

Business at Casterton

Purpose of Study

Business allows the opportunity to explore real business issues and how businesses work. Students have opportunities to explore theories and concepts through practical activities and in the context of events in the business and economic world,

Aims

Business at Casterton encourages students to:

- know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to make informed judgements
- investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth and understanding of business
- develop and apply quantitative skills relevant to business, including using and interpreting data.

Hours of Study (1 lesson = 1 hour)

Year (total in year group)	Hours per two week cycle	Hours per year (40 weeks)	Number of students
10 (210)	5	160	69
11 (210)	5	160	66

Timetabling and Setting Notes

Business is grouped by mixed ability.
There are three GCSE Business groups in Year 11 and three in Year 10. They have five lessons per fortnight

Year 9 Options Notes

Year 10 students can opt to study Business as a GCSE. It appears in three of the four option blocks. The other subjects in those blocks were; Film, Food, Health & Social Care, Art, Computer Science, Drama, Design, French, Spanish, History, Geography, Music, IT.

Programmes of Study

Terms	Year 10	Year 11
1	Unit 6 – Finance: Basic financial terms and calculations Unit 1 – Setting up a business: the purpose and nature of business, setting business aims and objectives, business planning, stakeholders and business location.	Unit 6 – Finance: sources of finance, cashflow, ARR & BE.
2	Unit 1 – Setting up a business: business ownership, growing a business. Unit 2 - Influences on business: Technology, ethical and environmental considerations.	Unit 6 – Finance: , interpreting financial statements. Paper 1 Revision - Units 1-4
3	Unit 2 – Influences on business: Economic climate of business, Legislation, Globalisation, Competitive environment.	Unit 5 – Marketing: Identifying and understanding customer needs, segmentation, market research, elements of the marketing mix
4	Unit 4 – HR: Organisational structures, Recruitment & selection, Motivating employees	Unit 5 – Marketing: The elements of the marketing mix. Paper 2 Revision - Units 1,2, 5 &6
5	Unit 4 HR: Training Unit 3 – Business operations: Production processes, the role of procurement, supply chain management	Revision & Exam preparation
6	Unit 3 – Business operations : quality, customer service. Paper 1 Revision	

Powerful Core Knowledge

How we identify powerful core subject knowledge

Business can only be fully understood when students know how businesses operate successfully and the impact that the external environment has on them. Therefore, the most powerful core knowledge for business students involves basic finance and PESTLE. We introduce these concepts in terms 1&2 of Year 10 and build on them throughout the course.

How we sequence topics to create a logical, coherent, narrative.

We start with basic calculations and PESTLE. We then look at setting up a business and re-visit PESTLE in more detail. Students then learn about four of the key functions within a business; HR, Operations, Finance and Marketing. We begin with HR and Operations as an understanding of motivation and efficiency enable students to make the links between business actions and profitability.

Retention

How we secure mastery (long term retention) of powerful core knowledge

We follow the school approach of learn, practice, test (LPT)

Each topic is accompanied by a theory booklet containing the powerful core knowledge and vocabulary required for the topic.

As the topic is taught, we build in low stakes testing in the form of 5 starter questions on previous and current topics and once a fortnight those topics are more formally tested in a multiple choice test. Students objective is to achieve 80%+. This ensures that prior knowledge is revisited and reinforced.

Vocabulary and Spelling

How we secure mastery of specialist academic vocabulary (T3 words)

The specialist academic vocabulary for each topic (tier 3 words) is given in the theory booklets. This is taught explicitly in the context of each topic and tested through the exam style questions. To develop students usage of the terms answers are regularly modelled. Teachers emphasise the importance of specialist vocabulary to writing and communicating like a business person. Short answer questions require students to explain the meaning of specialist vocabulary.

How we secure mastery of vocabulary comprehension (T3 words in context)

Vocabulary and definitions are given in the theory booklets. Examples are also given of how they can be used in actual sentences when answers are modelled. News articles are used regularly to develop students understanding of specialist vocabulary in context.

How we secure mastery of spelling (T3 words)

Etymology helps them to understand common roots. The spelling of specialist vocabulary is checked during monitoring and tested in the end of unit checkpoints.

Academic Writing

How we define writing like a business person

In business we write answers/essays which follow a prescribed format. We teach this format and students are expected to apply it when answering exam style questions. In Business, academic essays are not always essays in the classic sense, they involve analysing, recommending and evaluating. Students are taught to use the correct terminology, to analyse and to support judgements with evidence.

How we teach academic writing in Business

We place an emphasis on the most common command words used in business writing, such as identify, explain, analyse, recommend and evaluate. We discuss and teach students what they mean in the context of the subject.

Teachers often use visualisers to model the correct style of writing, jointly constructing paragraphs through discussion with students.

Students are required to plan their answers before writing them. This is to emphasise the importance of careful preparation and attention to detail. Following feedback, students may then be required to rewrite a paragraph to an improved standard.

Independent Learning (Prep)

Regularity

Year	Frequency	Hours per week or term	Main form or types
10	Typically, 1 piece a week, though this may vary.	6 hours per 6 week term.	Multiple Choice Core Knowledge Tests Exam questions Wider reading. Revision for tests and exams.
11	Typically, 1 piece a week, though this may vary.	6 hours per 6 week term.	Multiple Choice Core Knowledge Tests Exam questions Wider reading. Revision for tests and exams.

Assessment

How we assess progress at KS4

<p>Progress is assessed by the following</p> <ul style="list-style-type: none"> Exams & Exam style questions End of unit tests Multiple choice core knowledge tests <p>GCSE grading is used to calculate current working grades (CWG) and projected performance grades (PPG).</p>
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Teaching and Learning

How we teach to the top

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Explanations are targeted at the top 20% of the class while resources are provided to ensure that others receive the scaffolding they need to reach that level. Targeted questioning is used to check the understanding of current middle and lower ability students and whole class feedback includes reminders of basic knowledge, concepts and vocabulary. This means we usually take a 'no hands' approach to questioning to avoid currently more able students giving a false impression of the general level of understanding of the class.

The mastery approach means no student is left behind and our expectation is that all 'students can', including those with SEND and disadvantage students. Adaptations to resources and bespoke further assistance is provided for SEND students where necessary.

How we ensure topics are introduced with direct instruction

For each topic we start big and go small. In other words, the teacher establishes the big picture before moving on to detail, examples and case studies. Powerful core knowledge is essential to establish an overall framework for each topic in Business, in other words the *most fundamental* knowledge, concepts and vocabulary. This is not introduced obliquely or via a case study, it is taught at the start of the topic and reinforced regularly after.

As a topic progresses, opportunities are provided for application, analysis and evaluation.

Cultural Capital

How we develop cultural capital

A knowledge of the business world and the economy is beneficial to students. We understand that most of our students, particularly our most disadvantaged students, may lack access to some of this knowledge which may hold them back as adults. We also recognise this knowledge is often associated with being 'well-educated', in the broadest sense of the term and impress this upon our students. This knowledge exposes them to the technical language of finance and economy and to technical writing about the economy from broadsheet newspapers and economic journals which supports tier two and three language acquisition.

Additional Notes

The Business department makes a positive contribution to wider school life. We understand that many students will not go on to set up or run a business, but the knowledge they acquire is very useful. This can be as an employee; having an understanding of employment legislation or as an individual; understanding the impact interest rates will have on their finances. In addition, when they come to apply for jobs not only will they have an understanding of the recruitment and selection process, but they will have developed some of the key skills employers look for and understand their importance.

Staffing

Head of Department	Kate Martin
Deputy Head (where appropriate)	
Teaching Staff (specialism where appropriate)	Kate Martin Neil Rawes
Senior Link	N. Rawes