



Business Curriculum Intent

Subject vision:

The world of business is extremely relevant to all students. They will one day earn a living by being employed or owning their own business. The more a young person understands about the world of work and the economy in which they will operate, the more successful they will be in their chosen field and life in general.

The intention of the Business Department at Helsby High School is to deliver a curriculum that is interesting, relevant, and challenging. It is a curriculum that enables all students to meet their aspirations. There is a combination of practical, theoretical, individual and group learning in order to cater for a variety of learning styles. As well as the knowledge needed to succeed, students will develop employability skills such as working with other people, being reliable and dependable, and a willingness to learn.

We deliver our curriculum intent on a subject level by:

KS3 N/A

KS4: GCSE Business (Edexcel). This course is divided into two themes. The first theme majors on entrepreneurial aspects of small businesses. Students investigate enterprise and entrepreneurship, how to spot business opportunities and putting business ideas together. They also explore the effectiveness and feasibility of their business ideas and the impact of external influences on a business. Theme two focuses on how to build and grow a business. Students major on how to make marketing, product, financial and human resource decisions.

KS5: A Level Business (AQA). This course is divided into ten topics. In addition to learning about the four main functions of business - Finance, Human Resources, Operations Management and Marketing, students will learn how to analyse the performance of businesses and inform strategic decision making. The course is designed to engage students through topics and issues that are relevant in today's society - they will study key contemporary developments such as digital technology, business ethics, and globalisation is covered throughout the topics.

Enrichment: Certificate in Financial Studies (London Institute of Banking and Finance). This course is equivalent to half an Advanced Level qualification and is offered to Year 12 students. It teaches young people the core disciplines of financial education. Students are encouraged to become responsible borrowers and sensible savers, and to appreciate the need for financial planning throughout their life.

Students are given the opportunity to engage with enterprise tasks and competitions when available.

In Business students '**Achieve success**' by:

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| <p>Encouraging high aspiration and a love of learning</p> | <ul style="list-style-type: none"> • Collaborative, detailed and thorough curriculum planning lies at the heart of what we do in the department. • The curriculum is not only intended to challenge and stretch all our students to achieve their best academically, but also to motivate them to develop transferable positive work ethics which can be beneficial to them in the future. • The business world is changing. It is no longer necessary to wait until you are too old to start a business or save enough money. Our Business curriculum encourages all our students to take risks and develop business ideas and use the opportunities offered by e-commerce and social media platforms to become entrepreneurs. |
| <p>Maximising progress and potential</p> | <ul style="list-style-type: none"> • We use all available resources and teaching strategies to ensure that students have a comprehensive knowledge of the specifications, and are capable of going beyond what is taught in lessons. • Techniques to help develop long-term memory and help students' master subject content are embedded in the curriculum. These are focussed on embedding challenge, metacognition, memory techniques, numeracy and literacy. • Regular end of unit tests, set at exam standard, inform progress and action to support our students. |
| <p>Providing rewarding learning experiences</p> | <ul style="list-style-type: none"> • Real life case studies will be used wherever possible to make it easier for students to relate to and apply their knowledge and skills developed throughout the course. • Students will develop the knowledge and skills needed to analyse data, think critically about issues, and make informed decisions. They will develop skills for gathering and critically analysing data to arrive at a decision that is qualitative in outcome. |
| <p>Offering diverse opportunities</p> | <ul style="list-style-type: none"> • Our Business Department is well resourced to give every student irrespective of their socioeconomic background the opportunity to excel. • All students are given revision |

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| | <p>guides and knowledge books to help them to learn independently.</p> <ul style="list-style-type: none"> • Our students have access to examination materials, workstations to research and a well-qualified teacher with expert knowledge in the subject and the world of business. |
| Recognising and celebrating all achievement | <ul style="list-style-type: none"> • Individual student progress is regularly communicated. Students are aware of their Target Grade and personal aspirations are discussed. Success is celebrated in class, within school and achievements sent home. • We know our curriculum is working in Business as examination results are consistently above the national average and among the best in the school. This is regularly celebrated with students to raise aspirations. |

In Business, students **'Value Others'** by:

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| Contributing to a safe school environment | <ul style="list-style-type: none"> • Business lessons take place in safe, organised, well managed classrooms. • Students are reminded of safety when using ICT facilities to research topics. |
| Showing tolerance, respect and fairness | <ul style="list-style-type: none"> • The business curriculum aims to empower our students to be proactive, creative and confident in adapting to the challenges caused by the ongoing social, legal, economic, political and technological changes in our modern world. Studying these topics helps young people to understand the constraints they face as consumers, employees and citizens. • The curriculum is designed to give them life skills, entrepreneurial competencies and the ability to make effective decisions and problem solving both as consumers and employees, while taking into account the objectives of other stakeholders. |
| Listening to and respecting others' views | <ul style="list-style-type: none"> • Regular topic debates and discussions will help students to learn to listen to others and gain an open minded approach to their studies. • Learning different theories and view-points on managing |

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| | <p>businesses and the economy will encourage students to think broadly and consider alternative options.</p> |
| Appreciating and embracing diversity | <ul style="list-style-type: none"> • Students learn about the dynamic nature of business with the importance of meeting changing customer needs. • Studying globalisation helps students to understand different cultures and the benefits of having a diverse workforce. |
| Being an active member of our school and local community | <ul style="list-style-type: none"> • Our business curriculum offers all our students the opportunity to analyse the impact business activities can have on the spiritual, moral, social and cultural developments of their generation and society at large. • Students will develop confidence in their own financial and economic understanding so that they contribute positively to the life of the school, to their local community, and to the wider environment. • Students developed in depth knowledge and understanding of ethicality of business operations with particular reference to fair trade, climate change and the corporate and social responsibility of all businesses in their wider communities. |
| Co-operating with others | <ul style="list-style-type: none"> • Research tasks and projects will encourage team work and peer support. • We encourage collaborative work but at the same time persuade our students to cultivate independent and research approach to learning. |