



# YEAR 10 GCSE BUSINESS SUMMER TERM 1

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning – Making the business effective



Intent	
Introduce students to enterprise and entrepreneurship and how to spot a business opportunity	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>Different types of technology used by business: <ul style="list-style-type: none"> <li>e-commerce</li> <li>social media</li> <li>digital communication</li> <li>payment systems.</li> </ul> How technology influences business activity in terms of: <ul style="list-style-type: none"> <li>sales</li> <li>costs</li> <li>marketing mix.</li> </ul> </li> <li>The purpose of legislation: <ul style="list-style-type: none"> <li>principles of consumer law: quality and consumer rights</li> <li>principles of employment law: recruitment, pay, discrimination and health and safety.</li> </ul> The impact of legislation on businesses: <ul style="list-style-type: none"> <li>cost</li> <li>consequences of meeting and not meeting these obligations.</li> </ul> </li> <li>Mock exams – preparation and completing them</li> <li><b>The skills to answer a 12 mark exam question</b></li> </ul>
Cross Curricular Links	<ul style="list-style-type: none"> <li>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.</li> <li>PSHE: The importance of financial planning, the use of social media in marketing</li> <li>Literacy: Use of tier vocabulary as identified in the SOW.</li> <li>Numeracy: Sources of finance, Cash flow</li> </ul>
Becoming future ready	<p><b>Personal Skills:</b> Listening – watching videos and team work.</p> <p><b>Employability:</b> 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	
QFT/SEND Provision	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p><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.</p> <p><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.</p> <p><b>By Intervention:</b> by providing different levels of supervision and support</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue using Blooms Taxonomy.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><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.</p> <p><b>By Offering Optional Activities:</b> 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><b>By assessment:</b> The use of writing frames and modelling to support with making progress for all in exam technique and assessments</p>
Intent & Implementation	
Learning Outcomes (Most Powerful Knowledge)	<ul style="list-style-type: none"> <li>Students will be able to explain and evaluate the different types of technology available to a business.</li> <li>Students will be able to explain how technology influences business activity in terms of sales, costs and marketing mix.</li> <li>Students will be able to identify and explain different types of legislation.</li> <li>Students will be able to explain the impact of legislation on businesses.</li> <li>Students will undertake revision, devise strategies to help them revise and complete their mock exam.</li> <li><b>Students will be confident in answering a 12 mark exam question.</b></li> </ul>
Current learning to be developed in the future within:	<ul style="list-style-type: none"> <li>The economy and the external environment.</li> </ul>
Impact	

Assessment	See assessment map
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