



# YEAR 10 GCSE BUSINESS AUTUMN TERM 1

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning – Enterprise and Entrepreneurship and Spotting a Business Opportunity



Intent	<b>Pupils should be taught:</b> <ul style="list-style-type: none"><li>The dynamic nature of business</li><li>Why new business ideas come about – changes in technology, consumer wants and adaptation</li><li>The impact of risk and reward on a business</li><li>The role of business enterprise and the purpose of business activity</li><li>To identify and understand customer needs and why it is important that a business does this.</li><li>The purpose of market research and why it is important a business undertakes it.</li><li>The different methods / forms of market research can undertake.</li><li>The role of social media in collecting market research</li><li>The importance of the reliability of market research data.</li><li><b>The skills needed to answer a 2 mark exam question</b></li></ul>
Introduce students to enterprise and entrepreneurship and how to spot a business opportunity	
Cross Curricular Links	<b>SMSC:</b> Learning how to meet the needs of customers and the idea of risk and reward when setting up a business. <b>PSHE:</b> The role of social media in the business world. <b>Literacy:</b> Use of tier vocabulary as identified in the SOW and knowledge organisers. <b>Numeracy:</b> Quantitative market research
Becoming future ready	<b>Personal Skills:</b> Listening – watching videos and team work. <b>Employability:</b> You will be in a stronger position to understand the risks / benefits of setting up your own business.
Differentiation	Throughout this topic, quality first teaching will provide differentiation: <b>By product:</b> different learners are asked to present outcomes in a different way via pieces of writing, targeted questioning, models and drawings and speaking. <b>By resource:</b> 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. <b>By Intervention:</b> by providing different levels of supervision and support <b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue using Blooms Taxonomy. <b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style. <b>By Task:</b> 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. <b>By Offering Optional Activities:</b> In class or as homework, to extend learning. This QFT/SEND provision will be explicit within the lesson by lesson schemes of work.
QFT/SEND Provision	
Intent & Implementation	In Year 10, 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.
Learning Outcomes (Most Powerful Knowledge)	<ul style="list-style-type: none"><li>Students will be able to explain what is meant by a dynamic business.</li><li>Students will be able to explain the difference between risk and reward.</li><li>Students will be able to identify different entrepreneurs and how they impact on society / business world.</li><li>Students will be able to outline and discuss the different methods of research available to a business and the advantages / disadvantages of each.</li><li>Students will be able to explain the importance of market data being reliable and the consequences of it not being.</li><li>Students will be able to discuss the difference between a need and a want with examples.</li><li><b>Students will understand the skills needed to answer a 2 mark exam question</b></li></ul>
Current learning to be developed in the future within:	<ul style="list-style-type: none"><li>Investigating real life business organisations.</li><li>Cash flow of small and large businesses</li><li>Sources of finance -where entrepreneurs can access capital.</li></ul>
Impact	

Assessment	See assessment map
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