



YEAR 10 GCSE BUSINESS SPRING TERM 1

'An ambitious curriculum that meets the needs of all'



Medium Term Planning – Making the business effective

Intent	<ul style="list-style-type: none"> Pupils should be taught: The importance of cash to a business – to pay suppliers, prevent failure. The difference between cash and profit How to understand a cash flow forecast – opening / closing balances, net cash flow, cash inflows / outflows Limited and unlimited liability. The implications for the business owner(s) of limited and unlimited liability Sole trader, partnership, private limited company, Franchising The advantages and disadvantages of each type of business ownership. Business Location Proximity to: market, labour, materials and competitors Nature of the business activity The impact of the internet on location decisions: e-commerce and/or fixed premises The skills to answer a 6 mark ANALYSE question
Cross Curricular Links	<ul style="list-style-type: none"> SMSC: being aware of stereotyping in marketing and the ethics behind this and how some marketing campaigns have become well known for the wrong reason. Diverse use of case studies and business examples to give practical application to learning. PSHE: The importance of financial planning, the use of social media in marketing Literacy: Use of tier vocabulary as identified in the SOW. Numeracy: Sources of finance, Cash flow
Becoming future ready	<p>Personal Skills: Listening – watching videos and team work.</p> <p>Employability: You will be in a stronger position to understand selecting a business location and how to promote, price and place a business idea</p>
Differentiation	<p>Throughout this topic, quality first teaching will provide differentiation:</p>
QFT/SEND Provision	<p>By product: different learners are asked to present outcomes in a different way via pieces of writing, targeted questioning, models and drawings and speaking.</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>By assessment: The use of writing frames and modelling to support with making progress for all in exam technique and assessments</p>
Intent & Implementation	<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>
Learning Outcomes (Most Powerful Knowledge)	<ul style="list-style-type: none"> Students will be able to explain what a cash flow forecast is and how the opening balance is linked to the closing balance. Students will be able to discuss the implications of a negative cash flow for a business and the consequences of not being able to pay suppliers and staff. Students will be able to explain why cash is important to a business. Students will be able to explain and evaluate the different types of business ownership available – sole trader, partnership, LTDs and franchising. Students will be able to discuss – advantages and disadvantages of different types of ownership. Students will be able to explain the difference between limited and unlimited liability Students will be to identify and explain different factors that will influence business location. Students will be able to discuss the impact of the internet on location decisions. Students will have the confidence and skills to answer a 6 mark ANALYSE 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	

Assessment	See assessment map
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