



YEAR 10 GCSE BUSINESS AUTUMN TERM 2

'An ambitious curriculum that meets the needs of all'



Medium Term Planning – Spotting a Business Opportunity and Putting a business idea into practice

<p>Intent</p> <p>Introduce students to how to spot a business opportunity and how a business can put an idea into practice.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • How businesses use market segmentation to target customers • Identify different target audience – lifestyle, demographics, income, age, gender • What a market map is and what it shows • To understand the competitive environment and the impact of competition on the decision making of a business. • The different objectives a business can have in both the short and long term • Financial objectives of a business when they first start up – survival, market share, profit, sales revenue • Non financial objectives of a business when they start up – social /ethical objectives, personal satisfaction • The concept and calculation of - revenue, costs – total, variable and fixed, profit and loss and interest • How to understand a break even chart – margin of safety, profit / loss areas, break even level of output • The impact of changes in revenues and costs • The skills to answer a 3 mark question. • The skills to answer a 6 mark DISCUSS question.
<p>Cross Curricular Links</p>	<p>SMSC: Is it morally right for a business just to be focused on profit? PSHE: The role of cash in society Literacy: Use of tier vocabulary as identified in the SOW. Numeracy: Break even calculations, cash flow, calculating costs / revenues and profit</p>
<p>Becoming future ready</p>	<p>Personal Skills: Listening – watching videos / independent learning / team work. Employability: You will be in a stronger position to understand the risks of not having money / cash and to think about your own personal objectives.</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 drawing graphs and speaking about what they have learned.</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>Intent & Implementation</p>	<p>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.</p>
<p>Learning Outcomes (Most Powerful Knowledge)</p>	<ul style="list-style-type: none"> • Students will be able to give examples of the different ways in which a business can target people – segmentation • Students will be able to draw a market map and explain what it shows. • Students will be able to discuss the problems businesses face when they are in a competitive market and how this can impact the business. • Students will be able to discuss both financial and non financial objectives which a start up business will have. • Students will be able to explain the impact to a business of not achieving its objectives. • Students will be able to calculate revenue, costs and profit. • Students will be able to discuss the formulas for calculating break even and profit. • Students will be able to confidently answer a 3 mark question. • Students will be able to confidently answer a 6 mark DISCUSS question.

Current learning to be developed in the future within:	<ul style="list-style-type: none">• How sources of finance can help improve cash flow• How unlimited liability can affect a persons assets / cashflow.
Impact	See assessment map
Assessment	