



## BUSINESS CURRICULUM OVERVIEW



A Lakelands Business student should have an entrepreneurial mindset, be ethically aware and have a critical appreciation of the theoretical and practical aspects of running and managing businesses.

### Lakelands Whole Academy Curriculum Intent:

Our aim is to provide a diverse, accessible, challenging and inspiring curriculum for the students of Lakelands, our core purpose to develop well-rounded, confident young people, with the integrity, resilience and high aspirations to thrive in the future. The curriculum is designed to provide them with the core knowledge they need to succeed in education, and to become successful members of society. We encourage them to be curious and open-minded, and develop the necessary critical, creative and problem-solving skills to be able to make a difference in their future lives. All students benefit from a culturally enriching curriculum that has depth, breadth and regular revisiting of knowledge to give them the confidence to succeed. It is a curriculum designed to encourage learners to step outside their comfort zone and embrace challenge. By drawing on the best that's been thought, said and done in each subject, we hope that our curriculum enables our young people to appreciate and participate in the full richness of the human experience.

### Business Curriculum Intent:

The Lakelands Business Curriculum equips learners with the skills and confidence to explore how different business situations affect business decisions. It is a well-rounded introduction to the subject. The course will encourage learners to make informed choices about a wide range of further learning opportunities and career pathways as well as develop life skills that enable them to become financially and commercially aware.

### How the Business curriculum links to our core Curriculum Principles:

Lifelong Learning	Students learn to become independent, critical and reflective thinkers with enquiring minds.
Aspiration to succeed	There is an emphasis on enterprise, entrepreneurship, motivations, risk and reward, with a focus on small businesses and success stories.
Knowledge building	Students will know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society. Furthermore, they will be able to apply their knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts.
Empathy for others	One of the 6 core units is about people, recruitment, motivation etc which looks at how to communicate with people and how to respect them. The unit on marketing has a focus on meeting customer needs which helps students focus on others rather than themselves, encouraging empathy.

## IMPLEMENTATION

Business is only offered as an option subject at KS4, although some elements (costs, revenue, profit, promotion) are covered in some KS3 Computing lessons and PSHE. At Key Stage 4, we currently follow the OCR Business (J204) specification and the implementation is built around that and the 6 core units.

<b>Year 10 Curriculum Implementation</b>		
<p>In Year 10, our students study the first three units of the OCR course, learning business terminology as well as exploring the concepts of enterprise, entrepreneurship, risk and reward. They gain a detailed understanding of business activity, including effective planning, the nature of business ownership and how successful business is driven by clear aims and objectives which can change as businesses evolve. Stakeholdership in business is explored and the ways in which businesses grow organically and as a consequence of external forces. Students learn about the purpose of marketing, including research methods (primary and secondary), a key strand of which is the interpretation of qualitative and quantitative data. Through their study of successful marketing, they will develop an understanding of the marketing 'mix', namely the 'four Ps' of Product, Pricing, Promotion and Place. Building on their understanding of the main dimensions of business activity, the role of people is examined, including the function of human resources, different organisational structures, training methods, employment law and ways of communicating in a business context. In the summer term, students are introduced to the key financial concepts of revenue, costs, profit and loss, in preparation for a more detailed exploration of this theme in Year 11.</p>		
	<b>Knowledge and skills</b>	<b>Assessment</b>
1	<b>Business Activity</b> 1.1 The role of business enterprise and entrepreneurship 1.2 Business planning 1.3 Business ownership 1.4 Business aims and objectives 1.5 Stakeholders in business 1.6 Business growth	End of Unit test and Exam Questions  Seneca Assignments
2	<b>Marketing</b> 2.1 The role of marketing 2.2 Market research 2.3 Market segmentation 2.4 The marketing mix	Multichoice knowledge test  Seneca Assignments
3	<b>Marketing part 2</b> 2.4 The Marketing Mix – price, promotion and place Marketing project - create a full marketing mix for a business	End of Unit test and Exam Questions Seneca Assignments
4	<b>People</b> 3.1 The role of human resources 3.2 Organisational structures and different ways of working 3.3 Communication in business 3.4 Recruitment and selection 3.5 Motivation and retention	End of Unit test and Exam Questions  Seneca Assignments
5	<b>People part 2</b> 3.6 Training and development 3.7 Employment law	Multichoice knowledge test  Seneca Assignments

	<b>Introduction to basic finance</b> (revenue, costs, profit and loss)	
6	<b>Recap and revision material preparation. Exam question practice, end of year exam</b>	End of Unit test and Exam Questions Seneca Assignments
<b>Cross-curricular links in Y10: Maths – basic market share, % growth; DT – manufacturing and quality assurance in Unit 4</b>		
<b>Careers links: In relation to business – benefits, risks, setting up, finance, management, growth, training, communication, recruitment/selection, interviews, job roles, employment law. Marketing careers. HR careers.</b>		

### Year 11 Curriculum Implementation

In Year 11, we take a closer look at the role of operations and finance and introduce learners to external influences on business. We explore the importance of these influences and how businesses change in response to them. Students will firstly explore what business operations involve, their role within the production of goods and the provision of services, and how they influence business activity. This is then followed by an exploration of the role of finance, building on the introduction to this in Year 10 (Revenue, costs, profit and loss); this will help them secure their understanding of how finance is raised, the diversity of costs, cash flow and other key aspects of business financial operations. At this stage in the course, students' understanding of business activity, marketing, human resources, operations and finance should be secure – this is the point where the external influences on business are studied, so students can appreciate ethical, environmental and economic considerations, and how business change in response to these. By the final stage of the course, learners should be able to use their knowledge gained to make connections between different elements of the subject. They will need to draw together knowledge, skills and understanding from different parts of the course and apply their knowledge to business decision-making within a business context.

	<b>Knowledge and skills</b>	<b>Assessment</b>
1	<b>Operations</b> 4.1 Production processes 4.2 Quality of goods and services 4.3 The sales process and customer service 4.4 Consumer law 4.5 Business location 4.6 Working with suppliers	End of unit test and exam style questions  Seneca assignment
2	<b>Finance</b> 5.1 The role of the finance function 5.2 Sources of finance 5.3 Revenue, costs, profit and loss 5.4 Break-even 5.5 Cash and cash flow	End of unit test and exam style questions  Seneca assignment
3	<b>Influences on Business and Interdependent Nature of Business</b> 6.1 Ethical and environmental considerations 6.2 The economic climate 6.3 Globalisation 7. Interdependent Nature of Business	End of unit tests and exam style questions  Seneca assignment

4	Exam question techniques and recaps of units 1,2, 3 (paper 1)	Multichoice knowledge checks Exam style questions Practice papers
5	Exam question techniques, revision and recaps of units 4, 5 and 6. (paper 2)	Multichoice knowledge checks Exam style questions Practice papers
<b>Cross-curricular links in Y11: Maths – finance, ratios, reading graphs and tables.</b>		
<b>Careers links: Manufacturing, quality control/assurance, sales, consumer law, procurement, book keeping, management accounts, budgets.</b>		

### IMPACT OF THE BUSINESS CURRICULUM

The GCSE Business curriculum has a significant impact on students by providing them with foundational knowledge and skills that are essential for understanding the business world. Through this curriculum, students gain insights into various aspects of business, including finance, marketing, human resources, and entrepreneurship. These core areas introduce students to both theoretical and practical aspects of running and managing businesses, encouraging them to think critically about the business environment and real-world challenges.

One of the most valuable aspects of the GCSE Business curriculum is its emphasis on practical skills, such as decision-making, problem-solving, and data interpretation. Students learn to analyse financial effective business strategies, preparing them for further studies or careers in business and finance. The curriculum often includes case studies, simulations, and project-based learning, which help students apply theoretical knowledge in simulated business scenarios, fostering a more hands-on understanding.

Furthermore, the curriculum plays a role in developing students' entrepreneurial mindset. It introduces them to concepts like risk-taking, innovation, and the importance of adaptability in business, which can inspire them to pursue entrepreneurial ventures in the future. By focusing on these areas, the GCSE Business curriculum not only equips students with skills that are valuable across many career paths but also contributes to their personal development, encouraging traits like resilience, communication, and teamwork. Overall, the curriculum has a long-lasting impact by preparing students to navigate the business world and by fostering a practical and analytical approach to problem-solving in various aspects of life.

### WIDER CURRICULUM OFFER

The following sections clarify how areas such as Personal development, Careers and Cultural Capital are woven into the intention, implementation and impact of the subject curriculum.

#### Personal Development within the Business..... curriculum

Personal Development	The GCSE Business curriculum fosters personal development by teaching critical thinking, teamwork, and communication through analysing business scenarios and collaborating on projects. It encourages an entrepreneurial mindset by promoting creativity, resilience, and adaptability while discussing ethical practices that broaden students' awareness of societal impact. Additionally, students build self-management skills by meeting deadlines and handling independent tasks, which prepares them for future academic and career challenges. Overall, the curriculum develops practical skills and personal qualities valuable in many areas of life.
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SMSC	<p>The GCSE Business curriculum embeds Spiritual, Moral, Social, and Cultural (SMSC) development through a range of topics and activities that encourage students to consider the ethical and social implications of business decisions. Spiritual development is fostered when students explore the purpose and impact of businesses on society, allowing them to reflect on values such as integrity and responsibility. Moral development is emphasized as students analyse ethical considerations, such as corporate social responsibility and fair trade, helping them understand the importance of making morally sound decisions in business contexts. Social development is encouraged through teamwork, collaborative projects, and discussions on the roles of different stakeholders, building communication and interpersonal skills. Finally, cultural awareness is developed as students examine the global nature of business, learning how cultural diversity and international trade affect markets and influence business practices. Overall, SMSC is interwoven into the GCSE Business curriculum to create well-rounded individuals who are thoughtful, ethically aware, and socially responsible.</p>
British Values	<p>British Values, including democracy, the rule of law, individual liberty, mutual respect, and tolerance, are embedded in the GCSE Business curriculum, promoting a balanced understanding of the business world and its societal role. Democracy is addressed as students learn about stakeholder influence, shareholder rights, and how consumer voices shape business decisions. The rule of law is highlighted through topics on business regulations, ethical standards, and the importance of legal compliance in maintaining fair practices and accountability. Individual liberty is reflected in discussions on entrepreneurial freedom, encouraging students to explore their own potential and consider the value of innovation and personal initiative. Mutual respect and tolerance are developed through collaborative work, which helps students appreciate diverse perspectives and practice respectful communication. Additionally, studying international business introduces cultural sensitivity, reinforcing the value of inclusivity. By embedding these values, the curriculum prepares students to participate responsibly and thoughtfully in a diverse society.</p>
Extracurricular & Enrichment	<p>Pupils at KS4 have the opportunity to take part in a visit to Cadburys World to see first hand how businesses set up manufacturing and promotion, and pricing . They also have the opportunity to visit London and see various elements of business in use in Museums, Theatres and on Film Sets.</p> <p>A series of guest speakers from various small businesses will be invited to run sessions in school about their business and challenges they face.</p> <p>Pupils have the opportunity to apply for the Lions Bursary to help with any entrepreneurial idea they are keen to develop whilst they are at school.</p>
<b>Careers in the Business curriculum</b>	
<p>Careers education is embedded in the GCSE Business curriculum through a focus on skills and knowledge that are directly applicable to a variety of career paths in the business and economic sectors. The curriculum introduces students to key areas like finance, marketing, human resources, and operations, giving them insight into roles they might pursue in the future.</p> <p>By exploring entrepreneurship and business planning, students gain an understanding of what it takes to start and manage a business, potentially inspiring them to consider self-employment or leadership roles. Real-world case studies and project-based learning help students develop practical skills such as financial literacy, strategic thinking, and effective communication, which are valuable across industries.</p>	

Guest speakers and visits from local businesses also provide students with insights into specific career paths, building connections between classroom learning and professional opportunities. Overall, the GCSE Business curriculum serves as a foundational guide for students considering careers in business, finance, management, and entrepreneurship, equipping them with both industry knowledge and transferable skills.

We also do specific unit work around recruitment which examines the recruitment process and involves pupils applying for a fake job, giving them meaningful insight into what this process involves and how to be better at it.

#### **Cultural Capital in the ...Business... curriculum**

*The essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement*

The GCSE Business curriculum actively contributes to students' cultural capital by broadening their understanding of the world of work, economic systems, and global markets. Through the study of diverse business practices and case studies from various industries and countries, students gain insights into how cultural, economic, and social factors shape businesses worldwide. This exposure teaches students the importance of adaptability and cultural sensitivity in a globalized economy.

Discussions on corporate social responsibility, ethics, and sustainability further develop students' awareness of how businesses impact societies and the environment, fostering a sense of social responsibility.

Students are also introduced to a number of entrepreneurs and successful, creative businesses giving them inspiration and people they can aspire to be like.

#### **SEND in the Business curriculum**

The Business curriculum is designed to be inclusive and accessible, ensuring that students with Special Educational Needs are supported through differentiated teaching, clear scaffolding, and a variety of learning approaches. Content is broken into manageable steps, with key concepts revisited to aid retention, while visual resources, and guided questioning help develop understanding. Opportunities for discussion, written work, and creative tasks allow students to demonstrate their knowledge in different ways, promoting confidence and engagement. Adaptations such as simplified worksheets texts, targeted support, and explicit vocabulary instruction ensure that all learners can access and succeed in the curriculum. In addition, all main teaching powerpoints are shared directly with the pupils partly so they can follow along, but also to aid them with note taking, and to act as a reference.

#### **Safeguarding in the Business curriculum**

The curriculum promotes safeguarding by exploring business contexts that highlight issues such as rights, equality, and the consequences of abuse and discrimination. Through the study of relevant laws and case studies, students are encouraged to reflect on moral and ethical questions, understand the importance of laws and protections, and recognise how individuals and communities can be kept safe, for example employment law, consumer law, ethical work practices and sustainable production. This helps students develop critical thinking, empathy, and an understanding of their own rights and responsibilities, supporting their ability to stay safe and seek help when needed.