



YEAR 12 A LEVEL BUSINESS 2021 SUMMER TERM 1



THEME 1

'An ambitious curriculum that meets the needs of all'

Medium Term Planning – Managing People

Intent	<ul style="list-style-type: none">• Pupils should be taught:• Recruitment and selection process:• Internal versus external recruitment• Costs of recruitment, selection and training• Types of training: induction / on-the-job / off-the-job• Structure: hierarchy / chain of command / span of control / centralised and decentralized• Types of structure: tall / flat / matrix• Impact of different organisational structures on business efficiency and motivation• The importance of employee motivation to a business• Motivation theories: - Taylor (scientific management) / Mayo (human relations theory) / Maslow (hierarchy of needs) / Herzberg (two factor theory)• Financial incentives to improve employee performance: - piecework / commission / bonus / profit share / performance-related pay• Non-financial techniques to improve employee performance: - delegation / consultation / empowerment / team working / flexible working / job enrichment / job rotation / job enlargement
Introduce students to how a business raises finance.	
Cross Curricular Links	<ul style="list-style-type: none">• SMSC: is it right that employees only get paid when they sell an item? Is PRP a valid way to motivate staff?• PSHE: To be aware of the different methods of payment an employee can receive.• Literacy: Use of tier 3 vocabulary – motivation, delegation, consultation, performance related pay, commission, piece rates, job rotation, span of command, centralized, decentralized.• Numeracy: calculating wages / salaries
Becoming future ready	<p>Personal Skills: Listening – watching videos, group work, individual communication,</p> <p>Employability: You will be in a stronger position to understand when you are older how demand affects the price of products.</p>
Differentiation	Throughout this topic, quality first teaching will provide differentiation:
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 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 different stages of the recruitment and selection process.• Students will be able to explain the difference between internal and external recruitment.• Students will be to discuss what is meant by induction training, and on the job and off the job training.

Learning Outcomes (Most Powerful Knowledge)	<ul style="list-style-type: none"> • Students will have an understanding of hierarchical structures. • Students will be able to explain the key terms – chain of command, span of control, empowerment, centralized and decentralized. • Students will be able to explain how organizational structure is linked to employee motivation. • Students will be able to explain and discuss the different motivational theories Mayo, Herzberg, Maslow and Taylor. • Students will be able to discuss and evaluate different methods of financial motivation. • Students will be able to discuss and evaluate different methods of non financial motivation. • Students will develop more confidence with 8, 10, 12 and 20 exam questions.
Current learning to be developed in the future within:	<ul style="list-style-type: none"> • How delayering within an organisation can help reduce costs but affect employee motivation.
Impact	See assessment map
Assessment	