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.

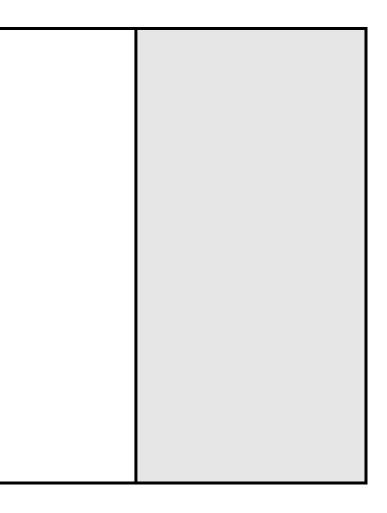
At The Elms Academy we want to provide the opportunity for students to continue learning at a higher level after their GCSEs to develop their existing knowledge further. This will provide further skills that can be used as the students apply for jobs or go on to become entrepreneurs, Business Analysts, 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.

Term	1	2	3	4	5
Year 10	Topic 1.1 Enterprise and entrepreneurship – September to October	Topic 1.2 Spotting a business opportunity – November to December	Topic 1.3 Putting a business idea into practice – Jan to Feb	Topic 1.4 Making the business effective – Feb to March	Topic 1.5 Unders external influence business – Marc
	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.	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. AP1 – Topic 1.1 and 1.2 3 RD Jan – 13 th June	This topic focuses on making a business idea happen through identifying aims and objectives and concentrating on the financial aspects.	Students will explore a range of factors that impact on the success of the business, including location, the marketing mix and the business plan.	Students are intro range of factors, which are outsid immediate contro business, such as stakeholders, legislation and the Students will exp businesses respo influences.

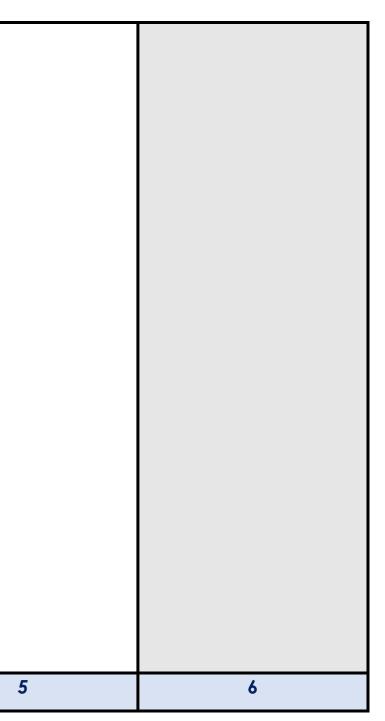
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	Past Papers
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Year 10 CTEC	RO68 – Design a business proposal	RO68 – Design a business Proposal	RO68 Design a business proposal	RO69 Develop and market a pitch	RO69 Develop and market a pitch	RO69 Develop and market a pitch
	September to November	December to January	February to March	March to May	May to June	June – July
	Task 1: Complete Market research to aid decisionsStudents 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.Task 2: Identify a customer profileStudents will move on to	Task 3: Produce a design proposalStudents will create a design for their product, referring to their customer profile and market research findings.Task 4: Develop a product proposalFollowing the production of the two possible designs for their product. Students will	Task 5: Review whether a business proposal is financially viableStudents will need to produce realistic costings, calculate break-even and recommend a pricing strategy for their business proposal.Task 6: Review factors that may impact the	Task 1: Develop a brand identity to target a specific customer profile.Students will develop a brand identity for their product proposal. Students will create a brand identity, brand image and a logo.Task 2: Create a promotional campaign for a brand and product.	Task 3: Market and pitch a business proposal 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	Task 5: Review a brand proposal. Promotional campaign and professional pitch.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.
	using their market research findings to identify their customer profile.	need to review the designs, using a range of feedback methods, to ensure that it will be popular with their target customers. AP1 3 rd January – 13 th January	success of the business proposal In the final task students need to carry out an assessment of the risks and challenges that are associated with producing their product design.	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.	Campaign. <u>Task 4: Plan and pitch a</u> <u>business proposal</u> 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. <u>AP2 2nd June – 27th June</u> 2025	RO67 Enterprise and Marketing concepts 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. TA1: Characteristics, risk and reward for enterprise
						TA2: Market research to target a specific customer

Year 11 GCSE	 Topic 2.1 Growing the business – Sep – October 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. Topic 2.2 Making marketing decisions – November to Jan students will explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace. AP1 11th -29th November 	Topic 2.3 Making operational decisions – Jan to Feb - This topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.	Topic 2.4 Making financial decisions – Feb to March 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.	Topic 2.5 Making human resource decisions – March to April - growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity.	
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Year 11 CTEC	 RO67 - Exam unit September to December 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. TA3: What makes a product financially viable TA4: Creating a marketing mix to support a product. TA5: Factors to consider when starting up and running an enterprise AP1 11Th - 29th November 2024 	RO67 Enterprise and Marketing Concepts 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. January Entry students: Exam 10 th January 2025			
Term	1	2	3	4	

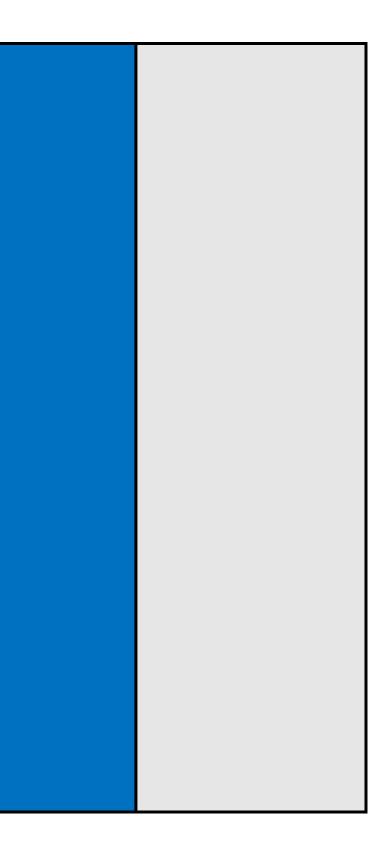


Year 12	In this theme, students are	Students develop an	February to March	March to April	April to June	
A level	introduced to the market,	understanding of how				
	explore the marketing and	businesses need to adapt	1.3 Marketing mix and	1.4 Managing people	AP2 End of year	
	people functions and	their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

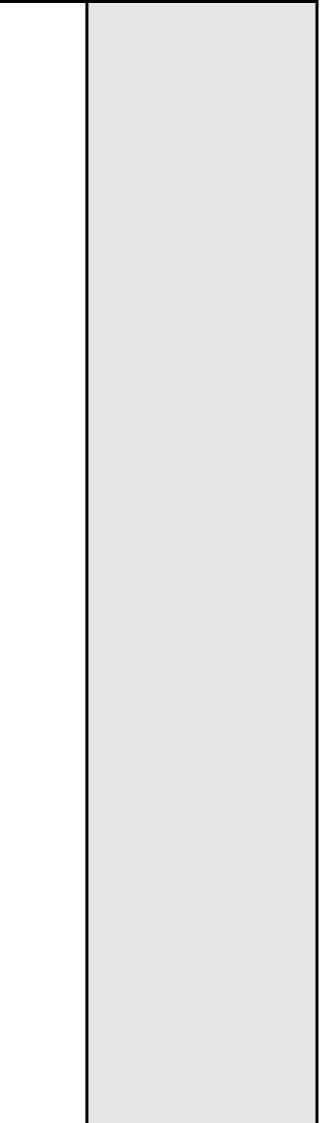
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Unit 27 (Coursework) Either ct or Apr to June perience – This is very oractical unit for the to complete. They about different types elated learning and efits. The students will at information they fore starting a work ent, and how the ent can help them to key competencies for employability, elf-management, rking, problemnd communication y will learn more e expectations of roles. They will and take on work experience and their performance a reflective journal. perience is highly y employers for a careers in the sector; employers are o recruit those who ne knowledge of the work. A record of erience is also an ige for higher on level study and The student will e this unit in either the ng of year 13 or at the ear 13. The work ce placement will om the summer term

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Year 13 BTEC	Unit 6 (Exam Unit) Sep – Jan:	Unit 7 (Exam Unit) Feb – May:	Unit 4 (Coursework) Apr -	Unit 22 (Coursework) Apr -
	Exam takes place in Jan	Exam takes place in May	July	June
	Principles of Management – In	Business Decision Making – The	Managing an Event – This	Market Research – In this unit,
	this unit, students will examine	aim of this unit is to consolidate	unit combines creativity and	the students will examine the
	how businesses adapt their	understanding and skills to	organisational skills to	purpose and type of market
	approaches to management	enable students to interpret	produce successful,	research undertaken in a business, consider the
	in response to challenges in their environment. Depending	data, and to formulate decisions and solutions to given	memorable events, whether for profit or social enterprise.	objectives of the research
	on their roles and	complex business problems. The	Students will investigate a	and the processes followed.
	responsibilities, managers	students will consider business	number of successful	They will plan and undertake
	need to develop skill sets that	situations/scenarios where they	events, both large and	a research activity using the
	enable them to work	are required to select and use	small, and use this research	most appropriate design and
	effectively in areas such as	appropriate evidence from	to assess the feasibility of	sampling method. They will
	the management of people,	several sources to support their	events to plan and run for	analyse and interpret market
	financial, resource and quality	arguments. They will predict	themselves during this unit.	research data and present
	management, and the	certain consequences, identify	Examples could range from	their findings. The students will
	management of change.	faulty arguments or	organising meetings,	use this knowledge to make
	Students will investigate some	misrepresentations of	product launches,	recommendations for
	of the issues that managers	information or data, compare	exhibitions, promotions,	improvements to the market
	and leaders have to deal with	information and data, provide	charity events, team-	research process for a
	in the workplace in making	reasonable alternatives, and	building events and staff	selected business. This unit will
	businesses more efficient and ensuring their survival and	evaluate and justify their proposed solutions. In this unit,	development, to a full-scale conference. The chosen	give them an insight into the importance of collecting and
	growth. The effective	students will draw on your	event will be carefully	interpreting marketing
	planning and organising of a	learning from across your	planned, demonstrating the	information as a tool for
	business's activity can	programme to complete the	ability to use planning tools.	making wider marketing
	significantly influence the	assessment task. This unit will	The students will then stage	decisions, and enable you to
	success of a business. This unit	help students to understand the	the event, testing the	make an informed choice on
	will help to progress to	importance of decision making	effectiveness of their	the suitability of this marketing
	employment, by considering	and planning in a business and	planning. This will require	area as a possible
	a career working in	enable them to progress to	them to 'think on your feet',	employment or training
	supervision and	employment, self-employment,	deal with financial and	opportunity. This unit has a
	management, and/or to	training or higher education.	security issues, liaise with	strong link to Unit 2 –
	vocational training.	This unit allows students to	suppliers and venue	Developing a Marketing
	Additionally the students might move on to related	demonstrate their ability to extract relevant information	personnel, and utilise your problem-solving skills. Most	Campaign.
	higher education having	and apply the knowledge and	of this will be from staff	
	developed a knowledge and	understanding they have	members within school.	
	understanding of	developed.	Afterwards the students will	
	management.		evaluate the success of the	
	Č	Unit 16 (Coursework) Sep - Feb	event. In this unit, they will	
	Unit 5 (Coursework) Sep - Feb	Visual Merchandising –	draw on the learning from	
	International Business – In this		across the first year	
	unit the students will explore	Students will look at different	programme to complete	
	the benefits and issues	visual merchandising and	assessment tasks. This unit	
	associated with international	display techniques, involving a	will develop teamwork,	
	business activities. They will	day trip to central London to	communication, time-	
	investigate the economic environment and cultural	observe how different businesses use display	management, negotiation and problem-solving	
	factors in international	techniques. These	skills. It will help develop the	
	markets and the influence	techniques will vary according	essential transferable skills	
	they have on how business is	to the type and size of a retail	that employers look for. The	
	conducted. The students will	business and the products it	unit will provide a useful	
	also examine the strategic	sells. If	opportunity to consider	
	and operational approaches	customers are to be persuaded	whether to pursue a career	
	to developing business in an	to spend money there are	in events management or to	
	international context. In this	many issues that have to be	continue on to further study	
	unit, students will draw on	considered,	in this area.	
	their learning from across the	such as health and safety and		
	programme to complete	other legislation, as well as		
	assessment tasks. This unit will	creative and psychological		
	give a greater understanding	factors.		



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 at 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.