



YEAR 12 A LEVEL BUSINESS 2021 AUTUMN TERM 1



THEME 1

'An ambitious curriculum that meets the needs of all'

Medium Term Planning –

<p>Intent</p> <p>Introduce students to how a business raises finance.</p>	<ul style="list-style-type: none"> • Pupils should be taught: • Mass markets and niche markets: Characteristics • market size and market share • brands • Dynamic markets: • online retailing • how markets change • innovation and market growth • adapting to change • How competition affects the market • The difference between risk and uncertainty • Product and market orientation • Primary and secondary market research data (quantitative and qualitative) used to: • identify and anticipate customer needs and wants • quantify likely demand • gain insight into consumer behaviour • Limitations of market research, sample size and bias • Use of ICT to support market research: o websites o social networking o databases • Market segmentation • Market mapping • Competitive advantage of a product or service • The purpose of product differentiation d) Adding value to products/services • How to answer a 4 mark exam question
<p>Cross Curricular Links</p>	<ul style="list-style-type: none"> • SMSC: how a business needs to be aware that a consumer behaviour can change and affect their profit margins. • PSHE: To be aware of how market research is undertaken by using cookies and number of times on a website. • Literacy: Use of tier 3 vocabulary – segmentation, quantitative, qualitative, innovation and growth. • Numeracy: quantitative data,
<p>Becoming future ready</p>	<p>Personal Skills: Listening – watching videos, group work, individual communication,</p> <p>Employability: You will be in a stronger position to understand when you are older how demand affects the price of products.</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 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>
<p>Intent & Implementation</p>	<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>

Learning Outcomes (Most Powerful Knowledge)	<ul style="list-style-type: none"> Students will be able to explain the difference between product and market orientation. Students will be able to discuss the different types of market segmentation. Students will be able to discuss the term innovation and how it can lead to market growth. Students will be able to explain why it is important that businesses undertake both primary and secondary research. Students will be able to explain the difference between quantitative and qualitative data. Students will be able to interpret a market map. Students will be able to explain the limitations of market research. Students will be able to explain how social media is used for market research. Students will have the skills to answer a 4 mark exam question.
Current learning to be developed in the future within:	<ul style="list-style-type: none"> How innovation can lead to future developments in a business and affect growth and profit margins.
Impact	See assessment map
Assessment	