

## Business Department Curriculum Map

**Intent** – The Business Studies curriculum at The Elms Academy will aim to help students understand the world they live in. Almost everything they do will have some sort of part of business linked to it and taking Business at The Elms will help the students understand this. We would like the students to be able to think creatively, make better judgments, decisions and solve problems for themselves. We would like students to be aware of the world and how it is changing every day.

At The Elms Academy we want to provide the opportunity for students to continue learning at a higher level after their GCSEs to develop their existing knowledge further. This will provide further skills that can be used as the students apply for jobs or go on to become entrepreneurs, Business Analysts, accountants, lawyers. The Business courses offered at Key stage 4 and 5 will provide all that is needed for a challenging and rewarding two-year course.

Implementation						
Term	1	2	3	4	5	6
<b>Year 10</b>	<p><b>Topic 1.1 Enterprise and entrepreneurship</b> – September to October</p> <p>Students are introduced to the dynamic nature of business in relation to how and why business ideas come about. They also explore the impact of risk and reward on business activity and the role of entrepreneurship.</p>	<p><b>Topic 1.2 Spotting a business opportunity</b> – November to December</p> <p>Students will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research. They will also focus on understanding the competition.</p> <p style="background-color: yellow;">AP1 – Topic 1.1 and 1.2 3<sup>RD</sup> Jan – 13<sup>th</sup> June</p>	<p><b>Topic 1.3 Putting a business idea into practice</b> – Jan to Feb</p> <p>This topic focuses on making a business idea happen through identifying aims and objectives and concentrating on the financial aspects.</p>	<p><b>Topic 1.4 Making the business effective</b> – Feb to March</p> <p>Students will explore a range of factors that impact on the success of the business, including location, the marketing mix and the business plan.</p>	<p><b>Topic 1.5 Understanding external influences on business</b> – March to April</p> <p>Students are introduced to a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Students will explore how businesses respond to these influences.</p>	<p>Revision</p> <p>Past Papers</p> <p>AP2 2<sup>nd</sup> June -27<sup>th</sup> June 2025</p>

<p><b>Year 10 CTEC</b></p>	<p><b>RO68 – Design a business proposal</b></p> <p>September to November</p> <p><u>Task 1: Complete Market research to aid decisions</u></p> <p>Students will carry out market research by creating three market research tools to gain the views of others. Students will use this information to develop their proposal in later tasks.</p> <p><u>Task 2: Identify a customer profile</u></p> <p>Students will move on to using their market research findings to identify their customer profile.</p>	<p><b>RO68 – Design a business Proposal</b></p> <p>December to January</p> <p><u>Task 3: Produce a design proposal</u></p> <p>Students will create a design for their product, referring to their customer profile and market research findings.</p> <p><u>Task 4: Develop a product proposal</u></p> <p>Following the production of the two possible designs for their product. Students will need to review the designs, using a range of feedback methods, to ensure that it will be popular with their target customers.</p> <p>AP1 3<sup>rd</sup> January – 13<sup>th</sup> January</p>	<p><b>RO68 Design a business proposal</b></p> <p>February to March</p> <p><u>Task 5: Review whether a business proposal is financially viable</u></p> <p>Students will need to produce realistic costings, calculate break-even and recommend a pricing strategy for their business proposal.</p> <p><u>Task 6: Review factors that may impact the success of the business proposal</u></p> <p>In the final task students need to carry out an assessment of the risks and challenges that are associated with producing their product design.</p>	<p><b>RO69 Develop and market a pitch</b></p> <p>March to May</p> <p><u>Task 1: Develop a brand identity to target a specific customer profile.</u></p> <p>Students will develop a brand identity for their product proposal. Students will create a brand identity, brand image and a logo.</p> <p><u>Task 2: Create a promotional campaign for a brand and product.</u></p> <p>Students will need to explain the key performance indicators for their promotional campaign and create three different types of promotional materials to raise awareness of their product.</p>	<p><b>RO69 Develop and market a pitch</b></p> <p>May to June</p> <p><u>Task 3: Market and pitch a business proposal</u></p> <p>Students need to prepare a pitch to explain why they think their product proposal will be successful if introduced to the market. Students will pitch presentation which will last for 5-10 minutes where students will need to justify their product design, brand personality, pricing strategy and promotional campaign.</p> <p><u>Task 4: Plan and pitch a business proposal</u></p> <p>Students will need to do a practice pitch with their peers and external panel who will decide whether or not they think their business proposal will be successful.</p> <p>AP2 2<sup>nd</sup> June – 27<sup>th</sup> June 2025</p>	<p><b>RO69 Develop and market a pitch</b></p> <p>June – July</p> <p><u>Task 5: Review a brand proposal. Promotional campaign and professional pitch.</u></p> <p>Once the professional pitch is delivered students will reflect on the whole experience, pitching skills, brand and promotional campaign as well as the product proposal for their first piece of coursework.</p> <p><b>RO67 Enterprise and Marketing concepts</b></p> <p>In this unit students will learn how market research gives the entrepreneur an insight into the wants and needs of its customers, so that products and services can be developed to satisfy them.</p> <p><b>TA1: Characteristics, risk and reward for enterprise</b></p> <p><b>TA2: Market research to target a specific customer</b></p>
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<p><b>Year 11 GCSE</b></p>	<p><b>Topic 2.1 Growing the business – Sep – October</b></p> <p>students are introduced to methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.</p> <p>Topic 2.2 Making marketing decisions – November to Jan</p> <p>students will explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace.</p> <p>AP1 11<sup>th</sup> -29<sup>th</sup> November</p>	<p><b>Topic 2.3 Making operational decisions – Jan to Feb</b> - This topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.</p>	<p><b>Topic 2.4 Making financial decisions – Feb to March</b></p> <p>students will explore the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information.</p>	<p><b>Topic 2.5 Making human resource decisions – March to April</b> - growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity.</p>		
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Year 11 CTEC	<p><b>RO67 – Exam unit</b></p> <p>September to December</p> <p>As well as understanding target market's needs, students will learn how the marketing mix elements must be carefully blended to enhance business performance. Students will examine each element individually and explore the decisions that an entrepreneur needs to make.</p> <p>TA3: What makes a product financially viable</p> <p>TA4: Creating a marketing mix to support a product.</p> <p>TA5: Factors to consider when starting up and running an enterprise</p> <p>AP1 11<sup>th</sup> – 29<sup>th</sup> November 2024</p>	<p><b>RO67 Enterprise and Marketing Concepts</b></p> <p>Students will learn about the types of ownership for an enterprise and sources of capital available. Running a successful enterprise can be tough, but there is a lot of support available, which students will learn about so that they can understand how to obtain timely and appropriate guidance.</p> <p><u>January Entry students: Exam 10<sup>th</sup> January 2025</u></p>				
Term	1	2	3	4	5	6

<p><b>Year 12 A level</b></p>	<p>In this theme, students are introduced to the market, explore the marketing and people functions and investigate entrepreneurs and business start up.</p> <p>This theme enables students to understand how businesses identify opportunities and to explore how businesses focus on developing a competitive advantage through interacting with customers.</p> <p><b>September to November</b></p> <p><b>Theme 1: Marketing and People</b></p> <p><b>1.1 Meeting customer needs</b></p> <p>In this theme, students explore the finance and operations functions, and investigate external influences on business. This theme enables students to develop an understanding of raising and managing finance, and measuring business performance.</p> <p><b>Theme 2: Managing business activities</b></p> <p><b>2.1 Raising finance</b></p>	<p>Students develop an understanding of how businesses need to adapt their marketing to operate in a dynamic business environment. This theme also considers people, exploring how businesses recruit, train, organise and motivate employees, as well as the role of enterprising individuals and leaders.</p> <p><b>December to February</b></p> <p><b>1.2 The market</b></p> <p><b>2.2 Financial planning</b></p>	<p><b>February to March</b></p> <p><b>1.3 Marketing mix and strategy</b></p> <p><b>2.3 Managing Finance</b></p>	<p><b>March to April</b></p> <p><b>1.4 Managing people</b></p> <p><b>2.4 Resource management</b></p>	<p><b>April to June</b></p> <p><b>AP2 End of year assessments</b></p> <p><b>1.5 Entrepreneurs and leaders</b></p> <p><b>2.5 External influences</b></p>	
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**Year 12 BTEC**

**Unit 1 (Coursework) Sep - Dec Exploring Business**– In this unit, students will gain an overview of the key elements for business success, how businesses are organised, how they communicate, the characteristics of the environment in which they operate, and how this shapes them and their activities. They will also look at the importance of innovation and enterprise to the success and survival of businesses, with the associated risks and benefits. Students will develop relevant business knowledge and understanding. Also this unit will help them to progress to employment, vocational training and higher apprenticeships, or higher education.

**Unit 3 (Exam Unit) Sep – Jan: First Exam takes place in Jan Personal and Business**

**Finance** – This unit includes aspects of both personal and business finance. Personal finance involves the understanding of why money is important and how managing your money can help prevent future financial difficulties. It is vital that students understand the financial decisions they will need to take throughout their life and how risk can affect their choices. This unit will also give an insight into where you can get financial advice and support. The business finance aspects of the unit introduce students to accounting terminology, the purpose and importance of business accounts and the different sources of finance available to businesses. Planning tools, such as cash flow forecasts and break-even, will be prepared and analysed. Measuring the financial performance of a business will require students to prepare and analyse statements of comprehensive income and statements of

**Unit 2 (Exam unit) Jan – May: Exam takes place in May**

**Developing a Marketing Campaign** – This unit will allow the students to examine the marketing aims and objectives for existing products/services and understand the importance of relevant, valid and appropriate research in relation to customers' needs and wants. The students will use given market research data and other information to make recommendations about the type of marketing campaign that a business should undertake. In this unit, students will draw on their learning from across the programme to complete the assessment task. This unit will give an insight into how important marketing is to a business. It will enable students to make an informed choice as to whether they will want to specialise in marketing in employment, training or higher education.

**Assessed on Learning Aims A-E – Exam in annuary**

**Unit 8 (Coursework) Jan - May Recruitment, Selection &**

**Employment** – This unit will explore the various selection tools and the enhanced use of technology in this area. Businesses with an effective recruitment process in place are more likely to make successful appointments. In a competitive labour market this is a major advantage and will support business success. This unit gives students the opportunity, through role play, to take part in selection interviews. They will need to be organised and prepared so that they demonstrate their communication skills in this work-related skill. This unit will give a foundation for progression to employment, for example in a human resources role, or to higher education. Through undertaking recruitment activities the unit will help students to develop the skills needed in an interview situation. They will have an

**Unit 14 (Coursework) Feb - June**

**Investigating Customer Service** – If students were to start working in a customer service role they would need to understand the procedures to follow when dealing with customer requests and complaints. This unit will help them to develop communication and interpersonal skills when dealing with customers, and to understand the importance of having good product or service knowledge. They will explore how a business builds effective relationships with customers through identifying and confirming the customer's needs. They will examine how businesses monitor and evaluate their level of customer service provision through obtaining feedback and see how this helps inform improvements to the level of service provided. The unit will enable students to evaluate their own customer service skills and to create a development plan for improvement. The unit also supports further training, study or employment in a business environment.

**Unit 19 (Coursework) Feb - June**

**Pitching for a new business** – For students studying business the ultimate goal is to own their own business and this business allows students to become real life entrepreneurs. As entrepreneurs students will explore potential business opportunities, select viable business ideas, prepare appropriate business plans and pitch these to potential investors. This unit will teach students how to carry out these steps which are critical to the development of new businesses. Students will investigate a potential micro-business idea and outline a business plan. Students will then present their business plan to potential investors with a view to securing appropriate Funding. This unit will develop the student skills needed if following their studies decide to set up your own business, or if you want to work in or study further a sector or area that needs entrepreneurial or innovative skills.

**Unit 27 (Coursework) Either Sep – Oct or Apr to June**

**Work Experience** – This is very much a practical unit for the students to complete. They will learn about different types of work-related learning and their benefits. The students will learn what information they need before starting a work placement, and how the placement can help them to develop key competencies needed for employability, such as self-management, team working, problem-solving and communication skills. They will learn more about the expectations of different roles. They will research and take on relevant work experience and evaluate their performance through a reflective journal. Work experience is highly valued by employers for a variety of careers in the business sector; employers are looking to recruit those who have some knowledge of the world of work. A record of work experience is also an advantage for higher education level study and courses. The student will complete this unit in either the beginning of year 13 or at the end of year 13. The work experience placement will come from the summer term of year 12.

<p><b>Year 13 A level</b></p>	<p><b>3.7 Analysing the strategic position of a business (A-level only)</b>  <b>September – October</b>  In this topic students will study how manager and other interested stakeholders analyse the strategic decision of a business. Students will study the factors that influence a business's mission, the links between strategy and tactics and the impact of strategic decision on functional decision making.</p> <p><b>3.8 Choosing strategic direction (A-level only)</b>  <b>October – December</b>  Students will examine the structure and components of balance sheets and income statements and the key indicators of financial performance that can be seen within them. In addition to this student will discuss the value of financial ratios when judging a businesses performance.</p>	<p><b>3.9 Strategic methods: how to pursue strategies (A-level only)</b>  <b>January - Feb</b>  In the penultimate topic students will consider how a business chose which markets to compete in and which products to offer. How businesses compete in terms of benefits and price, influences on the choice of a positioning strategy, the benefits and difficulties of having a competitive advantage</p>	<p><b>3.10 Managing strategic change (A-level only)</b>  <b>Feb to March</b>  Businesses operate in an ever-changing environment. Change can come from outside the business or from within and students need to fully comprehend the ability to anticipate, prepare for and respond to change and how this is essential for a business to remain competitive. In the final topic students will analyse how to manage issues caused by growth or retrenchment and the impact this has on functional areas of the business.</p>	<p>Revision</p>	<p>Revision</p>	
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## Year 13 BTEC

**Unit 6** (Exam Unit) **Sep – Jan:**  
**Exam takes place in Jan**

**Principles of Management** – In this unit, students will examine how businesses adapt their approaches to management in response to challenges in their environment. Depending on their roles and responsibilities, managers need to develop skill sets that enable them to work effectively in areas such as the management of people, financial, resource and quality management, and the management of change. Students will investigate some of the issues that managers and leaders have to deal with in the workplace in making businesses more efficient and ensuring their survival and growth. The effective planning and organising of a business's activity can significantly influence the success of a business. This unit will help to progress to employment, by considering a career working in supervision and management, and/or to vocational training. Additionally the students might move on to related higher education having developed a knowledge and understanding of management.

**Unit 5** (Coursework) **Sep - Feb**  
**International Business** –

In this unit the students will explore the benefits and issues associated with international business activities. They will investigate the economic environment and cultural factors in international markets and the influence they have on how business is conducted. The students will also examine the strategic and operational approaches to developing business in an international context. In this unit, students will draw on their learning from across the programme to complete assessment tasks. This unit will give a greater understanding

**Unit 7** (Exam Unit) **Feb – May:**  
**Exam takes place in May**

**Business Decision Making** – The aim of this unit is to consolidate understanding and skills to enable students to interpret data, and to formulate decisions and solutions to given complex business problems. The students will consider business situations/scenarios where they are required to select and use appropriate evidence from several sources to support their arguments. They will predict certain consequences, identify faulty arguments or misrepresentations of information or data, compare information and data, provide reasonable alternatives, and evaluate and justify their proposed solutions. In this unit, students will draw on your learning from across your programme to complete the assessment task. This unit will help students to understand the importance of decision making and planning in a business and enable them to progress to employment, self-employment, training or higher education. This unit allows students to demonstrate their ability to extract relevant information and apply the knowledge and understanding they have developed.

**Unit 16** (Coursework) **Sep - Feb**  
**Visual Merchandising** –

Students will look at different visual merchandising and display techniques, involving a day trip to central London to observe how different businesses use display techniques. These techniques will vary according to the type and size of a retail business and the products it sells. If customers are to be persuaded to spend money there are many issues that have to be considered, such as health and safety and other legislation, as well as creative and psychological factors.

**Unit 4** (Coursework) **Apr - July**

**Managing an Event** – This unit combines creativity and organisational skills to produce successful, memorable events, whether for profit or social enterprise. Students will investigate a number of successful events, both large and small, and use this research to assess the feasibility of events to plan and run for themselves during this unit. Examples could range from organising meetings, product launches, exhibitions, promotions, charity events, team-building events and staff development, to a full-scale conference. The chosen event will be carefully planned, demonstrating the ability to use planning tools. The students will then stage the event, testing the effectiveness of their planning. This will require them to 'think on your feet', deal with financial and security issues, liaise with suppliers and venue personnel, and utilise your problem-solving skills. Most of this will be from staff members within school. Afterwards the students will evaluate the success of the event. In this unit, they will draw on the learning from across the first year programme to complete assessment tasks. This unit will develop teamwork, communication, time-management, negotiation and problem-solving skills. It will help develop the essential transferable skills that employers look for. The unit will provide a useful opportunity to consider whether to pursue a career in events management or to continue on to further study in this area.

**Unit 22** (Coursework) **Apr – June**

**Market Research** – In this unit, the students will examine the purpose and type of market research undertaken in a business, consider the objectives of the research and the processes followed. They will plan and undertake a research activity using the most appropriate design and sampling method. They will analyse and interpret market research data and present their findings. The students will use this knowledge to make recommendations for improvements to the market research process for a selected business. This unit will give them an insight into the importance of collecting and interpreting marketing information as a tool for making wider marketing decisions, and enable you to make an informed choice on the suitability of this marketing area as a possible employment or training opportunity. This unit has a strong link to Unit 2 – Developing a Marketing Campaign.



**Impact:** Success of the curriculum will be measured by the number of Year 9 students who opt to study business at GCSE and BTEC as well as the results that students leave year 11 with. A successful curriculum will enthuse and engage students, allowing them to discuss business issues and current affairs. These might include students who have a keen interest in changes in society, technology, government, the economic climate and international trade. Business studies students will participate and lead on Enterprise activities around the school and enterprise clubs for year 7 students. Taking part in business at The Elms Academy, both in class and around the school should result in students' continuing to study business at Sixth Form College and into Higher Education.