



YEAR 12 A LEVEL BUSINESS 2021 AUTUMN TERM 1



THEME 2

'An ambitious curriculum that meets the needs of all'

Medium Term Planning – Raising finance and financial planning

<p>Intent</p> <p>Introduce students to how a business raises finance.</p>	<ul style="list-style-type: none"> Pupils should be taught: Different sources of internal finance - owner's capital, personal savings, retained profit, sale of assets Different sources of external finance - family and friends, banks, peer-to-peer funding, business angels, crowd funding, other businesses The range of different methods of finance – loans, share capital, venture capital, overdrafts, leasing, trade credit and grants. The implications of limited and unlimited liability – need to define / explain what this means. (overlap with theme 1) What finance is appropriate for limited and unlimited liability businesses. Relevance of a business plan in obtaining finance. Interpretation of a simple cash-flow forecast, and calculations based on changes in the cash-flow variables Use and limitations of a cash-flow forecast. Exam practice on the above topics and mini assessments. The skills to answer a 4 mark exam question
<p>Cross Curricular Links</p>	<ul style="list-style-type: none"> SMSC: Is it right that some credit card companies charge very high rates of interest? PSHE: To be aware of the importance of having a good cashflow to live on and not go into debt. Literacy: Use of tier 3 vocabulary – retained profit, crowd funding, venture capitalists, overdraft, forecast, assets Numeracy: overdrafts, loans – how to calculate the interest, shares and their value.
<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 when you are older what happens when you take out a bank loan and what happens with interest and what it means if it is high and you have a loan.</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 difference between internal and external forms of finance. Students will be able to discuss the different types of internal finance – retained profit, sale of assets and owners capital. Students will be able to discuss the different types of external finance – share capital, loans, venture capital, leasing , overdrafts, trade credit and grants. Students will be able to discuss the various places where business can access finance from. Students will be able to explain the implications of unlimited / limited liability and the relevant finance available. Students will be able to explain why it is important to have a business plan when trying to obtain finance. Students will be able to interpret a cash flow forecast, perform relevant calculations and explain what a business can do when they have a cash flow problem. Students will be able to discuss the limitations for a business of using a cash flow forecast. Students will be confident in answering a 4 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 to be liquid and have enough capital / cash flow.
<p>Impact</p> <p>Assessment</p>	<p>See assessment map</p>