



School's Curriculum Vision:

Hope Academy is a family, guided by Christian love, in which we serve our whole community with empathy and compassion, helping every member to flourish so all can pursue a rich and full life.

Our curriculum is designed to encourage a love of life-long learning, guided by the ultimate Christian value of love. We work to ensure that our curriculum makes our school's vision a reality and that every member of our Hope family can flourish and be the best that they can be.

Faculty: Business

Subject Vision:

“The Business department at Hope Academy is committed to providing students with the skills and knowledge they need to be successful in the World of Work, whilst also developing their individual aspirations to fulfil their ambitions.”

We believe that all students can succeed in business, regardless of their background or circumstances.

The aims and purpose of the vision statement are to:

- Prepare students for the world of work. This means providing them with the skills and knowledge they need to be successful in the business world, by developing creative and reflective thinking.
- Explore how businesses work and adapt. This means giving students a deep understanding of the business world and how it operates.
- Enable students to apply business concepts to business scenarios. This means they will be able to construct justified and balanced arguments that can help a business become successful.

The school vision and the business department vision are linked in several ways. Both visions emphasise the importance of community and compassion. The academy vision specifically mentions the importance of "helping every member to flourish" and "pursue a rich and full life." The business department is committed to creating an environment where everyone can thrive, regardless of their background or circumstances to achieve their aspirations.

The school vision also mentions the importance of "Christian love." This is a unique aspect of the school vision, and it is something that the business department can also embrace. Christian love is a powerful force for good in the world, and it can help to create a more compassionate and just business environment.

Finally, both visions emphasize the importance of providing students with the skills and knowledge they need to be successful. The business department specifically mentions the importance of "exploring how businesses work" and "providing them with the skills and knowledge they need to be successful." This means that the business department is committed to providing students with the knowledge and skills they need to be the best they can be.

Overall, the school vision and the business department vision are closely aligned. Both visions emphasize the importance of community, compassion, and providing students with the skills and knowledge they need to be successful. By working together, the school and the business department can create a more compassionate and just business environment where everyone can thrive.

Here are some specific examples of how the business department can achieve its vision of preparing students for the world of employment:

- Offer courses that cover a wide range of business topics, from accounting and finance to marketing and management. This will give students a well-rounded education and prepare them for a variety of careers.
- Partner with local businesses to provide students with real-world experience. This will help students learn how businesses operate and how to apply their knowledge in a practical setting.
- Encourage students to participate in extracurricular activities, such as the business club. This will help students develop their leadership skills and their ability to work effectively with others.
- Provide students with opportunities to network with professionals in the business world. This will help students learn about different career paths and make connections that could help them in their future careers.

By following these principles, the business department can help students achieve their full potential in the business world.

Intent & Rationale:

Curriculum rationale for each year - How is the purpose and aim of the curriculum for this year group linked to your subject vision? What do students' study what they do when they do?

In Year 11, students firstly learn about the final functional area – Finance. Within this unit they will learn about the purpose of the finance function, its role within business and how it influences business activity. Students will understand how business use financial calculations to assess the businesses' performance and how the financial statements support business decisions. They will apply their understanding to a range of business scenarios. As all four functional areas have been covered, students should understand the interdependent nature of business operations, human resources, marketing, and finance. Students should be able to give examples of how business objectives would be split into functional plans with clear links throughout.

The purpose of teaching finance to business students is to provide them with a foundation in the principles of finance, help them develop the skills they need to make sound financial decisions, and prepare them for careers in finance. This includes topics such as financial accounting, financial analysis, investment, budgeting, forecasting, risk management, financial modelling, corporate finance, and investment banking.

By understanding the principles of finance, students can gain a better understanding of how businesses operate and make better decisions about how to allocate resources, manage risk, and invest money. Financial knowledge can also help students make better financial decisions for themselves, such as how to save for retirement, pay off debt, and invest for the future.

The final unit is then completed – Unit 6 – Finance Within this unit, students learn about the importance of finance learning about not only financial calculations but also the impact on a business and corrective actions businesses can make to avoid business failure. Topics covered: Cash flow, Sources of Finance, Financial terms and Calculations and Financial Performance.

The purpose of teaching "Influences on Business" is to help students understand the factors that can impact the success or failure of a business. These factors can include political, economic social, technological and environmental factors. By understanding the factors that can impact businesses, students can better understand how to manage their businesses and make sound decisions. They can also be better prepared to deal with changes in the external environment.

Students will then focus revision during the spring term. There will be a focus on both subject content and exam technique during this time. Students will be reminded of the need to contextualise their answers in relation to business scenarios and develop the skill of analysis where they produce a chain of reasoning to develop their points. *Why is the curriculum sequenced in the way it is for this year group and how is it progressive and built upon each year?*

There are a few reasons why the curriculum model is sequenced in this way:

- Build on prior knowledge. The first unit, "Business in the Real World," provides students with a foundation in the basics of business, such as what a business is, the different types of businesses, and the different functional areas of business. This foundation will help students to understand the more specific topics covered in the later units.
- To introduce key concepts gradually. The later units in the curriculum model introduce more complex concepts, such as marketing and finance. By introducing these concepts gradually, students have time to learn the basics and build their understanding before moving on to more complex topics.
- To allow for integration of concepts. The different units in the curriculum model are designed to be integrated, so that students can see how the different functional areas of business work together. For example, the unit on "Business Operations" covers topics such as production planning and inventory management. These topics are relevant to the unit on "Marketing," as businesses need to plan their production and inventory levels in order to meet customer demand.
- To reflect the reality of business. The real world of business is complex and ever-changing. By sequencing the curriculum model in this way, students are exposed to a variety of topics that will help them to understand the different aspects of business and how they work together.

Overall, the sequencing of the curriculum model is designed to provide students with a comprehensive understanding of business. By building on prior knowledge, introducing key concepts gradually, allowing for integration of concepts, and reflecting the reality of business, the curriculum model prepares students for success in the business world.

Reading & Literacy:

References to key texts/books throughout the year that students are exposed to -[Literary Canon Audit](#)

KS3 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 BTEC Tech Award in Enterprise (2022)	Topic	COMP 1: Exploring Enterprises	COMP 1: Exploring Enterprises	COMP 1: Exploring Enterprises	COMP 1: Exploring Enterprises	COMP 2: Planning and Presenting a Micro-Enterprise Activity / COMPONENT 3: Marketing and Finance for Enterprise	COMP 2: Planning and Presenting a Micro-Enterprise Activity / COMPONENT 3: Marketing and Finance for Enterprise
	National Curriculum references & links	NC1, 2, 8	NC1, 2, 8	NC1, 2, 8	NC1, 2, 8	NC3, 4, 5, 6, 7, 9	NC3, 4, 5, 6, 7, 9
	Summative Assessment	3 Core assessments across each year Hope Academy Assessment Model.docx Subject Assessment Model Overviews		Practice PEARSON-set assignment Comp	Formal PEARSON- set assignment Comp 1 Feb / Mar		
	Formative Assessment	9 core and 3 option across pieces planned across year Hope Academy Assessment Model.docx Subject Assessment Model Overviews Know It All Ninja Low stakes tests. A. Understand how and why enterprises and entrepreneurs are successful	Know It All Ninja Low stakes tests. B. Understand customer needs and competitor behaviour through market research	Know It All Ninja Low stakes tests. C. Understand how the outcomes of situational analyses may affect enterprises		Know It All Ninja Low stakes tests. A: Explore ideas and plan for a micro-enterprise activity	Comp 2: B: Pitch a micro- enterprise activity Comp 3 A: Promotion C: Financial Planning and Forecasting

Y10 Intent & Rationale:

Curriculum rationale for each year - How is the purpose and aim of the curriculum for this year group linked to your subject vision? What do students' study what they do when they do? Why is the curriculum sequenced in the way it is for this year group and how is it progressive and built upon each year

The purpose of exploring enterprises is to help students understand the different types of businesses that exist and how they operate. This knowledge can be helpful for students who are interested in starting their own businesses or who want to work in the business world. This can help students gain knowledge about the business world, develop critical thinking and problem-solving skills, and learn how to work effectively as part of a team.

The purpose of learning how to plan and present a micro-enterprise activity is to help students develop the skills they need to start their own businesses. This includes skills such as problem-solving, decision-making, communication, teamwork, and financial management. It can help students gain knowledge about the business world, develop entrepreneurial skills, and increase their confidence.

Reading & Literacy:

References to key texts/books throughout the year that students are exposed to - [Literary Canon Audit](#)

KS4 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11 BTEC Tech Award in Enterprise (2022)	Topic	COMP 2: Planning and Presenting a Micro-Enterprise Activity	COMP 2: Planning and Presenting a Micro-Enterprise Activity	COMPONENT 3: Marketing and Finance for Enterprise	COMPONENT 3: Marketing and Finance for Enterprise	COMPONENT 3: Marketing and Finance for Enterprise	
	GCSE Specification Points	NC3, 4, 5	NC3, 4, 5	NC 6, 7, 9	NC 6, 7, 9	NC 6, 7, 9	
	Summative Assessment	3 Core assessments across each year Hope Academy Assessment Model.docx Subject Assessment Model Overviews Practice PEARSON-set assignment Comp	Formal PEARSON- set assignment Comp Nov/Dec			Terminal Assessment Comp 3 Exam May/June	
Formative Assessment	9 core and 3 option across pieces planned across year Hope Academy Assessment Model.docx Subject Assessment Model Overviews Know it all Ninja low stakes tests. B: Pitch a micro- enterprise activity C: Review own pitch for a micro- enterprise activity		Know it all Ninja low stakes tests. A: Promotion B Financial documents and statements	Know it all Ninja low stakes tests. C Financial planning and forecasting			

Y11 Intent & Rationale:

Curriculum rationale for each year - How is the purpose and aim of the curriculum for this year group linked to your subject vision? What do students' study what they do when they do?

Learning marketing and finance for enterprise helps students understand the key concepts and principles of these two important functional areas of business. This knowledge can be helpful for students who are interested in starting their own businesses or who want to work in the business world. **This can** help students gain knowledge about the business world, develop essential skills, and increase their confidence.

Marketing is the process of understanding and satisfying the needs of customers.

By learning marketing, students can gain the skills they need to create and deliver products and services that meet the needs of customers. This includes understanding the customer buying process, developing marketing strategies, and creating effective marketing communications.

Learning marketing can be beneficial for students who are interested in a variety of careers, including marketing, sales, and product management. It can also help students to develop critical thinking and problem-solving skills that are valuable in any field. This can help students gain knowledge about customers, develop essential skills, and increase their career opportunities.

The purpose of teaching finance to business students is to provide them with a foundation in the principles of finance, help them develop the skills they need to make sound financial decisions, and prepare them for careers in finance. This includes topics such as financial accounting, financial analysis, investment, budgeting, forecasting, risk management, financial modelling, corporate finance, and investment banking.

By understanding the principles of finance, students can gain a better understanding of how businesses operate and make better decisions about how to allocate resources, manage risk, and invest money. Financial knowledge can also help students make better financial decisions for themselves, such as how to save for retirement, pay off debt, and invest for the future.

Why is the curriculum sequenced in the way it is for this year group and how is it progressive and built upon each year?

The curriculum model is sequenced this way to help students develop a deep understanding of the different aspects of enterprise. The first unit, "Exploring Enterprises," introduces students to the different types of enterprises and how they operate. This gives students a foundation in the basics of enterprise, which will help them to understand the more specific topics covered in the later units.

The second unit, "Planning and Presenting a Micro-Enterprise Activity," gives students the opportunity to apply the knowledge they have learned about enterprises in a practical way. Students are asked to develop a plan for a micro-enterprise and then present their plan to the class. This gives students the opportunity to think critically about the challenges of starting and running a business.

The third unit, "Marketing and Finance for Enterprise," covers the key concepts of marketing and finance as they relate to enterprise. This unit gives students the knowledge they need to develop effective marketing and financial strategies for their micro-enterprises.

By sequencing the curriculum model in this way, students are able to develop a comprehensive understanding of enterprise. They learn about the different types of enterprises, how they operate, and how to develop effective marketing and financial strategies. This knowledge will help them to succeed in the business world, whether they start their own business or work for someone else. Here are some of the specific benefits of sequencing the curriculum model in this way:

- Students gain a deeper understanding of enterprise. By learning about the different types of enterprises, how they operate, and how to develop effective marketing and financial strategies, students gain a deeper understanding of enterprise.
- Students develop practical skills. By developing a plan for a micro-enterprise and then presenting their plan to the class, students develop practical skills that they can use in the business world.
- Students are prepared for the business world. By learning about the different aspects of enterprise, students are prepared for the challenges of starting and running a business.

Overall, the sequencing of the curriculum model is designed to help students develop a comprehensive understanding of enterprise and the practical skills they need to succeed in the business world.

Reading & Literacy:

References to key texts/books throughout the year that students are exposed to -[Literary Canon Audit](#)

GCSE National Curriculum subject content for business: [LINK](#)

Subject Content

Students should be able to....

	1. Apply their knowledge of business to different contexts and understand how they impact business behaviour.
	2. Apply their knowledge and understanding to business decision making.
	3. Know and understand the purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business
	4. Know and understand the importance of external influences on business and how businesses change in response to these influences
	5. Know and understand what business operations involve, their role within the production of goods and the provision of services, and how they influence business activity
	6. Know and understand the purpose of the finance function, its role within business and how it influences business activity.
	7. Know and understand the purpose of marketing, its role within business and how it influences business activity.
	8. Know and understand the purpose of human resources, its role within business and how it influences business activity
	9. Use quantitative skills, such as calculations in a business context and the interpretation and use of quantitative data in business contexts to support, inform and justify business decisions