

Business and Enterprise Curriculum Intent			Year 10
	The KS4 Business curriculum is designed to develop students' understanding of the real world of business and enterprise while preparing them for the opportunities, challenges and expectations of the modern workplace. Through the Level 1/2 Technical Award in Business and Enterprise, students explore key business concepts including entrepreneurship, business organisation, marketing, finance, human resources, operations, business growth and the impact of the external environment. Learning is grounded in real-life business scenarios and vocational contexts, enabling students to understand how businesses operate, make decisions and respond to changing markets. The course develops entrepreneurial thinking, commercial awareness and problem-solving skills that support progression into further education, apprenticeships and future employment. The curriculum places a strong emphasis on the application of knowledge through project-based learning, culminating in the planning and development of a business plan that reflects authentic business practice. Students strengthen their mathematical skills by interpreting financial information, calculating costs, profit and break-even, and analysing business performance. English and literacy are embedded throughout the course as students develop the ability to research, evaluate information, communicate ideas effectively, produce professional business documentation and justify decisions using appropriate business terminology. This vocational approach equips learners with the confidence, resilience and transferable skills needed to succeed in external assessment, achieve the highest possible qualification outcomes, and become informed, employable and enterprising members of society.		
	Term 1 Topic		CA1 - Entrepreneurship
	Big Picture <i>What are the main ideas and big questions in this topic?</i>		
Students will develop an understanding of entrepreneurship and the characteristics needed to become a successful entrepreneur. They will explore how entrepreneurs identify opportunities in the market and develop business ideas to meet customer needs. Students will learn about different types of businesses and enterprise activities and understand how entrepreneurs take risks in order to achieve business success. They will investigate the importance of innovation, creativity and problem solving within business and enterprise. Students will also explore how businesses set aims and objectives and how entrepreneurs make decisions to help their businesses grow and succeed. Real-life business examples and case studies will support students in applying their learning to realistic business scenarios.			

Big questions include:

- What is an entrepreneur and what role do entrepreneurs play in creating businesses?
- What characteristics and qualities contribute to successful entrepreneurship?
- Why do people choose to start businesses?
- How do entrepreneurs identify and evaluate business opportunities?
- How important are risk and reward within enterprise?
- How do customer needs influence business ideas?
- What role do innovation, creativity and problem solving play in business success?



Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Substantive Knowledge:

- Students will develop knowledge and understanding of:
- what an entrepreneur is and the role entrepreneurs play in creating businesses
- the characteristics and qualities of successful entrepreneurs
- different entrepreneurial motivations, including financial, personal, social and ethical reasons
- how business opportunities are identified and evaluated
- the importance of meeting customer needs and identifying target markets
- factors of production and how resources are used within a business
- why businesses require finance and the reasons entrepreneurs seek funding
- the importance of sustainability, ethical business practice and social responsibility
- the risks and rewards associated with starting and running a business
- how entrepreneurial skills can contribute to business success.

Disciplinary Knowledge:

- Students will develop their ability to:
- identify characteristics of successful entrepreneurs
- explain motivations for starting a business
- analyse business ideas and opportunities
- assess the viability of different business opportunities
- apply entrepreneurial thinking to realistic business scenarios
- justify business decisions using evidence and appropriate business terminology

- evaluate the risks and rewards of enterprise activities
- communicate ideas effectively and apply problem-solving skills
- work collaboratively to generate and develop business ideas
- reflect on entrepreneurial strengths and areas for development.

Key Terminology: Entrepreneur, enterprise, entrepreneurship, innovation, creativity, enterprise skills, business opportunity, risk, reward, customer needs, target market, viability, factors of production, stakeholder, finance, start-up costs, capital, sustainability, ethical business, social enterprise, resilience, leadership, communication, decision making, problem solving, business idea, profit, enterprise culture.

	Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>		Pitch Up <i>How will we challenge ourselves?</i>
	As this is the first content area of the NCFE Level 1/2 Technical Award in Business and Enterprise, no prior Business and Enterprise knowledge is assumed. Students will draw on transferable knowledge and skills developed through earlier learning, including: • literacy skills to read, interpret and communicate business information • mathematical skills to engage with numerical information used within business contexts • communication and discussion skills • problem-solving and decision-making skills • an understanding of the wider world of work and everyday experiences of businesses as customers and consumers. This topic establishes the foundation knowledge and business terminology that students will build upon throughout the qualification. The original curriculum identifies literacy and mathematical skills as important in enabling students to access the terminology and content of the course.		Students will deepen their understanding by moving beyond identifying entrepreneurial characteristics and beginning to analyse, assess and evaluate business opportunities and decisions. They will consider challenging questions such as: • Are successful entrepreneurs born with particular qualities, or can entrepreneurial skills be developed? • Is taking risk always necessary for business success? • Should profit always be a business's main objective? Students will compare entrepreneurs and business ideas, judge the viability of enterprise opportunities and consider how decisions may affect customers, employees, investors and the wider community. They will increasingly apply knowledge to realistic business scenarios, use evidence to support conclusions and construct well-reasoned responses using accurate business terminology and appropriate command words such as analyse, assess, justify and evaluate.

		The emphasis is therefore on progression from identify → explain → apply → analyse → assess/evaluate → justify, rather than introducing additional curriculum content.	
	Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>		Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
CA1 provides the foundation for the wider NCFE Business and Enterprise course. Students' understanding of entrepreneurship, business opportunities, customer needs, risk, finance and entrepreneurial skills will be revisited and developed in later content areas including: • marketing • finance • human resources • operations management • business growth • business planning. The ability to evaluate business ideas and make justified decisions is also revisited throughout the qualification and contributes to the later business planning work. Beyond the qualification, students develop transferable employability skills including communication, problem solving, resilience, creativity, teamwork and decision making. These support progression into further study, apprenticeships, employment and the wider world of work.		Students will broaden their understanding of entrepreneurship by exploring the experiences of real entrepreneurs and businesses where these are used within lessons. The existing curriculum identifies examples such as James Dyson, Levi Roots, Sara Davies and Steven Bartlett, alongside businesses including Apple, Innocent Drinks and Gymshark, to illustrate how entrepreneurs identify opportunities, respond to customer needs and make decisions involving risk and innovation. Students will also develop awareness of wider influences on entrepreneurship, including: • economic conditions • technological change • sustainability • social enterprise • changing customer needs. This contextual knowledge helps students understand how entrepreneurial thinking operates beyond the classroom and within a changing UK and global economy.	
	Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>		
Students explore how entrepreneurship shapes the world around them through local businesses, global brands and social enterprises. They consider how entrepreneurs identify opportunities, respond to customer needs and make decisions involving finance, marketing and growth. Spiritual development is supported through considering personal ambition, creativity, innovation and the motivations that encourage individuals to establish			

businesses and enterprises. Moral development is developed through consideration of ethical business practice, social responsibility, sustainability, risk and the impact business decisions may have on different stakeholders. Social development is supported through communication, teamwork, discussion and consideration of how entrepreneurs respond to the needs of customers, employees and wider communities. Cultural development is developed through exploring businesses, entrepreneurs and enterprise within different markets and contexts, helping students recognise the role business plays within society.

There are strong cross-curricular links with Mathematics through financial calculations, budgeting and interpretation of data, and with English through persuasive communication, presentation of ideas and the accurate use of specialist business vocabulary.

Career Links:

- An Entrepreneur identifies opportunities and develops ideas into viable businesses or enterprises.
- A Business Development Executive identifies opportunities for organisations to grow, develop new markets and build relationships with customers.
- An Enterprise Adviser supports individuals or organisations in developing business ideas, planning for growth and making informed business decisions.

Skills Builder

- Creativity – students generate and develop business ideas, consider opportunities and think about how entrepreneurs respond innovatively to customer needs.
- Problem Solving – students analyse business opportunities, consider risks and rewards and evaluate possible solutions to realistic business challenges.
- Speaking – students explain and justify business ideas, communicate reasoning clearly and use appropriate business terminology when discussing decisions.



	Resources <i>What books, websites, videos and materials will support our learning?</i>		Assessment <i>How will we show what we know, remember and can apply?</i>
	Students will use: • NCFE Business and Enterprise specification and assessment materials • dual-coded revision booklets and knowledge organisers • teacher-prepared resources and class materials • business news articles and real company examples • BBC Business News		Assessment throughout CA1 will check both students' substantive knowledge of entrepreneurship and their disciplinary knowledge in applying, analysing and evaluating business information. Approximately 50% of assessment focuses on substantive knowledge and 50% on disciplinary knowledge.

- BBC Bitesize Business
- Tutor2u Business
- relevant business case studies
- retrieval and recall materials.

The 50% substantive knowledge includes students' understanding of:

- entrepreneurs and entrepreneurship
- entrepreneurial characteristics and motivations
- business opportunities
- customer needs and target markets
- factors of production
- finance and start-up costs
- sustainability and ethical business
- risk and reward
- key business terminology.

The 50% disciplinary knowledge assesses students' ability to:

- apply business knowledge to realistic scenarios
- analyse business ideas and opportunities
- assess viability
- compare risks and rewards
- justify business decisions using evidence
- evaluate different courses of action
- communicate responses using accurate business terminology.

Students will demonstrate progress through the assessment approaches already identified in the curriculum, including retrieval quizzes, questioning, workbook tasks, scenario-based activities, case study analysis, extended written responses, homework, peer and self-assessment, teacher feedback and timed assessment tasks where these are planned.

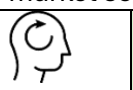
High expectations are placed on students to move beyond simple recall and demonstrate that they can apply substantive business knowledge accurately within unfamiliar contexts and use disciplinary thinking to analyse, justify and evaluate business decisions.

Term 2 Topic		CA2-How do businesses use market research and marketing to meet customer needs and become successful?
	Big Picture <i>What are the main ideas and big questions in this topic?</i>	
Students will explore how businesses identify and understand customers through market research and how this information is used to make effective marketing decisions. Students will investigate how businesses attract and retain customers by using the marketing mix and adapting to changing customer needs. Big questions include: • Why is understanding customers important for a business? • How do businesses collect and use market research? • What makes marketing successful? • How do businesses adapt products and services to suit different target markets? • How can customer service affect business success?		
	Zoom In <i>What knowledge, skills and key vocabulary will we learn step by step?</i>	
Substantive Knowledge: Students will develop knowledge and understanding of: • the purpose of market research • primary and secondary research methods • quantitative and qualitative data • customer needs and expectations • market segmentation and target markets • the marketing mix: Product, Price, Place and Promotion • the importance of customer service • methods of promotion and advertising • digital marketing and social media marketing • strengths and weaknesses of different marketing methods.		
Disciplinary Knowledge:		

Students will develop their ability to:

- analyse customer information
- interpret market research data and graphs
- make justified business decisions
- evaluate different marketing methods
- apply business knowledge to case studies and scenarios
- compare the advantages and disadvantages of marketing strategies
- use evidence to justify decisions
- develop written responses using accurate business terminology.

Key Terminology: Market research, primary research, secondary research, questionnaire, survey, focus group, qualitative data, quantitative data, target market, market segmentation, customer profile, marketing mix, product, price, promotion, place, branding.

	Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>	 Pitch Up <i>How will we challenge ourselves?</i>
	Students build on learning developed during CA1 Entrepreneurship, particularly their understanding of: • enterprise and entrepreneurship • business aims and objectives • types of businesses and sectors • stakeholders and customer needs • communication skills. They also draw on their existing ability to interpret basic data and graphs and use teamwork and presentation skills. Literacy supports students in explaining business ideas, while numeracy supports the interpretation of market research data. The key progression from CA1 is that students move from understanding how entrepreneurs identify customer needs and business opportunities to examining how businesses gather evidence about customers and use that evidence to make marketing decisions.	Students will deepen their understanding by moving beyond identifying marketing techniques and beginning to compare, analyse, justify and evaluate their effectiveness. The existing curriculum challenges students through: • designing and evaluating their own market research • analysing real business case studies • comparing the effectiveness of different marketing methods • justifying decisions using evidence • evaluating how businesses respond to customer feedback • applying knowledge to unfamiliar business scenarios • using accurate business vocabulary independently. More demanding work may involve analysing real advertising campaigns and evaluating digital marketing strategies used by well-known businesses. The emphasis is on progression from identify → explain → interpret → apply → analyse → evaluate → justify
	Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>	 Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>

CA2 provides important knowledge that students will use in later areas of the NCFE Business and Enterprise course.

The existing curriculum identifies links to:

- business planning
- finance and budgeting
- human resources
- operations management
- enterprise project work
- customer relationship management.

Understanding customers, target markets and the marketing mix is particularly important when students later make decisions about business planning and the viability of business ideas.

The topic also continues to develop transferable skills including communication, decision making, evaluation, problem solving and analytical thinking.

Students broaden their understanding of marketing by exploring how it operates in contemporary business.

The curriculum identifies wider contexts including:

- how global brands use marketing
- social media influencers and online advertising
- ethical marketing and responsible advertising
- consumer rights and data protection
- trends in digital marketing and AI
- reviews and online reputation
- how businesses adapt marketing for different cultures and audiences.

These contexts help students understand that marketing changes in response to technology, customer behaviour and different markets, while keeping the core CA2 knowledge at the centre of the curriculum.



Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Students encounter marketing in everyday life through social media, online shopping, television advertising, influencer campaigns, branding and packaging. They develop an understanding of how businesses influence customer choices and how customer feedback can shape products and services. Spiritual development is supported through considering how people develop different preferences, identities and responses to brands and marketing. Moral development is developed through consideration of ethical marketing, responsible advertising and the ways businesses influence consumer choices. Social development is supported through examining customer needs, feedback and communication, and recognising the importance of understanding different groups within a market. Cultural development is developed through exploring how businesses adapt marketing for different cultures and audiences.

There are strong cross-curricular links with Mathematics through analysing data, percentages and graphs; English through persuasive writing and communication; ICT/Computing through digital marketing and online research; and Media through advertising and branding.

Career Links:

- A Marketing Executive helps businesses promote products and services and communicate effectively with target customers.
- A Market Researcher gathers and analyses information about customers, markets and competitors to support business decision making.

- A Social Media Manager uses digital platforms to communicate with customers, promote brands and support marketing activity.

For this term, the Skills Builder focus is Listening, Teamwork and Adapting.

- Listening – students consider customer opinions, research findings and different perspectives when interpreting market information and evaluating business decisions.
- Teamwork – students develop their ability to work with others during the independent and group activities already identified within the curriculum, sharing interpretations of research and business scenarios.
- Adapting – students explore how businesses change products, services and marketing approaches in response to customer needs, feedback and different target markets.



	Resources <i>What books, websites, videos and materials will support our learning?</i>		Assessment <i>How will we show what we know, remember and can apply?</i>
	• NCFE Business and Enterprise specification and assessment materials • Teacher PowerPoints and guided notes • Dual coding revision booklets and knowledge organisers • Business case studies and scenarios • Exam-style questions and model answers • Market research templates and questionnaires • Customer profile activities • Marketing mix worksheets • Business news articles Educational websites including: • https://www.bbc.co.uk/bitesize/subjects/zpsvr82 • https://www.tutor2u.net/business • https://www.ncfe.org.uk		Assessment throughout CA2 will check both students' substantive knowledge of market research and marketing and their disciplinary knowledge in interpreting information, applying business concepts and evaluating marketing decisions. Approximately 45% of assessment focuses on substantive knowledge and 55% on disciplinary knowledge. The 45% substantive knowledge includes students' understanding of: • market research • primary and secondary research • qualitative and quantitative data • customer needs • market segmentation and target markets • the marketing mix • customer service • promotion and advertising • digital and social media marketing • key marketing terminology. The 55% disciplinary knowledge assesses students' ability to:

- interpret market research data and graphs
- analyse customer information
- apply marketing knowledge to business scenarios
- compare different marketing methods
- evaluate strengths and weaknesses
- make and justify business decisions using evidence
- communicate conclusions using accurate business terminology.

Students will demonstrate progress through the assessment approaches already identified in the curriculum, including retrieval quizzes and recall activities, class discussion and questioning, independent and group tasks, interpretation of market research data, marketing campaign activities, scenario and case study analysis, extended written responses, peer and self-assessment, homework, teacher feedback and timed assessment tasks linked to AO1-AO4.

Term 3

Topic



CA3- Human Resources



Big Picture

What are the main ideas and big questions in this topic?

Students will explore how businesses recruit, train, motivate and manage employees in order to achieve business aims and objectives. They will investigate how effective human resource management can support productivity, teamwork and business success.

Big questions include:

- Why are employees important to a business?
- How do businesses recruit and motivate staff?
- How do businesses recruit and select the right employees?
- How can businesses motivate and retain staff?
- Why are communication and teamwork important in a business?
- How can poor staffing decisions affect business success?



Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Substantive Knowledge:

Students will develop knowledge and understanding of:

- the purpose of human resources
- recruitment and selection methods
- internal and external recruitment
- job roles and job descriptions
- person specifications
- training and development
- motivation methods
- financial and non-financial motivation
- organisational structures
- communication in business
- teamwork and collaboration
- employee wellbeing and retention.

Disciplinary Knowledge

Students will develop their ability to:

- analyse staffing decisions
- evaluate recruitment methods
- evaluate different approaches to employee motivation
- compare the advantages and disadvantages of staffing decisions
- apply human resource knowledge to realistic business case studies
- make justified business decisions
- consider the effect of staffing decisions on business performance
- communicate recommendations clearly using appropriate business terminology
- construct extended responses using evidence.

Key Terminology: Human resources, recruitment, selection, interview, job description, person specification, internal recruitment, external recruitment, training, development, motivation, financial motivation, non-financial motivation, organisational structure, hierarchy, communication, employee wellbeing, retention, leadership, delegation, teamwork.

	Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>		Pitch Up <i>How will we challenge ourselves?</i>
Students build on prior learning from CA1 and CA2, particularly: • business aims and objectives		Students will move beyond identifying human resource processes to analysing and evaluating the suitability and impact of different staffing decisions.	

- enterprise and entrepreneurship
- customer needs and customer service
- teamwork and communication skills.

Their previous study of customers and business decision making helps them understand that employees are another important group whose performance and behaviour can affect whether a business achieves its objectives.

Students continue to use literacy, communication and analytical skills developed through earlier content areas.

The curriculum challenges students through:

- analysing realistic business case studies
- evaluating recruitment and motivation methods
- comparing advantages and disadvantages of staffing decisions
- justifying business recommendations using evidence.

Students should increasingly consider how different decisions might affect employees and the wider success of the business, rather than assuming that one recruitment or motivation method will always be suitable.

More demanding responses should apply knowledge to unfamiliar contexts and use accurate terminology to reach justified conclusions.

The progression is therefore identify → explain → apply → compare → analyse → evaluate → justify



Wider Framework

How does this learning connect to future topics and bigger goals?

CA3 develops knowledge that students will use in later areas of Business and Enterprise, particularly:

- leadership and management
- business planning
- enterprise projects
- workplace communication
- employability.

The understanding developed here also supports CA4 Operations Management, because effective business operations depend partly on having appropriately recruited, trained, organised and motivated employees.

Later business planning work will require students to consider the staffing requirements of a business, so knowledge of recruitment, organisational structures and employee management provides an important foundation.



Curriculum Hinterland

What wider knowledge will deepen our understanding of this topic?

Students broaden their understanding of human resources through consideration of contemporary workplace issues identified within the existing curriculum, including:

- workplace wellbeing and employee satisfaction
- equal opportunities in recruitment
- diversity and inclusion in the workplace
- the impact of leadership styles
- flexible working and remote working
- how businesses motivate employees in different industries
- the importance of communication and teamwork.

The curriculum also identifies companies such as Google, John Lewis Partnership, Amazon, Starbucks, McDonald's, Disney and Apple as possible contexts through which these ideas may be explored.

	Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>	
	Human resources have particularly strong connections to the world of work. The existing curriculum links the topic to workplace experiences, recruitment and interviews, teamwork, everyday communication, leadership roles and workplace expectations and professionalism. Spiritual development is supported through consideration of individual strengths, motivation, aspirations and the contribution people make within organisations. Moral development is developed through consideration of fair recruitment, equal opportunities, employee wellbeing and responsible treatment of employees. Social development is particularly strong within this topic as students explore teamwork, communication, leadership and the relationships between employees and managers. Cultural development is supported through consideration of diversity and inclusion within modern workplaces and how organisations employ and manage people from different backgrounds. There are strong cross-curricular links with English through communication and extended writing, PSHE through employability and workplace skills, and ICT/Computing through online recruitment and communication systems. Career Links: • A Human Resources Officer supports recruitment, employee relations, training and the effective management of people within an organisation. • A Recruitment Consultant works with employers and applicants to identify suitable candidates for job vacancies. • A Training Manager plans and coordinates staff training and development to help employees build the skills required by an organisation. Skills Builder: • Leadership – students explore how people are managed within organisations and consider the responsibilities associated with leading, motivating and communicating with employees. • Planning – students consider how businesses plan recruitment, selection, training and development so that they have the right people and skills available. • Teamwork – students examine why collaboration and effective relationships between employees are important to productivity and business success.	
	Resources <i>What books, websites, videos and materials will support our learning?</i>	 Assessment <i>How will we show what we know, remember and can apply?</i>
	• NCFE Business and Enterprise specification and assessment materials • Teacher PowerPoints and guided notes • Dual coding revision booklets and knowledge organisers • Recruitment templates and interview examples • Employee case studies and workplace scenarios • Recruitment documents and interview examples	Assessment throughout CA3 will check both students' substantive knowledge of Human Resources and their disciplinary knowledge in applying, analysing and evaluating staffing decisions. Approximately 45% of assessment focuses on substantive knowledge and 55% on disciplinary knowledge.



- Production and operations worksheets
- Exam-style questions and model answers
- Educational websites including:
 - <https://www.bbc.co.uk/bitesize/subjects/zpsvr>
 - <https://www.tutor2u.net/business>
 - <https://www.ncfe.org.uk>
- Video clips demonstrating recruitment, teamwork and leadership
- Retrieval practice quizzes and flashcards

The 45% substantive knowledge includes students' understanding of:

- the purpose of human resources
- recruitment and selection
- internal and external recruitment
- job descriptions and person specifications
- training and development
- financial and non-financial motivation
- organisational structures
- communication
- teamwork
- employee wellbeing and retention.

The 55% disciplinary knowledge assesses students' ability to:

- apply HR knowledge to realistic business situations
- analyse staffing decisions
- compare recruitment and motivation methods
- evaluate advantages and disadvantages
- consider the impact of decisions on business success
- make justified recommendations
- use evidence from business scenarios
- communicate conclusions using accurate business terminology.

Students will demonstrate progress through the assessment approaches already identified in the curriculum, including retrieval quizzes and recall activities, recruitment and interview activities, case study analysis, class discussion and questioning, independent and group tasks, business scenario problem solving, extended writing, evaluation of staffing and communication strategies, peer and self-assessment, homework, teacher feedback and timed assessment tasks.

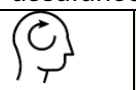
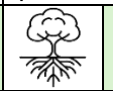
High expectations are placed on students to move beyond recalling HR processes and demonstrate that they can judge which staffing approaches are most appropriate within a particular business context and justify those decisions using evidence.

Term 4 Topic		CA4- Operations management
	Big Picture <i>What are the main ideas and big questions in this topic?</i>	
Students will develop secure knowledge of how businesses manage operations effectively to meet customer needs and business objectives. The curriculum is sequenced to build understanding gradually, beginning with the purpose of operations before progressing into production methods, quality systems and operational efficiency. Big questions include: • Why are operations important to business success? • How do businesses choose suitable production methods? • Why is quality important? • How can businesses improve productivity and efficiency? • How does technology impact operations management?		
	Zoom In <i>What knowledge, skills and key vocabulary will we learn step by step?</i>	
Substantive Knowledge Students will develop knowledge and understanding of: • the purpose of operations management • production methods: • job production • batch production • flow production • productivity and efficiency • quality control and quality assurance • lean production methods • stock control and supply chains • the use of technology and automation • health and safety in operations.		
Disciplinary Knowledge		

Students will develop their ability to:

- compare different production methods
- analyse the suitability of production methods for different business contexts
- evaluate operational decisions
- analyse business case studies
- apply operations knowledge to realistic scenarios
- make justified operational recommendations
- consider how operational decisions affect customer satisfaction and business performance
- construct extended written responses using accurate business terminology.

Key Terminology: Operations, production, job production, batch production, flow production, productivity, efficiency, lean production, quality control, quality assurance, JITT production, supply chain, stock control, customer satisfaction, technology, automation.

	Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>		Pitch Up <i>How will we challenge ourselves?</i>
	Students build on prior learning from: • enterprise and entrepreneurship • customer service • marketing • finance • human resources. CA2 supports pupils in understanding customer needs and satisfaction, while CA3 helps them recognise the role employees, communication and teamwork play within effective operations. Students also continue to use the communication, literacy and analytical skills developed through previous content areas when explaining operational decisions and evaluating business performance		Students move beyond identifying operational methods and begin to compare suitability, analyse consequences and evaluate operational decisions. The existing curriculum challenges students through: • comparing the suitability of production methods for different businesses • evaluating possible operational improvements • analysing realistic business scenarios • applying knowledge to unfamiliar contexts • justifying recommendations using evidence • evaluating how operational decisions affect customer satisfaction and profitability. More demanding work may include examining the impact of automation on productivity and employment, where this is used within teaching.
	Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>		Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
	CA4 supports later learning in: • business planning • supply chain management		Students broaden their understanding by considering wider issues already identified within the curriculum, including: • automation and robotics in production

- leadership
- entrepreneurship.

The operational decisions studied here also provide important foundations for later consideration of business growth, because expanding businesses must consider productivity, efficiency, quality, production capacity and supply arrangements.

This content is also important for later business planning, where students need to consider how a business will operate in practice, rather than simply what it will sell.

Students continue to develop transferable employability skills including teamwork, communication, organisation, analytical thinking and problem solving.

- sustainable and ethical production methods
- the environmental impact of operations
- global supply chains
- how businesses respond to customer demand
- changing technologies.

The curriculum identifies businesses such as Toyota, Amazon and McDonald's as possible contexts through which operations management may be explored.



Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Students connect their learning to familiar business contexts including fast food services, online ordering systems, manufacturing and retail operations. They develop an understanding of how operations management can influence customer experience, product quality and business success. Spiritual development is supported through considering how organisation, efficiency and innovation contribute to successful business activity. Moral development is developed through consideration of health and safety, sustainable and ethical production and the environmental impact of business operations. Social development is supported through exploring teamwork, organisation and communication within operational settings. Cultural development is developed through considering global supply chains and the different ways businesses organise production and respond to customer demand.

There are strong cross-curricular links with Mathematics through calculations and data interpretation, English through communication and evaluation, and ICT/Computing through technology and automation.

Career Links:

- A Operations Manager oversees the day-to-day processes that allow a business to produce goods or deliver services effectively.
- A Logistics Coordinator helps organise the movement of goods, stock and supplies through a business and its supply chain.
- A Warehouse Manager oversees stock, staff and operational processes within storage and distribution environments.

Skills Builder

- Problem Solving – students analyse operational challenges and consider which production or operational approach is most suitable in a particular business context.
- Planning – students consider how businesses organise production, stock, supply chains and operational resources to meet customer needs.
- Adapting – students explore how businesses change operational methods in response to technology, customer demand and opportunities to improve efficiency.



	Resources <i>What books, websites, videos and materials will support our learning?</i>		Assessment <i>How will we show what we know, remember and can apply?</i>
	• NCFE Business and Enterprise specification and assessment materials • Teacher PowerPoints and guided notes • Dual coding revision booklets and knowledge organisers • Operations and production worksheets • Quality control case studies • Exam-style questions and model answers • Retrieval quizzes and flashcards • Business news articles and case studies Educational websites including: • BBC Bitesize Business • Tutor2u Business • NCFE Video clips explaining operations management and production methods		Assessment throughout CA4 will check both students' substantive knowledge of operations management and their disciplinary knowledge in applying, analysing and evaluating operational decisions. Approximately 40% of assessment focuses on substantive knowledge and 60% on disciplinary knowledge. The 40% substantive knowledge includes students' understanding of: • the purpose of operations management • job, batch and flow production • productivity and efficiency • quality control and quality assurance • lean production • JITT production • stock control • supply chains • technology and automation • health and safety. The 60% disciplinary knowledge assesses students' ability to: • compare production methods • apply operations knowledge to realistic business scenarios • analyse operational decisions • evaluate possible improvements

- consider effects on customer satisfaction and business performance
- make justified recommendations
- use evidence and accurate business terminology.

Students will demonstrate progress through the assessment approaches already identified in the curriculum, including retrieval quizzes and recall activities, case study analysis, class discussions, independent and collaborative tasks, operational problem-solving activities, exam-style written responses, peer and self-assessment, homework, teacher feedback and timed assessment tasks.

High expectations are placed on students to move beyond knowing how operations work and demonstrate that they can judge which operational decisions are most suitable for a particular business and explain how those decisions may affect efficiency, quality, customer satisfaction and business success.

Term 5

Topic



CA5-Business growth



Big Picture

What are the main ideas and big questions in this topic?

Students will develop an understanding of how businesses grow and expand over time. They will explore the different ways businesses can achieve growth, including internal and external growth, and investigate how growth can impact business success. Students will also examine economies and diseconomies of scale and how these affect efficiency, productivity and profitability.

Big questions include:

- Why do businesses want to grow?
- What is the difference between internal and external growth?
- How can growth benefit a business?
- What are economies and diseconomies of scale?
- What challenges can businesses face when expanding?



Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Substantive Knowledge

Students will develop knowledge and understanding of:

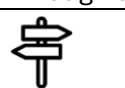
- internal growth, including:
 - increasing sales
 - opening new branches
 - launching new products
- external growth, including:
 - mergers
 - takeovers
 - joint ventures
- economies of scale, including:
 - purchasing economies
 - technical economies
 - financial economies
 - managerial economies
 - marketing economies
- how economies of scale can reduce business costs as a business grows
- diseconomies of scale
- how rapid growth can contribute to:
 - communication problems
 - reduced control
 - inefficiency
- the possible impact of growth on efficiency, productivity and profitability.

Disciplinary Knowledge

Students will develop their ability to:

- analyse why businesses choose to grow
- compare internal and external methods of growth
- analyse business growth decisions
- evaluate the advantages and disadvantages of different growth strategies
- apply business growth knowledge to realistic business scenarios
- assess how economies and diseconomies of scale can affect business performance
- make justified recommendations about growth
- use evidence from a business context to support conclusions
- communicate responses using accurate business terminology.

Key Terminology: Internal growth, external growth, merger, takeover, joint venture, economies of scale, diseconomies of scale, expansion, productivity, efficiency, communication, coordination, purchasing economies, marketing economies, technical economies.

	Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>		Pitch Up <i>How will we challenge ourselves?</i>
	Students build on previous learning about: • entrepreneurship • marketing • finance • operations • customer needs • business aims and objectives. CA1 helps students understand why entrepreneurs may seek opportunities for development and expansion. CA2 supports understanding of customers and markets, while CA4 Operations Management provides important prior knowledge about efficiency, productivity and the practical impact of changing the scale of business operations. Students also continue to apply analytical and communication skills developed through earlier content areas when evaluating the impact of business growth.		Students move beyond simply identifying methods of growth to analysing their suitability and evaluating the consequences of expansion. The existing curriculum challenges students through: • analysing realistic business scenarios • evaluating the suitability of different growth methods • comparing the advantages and disadvantages of internal and external growth • assessing how economies and diseconomies of scale affect business performance • applying knowledge to unfamiliar contexts • justifying recommendations using evidence • completing extended responses using accurate business terminology. More demanding work may include analysing the growth strategies of larger global businesses.
	Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>		Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
	CA5 supports later learning in: • business planning • finance • operations • leadership. It provides a particularly important bridge into CA6 Business and Enterprise Funding, because businesses seeking to expand may need to consider how that growth will be financed.		Students broaden their understanding by exploring how businesses expand within real markets. The existing curriculum identifies wider contexts including: • how global businesses expand into new markets • how economic conditions can influence business growth • real examples of mergers, takeovers and joint ventures • the impact of growth on employees • the impact of growth on customers • the impact of growth on local communities.

Growth knowledge will also be important when students later develop business plans, as they need to understand how business decisions can affect costs, efficiency, staffing, operations and future development.

The topic continues to develop transferable skills including problem solving, decision making, analytical thinking and communication.

Businesses such as Amazon, Tesla and McDonald's may be used as contextual examples to help students understand how businesses use growth strategies.

 Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Students connect their learning to businesses they encounter in everyday life and consider how companies expand and compete in different markets. They explore how business growth can create jobs, increase customer choice and improve profitability. Spiritual development is supported through consideration of ambition; enterprise and the reasons individuals and organisations seek growth and success. Moral development is developed as students consider how growth decisions can affect employees, customers and local communities. Social development is supported through consideration of leadership, communication and coordination as organisations become larger and more complex. Cultural development is developed through understanding how businesses expand into different markets and operate across a wider range of communities and contexts.

There are strong cross-curricular links with Mathematics through data interpretation and financial understanding, English through communication and evaluation, and ICT/Computing through digital business growth and technology.

Career Links:

- A Business Manager helps coordinate people, resources and business activity and may support decisions about expansion and organisational growth.
- A Financial Analyst examines financial and business information to support decisions about performance, investment and future growth.
- A Marketing Manager oversees marketing activity and may support business growth by developing markets, attracting customers and promoting products or services.

Skills Builder: For CA5, the Skills Builder focus rotates to Leadership, Speaking and Creativity.

- Leadership – students consider how growing businesses need effective direction, communication and coordination as organisations become larger and more complex.
- Speaking – students develop their ability to communicate and justify business recommendations clearly when discussing the suitability and impact of different growth strategies.
- Creativity – students consider different ways businesses can develop and expand, including new products, new branches and alternative growth strategies.



 Resources
What books, websites, videos and materials will support our learning?

 Assessment
How will we show what we know, remember and can apply?

Students will use the NCFE Business and Enterprise specification, teacher PowerPoints, revision booklets, knowledge organisers and business case studies to support learning. They will complete retrieval quizzes, exam-style questions and business scenario activities focused on growth strategies and economies of scale.

Useful educational websites include:

- [BBC Bitesize Business](#)
- [Tutor2u Business](#)
- [NCFE](#)

Students will also use business news articles and video clips to explore real examples of business growth and expansion.

Assessment throughout CA5 will check both students' substantive knowledge of business growth and their disciplinary knowledge in applying, analysing and evaluating growth decisions.

Approximately 40% of assessment focuses on substantive knowledge and 60% on disciplinary knowledge.

The 40% substantive knowledge includes students' understanding of:

- internal growth
- external growth
- mergers
- takeovers
- joint ventures
- economies of scale
- purchasing, technical, financial, managerial and marketing economies
- diseconomies of scale
- efficiency
- productivity
- the challenges associated with expansion.

The 60% disciplinary knowledge assesses students' ability to:

- compare different growth methods
- apply knowledge to realistic business scenarios
- analyse the impact of growth decisions
- evaluate advantages and disadvantages
- assess the effects of economies and diseconomies of scale
- make justified recommendations
- use contextual evidence and accurate business terminology.

Students will demonstrate progress through the approaches already identified in the curriculum, including retrieval quizzes, class discussions, case study analysis, exam-style written responses, independent and collaborative tasks focused on evaluating growth strategies, peer and self-assessment, homework and timed assessment tasks.

		High expectations are placed on students to move beyond knowing the methods by which businesses grow and demonstrate that they can judge whether a particular growth strategy is appropriate and explain its likely impact on business
Term 6 Topic		CA6-Business and Enterprise Funding
	Big Picture <i>What are the main ideas and big questions in this topic?</i>	
Students will develop an understanding of how businesses raise and manage finance to support start-up, survival and growth. They will explore different sources of finance available to businesses and investigate how funding decisions can impact business success. Students will also examine the risks and benefits of different funding methods and how businesses plan and manage money effectively. Big questions include: • Why do businesses need finance? • What are the different sources of finance available to businesses? • What is the difference between internal and external sources of finance? • How do businesses choose the most suitable source of funding? • What are the risks and benefits of borrowing money? • How can financial planning support business success?		
	Zoom In <i>What knowledge, skills and key vocabulary will we learn step by step?</i>	
Substantive Knowledge Students will develop knowledge and understanding of: • the purpose of finance • why businesses require funding for: ○ start-up costs ○ expansion ○ day-to-day operations • internal and external sources of finance • retained profit • personal savings		

- loans
- overdrafts
- grants
- venture capital
- crowdfunding
- advantages and disadvantages of different funding methods
- how the size, aims and financial position of a business can influence the choice of finance
- budgeting
- cash flow forecasting
- financial planning.

Disciplinary Knowledge

Students will develop their ability to:

- interpret financial information
- compare internal and external sources of finance
- analyse realistic business scenarios
- evaluate the suitability of different funding methods
- consider the advantages and disadvantages of different financial options
- make justified recommendations about sources of finance
- apply financial knowledge to unfamiliar business contexts
- use mathematical and analytical skills when interpreting financial information
- communicate recommendations using evidence and accurate business terminology.

Key Terminology:

Funding, internal finance, external finance, loan, overdraft, grant, venture capital, crowdfunding, retained profit, personal savings, budget, cash flow, cash flow forecast, revenue, expenditure, profit, interest.

	Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>	 Pitch Up <i>How will we challenge ourselves?</i>
	Students build on previous learning from: • entrepreneurship • business aims and objectives • marketing • operations • business growth.	Students move beyond identifying sources of finance and begin to compare, analyse and evaluate their suitability for different businesses and situations. The existing curriculum challenges students through: • analysing realistic business case studies • evaluating the suitability of different funding methods

There is a particularly strong connection to CA5 Business Growth, because students have already considered why businesses may wish to expand. CA6 now develops their understanding of how that expansion might be financed. Students also apply mathematical and analytical skills developed throughout earlier content areas when interpreting financial information and considering business decisions.	• comparing the advantages and disadvantages of internal and external finance • justifying recommendations using evidence • interpreting financial information • applying knowledge to unfamiliar business scenarios • completing extended responses using accurate business terminology. More demanding work may involve analysing the funding methods used by larger businesses and entrepreneurs.
 Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>	 Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
CA6 supports future learning in: • finance • enterprise • operations • business planning. This is particularly important preparation for later business planning, where students will need to understand the financial implications of starting and operating a business and make appropriate decisions about funding and financial planning. Students continue to develop transferable skills including: • decision making • analytical thinking • problem solving • financial literacy.	Students broaden their understanding of business finance by considering wider influences already identified within the curriculum, including: • economic conditions • interest rates • government support • how entrepreneurs secure investment • how businesses manage financial risks. The curriculum identifies Virgin Group, Barclays and Tesla as possible business contexts through which students may understand how finance can support business growth and innovation.
 Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>	
Students connect their learning to real-life business situations including business start-ups, borrowing money, budgeting and financial planning. They develop an understanding of how businesses use finance to survive, expand and compete in different markets. Spiritual development is supported through consideration of ambition, financial independence and the decisions individuals make when developing business ideas. Moral development is developed through considering responsible borrowing, financial risk and the implications of financial decisions. Social development is supported through discussion of how funding decisions may	

affect business owners, employees and other stakeholders. Cultural development is developed through recognising the role of finance and enterprise within the wider economy and different types of business.

There are strong cross-curricular links with Mathematics through calculations and financial interpretation, English through communication and evaluation, and ICT/Computing through spreadsheets and financial technology.

Career Links:

- An Accountant helps businesses record, monitor and interpret financial information and supports financial decision making.
- A Financial Adviser provides advice about financial options and helps individuals or organisations make informed decisions about money.
- A Banking Professional works with individuals and businesses to provide financial services, lending and support.

Skills Builder: For CA6, the Skills Builder focuses on Problem Solving, Planning and Listening.

- Problem Solving – students compare different financial options and decide which source of finance is most suitable for a particular business situation.
- Planning – students develop understanding of budgeting, cash flow forecasting and how businesses organise financial resources to support start-up, survival and growth.
- Listening – students consider different financial options and perspectives before reaching and justifying business decisions.



 Resources <i>What books, websites, videos and materials will support our learning?</i>	 Assessment <i>How will we show what we know, remember and can apply?</i>
Students will use the NCFE Business and Enterprise specification, teacher PowerPoints, revision booklets, knowledge organisers and financial case studies to support learning. They will complete budgeting activities, cash flow tasks, retrieval quizzes and exam-style questions focused on business funding and financial planning. Useful educational websites include: • BBC Bitesize Business • Tutor2u Business • NCFE Students will also use business news articles and video clips to explore real example of business funding and financial decision making.	Assessment throughout CA6 will check both students' substantive knowledge of business finance and their disciplinary knowledge in interpreting financial information and evaluating funding decisions. Approximately 45% of assessment focuses on substantive knowledge and 55% on disciplinary knowledge. The 45% substantive knowledge includes students' understanding of: • the purpose of finance • internal and external finance • retained profit • personal savings • loans • overdrafts • grants • venture capital • crowdfunding

- budgeting
- cash flow forecasting
- revenue
- expenditure
- profit
- interest.

The 55% disciplinary knowledge assesses students' ability to:

- interpret financial information
- compare sources of finance
- analyse the suitability of different funding methods
- evaluate advantages and disadvantages
- apply knowledge to business scenarios
- make justified financial recommendations
- use evidence and accurate business terminology.

Students will demonstrate progress through the approaches already identified in the curriculum, including retrieval quizzes, class discussion, case study analysis, exam-style written responses, independent and collaborative tasks focused on evaluating funding methods and interpreting financial information, peer and self-assessment, homework and timed assessment tasks.

High expectations are placed on students to move beyond recalling different sources of finance and demonstrate that they can judge which source of funding is most appropriate for a particular business and justify that choice using financial and contextual evidence.