

The Business Studies Curriculum at Our Lady's Catholic High School

Business teaches pupils integral skills which are for life, it creates independent, motivated young people who have a vision and a passion to contribute to the world of work by becoming young entrepreneurs and running their own successful businesses or to develop a passion for different areas within Business and continuing to study the subject post 16 and beyond before using their transferable skills within a career of their choice or in an entrepreneurial way.

We as a department want to create the very best Business students across the country, developing a love for the subject and a passion to continue to study Business post 16. The aim of the Business curriculum is to equip all students with the needed knowledge and skills to access the external examinations by being able to demonstrate, apply, analyse and evaluate. The curriculum also intends to enable students to identify business problems, spot opportunities as well as developing soft skills, through lessons, to ensure students have developed the needed employability skills to be able to prosper within today's society. The Business curriculum will develop students' understanding of small businesses before building on this knowledge and developing an awareness and understanding of how to build a larger business. The curriculum looks at the impact of businesses on local, national and global level and links into current business trends, keeping the pupils engaged, aware and interested in the world of business around them and how this impacts the business world.

The department follows the Edexcel GCSE 9-1 in Business. The course is delivered to the students across two years through their KS4 journey. Theme 1 is delivered over Year 10 and Theme 2 during Year 11. Although elements of the two themes interweave, we have decided to deliver the curriculum following the theme of delivery of Theme 1 before adding to knowledge and understanding and delivering Theme 2. Lessons constantly require pupils to demonstrate past learning and when developing the skills of the 12-mark answers, this requires business knowledge to be drawn from across the curriculum. Students are aware that even though they are taught in topics, the understanding from all topic's weaves through each element. The Edexcel SoW has been adapted and populated to suit the delivery to pupils.

Business is delivered in an engaging, supportive and interesting manner, using the resources within the classroom to allow pupils to learn through a number of different channels and mediums. This ensures that Business theory is creatively and clearly taught to ensure that students have the underpinning knowledge needed to be able to apply their understanding to a range of business case studies, which are both familiar and unfamiliar to them. Students need to be able to think analytically, be able to reach logical conclusions based on case study data or business scenarios, and make thought through judgements on future changes within markets and the economy. Students must understand the impact business decisions have on a local, national and international scale.

The Business curriculum supports the school core principles, allowing all students to work and learn to the best of their abilities fostering respect within the classroom. Students are constantly challenged to work collaboratively and think independently, developing an enquiring mind within lessons. As a knowledge-based curriculum it is essential that the knowledge underpins and enables the application of skills; both of which are entwined. Content is delivered to students and then applied through practice exam questions and end of topic assessments, both written and online through Seneca learning. Pupils also engage in business podcasts which cover current business issues and trends.

Regular feedback is given to support all students to progress. All pupils are treated with the same high expectations to engage and contribute to the learning within the class room. Work is scaffolded to enable all to gain the needed knowledge and skills to apply understanding and achieve to their potential within Business. All pupils study this inclusive curriculum. The planning of schemes of work and the resources used to enhance learning and engagement are done so with appropriate challenge for every pupil in mind. Teaching is adapted within the classroom to ensure that all pupils, SEND and the more able, are taught with equal ambition. Classes

within Business are of mixed ability and the content is delivered skillfully to meet the needs and challenge all. Expectations are not lowered but targeted support given to ensure all pupils can flourish. Pupils are questioned effectively within lessons to stretch thinking and deepen understanding. Theory is applied to current business news and areas of interest to help with engagement and understanding.

The curriculum goes beyond what is taught within lessons and although the priority is for all students to achieve the very best examination results, we also develop soft skills, which are not measurable, such as being able to use initiative, developing leadership skills and being able to articulate themselves clearly using Business vocabulary. Opportunities are given for pupils to access current podcasts, engagement through listening as well as opportunities to read news articles and apply their understanding. The reading of case studies and business scenarios is a theme which spreads across all areas of the specification. Linking pupils with current news articles keeps them engaged and informed and helps them in preparation for their GCSE papers. Opportunities are also given for pupils to attend Business Grade Booster sessions in the run up to their GCSE examinations and attend career events where possible.

The delivery of the curriculum enables the revisiting of content to draw on memory and recall and ensure that students are constantly retrieving knowledge and understanding which is then applied. Lessons are taught with challenge for all, stretching the abler and supporting students where needed to gain the needed understanding of topics and concepts.

The current rationale of delivering the specification in order through Theme 1 and then Theme 2 is to allow pupils to build confidence within a new subject which is only studied as an option, starting in Year 10. Pupils have some exposure to enterprise activities in KS3 but they have no opportunity to learn any key business concepts or language in curriculum time prior to starting in Year 10. With experience, I have found that pupils can feel a little overwhelmed within the first term with all the new language and content they are covering. I have therefore decided to deliver Theme 1 during Year 10, taking time within the first term to deliver the curriculum more slowly and build pupils confidence and literacy. As confidence develops and understanding widens, the pace of delivery can increase as links are made to other areas of the curriculum. This gives a more holistic approach to delivery and suits the needs of the pupils studying the subject.

To complement the schemes of work students also engage in Business related learning through the opportunity of attending a student grade booster revision conference with senior examiners and other experienced practitioners (Tutor2 u conferences/student booster workshops). Attendance of this grade booster session allows students to gain a valuable insight into the demands of the external examination and consolidates the taught examination techniques that will be required from them.