



# St. Joseph's Catholic High School



Living, Loving and Learning through Christ

## Curriculum Intent

Department: Business Studies

We aim to deliver the Mission Statement of the school by:

The Business Studies Department aims to create an atmosphere that is dynamic in terms of its delivery of subject material, stimulating and engendering an awareness of events and issues within the local and global business and economic environment. We ensure that the Business curriculum is broad and balanced for all of our student's needs. We know every student's needs and work hard to ensure they reach their full potential. We have developed a culture based on mutual respect between teacher and students and support each other in our teaching and learning.

Business Studies teaches students about the concepts of the business products and services that surround us daily. They need to know what is happening in the real world, much further afield than West Cumbria. Each year between 50% and 80% of students go on to study business or economics post 16, and what they do in lessons provides a sound platform for this. Everything taught in lessons helps students become more employable in the future and teaches them persistence, cooperation, and enthusiasm.

Students study GCSE Business Studies at KS4 and are introduced to basic concepts in KS3 which enables them to get an understanding of the content of the GCSE and address common misconception. Students have limited prior knowledge of business studies from KS2 where they are introduced to some enterprise concepts, this knowledge is assessed in year 9 through an enterprise unit at the start of the course.

Students follow the Edexcel Business 1-9 qualification, this was chosen due to its breadth and depth, and it helps prepare students for A Level business studies, as well as equip them with knowledge and skills which they can use in the world of work. Students complete the course equipped with skills that allow them an easy transition on to a level 3 course, an apprenticeship or employment. Regular opportunities exist for students to develop skills including teamwork, communication, problem solving and financial capabilities

To reduce the impact of lockdowns on students learning, work packs have been made available online and resources covering all topic are available on the Business Studies page section of our website, these include activities for all ability of learner.

Throughout the GCSE, students are encouraged to consider the wider implications of business activity, both from an environmental and economic view. We develop compassionate students through consideration of Businesses ethical behaviour and consider the impacts of such behaviour on society. UpToDate current business news articles are used, and students are encouraged to take an interest in current affairs and undertake further reading themselves to develop lifelong learning.

Business Studies units are carefully planned to stretch and support students academically, interleaving topics throughout in order embedded knowledge fully. Resources are all produced inhouse to suit our students needs and are designed to bring creativity and variety into the classroom.



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## To achieve our Mission Statement, our curriculum:

The curriculum is structured to ensure that students are compassionate, loving, ambitious and strive for excellence through class discussions around environmental and ethical business considerations, many topics are also linked to careers and the world of work which encourages students to consider their future and be ambitious.

I use the school's achievement policy and regularly provide opportunities for students to receive additional rewards for outstanding work and effort. The learning environment is built on mutual respect which reflects in the good behavior in lessons and students understand the high expectations that I have of them. We have above average uptake for Business Studies at GCSE and also a high proportion of students go on to study Business post 16.

Through the curriculum, students 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, they become effective and independent students, and as critical and reflective thinkers with enquiring minds.

The SOW has built in opportunities reading of business cases study material as well as regular opportunities for Oracy. Writing skills are integral to Business Studies and a lot of time is focused on exam technique and key words with assessments every half term. Writing frames have been produced to help weaker students with the extended writing tasks. Students start with 2- and 3-mark questions in year 9 then build upon these in years 10 with practice 6- and 9-mark questions, lastly, in year 11 students are introduced to 12-mark questions. We make good use of exemplar answers for extended writing from the exam board to help students see what a well-structured answer with good business terminology looks like. Students have key word booklets which include a wide range of tier 2 vocabulary to assist them in their writing. Students are encouraged to read relevant and current news articles.

The curriculum is differentiated to ensure all students feel supported, confident and make good progress every dept has up to date copies of the SEN register which can be used to assist planning.

Scaffolding, word banks, technique mats, structure strips, sentence starters and writing frames are used to help support students as well as A Level tasks and booklet to push the more able.

For disadvantaged (PP) students, additional resources such as revision guides have been purchased by the PP co-ordinator and additional materials have been added to the Business Studies section of the school website. I use flip cards on class charts to denote pp and share information and to assist with lesson planning as well as prioritising all marking for PP pupils. Teachers follow PP policy and PP strategy - which is reviewed regularly and is available for all to see on school website.

I am a team leader / examiner for Edexcel, I have been marking for both Edexcel and AQA for over 6 years and receive annual training from Edexcel which allows me to be confident in my marking. I



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keep up to date with my subject knowledge through membership of a number of Business forums and have close links with colleagues from other local schools.

A number of different meta-cognitive strategies are used to strengthen students learning, after each unit, time is set aside to review learning and complete revision mind maps prior to sitting the end of unit test. Low stake quizzes and multi choice questions are used weekly to assess progress and challenge misconceptions as well as making good use of student voice. Interleaving is used in most lessons and identified in the SOW to ensure that students retain information. Interleaving also forms a large part of students homework in year 11.

Think, pair, share activities and recall quizzes are commonly used as a starter activity.

Following every assessment and every piece of extended writing, individual feedback is given and where possible time is allocated for students to raise their grade. In addition, following unit assessments and mock, students are given KAT scores which show them where they need to improve (knowledge, application, or technique). Students are also asked to mark example answers, self-assess and peer assess.