YEAR 11 GCSE BUSINESS 2022 SPRING TERM 2
'An ambitious curriculum that meets the needs of all'
Medium Term Planning – Making the business effective

Intent	
Introduce students to how a business makes HR decisions.	• Pupils should be taught: • Different job roles and responsibilities: as well as key job roles and their responsibilities - directors, senior managers, supervisors/team leaders, operational and support staff. • How businesses recruit people, the different documents they use - person specification, job description, application form, CV • The recruitment methods used to meet different business needs (internal and external recruitment). • How businesses train and develop employees - the different ways of training and developing employees - formal and informal training, self-learning, ongoing training for all employees, use of target setting and performance reviews. • Why businesses train and develop employees and the link between training, motivation and retention • Why it is important to retrain staff to use new technology.
Cross Curricular Links	• SMSC: being aware that potential employers cannot ask someone their age on application form. Be aware of employment laws / legislation • PSHE: To be aware of the different stages in the recruitment process for when they leave school and get a job. • Literacy: Use of tier 3 vocabulary - motivation, intrinsic, extrinsic, recruitment, training, induction, job roles, manager, supervisor, subordinate • Numeracy: N/A
Becoming future ready	**Personal Skills:** Listening – watching videos and team work, speaking individually, communicating by taking part in a interview scenario. **Employability:** You will be in a stronger position to understand when you a get a job what is meant by the recruitment process.
Differentiation	
QFT/SEND Provision	Throughout this topic, quality first teaching will provide differentiation: **By product:** different learners are asked to present outcomes in a different way via pieces of writing, targeted questioning, models and drawings and speaking. **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. **By Intervention**: by providing different levels of supervision and support **By Progressive Questioning:** exploring pupils' understanding through interactive dialogue using Blooms Taxonomy. **By Grouping:** according to prior attainment, gender, social preference, preferred learning style. **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. **By Offering Optional Activities:** In class or as homework, to extend learning. This QFT/SEND provision will be explicit within the lesson by lesson schemes of work. **By assessment:** The use of writing frames and modelling to support with making progress for all in exam technique and assessments
Intent & Implementation	
Learning Outcomes (Most Powerful Knowledge)	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. • Students will also understand how people are recruited to take up these positions and the difference between internal recruitment (recruiting from inside the organisation) and external recruitment (recruiting from outside the organisation) and the advantages and drawbacks of these two methods of recruitment. • Students will be aware of how businesses train and develop employees. The difference between formal training, such as paid-for specialist courses; informal training, such as learning by observing a colleague; and self-learning, such as acquiring knowledge through trial and error while working on the job should be considered. • Students will know the advantages and disadvantages of these types of training and recognise the importance of target setting and reviews to measure the performance of the workforce. • Students will be able to discuss why businesses might want to train and develop their employees as this can lead to improved quality and customer service, improved productivity and motivation as well as the obvious need to allow employees to be able to do a particular task, such as operate a new machine or computer system. • Students will be able to discuss the appropriate financial and non-financial methods a business could use to motivate employees. For example, fringe benefits for a senior manager are likely to be very different to the fringe benefits offered to operational staff. Different methods of motivation will be applicable to a given context. • **Students become more confident answering a 12 mark exam question.**
Current learning to be developed in the future within:	• Why a business needs to think about why it's important to motivate its employees and the benefits of a happy workforce.
Impact	See assessment map

Assessment	