



YEAR 12 A LEVEL BUSINESS 2021 AUTUMN TERM 2



THEME 2

'An ambitious curriculum that meets the needs of all'

Medium Term Planning –

<p>Intent</p> <p>Introduce students to financial planning</p>	<ul style="list-style-type: none"> • Pupils should be taught: • The purpose of sales forecasts. • Factors affecting sales forecasts - consumer trends, economic variables, actions of competitors • The difficulties businesses face when undertaking sales forecasting. • Calculation of sales volume and sales revenue • Calculation of fixed and variable costs • Contribution: selling price – variable cost per unit • Break-even point = total fixed costs / contribution (selling price -variable cost) • Using contribution to calculate the break-even point • Margin of safety = sales- break even point • Interpretation of break-even charts • Limitations of break-even analysis • Purpose of budgets • Types of budget - historical figures, zero based • Variance analysis • Difficulties of budgeting • The skills for a 4 mark calculation question and a 8 mark exam question.
<p>Cross Curricular Links</p>	<ul style="list-style-type: none"> • SMSC: Is competition healthy? Should a business pass their costs onto the customer? • PSHE: To be aware of how budgeting can help them when they are older to manage their money more effectively. • Literacy: Use of tier 3 vocabulary - budgets, forecasts, break even analysis, sales forecasts, sales volume, contribution, fixed costs, variable costs • Numeracy: calculation of sales value / volume, break even point, revenue, costs and contribution. Adverse and favorable variance analysis.
<p>Becoming future ready</p>	<p>Personal Skills: Listening – watching videos, group work, individual communication,</p> <p>Employability: You will be in a stronger position to understand how costs can accumulate and cause problems with your cash flow.</p>
<p>Differentiation</p> <p>QFT/SEND Provision</p>	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <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>
<p>Intent & Implementation</p> <p>Learning Outcomes (Most Powerful Knowledge)</p>	<p>In Year 12, 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> <ul style="list-style-type: none"> • Students will be Able to explain the purpose of sales forecasts. • students will be able to discuss the factors affecting sales forecast for example, Consumer trends economic variables and the actions of competitors. • Students will be able to outline and discuss the difficulties of undertaking sales forecasting. • Students will be able to calculate sales volume and also sales revenue. • Students will be able to calculate fixed and variable cost and be able to give examples of each of these. • Students will be able to define contribution and to use a formula to calculate contribution. • Students will be able to define break even and explain what the formula is to calculate break even. • Students will be able to use a contribution and a graph to calculate the break even point. • Students will be able to define the margin of safety and use a formula to calculate it. • Students will be able to interpret a break even chart and label it correctly. • Students will be able to discuss the limitations and disadvantages of using break even analysis stop. • students will be able to explain the purpose of using budgets and the different types of budgets that businesses use for example historical and zero based. • Students will be able to discuss what is meant by variance analysis and the difference between adverse and favourable. • Students will be able to highlight the difficulties for businesses of using budgeting. • Students will develop the skills to answer a 4 mark calculation question and a 8 mark exam question.
<p>Current learning to be developed in the future within:</p>	<ul style="list-style-type: none"> • Why a business needs to think about why it's important for a business to be profitable and aware of the different types of profit.

Impact	See assessment map
Assessment	