



# YEAR 12 A LEVEL BUSINESS 2021 SUMMER TERM 2



## THEME 1

'An ambitious curriculum that meets the needs of all'

### Medium Term Planning – Managing People

Intent	<ul style="list-style-type: none"><li>• Pupils should be taught:</li><li>• Leadership: - the distinction between management and leadership</li><li>• Types of leadership style: - autocratic / paternalistic / democratic / laissez-faire</li><li>• Creating and setting up a business</li><li>• Running and expanding/developing a business</li><li>• Innovation within a business (intrapreneurship)</li><li>• Barriers to entrepreneurship</li><li>• Anticipating risk and uncertainty in the business environment</li><li>• Characteristics and skills required</li><li>• Reasons why people set up businesses: - financial motives: profit maximisation and profit satisfying / non-financial motives: ethical stance, social entrepreneurship, independence and home working</li><li>• Survival</li><li>• Profit maximization</li><li>• Other objectives: - sales maximization / market share / cost efficiency / employee welfare / customer satisfaction / social objectives</li><li>• Sole trader, partnership and private limited company</li><li>• Franchising, social enterprise, lifestyle businesses, online businesses</li><li>• Growth to PLC and stock market flotation</li><li>• Opportunity cost</li><li>• Choices and potential trade-offs</li><li>• The difficulties in developing from an entrepreneur to a leader.</li></ul>
Introduce students to how a business raises finance.	
Cross Curricular Links	<ul style="list-style-type: none"><li>• <b>SMSC:</b> is it right that some managers should rule with an autocratic leadership? Is it fair that an owner can lose the business they have worked for?</li><li>• <b>PSHE:</b> To be aware of the different types of ownership a person can use when setting up a business.</li><li>• <b>Literacy:</b> Use of tier 3 vocabulary – social enterprise, market share, trade -offs, entrepreneurship, ethical and opportunity cost.</li><li>• <b>Numeracy:</b> calculating sales, market share and shares.</li></ul>
Becoming future ready	<p><b>Personal Skills:</b> Listening – watching videos, group work, individual communication,</p> <p><b>Employability:</b> You will be in a stronger position to understand when you are older how demand affects the price of products.</p>
Differentiation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<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	<p>In Year 12, 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> <ul style="list-style-type: none"> <li>• Students will be able to discuss the different types of leadership.</li> <li>• Students will be able to discuss the different ways of setting up a business.</li> <li>• Students will be able to explain the term innovation.</li> <li>• Students will be able to outline the main objectives when setting up a business.</li> <li>• Students will be able to explain why people set up in business.</li> <li>• Students will be able to explain the term 'opportunity cost'</li> <li>• Students will be able to define the terms franchise, franchisor and franchisee.</li> <li>• Students will be able to explain what happens when a business floats.</li> <li>• Students will be able to explain the term trade offs.</li> <li>• <b>Students will continue to develop their exam skills for 8,10,12 and 20 mark questions</b></li> </ul>
Learning Outcomes (Most Powerful Knowledge)	
Current learning to be developed in the future within:	<ul style="list-style-type: none"> <li>• How delayering within an organisation can help reduce costs but affect employee motivation.</li> </ul>
Impact	See assessment map
Assessment	