



YEAR 10 GCSE BUSINESS SUMMER TERM 2

'An ambitious curriculum that meets the needs of all'



Medium Term Planning – Making the business effective

Intent	<p>Pupils should be taught:</p> <ul style="list-style-type: none">• The impact of the economic climate on businesses:<ul style="list-style-type: none">• unemployment, changing levels of consumer income, inflation, changes in interest rates, government taxation, changes in exchange rates.• The importance of external influences on business:• possible responses by the business to changes in: technology, legislation, the economic climate.• Methods of business growth and their impact:• internal (organic) growth: new products (innovation, research and development), new markets (through changing the marketing mix or taking advantage of technology and/or expanding overseas)• external (inorganic) growth: merger, takeover. The types of business ownership for growing businesses: • public limited company (plc)• Sources of finance for growing and established businesses:• internal sources: retained profit, selling assets • external sources: loan capital, share capital, including stock market flotation (public limited companies).• Continued practice on 9 and 12 mark exam questions
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> <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 positive / negative way.</p>
Learning Outcomes (Most Powerful Knowledge)	<ul style="list-style-type: none">• Students will be able to explain what is meant by the term economy.• Students will be able to explain how a change in employment, inflation, interest rates and taxation can impact a business.• Students will be gain awareness of how changes in the external environment can impact a business.• Students will be to identify and explain different types of growth – organic and inorganic.• Students will be able to explain the different sources of finance available for established businesses.• Students will be able to explain the difference between internal and external sources of finance for an established business.• Students will be confident in answering a 9 and 12 mark exam question.

Current learning to be developed in the future within:	<ul style="list-style-type: none">• How a business can grow through globalisation and becoming a multi national organisation.
Impact	See assessment map
Assessment	