the role of regulators, infrastructure, the environment, and international trade.</li> <li>Economic factors to include:                             <ul style="list-style-type: none"> <li>GDP</li> <li>taxation</li> <li>exchange rates.</li> <li>inflation</li> <li>fiscal and monetary policy</li> <li>more open trade vs protectionism.</li> </ul> </li> </ul>	<b>Lessons:</b> <ol style="list-style-type: none"> <li>Y12 Financial recap</li> <li>Revenue, costs, and profit</li> <li>The value of financial ratios</li> <li>Profitability ratios</li> <li>Liquidity ratios</li> <li>Gearing</li> <li>Efficiency ratios</li> <li>Calculation activities 1</li> <li>Calculation activities 2</li> <li>Financial mini assessment</li> <li>The Political environment 1</li> <li>The Political environment 2</li> <li>Business in the news, political issues</li> <li>The legal environment 1</li> <li>The legal environment 2</li> <li>The economic environment 1</li> <li>The economic environment 2</li> <li>The economic environment 3</li> <li>Fiscal and monetary policy</li> <li>The social environment 1</li> <li>The social environment 2</li> <li>Corporate social responsibility</li> <li>Technological change 1</li> <li>Technological change 2</li> <li>Technological change 3</li> </ol>	

	<ul style="list-style-type: none"> <li>• You should be able to understand economic data, interpret changes in economic data for the UK and globally, and consider the implications of such changes for business.</li> <li>• Social changes to include demographic changes and population movements such as:             <ul style="list-style-type: none"> <li>○ migration</li> <li>○ changes in consumer lifestyle and buying behaviour.</li> <li>○ the growth of online businesses.</li> </ul> </li> <li>• The social environment to include corporate social responsibility (CSR) and:             <ul style="list-style-type: none"> <li>○ the reasons for and against CSR</li> <li>○ the difference between the stakeholder vs shareholder concept</li> <li>○ Carroll’s Corporate Social Responsibility Pyramid.</li> </ul> </li> <li>• Technological change should include the impact of technological change on functional areas and strategy.</li> <li>• Investment appraisal to include the calculation and interpretation of payback, average rate of return and net present value.</li> </ul>	<p>26. PESTLE review 1                  27. PESTLE review 2                  28. Investment appraisal 1                  29. Investment appraisal 2                  30. Investment appraisal 3                  31. Review                  32. Assessment review</p>
<p><b>Terminology:</b></p> <p>Strategy, regulator, infrastructure, fiscal policy, monetary policy, protectionism, migration, corporate social responsibility.</p>	<p><b>Enrichment:</b></p> <p>/</p>	<p><b>Careers Links:</b></p> <p>Accountant, politician, lawyer, social media manager, research, and development.</p>

<b>Business: Medium Term Overview MSC</b>			
<b>Year 13</b>	<b>Term: Spring 1 &amp; Spring 2</b>	<b>Unit Title: 3.9 Strategic methods: how to pursue strategies</b>	<b>No of Lessons: 20</b>
<b>Overview/Intent</b>	3.9.1 Assessing a change in scale. 3.9.2 Assessing innovation. 3.9.3 Assessing globalisation and internationalisation. 3.9.4 Assessing greater use of digital technology.		
<b>Essential Knowledge (what must students know):</b> <ul style="list-style-type: none"> <li>To understand the reasons why businesses, grow or retrench.</li> <li>To understand the difference between organic and external growth.</li> <li>To learn about how to manage issues caused by growth and retrenchment.</li> <li>To learn about the impact of growth or retrenchment on the functional areas of the business.</li> <li>To assess methods and types of growth.</li> <li>To learn about the pressures of innovation.</li> <li>To understand the value of innovation.</li> <li>To learn about ways of becoming an innovative organisation.</li> <li>To learn about how to protect innovation and intellectual property.</li> <li>To learn about the impact of an innovation strategy on the functional areas of the business.</li> <li>To learn about reasons for greater globalisation of business.</li> <li>To understand the important of globalisation for business.</li> <li>To understand the importance of emerging economies for business.</li> <li>To learn about reasons for targeting, operating in and trading with international markets.</li> <li>To understand factors influencing the attractiveness of international markets.</li> <li>To learn about reasons for producing more and sourcing more resources abroad.</li> <li>To learn about ways of entering international markets and value of different methods.</li> <li>To learn about influences on buying, selling, and producing abroad.</li> </ul>	<b>Essential Skills (what must students be able to demonstrate):</b> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Types of growth to include organic and external.</li> <li>Issues with growth should include:                             <ul style="list-style-type: none"> <li>economies of scale (including technical, purchasing, and managerial)</li> <li>economies of scope</li> <li>diseconomies of scale</li> <li>synergy</li> <li>overtrading.</li> </ul> </li> <li>Methods of growth to include mergers, takeovers, ventures, and franchising.</li> <li>Types of growth to include vertical (backward and forward), horizontal and conglomerate integration.</li> <li>Types of innovation should include product and process innovation.</li> <li>Ways of becoming innovative include:                             <ul style="list-style-type: none"> <li>kaizen</li> <li>research and development.</li> <li>intrapreneurship</li> <li>benchmarking.</li> </ul> </li> </ul>	<b>Lessons:</b> <ol style="list-style-type: none"> <li>The reasons why businesses grow or retrench.</li> <li>Retrenchment – business in the news</li> <li>The difference between organic and external growth</li> <li>Assessing methods and types of growth</li> <li>Franchising</li> <li>Innovation 1</li> <li>Innovation 2</li> <li>Intellectual property rights</li> <li>Globalisation 1</li> <li>Globalisation 2</li> <li>Methods of entering international markets 1</li> <li>Methods of entering international markets 2</li> <li>The importance of emerging economies</li> <li>Multinational business</li> <li>Managing international business</li> <li>Offshoring and re-shoring</li> <li>Digital technology 1</li> <li>Digital technology 2</li> <li>Review</li> <li>Assessment review</li> </ol>	

<ul style="list-style-type: none"> <li>• To learn about managing international business.</li> <li>• To learn about the pressures to adopt digital technology.</li> <li>• To understand the value of digital technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Ways of protecting intellectual property include patents and copyrights.</li> <li>• Methods of entering international markets include:             <ul style="list-style-type: none"> <li>○ export</li> <li>○ licensing</li> <li>○ alliances</li> <li>○ direct investment.</li> </ul> </li> <li>• Decisions regarding producing overseas include offshoring and re-shoring.</li> <li>• Targeting overseas markets may include being a multinational.</li> <li>• Digital technology should include automation, e-commerce, big data, and data mining.</li> <li>• Managing international business should include:             <ul style="list-style-type: none"> <li>○ pressures for local responsiveness</li> <li>○ pressures for cost reduction.</li> </ul> </li> </ul>	
<p><b>Terminology:</b></p> <p>Organic growth, external growth, technical economies of scale, purchasing economies of scale, economies of scope, diseconomies of scale, synergy, overtrading, retrenchment, merger, takeover, venture, franchising, vertical integration, horizontal integration, conglomerate integration, kaizen, research, and development (R&amp;D), intrapreneurship, benchmarking, patent, copyright, globalisation, emerging economy, export, licensing, alliances, direct investment, off-shoring, re-shoring, big data, data mining.</p>	<p><b>Enrichment:</b></p> <p>/</p>	<p><b>Careers Links:</b></p> <p>Research and Development              Global business advisor              Social media manager              Big data analyst              Franchisee</p>

Business: Medium Term Overview MSC			
Year 13	Term: Spring 2 & Summer 1	Unit Title: 3.10 Managing strategic change	No of Lessons: 9
<b>Overview/Intent</b>	3.10.3 Managing strategic implementation. 3.10.4 Problems with strategy and why strategies fail.		
<b>Essential Knowledge (what must students know):</b> <ul style="list-style-type: none"> <li>To learn how to implement strategy effectively.</li> <li>To understand the importance of organisational structure in strategic implementation.</li> <li>To understand the value of network analysis in strategic implementation.</li> <li>To learn about difficulties of strategic decision making and implementing strategy.</li> <li>To learn about planned vs emergent strategy.</li> <li>To understand reasons for strategic drift.</li> <li>To evaluate strategic performance.</li> <li>To understand the value of strategic planning.</li> <li>To learn about the value of contingency planning and crisis management.</li> </ul>	<b>Essential Skills (what must students be able to demonstrate):</b>  <b>Students will be able to describe, analyse, and evaluate in context:</b> <ul style="list-style-type: none"> <li>Implementing strategy effectively to include:                             <ul style="list-style-type: none"> <li>The value of leadership in strategic implementation.</li> <li>The value of communications in strategic implementation.</li> </ul> </li> <li>Network analysis to include:                             <ul style="list-style-type: none"> <li>Understanding and interpreting network diagrams.</li> <li>Amendment of network diagrams.</li> <li>Identifying the critical path and the total float</li> </ul> </li> </ul>	<b>Lessons:</b> <ol style="list-style-type: none"> <li>Implementation of strategy</li> <li>The value of communication with strategic change</li> <li>Network analysis 1</li> <li>Network analysis 2</li> <li>Planned vs emergent strategy.</li> <li>Strategic drift</li> <li>Contingency planning and crisis management.</li> <li>Review</li> <li>Assessment review</li> </ol>	
<b>Terminology:</b>  Incremental change, disruptive change, restructuring, delayering, organic structure, mechanistic structure, organisational culture, planned strategy, emergent strategy, strategic drift, contingency planning, crisis management.	<b>Enrichment:</b>  /	<b>Careers Links:</b>  Strategic management	