

CURIOSITY

COMPASSION

COURAGE



Curriculum overview

Subject	A Level Business	Year group	12							
Vision statement:	At Landau Forte our curriculum exists to ensure all students regardless of back are committed to students being challenged from their previous key stage lear coherently planned and sequenced, and will provide the platform for preparing	rning experiences. Our broad and bala	inced curriculum is ambitious,							
	Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:									
	'A curriculum exists to change the pupil, to give the pupil new power. One acid disadvantaged pupils to clamber into the discourse and practices of educated p	-	-							
	As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.									
Curriculum intent:	"The road to success is always under construction." Lily Tomlin									
	Business has an impact on all our lives and shapes us as citizens. How we live our everyday lives is determined by business and affects our standard of living, our health and wellbeing, our happiness and ultimately the local communities in which we live. The connection that business has with the futures of young people is very important and at some point in their lives, our diverse cohort of students will need to have the confidence, capability and aspiration to be able to develop economically as self-sufficient individuals. To be able to live 'choice filled lives' in a dynamic and rapidly advancing local, national and global economy.									
	Our Business curriculum is delivered by subject experts and aims to provide all business, which includes key concepts such as Enterprise, Finance, Promotion Strategy and Growth. The study of Business should also develop our students is skills that they will need to ensure access to future opportunities within a work education programme that augments classroom study and provides wider work.	and Marketing, Human Resources, Bus beyond the school with specialist knov k environment which is complemented	siness Structures, Operational vledge to equip them with the life							
	Our Business curriculum puts the subject in context through the use of real life world and through problem solving scenarios, which will help students to develouilding cross curricular links in other subject areas at our Academy to enable regularly link our curriculum to current affairs, as well as to both local, nationa to be able to comprehend the world of business and to be able to succeed with	elop compassion, curiosity and courage this transition into our KS4 and KS5 pro Il and global contexts to provide stude	e. We are passionate about ovision for our students. We							



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Through our carefully planned curriculum, our students are exposed to opportunities to develop a wider understanding of a wide range of business concepts, to develop their ability to think critically, technically and creatively to demonstrate a strong and secure business acumen. They also develop an understanding of what it means to be entrepreneurial and they are provided regular opportunities to apply this understanding to real life contexts and scenarios as part of whole Academy events.

Students should be equipped with a broader understanding of the technical, ethical and economic challenges that businesses face, in order to ensure that they have the knowledge, and confidence to adapt to the rapidly changing business environment.

Through a carefully designed curriculum, students develop skills and traits which are essential for success in the modern world:

- Critical thinking, an enquiring mind and a critical approach to their work
- Oracy through the ability to discuss, argue and express opinions
- Collaboration through research and group tasks including creating and sharing content
- Self-quizzing which supports the development of an analytical and enquiring mind
- Adaptability and the ability to respond in a timely manner
- Organisation and independence through project management

Threshold Concepts (TCs):

TC1: A great business student is able to extract and apply case study and real-world material - theoretical concepts need to be specifically applied to the environment and context stipulated.

TC2: A great business student understands the concept of strategy and that all decision-making is to reach an end goal - students are fully aware that strategy is constantly changing in a fast moving business environment and that all business decisions will have an impact on the success of an organisation.

TC3: A great business student recognises and understands that there is interdependence within organisations and across global networks - departments within a business are not separate but are interdependent on each other and the development of globalisation has led to a more integrated business world.

TC4: A great business student understands how external

influences have a significant impact on a business - students must consider that factors outside of business control will impact the business, its actions and the further impact this may have on the wider business environment.

TC5: A great business student understands the concept of

profitability - develop as enterprising individuals with the ability to think technically and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems and apply quantitative skills relevant to business, including using and interpreting data.

FORTE ACADAMY TAMBORTH SIGNIFICAN	CURIOSIT	Υ	COMPASSIC	N	COURAGE	LANDAU FORME FORMER MANUELIN M
Specification Summary	The OCR A Level in Busing worthwhile course of study. It provide commerce in their everyday lives and learners will have a holist learners to: • Develop a critical under the Understand that busing worthwards.	des insight into, and of to make informed chartic learning experient erstanding of organismess behaviour can be	earners to be inspired, motivate experience of, how businesses noices about further study and note and be able to apply conceptations and their ability to meet estudied from a range of perspones to business opportunities,	ed and challenged by followork, stimulating learner about career choices. Each ots to different situations. Esociety's needs and wan pectives	owing a broad, coherent, personal control of the component includes synthesized. The aims of this specifical	practical, satisfying and ng them to engage with noptic assessment, so
	Be aware of the ethical	l dilemmas and respo	onsibilities faced by organisation ortunities, problems and issues	ons and individuals		
Learner skills:	Critical thinking CRITICAL THINKING	Organisation ORGANISATION	Writing EVALUATIVE WRITING	Interpreting Evidence INTERPRETING EVIDENCE	Oracy	Awareness
Year 12 The Big	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
Question	W	/hat are organisation	s and how do their functions o	perate interdependently	to meet stakeholder need	ls?
Big picture questions:	How does the ownership structure influence the decision making process?	How is the success of a company affected by its ability to use its resources to generate revenues?	How can the different financial techniques provide a business leader with an overview of the financial performance of a business and therefore inform decision making?	How is the strategy of a business determined?	What influences outside of business control will impact the business's decisions and success?	How does a business implement successful changes in a challenging environment?

LANDAU FORTE ACADEMY TAMAVORTH SXTH FORM	
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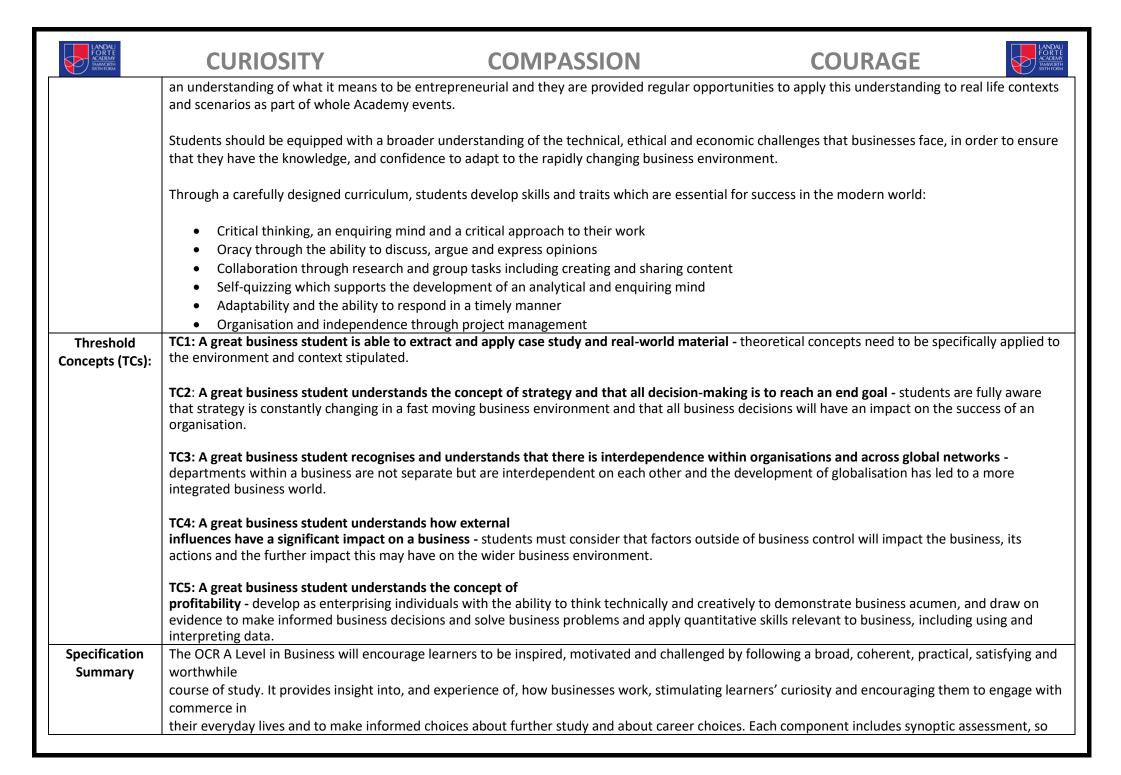


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growth, integration, functions, entrepreneur, multi- contribution, board) corporate social responsibility, contingency and crisis, subsidies, subsidies, subsidies, contingency and crisis, contingency and crisis, subsidies, subsidie	Vocabulary	stakeholders,	profitability,	All ratios and formulas (see	Probability, cyclical	market forces, barriers	trading bloc, global,
functions, liabilities, responsibility, contribution, sustainability	Instruction:	objectives, organic	liquidity,	separate sheet from exam	variation, time series,	to entry/exit,	ethics, taxation,
entrepreneur, multi- contribution, contingency and crisis,		growth, integration,	variance,	board)	corporate social	equilibrium,	subsidies,
		functions,	liabilities,		responsibility,		sustainability
depreciation opportunity cost		entrepreneur, multi-	contribution,		contingency and crisis,		
			depreciation		opportunity cost		

LANDAU FORTE ACADEMY TAMBURH SICH FORM	CURIOSITY		COMPASSIO	ON	COURAGE	LANDAU FORTE AZUEW TAWASHI TAW		
	national, unlimited liability							
Assessment:	Royal Mail- Evaluate the impact of closure on the stakeholders (15) End of unit assessment (60)	Discuss the usefulness of break-even analysis as a decision-making tool for Will in running WFC (15)	Evaluate the financial performance of CGP(15) End of unit assessment (60)	-Evaluate the risks faced by Go Race in its first year of trading (15) - To what extent would Starbucks be considered a success (20)	Evaluate Marriott's position using Porter's Five Forces model (20) -Evaluate the impact of technological factors on the stakeholders of BBC (12)	-Discuss the extent to which economic factors are likely to affect IKEA in the future (20) -Evaluate the importance to BA of effective change management (20) -End of unit assessment (60)		
Key/Historical misconceptions in this unit:	-the concept of liability	-profit vs profitability -capital employed - calculations	Mixing up the formulas and using the wrong formulas - calculations	- The concept of a logistics strategy -The factors considered as part of an operations strategy and how these come together	-link between interest rates and exchange rates	-models of change		
Sequencing:	We have chosen to sequence the year 12 curriculum like this because students need the basic foundation of how a business is structured in order to link to this throughout the rest of the course, especially in terms of the industry that that operate in, their ownership structure and how they grow. Finance is a unit that students find really difficult and so we cover this in year 12 in order then to consistently revisit and retrieve key formulas and application throughout the rest of year 12 and into year 13. Strategy and objectives and then External Influences are taught for the next units as students are able to apply these units more easily to their understanding of the wider world and they are popular essay style questions in the end of course exams, which gives students plenty of opportunity to develop the exam skills needed. Each session within a unit covers a mini topic and includes a retrieval task, new learning and then an exam style question in order to support the consolidation into long term memory and offer the desirable difficulty.							

Curriculum overview

FORTE ACADEMY STRINGERH SOTH FORM	CURIOSITY	COMPASSION	COU	RAGE LANDAU FORTE ACADEMY SKITHFORM						
Subject	A Level Bu	siness	Year group	13						
Vision statement:	At Landau Forte our curriculum exists to are committed to students being challen coherently planned and sequenced, and	ged from their previous key stage lear	ning experiences. Our broad and bala	nced curriculum is ambitious,						
	Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:									
	'A curriculum exists to change the pupil, t disadvantaged pupils to clamber into the		-							
	As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.									
Curriculum intent:	"The road to success is always under con									
	Business has an impact on all our lives an living, our health and wellbeing, our happ futures of young people is very importan and aspiration to be able to develop econocal, national and global economy.	piness and ultimately the local commu t and at some point in their lives, our	unities in which we live. The connection diverse cohort of students will need to	n that business has with the bare the confidence, capability						
	Our Business curriculum is delivered by s business, which includes key concepts su Strategy and Growth. The study of Busine skills that they will need to ensure access education programme that augments cla	ch as Enterprise, Finance, Promotion a ess should also develop our students k to future opportunities within a work	and Marketing, Human Resources, Bu beyond the school with specialist know cenvironment which is complemented	siness Structures, Operational vledge to equip them with the life						
	Our Business curriculum puts the subject world and through problem solving scena building cross curricular links in other sub regularly link our curriculum to current at to be able to comprehend the world of b	arios, which will help students to deve oject areas at our Academy to enable f ffairs, as well as to both local, nationa	elop compassion, curiosity and courage this transition into our KS4 and KS5 pr I and global contexts to provide stude	e. We are passionate about ovision for our students. We						
	Through our carefully planned curriculun concepts, to develop their ability to think	· · · · · · · · · · · · · · · · · · ·	·							



LANDAU FORTE ALUBAY SAMAGETH SATHFORM	CURIOSIT	Υ	COMPASS	ION	COURAGE	LANDAU FORTE MAJEW SITHFORM
	learners to: • Develop a critical und • Understand that busin • Generate enterprising • Be aware of the ethic		ns and their ability to mo Idied from a range of pe Is to business opportuniti Ibilities faced by organisa	es, problems and issues ations and individuals	e aims of this specificati	on are to encourage
Learner skills:	Critical thinking	Organisation	Writing	Interpreting Evidence	Oracy	Awareness
	CRITICAL THINKING	ORGANISATION	EVALUATIVE WRITING	INTERPRETING EVIDENCE	ORACY	AWARENESS

<mark>Year 1</mark> 3	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
The Big Question	How do busin	esses make strategic deci	isions based on the opportuni	ties, problems and issues	s encountered through th	eir activities?
Big picture questions:	What is the value of a strong organisational culture in achieving business success?	How does a business meet the needs of markets and fulfil stakeholder expectation?	How do decisions around operations management help to achieve business objectives? How does the production process strategy improve success?	Revision	Revision	
Content (Key questions Linked to TCs):	-Evaluate the significance of Timpson's organisational structure (TC1, TC3) -Recommend a suitable method of recruitment for The	-Analyse one way in which the resources available to Michael may affect his ability to develop a marketing strategy for Help UK (TC1, TC2, TC3, TC4)	-Evaluate how YVF might benefit from economies of scale (TC1, TC5) -Discuss the advantages and disadvantages at operating at a high capacity utilisation level (TC1, TC2, TC3, TC4, TC5)	Topics identified by: audit of curriculum students' areas of weakness v strengths student voice QLA Past exam areas 	Topics identified by: audit of curriculum students' areas of weakness v strengths student voice QLA Past exam areas	



CURIOSITY COMPASSION

COURAGE



Chain (TC1, TC2, TC4
TC5)
-Evaluate the benefit
to Simon of using on
the job training for h
salon (TC1, TC2, TC4,
TC5)
-Evaluate the
usefulness of
leadership theories
for Dominoes (TC1,
TC2, TC3, TC4, TC5)
-Evaluate the benefit
of employee
participation (TC1,
TC2, TC3, TC4, TC5)
-Evaluate the
importance of
effective change
management (TC1,
TC2, TC3, TC5)

- Evaluate the usefulness of SWOT analysis as a marketing resource for CGP (TC, TC2, TC4, TC5) -Evaluate the usefulness of market research techniques which Morrisons might use to collect improved data about its own customers (TC1, TC2, T5) -Recommend how Timpsons could respond to negative growth in the market (TC1, TC2, TC3, TC4, TC5) -Evaluate the importance to wild fangs of providing high quality customer service (TC1, TC2, TC3,TC4,TC5) -Evaluate the importance of one of the marketing mix components (TC, TC2, TC3, TC4, TC5) -Analyse two reasons why it's important for GoRace to offer a variety of prices (TC1, TC2, TC4, TC5)

-Evaluate the extent to which critical path analysis would be useful for the management of the Olympic project (TC1, TC2, TC3, TC4, TC5) -Evaluate whether the advantages of product innovation for Hotel Chocolat outweigh the disadvantages.(TC1, TC2, TC4, TC5) -Recommend and justify lean production techniques that can be introduced at DWCL (TC1, TC2, TC5) - Evaluate the proposal to move from job to flow production at DSL lamps (TC1, TC2, TC3, TC4, TC5)

Exam technique • Exam technique

LANDAU FORTE ACADEMY MANGETH SOTH FORM	CURIOSIT	Υ	COMPASSION	N	COURAGE	LANDAU FORTE ACADEMY SKITH FORM
		-Evaluate the usefulness of elasticity to a CW franchisee (TC1, TC2, TC3, TC4, TC5) Evaluate one reason why having a range of promotional activities is important IKEA (TC1, TC2, TC3, TC4, TC5) -Discuss the external factors a company should consider when developing its marketing strategy (TC1, TC2, TC3, TC4, TC5)				
Vocabulary Instruction:	Workforce planning, flexible working, hierarchy, organisational culture, grievance, democratic	quantitative, qualitative, niche, branding, portfolio, elasticity, strategy	Economies of scale, capacity utilisation, productivity, TQM, lean, lead time, logistics	Probability, cyclical variation, time series, corporate social responsibility, contingency and crisis, opportunity cost		
Assessment:	- Recommend a suitable selection strategy for JLP (9)(TC1, TC2, TC3, TC4, TC5) -Recommend training methods TYWC should use (12) (TC1, TC2, TC5) - Analyse one benefit to BMW of its	Evaluate the advantages to LEGOLAND of its current pricing strategies (15) Evaluate the importance of one of the marketing mix components (15)	End of unit assessment Should Starbucks locate in the area and if so which city (60) (TC1, TC2, TC3, TC4, TC5) -Evaluate the importance of stock control at Ikea (20) (TC1, TC3, TC5) - Evaluate the importance of internal quality control	-Evaluate the risks faced by Go Race in its first year of trading (15) (TC1, TC2, TC3, TC4, TC5) - To what extent would Starbucks be considered a success (20) (TC1,TC2, TC3, TC4, TC5)		

workforce planning(6) End of unit at Marriotts(10) (TC1, TC3, TC4, TC5) assessment (20) TC4, TC5)	
-Evaluate methods of motivation Help UK could use (15) (TC1, TC2, TC5) -Evaluate the importance of logistics to BMW's operations (20) (TC1, TC2,	
End of unit	
assessment- Morrisons (TC1, TC2, TC3, TC4, TC5)	
Key/Historical -The concept of -strategy considers - Reading bar gate stock - The concept of a	
misconceptions organisational culture the whole process of graphs logistics strategy	
in this unit: - Applying marketing (not just - PERT formula -The factors	
motivational theorists advertisement) - Interpreting GANNT considered as part of	
and change -elastic vs inelastic charts an operations	
management models - CPA - calculating EST, LFT, strategy and how	
float time these come together	
Sequencing: We have chosen to sequence the year 13 curriculum like this because students can use the key units covered in year 12 to be able	e to apply their key
knowledge from Year 12 and give a more strategic view of business opportunities, problems and issues. HR encompasses the empl considering all the key functions already studied. Marketing is studied next and enables the students to link the concept that mark facilitate exchanges between buyers and sellers for the mutual benefit of both parties. The operations unit considers the theme of	ployee perspective rketing helps
strategy but with a consideration for the financial position of a firm and the marketing mix they are implementing. Throughout year	-
focus on strategy and objectives considering project management, risk and contingency planning and forecasting weaved through	hout the units
enabling students to gain a full appreciation of the running of a business and therefore be able to answer synoptic exam style ques	
session within a unit covers a mini topic and includes a retrieval task, new learning and then an exam style question in order to support the learning and the same style question in order to support the learning and the same style question in order to support the learning and then an exam style question in order to support the learning and then are exampled to the learning and the same style question in order to support the learning and then are exampled to the learning and the same style question in order to support the learning and the same style question in order to support the learning and the same style question in order to support the learning and the same style question in order to support the learning and the same style question in order to support the learning and the same style question in order to support the learning and the same style question in order to support the learning and the same style question in order to support the learning and the same style question in order to support the same style question	upport the
consolidation into long term memory and offer the desirable difficulty.	