

Business and Economics

Curriculum Intent:

Business and Economics is very much 'in the real world'. Whatever you choose to do in the future, you will find that the things you learn in these courses will help you to better understand the world around you.

Business - From finding out about business concepts to the impact of business on individuals and wider society, students will develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen (understanding of a particular business situation) and draw on evidence to make informed business decisions and solve business problems.

Economics - The intent of the economics curriculum is to equip all students with the ability to appreciate the contribution of economics to the understanding of the wider economic and social environment. Students will use an enquiring, critical and thoughtful approach to the study of economics and develop an ability to think as an economist, applying key concepts in a range of different contexts and studying from different perspectives.

How the curriculum fits into the College's FABRIC?

Focused

Our curriculum is focused on core knowledge and the skills of analysis, decision-making, and evaluation. Real world application is vital to the success of any business or economics student, and we are restless in our efforts to bring the most up-to-date examples and data to those studying our courses. We complete academic student voice with each year group to find out what is working well and what improvements we can make. Each round of academic student voice has a focus – for example, on teaching and learning strategies, the curriculum offering and supporting our students with a special educational need – so that different areas of our curriculum are considered.

Data collected from summative and formative assessments help us to refine our curriculum to meet the needs of all students. A review lesson takes place after each summative assessment to address misconceptions and to allow students the opportunity to look at model answers.

Appropriate

The order of our GCSE business topics has been rearranged from the specification to match the ability of learners and to give students the experience and opportunity to answer full GCSE papers before their final examinations.

The learning journey for both A-level Business follows the same pattern as the given specifications as the order builds on core knowledge and skills covered in previous units.

The learning journey for A-Level Economics has been rearranged. This is because the specification includes elements of Year 12 and Year 13 content in each unit so the units are separated depending on the content.

Knowledge and skills are planned to build cumulatively, and core knowledge and assessment objectives are checked through both formative and summative assessments during the year. Formative assessments within our courses include multiple choice questions and retrieval practice at the start of each lesson and summative assessments include targeted questioning to test the knowledge and skills covered in a particular unit. Summative assessment review lessons are given after each assessment point to enable students to respond to feedback, look at model answers and see how to improve their work going forward.

Broad and balanced

Our ever-changing examples of real business activity, school visits and guest speakers are chosen to support equality, diversity, and British values.

Our department works in collaboration with the Geography department in particular as well as the other SET business departments to share best practice with common themes.

Rigorous

Our teaching staff have excellent subject knowledge as well as an enthusiasm for keeping up with real-world news and events – which engage students in their studies and helps them to access the curriculum. Our involvement in various professional online forums and other SET Business and Economics departments ensure that lessons and activities follow a pattern of review and improvement. As a department we have a keen interest in retrieval activities which support students in looking back at previous study whilst they move forward with new skills and content.

Integrated

Whilst units of study appear to be discreet, students must draw on their study from previous years to build upon. Specific exam skills are taught in Year 9 provide the foundation for the exam skills considered in Years 10 and 11. Likewise, for A-Level (theory and examination skills), the sequencing of the topics ensure that the progression made build on prior attainment. Theory and examination skills across all course build in challenge.

Coherent

Our curriculum and learning journey is designed for students to understand clearly what they will learn at each stage of their course.

In Business, Year 9 is an introduction to the fundamental, unpinning theory within business with exam questions up to 6 marks, Year 10 considers the HR and operations functions as well as influences on business with exam questions up to 9 marks and Year 11 looks at the marketing and finance functions with exam questions up to 12 marks. No area of study is discreet – students success grows as begin to understand the impact that different functions have on one another.

For A-Level, the level of challenge develops as we consider the four functions of business before moving on to strategic decision making in Year 13.

In Economics, macro and microeconomics run alongside each other throughout Years 12 and 13. Microeconomics explores the concept of free markets and whether individuals and firms acting in their own self-interest achieve the most effective production and consumption decisions. The course looks at markets such as energy, banking, and supermarkets, critically assessing whether they work effectively for consumers. Macroeconomics takes a holistic view and looks at economics at a national level, exploring themes such as the causes of inequality, unemployment, inflation, and economic growth.

How we assess learning	Key Vocabulary
· Retrieval activities · Contribution to class discussion · Low-stakes activities · MCQs included in all formative summative assessments · Targeted exam-style questions in all formative and summative assessments	Subject specific vocabulary is highlighted on lesson presentations and is a list of key terms can be found on Teams.

Enrichment	Careers Education prepares our students to make informed choices about their futures
· £10 challenge · Student Share Challenge	· Careers in business and economics 'A Day in the Life of a...' · The study of the human resources function in GCSE and A-Level Business · Corridor display on careers
Our curriculum is underpinned by our values and are expressed through our curriculum	
Pride – We have high expectations for quality work and readiness to learn. Our classroom areas are inviting and a reflection of the effort that we expect from our students. Passion – We welcome students to embrace challenge and push their own boundaries. An enthusiasm for learning our subjects and an excitement about their progress will develop a long-term passion. Make every lesson count! Positivity – Students should recognise that effort will lead to growth, that set-backs and mistakes can drive future success. We expect that students demonstrate a highly positive attitude to peers, group work and the learning environment. When things go well, we want students to take pleasure from their personal achievement and celebrate the success of others.	