

Year Group		Michaelmas Term 1 (8 weeks)	Michaelmas Term 2 (8 weeks)	Lenten Term 1 (6 weeks)	Lenten Term 2 (7 weeks)	Trinity Term 1 (5 weeks)	Trinity Term 2 (5 weeks)
Year 9	Topic(s)	1.1 Enterprise and Entrepreneurship, 1.2 Business Planning, 5.3 Revenue, Costs and Profit and 1.3 Business Ownership	1.4 Aims and Objectives, 1.5 Stakeholders, 1.6 Business Growth	2.1 The Role of Marketing, 2.2 Market Research, 2.3 Market Segmentation and 2.4 The Marketing Mix	2.4 The Marketing Mix (continued) and Interpreting Market Data	3.1 The Role of Human Resources and 3.2 Organisation Structure & Ways of Working	3.3 Communication and 3.4 Recruitment and Selection
	Core knowledge and concepts from this topic	<p>Students must know:</p> <ul style="list-style-type: none"> •Why businesses exist •The importance of satisfying the needs of customers •The difference between a good and a service •The different types of business activity to include: charities; non-profit organisations; social enterprises; public sector etc. •What an entrepreneur is •The characteristics of an entrepreneur •Risks and rewards associated with enterprise •The purpose and role of business planning •Contents of a business plan •Benefits of writing a business plan •The difference between the public, private and third sector •Key features of the four different ownership types •Advantages and disadvantages of each ownership type •In which context each ownership type is suitable <p>Students must be able to apply this knowledge in a range of local, national and global contexts as well as develop the skill of analysis and evaluation.</p>	<p>Students must know:</p> <ul style="list-style-type: none"> •The main 5 objectives a business may set •How to calculate market share •Why businesses set objectives •What influences the objectives a business sets •The reasons why objectives change and evolve over time •The impact of short-termism on objectives •What a stakeholder is and the difference between internal and external stakeholders •The most common stakeholder groups •How business activity can affect stakeholders differently •How businesses assess the impact stakeholders can have (interest Vs influence) •Ways a business can measure growth •The difference between organic and external growth •The different methods of integration •The four ways of achieving organic growth •The three sectors of the economy •What is meant by chain of production 	<p>Students must know:</p> <ul style="list-style-type: none"> •What marketing is, its purpose and aims •The difference between customer and consumer •The purpose of market research •The difference between primary and secondary research •Primary research methods (questionnaires, interviews, focus groups and trials) •Secondary research methods (to include census) •How appropriate different methods and sources of research are in different contexts •How businesses interpret the data •The difference between qualitative and quantitative data •How businesses segment their market to target customers •What the marketing mix is and how it forms a marketing strategy •How important each of the 4Ps are (integrated) •The difference between innovation and invention •Design considerations •What the product life cycle is and how it is used 	<p>Students must know:</p> <ul style="list-style-type: none"> •What type of data businesses collect and how this influences their marketing decisions •How to calculate averages including mean average •How to calculate market share •How to calculate percentage change <p>This is an explicit quantitative skill. Students must be able to select, interpret and analyse appropriate data from a given source.</p>	<p>Students must know:</p> <ul style="list-style-type: none"> •What human resources are, their purpose and why they are so important (particularly for service-based businesses) •How businesses identify their human resource needs •Reasons why the HR needs of a business change over time •Why businesses have organisation structures •The different types (tall and flat) •Key features of a tall and flat structure as well as advantages and disadvantages of each •The terminology of organisation charts •Why businesses have different organisational structures – what influences the type? Why might they change? •Different job roles and responsibility •The different ways of working (full/part time; flexible; self-employed; working from home; working whilst mobile; temporary; seasonal) •The differing needs of employees and the employer in terms of ways of working •The impact technology plays in ways of working 	<p>Students must know:</p> <ul style="list-style-type: none"> •Different ways of communicating in a business context •The importance of business communications •The influence of digital communication •The difference between the term recruitment and selection •Why businesses recruit •Methods of recruitment •Methods of selection •The difference between internal and external recruitment including an analysis of each type •How different methods meet the needs of different businesses •What a person specification and job description are and how they help with the recruitment and selection process •How to evaluate a proposed recruitment and selection process •The impact employment law has on recruitment and selection <p>Students must be able to apply this knowledge in a range of local, national and global contexts as well as</p>

			<ul style="list-style-type: none"> •How businesses benefit by growing in size (economies of scale) •The opposite of growth (retrenchment) <p>Students must be able to apply this knowledge in a range of local, national and global contexts as well as develop the skill of analysis and evaluation.</p>	<ul style="list-style-type: none"> •Why price is so important and the impact of getting it wrong •Which pricing methods businesses use •When to use each of the different pricing methods •What is meant by the term promotion •The aims of promotion •The difference between advertising and point of sale promotion •How consumer psychology influences marketing decisions •How businesses use stimulus to influence our behaviour •What an impulse buy is •What cognitive dissonance is •How the use of social media is transforming marketing •Where businesses sell products/services •The different types of distribution (physical and digital) •The different distribution channels available to a business •What e-commerce is and analysis of its use •How e-commerce is changing 'place' •What m-commerce is <p>Students must be able to apply this knowledge in a range of local, national and global contexts as well as develop the skill of analysis and evaluation.</p>		Students must be able to apply this knowledge in a range of local, national and global contexts as well as develop the skill of analysis and evaluation .	develop the skill of analysis and evaluation .
	Previous content that this topic builds upon	When students start the Business GCSE course in Y9 it assumed they have no prior knowledge. However, the topics taught during this term are sequenced in a way so that each sub topics builds on knowledge covered in the	1.4 aims and objectives builds on what was learnt in 1.1 enterprise and entrepreneurship. Students will explore how businesses have different objectives and how these can be determined by the values of an individual	2.1 the role of marketing and 2.2 market research builds on knowledge covered when looking at business planning (1.2) during half term 1.	This is a continuation of the knowledge covered in the previous half term, however in order for students to be able to interpret market data effectively they need to retrieve and develop the	New topic – doesn't build on prior knowledge.	To understand how businesses recruit and the various methods they use for recruitment and selection, students first must understand the various roles within a business – these are covered in 3.2 organisation

		previous. For example, students can't really understand limited companies (1.3) if they don't have an understanding of profit (5.3). Although 5.3 is part of the finance topic delivered in Y11, this element is brought forward to term one in Y9 as it is the foundation of many other topics covered throughout the curriculum.	entrepreneur. Students then use this knowledge to analysis objectives of different stakeholders (1.5) which can also be influenced by business ownership (1.3) covered in the previous half term.		quantitative skills learned in 5.3 in half term 1.		structure last half term. 3.3 communication builds on knowledge covered in 3.2 organisation structure as well as looking at digital communication methods covered in 2.4 the marketing mix.
	Key vocabulary	Enterprise; Entrepreneur; Customer; Risk-taking; Risk; Reward; Self-satisfaction; Social responsibility; Profit; Ethics; Product; Service; Competitor; Market research; Market; Business plan; Aims and objectives; Start-up; Private sector; Public sector; Third sector; Sole trader; Partnership; Private limited; Public limited; Liability; Continuity; Dividends; Stock market; Companies House; Shareholder; Silent/sleeping partner; Deed of Partnership; Income tax; Corporation tax; Director; Share; Asset; Capital; Finance	Survival; Profit; Growth; Service; Market share; Satisficing; Internal stakeholder; External stakeholder; Employee; Supplier; Interest; Influence; Government; Local community; Owner; Shareholder; Competitor; Organic growth; External growth; Retrenching; Primary sector; Secondary sector; Tertiary sector; Chain of production; Capacity; Forward vertical integration; Backward vertical integration; Diversification; Horizontal integration; Output; Merger; Takeover; Hostile takeover	Marketing; Customer needs; The marketing mix; Product; Price; Place; Promotion; Advertising; Point of sale; Branding; Consumer psychology; Atmospherics ; Subconscious; Conscious; Shelf allocation; Impulse purchase; Merchandising; Stimulus; Cognitive dissonance; Market research; Target market; Market segmentation; Demographics; Socio-economics; Culture; Product life cycle; Extension strategy; Research and development; Innovation; Invention; Primary research; Secondary research; Bias; Census ; Validity; Reliability; Focus group; Interview; Questionnaire; Trial; Quantitative; Qualitative; Quality; Price skimming; Cost-plus pricing; Promotional pricing; Competitor pricing; Penetration pricing; Hook and bate; Loss leader; Advertising media; Physical distribution; Digital distribution; E-commerce; Click and mortar; M-commerce; Producer Retailer; Wholesaler; Intermediary; Fraud; Piracy Integrated; Economies of scale; Demand; External environment	Market share; mean average; percentage change	Human resource; Function; Personnel; Production; Redundancy; Parental leave; Dismissal; Disciplinary; Retirement; Promotion; Retrenchment; Business growth; Organisation structure; Tall structure; Flat structure; Span of control; Layers; Authority; Delegation; Line manager; Chain of command; Delayering; Communication; Accountability; Responsibility; Motivation; Subordinates; Flexible working; Temporary working; Working from home/whilst mobile; Self-employment; Apprentice; Zero-hour contract; Seasonal work	Verbal communication; Written communication; Video conferencing; One-way communication; Two-way communication; Formal communication; Informal communication; Digital communication; Recruitment; Selection; Shortlisting; Skill gap; Curriculum vitae; Application form; Letter of application; Job description; Person specification; External recruitment; Internal recruitment; Reference

	Development of cultural capital and character	<p>Anita Roddick and The Body Shop – exploring social/ethical reasons why businesses exist (animal testing) - championing female CEOs.</p> <p>Discussion about charities and why they exist – why we should help. Trade-off between profit and ethics.</p> <p>Identification of personal traits/qualities that will help students succeed beyond St Martins.</p>	<p>Lots of discussion surrounding ethics and morals – social enterprises.</p> <p>Explore local communities – how they are affected by business activity. Discussion about the industrial revolution and subsequent loss of jobs.</p> <p>Developing an appreciation and acceptance of other people’s values and how we can all contribute positively to society, business, the economy etc.</p> <p>Exploration of fracking. What is it? What impact will a fracking site have on a local community? Evaluate the benefits it brings such as employment against the negatives. Students gain knowledge or rural areas in Lancashire.</p>	<p>Ethics – false advertising. The use of ‘sex’ to advertise – is this moral?</p> <p>The impact of influencers. Discussion about social media and the impact it has on our behaviour and mental health. Is it ethical to target children with marketing material? The consideration of pressure this puts on parents. Appreciation that we all come from different backgrounds with different struggles etc.</p> <p>Exploring different cultures – what is acceptable in one isn’t in another. E.g. how Disney market products in the UK is different to China – the types of clothes the toys are dressed in.</p> <p>The SunnyD marketing disaster – the boy that turned orange. Is it ethical to let parents believe SunnyD was a healthy drink?</p>		<p>Discussion of global COVID-19 pandemic – how this has changed the way we are working (increase in working from home).</p>	<p>Discrimination and equality. Exploration of gender constructs and perception of gender (LGBTQ+).</p> <p>First introduction to (employment) law – how it works to protect us (rule of law - British value).</p> <p>Employability skills, personal qualities etc. How to act professionally. How to communicate.</p>
	Development of reading	<p>Students will read, interpret and analyse texts from the following case studies: Shirtz Ltd; Green Cuisine; Boots UK and The Ford Motor Company.</p> <p>Students will also read (and answer comprehension questions) challenging articles from the Business Review magazine which are written for A-Level students. These will be used to provide students with a deeper understanding of key business areas in the context of the current business climate. Each article focuses on at least one national and/or global business.</p>	<p>Students will read, interpret and analyse texts from the following case studies: First Fresh Ltd; The Works; Green Cuisine; Boohoo; Beautiful Buds and Cuadrilla Fracking.</p> <p>Students will also read (and answer comprehension questions) challenging articles from the Business Review magazine which are written for A-Level students. These will be used to provide students with a deeper understanding of key business areas in the context of the current business climate. Each article focuses on at least one national and/or global business.</p>	<p>Abstracts of a literature review from university dissertation.</p> <p>Students will read, interpret and analyse texts from the following case studies: Green Cuisine; Boohoo and The Ford Motor Company.</p> <p>Students will also read (and answer comprehension questions) challenging articles from the Business Review magazine which are written for A-Level students. These will be used to provide students with a deeper understanding of key business areas in the context of the current business climate. Each article focuses on at least one national and/or global business.</p>		<p>Students will read, interpret and analyse texts from the following case studies: McDonald’s; Whetherspoon; Bolton Gates; Philip Aaron and Sports Direct.</p> <p>Students will also read (and answer comprehension questions) challenging articles from the Business Review magazine which are written for A-Level students. These will be used to provide students with a deeper understanding of key business areas in the context of the current business climate. Each article focuses on at least one national and/or global business.</p>	<p>Students will read, interpret and analyse texts from the following case studies: Beautiful Buds; The Works; Redrow Homes and Four by Four PLC.</p> <p>Students will also read (and answer comprehension questions) challenging articles from the Business Review magazine which are written for A-Level students. These will be used to provide students with a deeper understanding of key business areas in the context of the current business climate. Each article focuses on at least one national and/or global business.</p>

