



YEAR 13 A LEVEL BUSINESS AUTUMN TERM 1



THEME 4 - Globalisation

'An ambitious curriculum that meets the needs of all'

Medium Term Planning – Growing economies, international trade and business growth, factors contributing to increased globalization.

Intent	<ul style="list-style-type: none">• Pupils should be taught:• Growth rate of the UK economy compared to emerging economies.• Growing economic power of countries within Asia, Africa and other parts of the world.• Implications of economic growth for individuals and businesses: - trade opportunities for businesses, employment patterns.• Indicators of growth: - Gross Domestic Product (GDP) per capita, literacy, health and Human Development Index (HDI)• Difference between exports and imports.• The link between business specialisation and competitive advantage.• Foreign direct investment (FDI) and link to business growth.• Factors contributing to increased globalization - reduction of international trade barriers/trade liberalization,• Political change, reduced cost of transport and communication, increased significance of global (transnational) companies, Increased investment flows (FDI), Migration (within and between economies), Growth of the global labour force, structural change.
	ALSO CATCH UP ON ANY OF THEME 1
Cross Curricular Links	<ul style="list-style-type: none">• SMSC: Is it right for people in different parts of the world to have access to different levels of health care, education etc.• PSHE: Awareness of different countries and the power they have.• Literacy: Use of tier 3 vocabulary - economy, specialisation, globalization, exports, imports, emerging economies, migration, liberalization, trade,• Numeracy: GDP, emerging economies
Becoming future ready	Personal Skills: Listening – watching videos, group work, individual communication, Employability: You will be in a stronger position to understand the global market if you get a job working for a global organisation.
Differentiation	Throughout this topic, quality first teaching will provide differentiation: By product: different learners are asked to present outcomes in a different way via pieces of writing, targeted questioning, models and drawings and speaking. 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. By Intervention: by providing different levels of supervision and support By Progressive Questioning: exploring pupils' understanding through interactive dialogue using Blooms Taxonomy. By Grouping: according to prior attainment, gender, social preference, preferred learning style. 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. By Offering Optional Activities: In class or as homework, to extend learning. This QFT/SEND provision will be explicit within the lesson by lesson schemes of work. By assessment: The use of writing frames and modelling to support with making progress for all in exam technique and assessments
QFT/SEND Provision	
Intent & Implementation	In Year 13, we want to embed the curriculum so that pupils know tier 3 vocabulary and understand what is happening in the global business world and how this can impact a business in either a positive / negative way and the implications a business faces when trading on a global scale.
Learning Outcomes (Most Powerful Knowledge)	<ul style="list-style-type: none">• Students will be aware of the growth rate of the UK economy compared to emerging economies.• Students will gain an understanding of the growing economic power of countries within Asia Africa and other parts of the world.• Students will be aware of the implications of economic growth for individuals and businesses with regards to trade opportunities for business and employment patterns.• Students will be able to discuss the indicators of growth for example GDP gross domestic product per capita, literacy, Health and hdi human development index.• Students will gain an understanding of the difference between exports and imports.• Students will gain an understanding of the link between business specialisation and competitive advantage when discussing international trade and business growth.• Students will be aware of the how foreign direct investment (FDI) links to business growth.• Students will be aware of the different factors contributing to increased globalisation such as :-<ul style="list-style-type: none">a) Reduction of international trade barriers and trade liberalisation.b) Political changec) Reduced cost of transport and communication.d) Increased significance of global companies.e) Increased investment flows (FDI)f) Migration (within and between economies)g) Growth of the global labour forceh) Structural changei) Students will continue to practice their exam technique 8,10,12 and 20 mark questions specifically for theme 4

Current learning to be developed in the future within:	<ul style="list-style-type: none">• Trade blocs, tariffs, protectionism and trade barriers.
Impact	See assessment map
Assessment	