



YEAR 11 GCSE BUSINESS 2022 SPRING TERM 1



'An ambitious curriculum that meets the needs of all'

Medium Term Planning – Making the business effective

Intent	<ul style="list-style-type: none"> • Pupils should be taught: • The concept and calculation of gross profit and net profit. • Calculation and interpretation of gross profit margin and net profit margin and average rate of return. • The use and interpretation of quantitative business data to support, inform and justify business decisions: - information from graphs and charts / financial data / marketing data / market data. • The use and limitations of financial information in - understanding business performance and making business decisions. • Different organisational structures and when each are appropriate - hierarchical (tall) and flat, centralised and decentralised. • The importance of effective communication - the impact of insufficient or excessive communication on efficiency and motivation • Barriers to effective communication. • Different ways of working - part-time, full-time and flexible hours, permanent, temporary, and freelance contracts • The impact of technology on ways of working: efficiency, remote working.
Cross Curricular Links	<ul style="list-style-type: none"> • SMSC: Is it fair that some employees do not receive the correct information to do their job? Or there is a lack of promotion opportunities within the workplace? • PSHE:. • Literacy: Use of tier 3 vocabulary – financial information, contracts, profit margins, average rate of return. • Numeracy: Calculation of gross and net profit / margins and average rate of return.
Becoming future ready	<p>Personal Skills: Listening – watching videos and team work, speaking individually, communicating by taking part in a interview scenario.</p> <p>Employability: You will be in a stronger position to understand when you get a job what the different types of contracts are and how technology has impacted the jobs market.</p>
Differentiation	<p>Throughout this topic, quality first teaching will provide differentiation:</p>
QFT/SEND Provision	<p>By product: different learners are asked to present outcomes in a different way via pieces of writing, targeted questioning, models and drawings and speaking.</p> <p>By resource: Worksheets are clearly presented and accessible. Instructions are clearly outlined and separate from the information so that pupils know where to begin and end. Handouts are differentiated by outcome. Resources used will appeal to the range of preferred learning styles of pupils e.g. visual, auditory or kinesthetic learners. Scaffolding of tasks – word frames.</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue using Blooms Taxonomy.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson by lesson schemes of work.</p> <p>By assessment: The use of writing frames and modelling to support with making progress for all in exam technique and assessments</p>
Intent & Implementation	<p>In Year 11, we want to embed the curriculum so that pupils know tier 3 vocabulary and understand what is happening in the business world and how this can impact a business in either a positive / negative way.</p>
Learning Outcomes (Most Powerful Knowledge)	<ul style="list-style-type: none"> • Students will be required to learn formulae in order to make calculations and then interpret these calculations in the context of a given business. • To gain a greater understanding of how the job market works and different types of contracts. • Students will be required to learn formulae in order to make calculations and then interpret these calculations in the context of a given business. • Students will know the hierarchical lines of reporting in a typical business and a broad understanding of the responsibilities of directors, senior managers, supervisors and operational/support staff. • Students become more confident answering a 9 mark exam question.
Current learning to be developed in the future within:	<ul style="list-style-type: none"> • Why a business needs to think about why it's important to motivate its employees and the benefits of a happy workforce.
Impact	<p>See assessment map</p>
Assessment	