

Barnsley Academy – Year 10 Business Curriculum
Scheme of Work

Term – Week ...1		
	1	2
Lesson Focus	Introduction and Baseline assessment	Why business exist
Prerequisite Knowledge	New to business	Keywords from last lesson Suppliers, customers, consumers. Marketing, enterprise and entrepreneur
Core Knowledge	Suppliers, customers, consumers. Marketing, enterprise and entrepreneur	Spotting an opportunity, developing a business and meeting customer needs. Qualities of an entrepreneur – Determination, planning, leadership, initiative, risk taking, luck and decision making
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Name the steps that student need to take – agreed department approach.	Expert model of the steps involved in a business
Independent Practice	Paired work – Guess the logo, business slogans	Big ideas – What would their business idea How could they be creative or invent a new product
Assessment (Informal/Formal)	Baseline test to be marked by students on the new topics	Do now Worksheets linked to introduction of new keywords Kahoot informal multiple choice quiz
Resources	Baseline Business activity	Surrounded by business Worksheet - answers Big idea worksheet
Specific SEN(D)/EAL support	Overview for the lesson – can be repeated strategies	

Term – Week 2

	1	2
Lesson Focus	Entrepreneurs	Risks and rewards of becoming an entrepreneur
Prerequisite Knowledge	Spotting an opportunity, developing a business and meeting customer needs.	Qualities of an entrepreneur – Determination, planning, leadership, initiative, risk taking, luck and decision making
Core Knowledge	Qualities of an entrepreneur – Determination, planning, leadership, initiative, risk taking, luck and decision making	Risks and rewards of becoming an entrepreneur - health
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Expert models to support completing the mindset worksheet	Expert model for worksheets to support completing the task
Independent Practice	Mind map of the different skills entrepreneurs need	A good hair day worksheet
Assessment (Informal/Formal)	Self assessment and live feedback to be given in lesson	Informal assessment completing worksheet teacher to walk around and assess and support task. Kahoot multiple choice quiz
Resources	Entrepreneurial mindset worksheet	Risky business - answers A good hair day - answers Kahoot - https://create.kahoot.it/details/b0c4a801-daa3-411f-aec0-998a5430ea21
Specific SEN(D)/EAL support	Support with examples model answers and	

Term – Week 3

	1	2
Lesson Focus	The importance of Business planning	What is required in a business plan
Prerequisite Knowledge	Why businesses exist and what an entrepreneur is	The importance of a business plan and the different sections required to create a business plan
Core Knowledge	The purpose of planning business activity The role, importance and usefulness of a business plan Points to include <ul style="list-style-type: none"> • reducing risk, helping a business to succeed • identifying markets, help with obtaining finance, identifying resources a business needs to operate, achieving business aims and objectives 	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Steps of creating a business plan Information in a business plan	Exemplar models to be shown Structure for answering 2 mark questions to be introduced <ul style="list-style-type: none"> • Point • Application 9 Mark question structure
Independent Practice	Dee Zaster Planning	5 items in a business plan Exam questions
Assessment (Informal/Formal)	Informal assessment completing worksheet teacher to walk around and assess and support task.	Informal assessment completing worksheet teacher to walk around and assess and support task. Kahoot multiple choice quiz
Resources	Worksheet Dee Zaster Planning - Answer	Kahoot - https://create.kahoot.it/details/2944256a-a898-436a-84ea-ac2e7cd6f122
Specific SEN(D)/EAL support	Overview for the lesson – can be repeated strategies	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information

Term – Week 4

	1	2
Lesson Focus	Business ownership – Sole traders	Business ownership – Partnerships
Prerequisite Knowledge	Entrepreneurs and how to create a Business planning. Understanding how businesses start	Understanding of Sole traders and how they could progress from working on their own.
Core Knowledge	The features of different types of business ownership Concept of limited liability The suitability of differing types of ownership in different business contexts	The features of different types of business ownership Concept of limited liability The suitability of differing types of ownership in different business contexts Deed of partnership
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	9 Mark question with steps to success Introduction started for support and step written clearly on the PPT	Exam questions linked to becoming a parentship
Independent Practice	9 Mark question Advantages and disadvantages of becoming a Sole trader – Emma’s Pizza 2/3 Mark exam questions	Advantages and disadvantages of becoming a Partnership. Multiple choice exam questions 3 Mark question
Assessment (Informal/Formal)	Informal assessment completing worksheet teacher to walk around and assess. 9 Mark questions to be self assessed but will also have some whole class feedback on common areas for improvement	Informal assessment completing worksheet teacher to walk around and assess and support task.
Resources	Worksheets	Worksheets
Specific SEN(D)/EAL support	Expert models, worksheets provided to support visually	Support walking around, use of visual model on how to complete questions, step by step point

Term – Week 5

	1	2
Lesson Focus	Business ownership - LTDs	Business ownership PLC'S
Prerequisite Knowledge	Understanding of Sole traders, Partnerships and how they evolve /grow over time	Understanding of Sole traders, Partnerships, LTD'S and how they evolve /grow over time
Core Knowledge	The features of different types of business ownership Concept of limited liability The suitability of differing types of ownership in different business contexts	The features of different types of business ownership Concept of limited liability The suitability of differing types of ownership in different business contexts
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Expert model Structure of 6 mark question split in to 2 3 marks – P, A & I	Multiple choice questions based on business ownership. Exam question based on Business ownership
Independent Practice	Sole trader vs Partnership worksheet Advantages and disadvantages of becoming an LTD Exam question looking at advantages of becoming an LTD	Advantages and disadvantages of becoming a plc Share game – looking at how businesses make money selling shares and how the price of shares changes
Assessment (Informal/Formal)	Multiple choice questions completed on whiteboards. Informal assessment completing worksheet teacher to walk around and assess. Exam question also self-assessed	Exam questions linked to ownership
Resources	Worksheets	Worksheets
Specific SEN(D)/EAL support	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information

Term – Week 6

	1	2
Lesson Focus	Business ownership – Franchise	Closing the gap and revision sessions covering
Prerequisite Knowledge	Understanding of Sole traders, Partnerships, LTD's, PLC's and how they evolve /grow over time	Entrepreneurial skills, business planning and Understanding of Sole traders, Partnerships, LTD's, PLC's and how they evolve /grow over time
Core Knowledge	features of different types of business ownership Concept of limited liability The suitability of differing types of ownership in different business contexts	Entrepreneurial skills features of different types of business ownership Concept of limited liability The suitability of differing types of ownership in different business contexts
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	2/3 mark questions using expert models on how to achieve the marks 2 Mark – P & A 3 mark – P, A & I	Recap of how to answer questions 2, 3 and 9 mark questions
Independent Practice	Case study on Page 23 from textbook – Pen and Sword Set up share game	Create revision materials on knowledge organisers
Assessment (Informal/Formal)	Informal assessment using exam style questions. Teacher to walk around and assess	Informal assessment use of multiple choice questions. Students to be assessed by teacher walking around and whole class feedback on common misconceptions
Resources	Case study Pen & Sword Books	Knowledge organiser
Specific SEN(D)/EAL support	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information	

Term – Week 7

	1	2
Lesson Focus	Mid-point test	Spare lesson if required
Prerequisite Knowledge	Entrepreneurial skills, Business ownership	
Core Knowledge	To check the learning so far Entrepreneurial skills Business ownership	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)		
Independent Practice	Completing the test paper Share game	
Assessment (Informal/Formal)	Formal – multiple choice question to be marked by students	
Resources	Mid-point test	
Specific SEN(D)/EAL support	Students will have the P, A & I structure on the board to remind them on answer questions	

Term – Week 8

	1	2
Lesson Focus	Types of business ownership and how businesses evolve through growth	Types of business ownership and how businesses evolve through growth
Prerequisite Knowledge	Types of business ownership and how businesses evolve through growth	Types of business ownership and how businesses evolve through growth
Core Knowledge	<p>The aims and objectives of business</p> <p>How and why objectives might change as businesses evolve</p> <p>Why different businesses may have different objectives</p> <p>Points to include</p> <p>profit, survival, growth, providing a service, market share</p>	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Modelling writing SMART objectives and business Aims and Objectives	Writing a SMART objective Completing multiple choice and 2 exam question - Point & Application required
Independent Practice	<p>Different between start up business objectives and established business objectives.</p> <p>Recommending objectives for different businesses and explaining why the objectives are different</p> <p>Share game</p>	Multiple choice questions checking knowledge. Boohoo exam question
Assessment (Informal/Formal)	Informal assessment completing worksheets teacher to walk around and assess.	Multiple choice questions completed on whiteboards. Exam question also self-assessed
Resources		
Specific SEN(D)/EAL support	Students will have the P, A & I structure on the board to remind them on answer questions	Students will have the P, A & I structure on the board to remind them on answer questions

Term 1.2 – Week 1

	1	2
Lesson Focus	Business Growth Internally and Externally	
Prerequisite Knowledge	Types of business ownership and how businesses evolve through growth	Types of business ownership and how businesses evolve through growth. How Internal and external growth happens
Core Knowledge	Organic growth - Internal growth External growth – External growth Points to include <ul style="list-style-type: none"> increasing output, gaining new customers, developing new products, increasing market share mergers, takeovers - including horizontal, vertical, diversification 	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	3 mark question PAI structure	
Independent Practice	Types of business integration worksheet understanding the different Gap fill Boohoo Exam question Share game	True or false business growth Textbook exam questions Seneca recap
Assessment (Informal/Formal)	Informal assessment completing worksheets teacher to walk around and assess.	Multiple choice questions completed on whiteboards. Exam question also self-assessed
Resources		Textbook Boohoo case study
Specific SEN(D)/EAL support	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays

Term 1.2 – Week 2

	1	2
Lesson Focus	Stakeholders	
Prerequisite Knowledge	Different business ownership and business growth	
Core Knowledge	<ul style="list-style-type: none"> • The roles and objectives of internal and external stakeholder groups • The effect business activity has on stakeholders • The effect stakeholders have on business <p>Points to include owners, employees, customers, suppliers, government, local community</p>	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Stakeholders	
Independent Practice	Different stakeholders Learning check	Stakeholder role play – team work to complete Newtown scenario 8 groups to represent
Assessment (Informal/Formal)	Informal assessment – teacher to walk around and check student	
Resources	http://www.bbc.co.uk/education/guides/z4gcd2p/test	
Specific SEN(D)/EAL support	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays

Term 1.2 – Week 3

	1	2
Lesson Focus	Stakeholders	Revision
Prerequisite Knowledge	Different business ownership and business growth	Entrepreneurial skills, aims and objectives, business ownership, growth and stakeholders
Core Knowledge	<ul style="list-style-type: none"> The roles and objectives of internal and external stakeholder groups The effect business activity has on stakeholders The effect stakeholders have on business <p>Points to include owners, employees, customers, suppliers, government, local community</p>	Recap knowledge
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	<p>Support to complete the Who wants what? What conflict could look like Conflict.</p> <p>Expert modelling of Beautiful Buds exam question Stakeholder 1 Guidance from the exam board to gain 3 mark Clear step on how to achieve full marks</p>	
Independent Practice	<p>Complete Beautiful Buds exam question Stakeholder 2 independently Overall conclusion</p>	Revision for Unit 1.1 Business activity
Assessment (Informal/Formal)	Informal assessment – teacher to walk around and check student	Informal assessment – teacher to walk around and check student
Resources		
Specific SEN(D)/EAL support	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays

Term 1.2 – Week 4

	1	2
Lesson Focus	Assessment	The role of marketing
Prerequisite Knowledge	Entrepreneurial skills, aims and objectives, business ownership, growth and stakeholders	Business ownership
Core Knowledge	End of unit assessment	<p>Content</p> <ul style="list-style-type: none"> The purpose of marketing within business <p>Points to include</p> <ul style="list-style-type: none"> ➤ the importance to a business of identifying and understanding its customers, informing customers, increasing sales.
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)		
Independent Practice		Multiple choice questions to test understand and exam question
Assessment (Informal/Formal)		Informal assessment – teacher to walk around and check student work
Resources	Unit 1.1 assessment	
Specific SEN(D)/EAL support	be repeated strategies	

Term 1.2 – Week 4

	1	2
Lesson Focus	Primary and secondary research	Market research project
Prerequisite Knowledge	The role of marketing	Different methods of Primary and secondary research
Core Knowledge	<p>Content</p> <ul style="list-style-type: none"> The purpose of marketing within business <p>Points to include</p> <ul style="list-style-type: none"> the importance to a business of identifying and understanding its customers, informing customers, increasing sales <p>Different methods of secondary research advantages and disadvantages</p>	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)		<p>Modelling of how to create a primary research using open and closed questions. Secondary research using the internet to find out about competitors</p> <p>Open and closed questions</p> <p>Setting up a questionnaire</p>
Independent Practice		Carrying out secondary market research and creating primary research
Assessment (Informal/Formal)	Informal assessment – teacher to walk around and check student work	Informal assessment – teacher to walk around and check student work
Resources		
Specific SEN(D)/EAL support	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays

Term 1.2 – Week 5

	1	2
Lesson Focus	Market research project	
Prerequisite Knowledge	New to business	
Core Knowledge	<p>Content</p> <ul style="list-style-type: none"> The purpose of marketing within business <p>Points to include</p> <ul style="list-style-type: none"> the importance to a business of identifying and understanding its customers, informing customers, increasing sales <p>Different methods of secondary research advantages and disadvantages</p>	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	<p>Modelling of how to create a primary research using open and closed questions. Secondary research using the internet to find out about competitors</p> <p>Open and closed questions</p> <p>Setting up a questionnaire</p>	
Independent Practice	Marketing project creating	
Assessment (Informal/Formal)	Informal assessment – teacher to walk around and check student work	Informal assessment – teacher to walk around and check student work
Resources	(
Specific SEN(D)/EAL support	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays

Term 1.2 – Week 6

	1	2
Lesson Focus	Market research project	Market segmentation
Prerequisite Knowledge	New to business	Marketing and methods of market research
Core Knowledge	<p>Content</p> <ul style="list-style-type: none"> The purpose of marketing within business <p>Points to include</p> <ul style="list-style-type: none"> the importance to a business of identifying and understanding its customers, informing customers, increasing sales <p>Different methods of secondary research advantages and disadvantages</p>	<p>Market segmentation methods – location, demographics, behaviour, lifestyle and income and why businesses segment the market.</p> <p>Benefits of market segmentation</p>
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	<p>Modelling of how to create a primary research using open and closed questions. Secondary research using the internet to find out about competitors</p> <p>Open and closed questions</p> <p>Setting up a questionnaire</p>	<p>Boohoo exam question structure – Point and Application</p> <p>Ford exam question structure – Point and Application</p>
Independent Practice	Marketing project creating	
Assessment (Informal/Formal)	Informal assessment – teacher to walk around and check student work	Informal assessment – teacher to walk around and check student work
Resources	(
Specific SEN(D)/EAL support	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays

Term 1.2 – Week 7

	1	2
Lesson Focus	Christmas Marketing	
Prerequisite Knowledge	Marketing methods, market research and market segmentation.	
Core Knowledge	How marketing is structured for different times of the year. How techniques are used to by businesses to attract customers. Why market segmentation is important	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Model Christmas marketing styles from different businesses	
Independent Practice	Create a Christmas campaign for a business of your choice (Supermarket like Aldi or John Lewis) Explain and annotate the marketing campaign identifying the target market and how it appeals to them	
Assessment (Informal/Formal)	Informal assessment – teacher to walk around and check student work	
Resources	Christmas Marketing Activity	
Specific SEN(D)/EAL support	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays

Term 2.1 – Week 1

	1	2
Lesson Focus	Marketing project	
Prerequisite Knowledge	Understanding of primary and secondary research and why it is carried out.	
Core Knowledge	Different advantages and disadvantages of market research How to carry out market research	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Carry out secondary research using the internet to research 2 different types of businesses looking at Locations, opening times, prices, reviews etc	Expert model how to create and carry out primary research
Independent Practice	Create a PPT to carry out secondary research looking at 2 different businesses	Create a questionnaire to carry out market research
Assessment (Informal/Formal)	Informal - teacher to walk around and check student work	
Resources		
Specific SEN(D)/EAL support	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays

Term 2.1 – Week 2

	1	2
Lesson Focus	market segmentation	Product lifecycle and Extension strategies
Prerequisite Knowledge		Product lifecycle
Core Knowledge	How the market is segmented - age, gender, income, location, lifestyle	The different stages of the product lifecycle - introduction, growth, maturity, decline
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	1,2 and 3 mark questions to be looked at 1 – state 2 – point and Application 3 Point, application and impact	Multiple choice questions to be used and 3 mark questions – Point, application and impact
Independent Practice	Completing exam questions linked to market segmentation	Product support Worksheet Exam questions linked to the product life
Assessment (Informal/Formal)	Informal assessment to be marked by teacher circulating the room and self-assessed using live mark to support understanding.	Informal assessment to be marked by teacher circulating the room and self-assessed using live mark to support understanding.
Resources	(7)Market Segmentation KPIP	(9)Extension strategies
Specific SEN(D)/EAL support	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays

Term 2.1 – Week 3

	1	2
Lesson Focus	4 P's Price	
Prerequisite Knowledge	Understanding that the 4 P's need to work together for a business to be successful.	
Core Knowledge	pricing strategies - skimming, cost-plus, penetration, competitor, promotion	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Multiple choice questions from the exam papers 9 Mark question – how to plan steps – advantage – application, Disadvantages – application – 3 marks for the evaluation – in my opinion select 1 reason linked to the business and why not the other option.	
Independent Practice	Is the price right worksheet 3 and 9 mark questions	
Assessment (Informal/Formal)	Formal – 9 mark question to be marked and checked for understanding	
Resources	096 Factoring in the Price (10) Pricing	
Specific SEN(D)/EAL support	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays	

Term 2.1 – Week 4

	1	2
Lesson Focus	4 P's Place	Promotion
Prerequisite Knowledge	Understanding that the 4 P's need to work together for a business to be successful.	Understanding that the 4 P's need to work together for a business to be successful.
Core Knowledge	Place - distribution of products and services - digital and physical distribution channels	Promotion - point of sale - price reductions, loss leaders, competitions, free samples Promotion – advertising -social media, websites, print media, television, radio
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Model the steps for a 3 mark question.	Exam questions – Multiple choice and 3 mark questions Reminder on the steps – highlighting text and the 3 steps – point, application and impact
Independent Practice	3 mark Boohoo exam question PowerPoint created about different distribution methods	Application to sales promotion tasks Exam questions Best Foot Forward
Assessment (Informal/Formal)	Informal assessment to be marked by teacher circulating the room and self-assessed using live mark to support understanding.	Informal assessment to be marked by teacher circulating the room and self-assessed using live mark to support understanding.
Resources	(11)Marketing Mix - Place KPIPs	(12)Marketing Mix - Promotion KPIPs
Specific SEN(D)/EAL support	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays

Term 2.1 – Week 5

	1	2
Lesson Focus	How the four Ps of the marketing mix work together	Catch up lesson Spare if required
Prerequisite Knowledge	Understanding that the 4 P's need to work together for a business to be successful.	
Core Knowledge	The use of the marketing mix to inform and implement business decisions. Interpretation of market data	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Model the steps for 1, 2 and 3 mark questions and also how to write a conclusion	
Independent Practice	Questions linking all of the 4 P's together	
Assessment (Informal/Formal)	Informal assessment to be marked by teacher circulating the room and self-assessed using live mark to support understanding.	
Resources		
Specific SEN(D)/EAL support	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays	

Term 2.2 – Week 1-2

	1	2
Lesson Focus	Marketing Mix challenge – Creating a new Cereal	
Prerequisite Knowledge	Understanding of the 4 P's and how they work together to create a new product	
Core Knowledge	Brings together all of the knowledge learnt in in Marketing <ul style="list-style-type: none"> • Market research • Developing a brand • Creating packaging • Presenting a business idea 	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Dragons den clip to introduce the task Steps to Success of creating a success Brand	
Independent Practice	Teams of 2 or 3 are to create a new Cereal. For the cereal they must carry out research, create a new brand, cereal, poster, how they will promote the business, the pricing strategy they will use etc This will be presented in a Presentation like Dragons Den – possibly outside judges to be arranged	
Assessment (Informal/Formal)	Informal team presentations – Teacher to support and guide students	
Resources	(13-14)Marketing Mix - Challenge	
Specific SEN(D)/EAL support	Exemplar models to be shown of previous designs and Presentations. Students to be in groups and will support each other Coloured overlays	

Term 2.1 – Week 3

	1	2
Lesson Focus	Business project presentations	Business presentations - Revision and closing the gaps prepared for the end of unit marketing assessment
Prerequisite Knowledge	Understanding of marketing 4 P's, market research and advertising a brand.	Understanding of marketing 4 P's, market research and advertising a brand.
Core Knowledge	No new knowledge – presenting skills to be developed and teamwork	Business presentations Revision ready for the assessment
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	How to present and the key areas <ul style="list-style-type: none"> • Verbal communication • Nonverbal communication • Confidence 	Model 1, 2 ,3 mark questions
Independent Practice	Presenting their business idea to the group Possibly get outside people to judge the presentations	Team presentations Revision
Assessment (Informal/Formal)	Informal assessment on presentation skills and presenting their business idea	Informal assessment on presentation skills and presenting their business idea
Resources		
Specific SEN(D)/EAL support	Exemplar models to be shown and explained. Steps to success to be clearly put into their books and highlight key information. Coloured overlays	Exemplar models to be shown and explained. Steps to success to be clearly put into their books and highlight key information. Coloured overlays

Term 2.1 – Week 4

	1	2
Lesson Focus	End of Unit assessment	Areas to be improved to and teach the gap
Prerequisite Knowledge	Unit 1 and unit 2 - All of unit 2 plus some areas of unit 1 to be in the test	
Core Knowledge	No new knowledge	To be selected from the assessment and retaught in lesson
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Model highlight key points in text and the steps for 1, 2 and 3 mark questions before starting the test. Model marking multiple choice, 1 and 2 mark questions	Remodel 3 mark questions and conclusions – normal areas of weakness
Independent Practice	Complete the assessment	Independent topics to be given of individuals highlighted in the test to look at on Seneca, as well as whole class topics
Assessment (Informal/Formal)	formal assessment end of unit test	Informal
Resources		
Specific SEN(D)/EAL support	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays

Term 3.1 – Week 1

	1	2
Lesson Focus	Introduction to People and Human Resources Baseline assessment	Human resources and employees required
Prerequisite Knowledge	Business ownership	Understanding of what HR do
Core Knowledge	Baseline What the HR department are responsible for How businesses decide on the human resources required for their business	How businesses decide on the human resources required for their business
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)		Expert model on how to look at the employee requirements and understanding of the task, discuss of the roles required in a small business
Independent Practice	Check in task. Pizza task – deciding on the staff required	Paired task – Pizza shop task
Assessment (Informal/Formal)	Informal	Informal
Resources	Test 3 People	
Specific SEN(D)/EAL support	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays

Term 3.1 – Week 2

	1	2
Lesson Focus	Organisational structures	Organisational structures
Prerequisite Knowledge	Business ownership and how a business calculates the employee requirements	Business ownership and how a business calculates the employee requirements Understand tall and flat hierarchies
Core Knowledge	Tall and Flat organisational structures How Hierarchies work in a business and why businesses have different structures Understanding keywords linked to hierarchies – Span of control, chain of command, delegation etc	Advantages and disadvantages of tall and flat structures
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Creating a Hierarchy	Expert model 6 mark – 3 mark question – Using PAI and then recommending the best option for the business
Independent Practice	Create the Hierarchy for BA - Tall structure Keyword match up	Advantages and disadvantages of tall and flat structures – worksheet Exam practice – Leigh hire – Should the business move from a flat to a tall structure
Assessment (Informal/Formal)	Informal	Informal
Resources		
Specific SEN(D)/EAL support	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays

Term 3.1 – Week 3

	1	2
Lesson Focus	Functional areas in a Business	Functional areas in a business
Prerequisite Knowledge	What the HR department do in a business Understanding tall and flat organisational structures	What the HR department do in a business Understanding tall and flat organisational structures
Core Knowledge	Areas in a business – HR, Marketing, Finance and Production How all areas are required to work together for a business to be successful	Areas in a business – HR, Marketing, Finance and Production How all areas are required to work together for a business to be successful
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Exam questions – Multiple choice and 3 mark questions	Exam questions Reminder on the steps – highlighting text and the 3 steps – point, application and impact
Independent Practice	Multiple choice questions to check understanding 1/2 mark questions	Application to exam questions – Focus on 3 mark questions and the structure required
Assessment (Informal/Formal)	Informal assessment to be marked by teacher circulating the room and self-assessed using live mark to support understanding.	Informal assessment to be marked by teacher circulating the room and self-assessed using live mark to support understanding.
Resources		
Specific SEN(D)/EAL support	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays

Term 3.1 – Week 4

	1	2
Lesson Focus	Work contracts	Work contracts
Prerequisite Knowledge	Business ownership and how a business calculates the employee requirements	
Core Knowledge	The different working contract that can be offered – E.G. Part-time, full-time, self-employed, home working, mobile working etc	The different working contract that can be offered – E.G. Part-time, full-time, self-employed, home working, mobile working etc Why business offer different contracts to their employees
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)		Model 9 mark question structure and demo how to answer the question using K, U, AD, AP, DISAD, AP, EV, EV, EV
Independent Practice	Multiple choice questions - Quizizz	Sports direct case study looking at Zero Hours contracts Exam questions
Assessment (Informal/Formal)	Informal assessment to be marked by teacher circulating the room and self-assessed using live mark to support understanding.	Informal assessment to be marked by teacher circulating the room and self-assessed using live mark to support understanding.
Resources		
Specific SEN(D)/EAL support	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays

Term 3.1 – Week 5

	1	2
Lesson Focus	Communication	Communication
Prerequisite Knowledge	Hierarchies – Tall and flat	Understand the different methods of communication that can be used in a business
Core Knowledge	What communication is, Different methods of communication that can be used in a business e.g. email, text, telephone, letter etc Digital communication Formal and informal communication	why it is important to communicate in a business. Barriers to communication and the impact of using the wrong type of communication
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Model Types of communication classification activity	Structure of a 3 mark question – expert model can be copied if required
Independent Practice	Types of communication classification activity Advantages and disadvantages of different methods of communication Phonetic alphabet and why business use it Multiple choice questions	Exam practice – Redrow homes – 3 mark question Boots exam question – disadvantage of using a meeting to communicate important messages
Assessment (Informal/Formal)	Informal assessment to be marked by teacher circulating the room and self-assessed using live mark to support understanding. Quizizz multiple choice questions to check understanding	Informal assessment to be marked by teacher circulating the room and self-assessed using live mark to support understanding.
Resources		
Specific SEN(D)/EAL support	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays

Term 3.1 – Week 6

	1	2
Lesson Focus	Closing the Gap	Recruitment and selection
Prerequisite Knowledge		Understanding a business employee needs, employment contracts
Core Knowledge	Check understanding of Human Resources so far Recap <ul style="list-style-type: none"> - Purpose of HR - Organisational structures - Functional areas in a business - Working contracts - Communication in a business 	What Recruitment and selection Breaking down the element looking at the Recruitment process – identifying recruitment needs, job analysis, Job descriptions and person specification.
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Model exam question	Model
Independent Practice	Multiple choice question Exam practice questions	Gap fill recruitment and selection, Ordering the recruitment and selection process and methods of job advertisement match up task
Assessment (Informal/Formal)	Informal assessment to be marked by teacher circulating the room and self-assessed using live mark to support understanding.	Informal assessment to be marked by teacher circulating the room and self-assessed using live mark to support understanding.
Resources		
Specific SEN(D)/EAL support	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays

Term 3.1 – Week 7

	1	2
Lesson Focus	Recruitment and selection	Recruitment and selection
Prerequisite Knowledge	Understanding a business employee needs, employment contracts	The recruitment and selection process
Core Knowledge	Methods of applying for a job – application form, letter of application, CV etc Methods of selection – Shortlisting, aptitude test, presentations, group work and references.	Methods of applying for a job – application form, letter of application, CV etc Methods of selection – Shortlisting, aptitude test, presentations, group work and references.
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Model completing the definitions task and advantages and disadvantages of the different methods selection	Model how to complete an application form and answer interview
Independent Practice	Match up definitions of different recruitment methods Sort the recruitment and selection process into order Advantages and disadvantages of different recruitment methods	Groups of 3 to complete the McDonald task – Applying for a job and interview process
Assessment (Informal/Formal)	Informal assessment to be marked by teacher circulating the room and self-assessed using live mark to support understanding.	Informal assessment to be marked by teacher circulating the room and self-assessed using live mark to support understanding.
Resources		
Specific SEN(D)/EAL support	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays

Term 3.2 – Week 8

	1	2
Lesson Focus	Recruitment and selection	Recruitment and selection
Prerequisite Knowledge	Understanding a business employee needs, employment contracts	The recruitment and selection process
Core Knowledge	Methods of applying for a job – application form, letter of application, CV etc Methods of selection – Shortlisting, aptitude test, presentations, group work and references.	Methods of applying for a job – application form, letter of application, CV etc Methods of selection – Shortlisting, aptitude test, presentations, group work and references.
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Model completing the definitions task and advantages and disadvantages of the different methods selection. Expert model completing exam question looking at 1/2/3 mark question structures.	Model how to complete an application form and answer interview
Independent Practice	Match up definitions of different recruitment methods Sort the recruitment and selection process into order Advantages and disadvantages of different recruitment methods Exam question – McDonalds and Redrow homes	Groups of 3 to complete the McDonald task – Applying for a job and interview process
Assessment (Informal/Formal)	Informal assessment to be marked by teacher circulating the room and self-assessed using live mark to support understanding.	Informal assessment to be marked by teacher circulating the room and self-assessed using live mark to support understanding.
Resources		
Specific SEN(D)/EAL support	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays

Term 3.2 – Week 9

	1	2
Lesson Focus	Training and development	
Prerequisite Knowledge	Human resources, recruitment and selection process	
Core Knowledge	<p>What training is and why it is important for businesses to training the employees. The benefits to employers and employees of training and development Different types of training: -</p> <ul style="list-style-type: none"> - Induction training - On-the-job - Off-the-job <p>Different qualification that can be used for staff development – Vocational and Academic qualification or apprenticeships</p>	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Model taking notes from the clips	Exam questions – Multiple choice and 3 mark questions Reminder on the steps – highlighting text and the 3 steps – point, application and impact
Independent Practice	Advantages and disadvantages of all 3 methods if training from watching the clips	Exam questions – McDonalds training and development
Assessment (Informal/Formal)	Informal assessment to be marked by teacher circulating the room and self-assessed using live mark to support understanding.	Informal assessment to be marked by teacher circulating the room and self-assessed using live mark to support understanding.
Resources		
Specific SEN(D)/EAL support	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays

Term 3.2 – Week 10

	1	2
Lesson Focus	Employment laws	
Prerequisite Knowledge	Human resources, recruitment and selection process	
Core Knowledge	Understand the impact of current legislation on recruitment and employment. Looking at laws on Discrimination, employees' right to a contract, holidays and hours of work The consequences of not complying with the law	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Complete task 1 of Employment legislation – breaking the Laws or not task question 1 with the class	Exam questions – Multiple choice and 3 mark questions Reminder on the steps – highlighting text and the 3 steps – point, application and impact
Independent Practice	Asda case study looking at discrimination between men and women doing equal work. Employment legislation – breaking the Laws or not task	Exam questions – based on Greggs
Assessment (Informal/Formal)	Informal assessment to be marked by teacher circulating the room and self-assessed using live mark to support understanding.	Informal assessment to be marked by teacher circulating the room and self-assessed using live mark to support understanding.
Resources		
Specific SEN(D)/EAL support	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays

Term 3.2 – Week 11

	1	2
Lesson Focus	End of Year 10 Paper 1 Mock exam	Closing the Gap
Prerequisite Knowledge	Business activity, Marketing and Human Resource. Recapping all knowledge from Year 10	
Core Knowledge	Understand the impact of current legislation on recruitment and employment. Looking at laws on Discrimination, employees' right to a contract, holidays and hours of work The consequences of not complying with the law	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Complete task 1 of Employment legislation – breaking the Laws or not task question 1 with the class	Recap any areas identified in QLA students. Focus on structures of where marks are missing and if this is consistent across the paper. Close the gaps of knowledge using the reteaching the applying to exam questions
Independent Practice	Asda case study looking at discrimination between men and women doing equal work. Employment legislation – breaking the Laws or not task	Exam questions identified from QLA
Assessment (Informal/Formal)	formal assessment to be marked by teacher	Informal assessment to be marked by teacher circulating the room and self-assessed using live mark to support understanding.
Resources		
Specific SEN(D)/EAL support	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays

Term 3.2 – Week 12

	1	2
Lesson Focus	Recruitment and selection Project	
Prerequisite Knowledge	The recruitment and selection process	
Core Knowledge	Methods of applying for a job – application form, letter of application, CV etc Methods of selection – Shortlisting, aptitude test, presentations, group work and references.	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Model how to complete an application form and answer interview	
Independent Practice	Groups of 3 to complete the McDonald task – <ul style="list-style-type: none"> - Find a job at McDonalds to apply for - Complete an application form - Create a cover letter explaining why they would suit the job - Interview carried out - Selection of the most suitable candidate 	
Assessment (Informal/Formal)	Informal assessment teacher circulating the room and whole class feedback shared .	
Resources		
Specific SEN(D)/EAL support	Exemplar models to be shown and explained. Steps to success to be clearly put into their books using purple and highlight key information. Coloured overlays	

Term 3.2 – Week 13 - 14

	1	2
Lesson Focus	Enterprise Business task	
Prerequisite Knowledge	Business activity, Marketing and Human Resource. Recapping all knowledge from Year 10	
Core Knowledge	Recapping knowledge learnt in Year 10 to create a Business presentation – Business plan The plan will include Business ownership, market research, the 4 P's, hierarchy Structure, Employees required, how staff will be motivated incorporating all the learning from Year 10	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Model create the PowerPoint for their presentation, how to create a mood board and a mind map of ideas.	
Independent Practice	In pairs create a business plan for either an Ice Cream Parlour or Juice Bar Barnsley Students will present their business idea to the class to gain an investment into their business idea.	
Assessment (Informal/Formal)	Informal assessment teacher circulating the room and whole class feedback shared.	
Resources		
Specific SEN(D)/EAL support	Exemplar models to be shown and explained and paired work to support each other. Coloured overlays	