



Department Curriculum Intent: Business Studies

What are the aims of the Business curriculum at Campsmount? How does it incorporate the educational principles evident in the whole school intent?

The Business curriculum is deployed with the aim of providing students with a broad range of business skills and knowledge which can be used throughout further education or apprenticeships once the students' time at Campsmount is complete. The curriculum is built around the key business themes which surround everyday business activities and are suited to all students, no matter the ability or background. The business curriculum also incorporates the school-wide literature-led high-five reading strategy, which provides students with a clear and comprehensive understanding of the new, specialist-based terminology they are introduced to.

How do we ensure our curriculum meets and exceeds the requirements of the National Curriculum?

Throughout KS3 students do not experience the Business curriculum, they do however, build their basic ICT skill set from the ICT curriculum. This includes the use of online tools, E-safety and internet search skills which all appear within the Business curriculum during KS4 and offer the confidence to complete the necessary coursework material during the course.

Due to the nature of the Business curriculum and the diverse study options, we do not follow the GCSE national curriculum in its full entirety. At KS4 the students study the OCR Cambridge Nationals in Enterprise & Marketing. This course takes on many of the key features of the Business curriculum, outlining the subject-specific terminology and the basic Business activities such as: business planning, marketing, product development and aims & objectives. There are two key elements to the course which provide students with a broad range of skills and methods to further their understanding. Students are required to understand and remember the basic Business theories in context to complete an externally assessed examination, as well as apply these theories to the client brief provided for two internally assessed assignments. These assignments focus on allowing students to gain both verbal and non-verbal communication skills by performing a true product development journey by conducting and collecting their own research, creating and analysing product designs and assessing the financial viability of the product; the students are also given the opportunity to explore their ability to communicate verbally with others to effectively sell their product.

What specifications do we follow at KS4 and 5 and why?

Due to the demanding nature of the Business course and the limited time provided to teach the content, it is important to consider the most effective way for the students to learn. Many students express their interest in Business as a concept but ultimately expect and anticipate a more hands-on nature to the course. The Cambridge Nationals in Enterprise & Marketing acts as the most suitable qualification for these students and supports a more thorough understanding of how they may utilise this Business knowledge in later life. At KS5 we continue to promote a more practical course by delivering the Cambridge Technicals Extended Certificate in Business, featuring a combination of different units and assessment styles, this course promotes a more thorough understanding of Business development &



recruitment and provides more specialised progression routes into marketing, human resources and customer service.

How do we ensure that we meet the needs of all learners and in particular those who are Pupil Premium or SEND?

As Business is a subject only chosen post KS4 it is important that the content and format of the course provide unlimited accessibility to all learners. The Business curriculum provides a broad range of skills and knowledge which can support learners in almost all future career choices and provides them with an in-depth knowledge of their rights as an employee in the future.

With this in mind, it is important to consider how I main groups within education can access the provided learning easily and comfortably. Our main groups to consider include: SEND, Pupil Premium and FSM, these students are at a greater risk of underperforming, and this is often more noticeable within the externally assessed exam portion of the course. This understanding has encouraged a more thorough regime when approaching the exam portion, utilising more metacognitive strategies such as reflection, retrieval and a range of learning methods. This combined with the use of regular practice questions allows students to understand and anticipate the questions they may encounter during exams, as well as the criteria expected by the examiners to be successful.

Why do we teach the topics/schemes in the order we teach them?

The focus behind the KS4 learning journey allows students in Year 10 the opportunity to learning the basic Business knowledge required to form the foundations for a further developed understanding. At this point key terminology and techniques are developed and solidified to support students in understanding more basic topics such as marketing, business planning and business ownership. As students transition into Year 11 they are encouraged to work more independently by reactivating their previous knowledge to input into two projects; the design of a product and the pitch of a product. Both projects take students through a journey or creating their ideal customer, establishing their own research, designing their own products and finally evaluating the viability of the product.

How do we develop our subject knowledge effectively? What impact does this have on curriculum planning?

Although the other members of my department do not share the same subject speciality, we are still effective in sharing good practice in any areas of cross curricular and often benefit from sharing skills or ideas we have used during lessons which could have a particular impact on specific students.

Statement of assessment intent:

At KS4 assessment occurs after every learning objective; arriving around every 4-5 weeks depending on the complexity of the topic. Each learning objective concludes with an end of section test which is assessed using both self-assessment and assessment by myself to ensure students are meeting the specific marking criteria and so that students understand the expectation set by the exam board.

Year 11 students who are completing their coursework complete all documents using the computers to then upload to TEAM's in the relevant assignments. For marking purposes these are printed and marked by myself using the 'Green for Growth' and 'Blue for Brilliant' guidance, students then respond to feedback by improving their work and highlighting the improved area pink to resemble 'Pink for Progress'.



Curriculum sequencing:

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 10	Understanding how to target a market & Financial viability		Product development & Attracting/ Retaining customers		Business start ups & Functional areas	
Year 11	Design a business proposal & Market and pitch a business proposal					
Year 12	The Business Environment		Customers and Communication			
Year 13	Working in Business		Marketing and Market Research			
			Introduction to Human Resources			