







St Cuthbert's RC High School

Curriculum Map – Business Studies









Business Studies Curriculum Map	
St. Cuthbert's Curriculum Vision 	<p>Here at St. Cuthbert's, our curriculum is rooted in our Catholic faith and the principles laid out in Catholic Social Teaching. Our goal is to help every child shine, feel valued, and make a positive mark in the world. With our core CARE values—Catholicity, Aspiration, Respect, and Excellence—guiding us, we aim to nurture each child's academic, social, emotional, and spiritual growth. We strive to foster an environment where every student feels secure, included, and supported, both inside the classroom and out.</p> <p>Complete curriculum vision.docx</p>
Subject statement of intent	<p>It is the aim of the department to enable students to develop skills and knowledge in Business Studies to prepare them for a future in a world which is business oriented.</p> <p>Students will explore the options of setting up a business which should inspire them to be future entrepreneurs. They will investigate how to produce products and services for given audiences, how to manage finances and make a business effective through marketing. They will discover the external influences such as inflation, exchange rates and unemployment exploring values of catholic social teaching.</p> <p>Students will study themes related to larger businesses and the logistics of running a larger organisation when managing finances and staff, whilst exploring teaching dignity of work.</p> <p>Built on enthusiasm and a love of learning, students will be encouraged to progress with this promising career path and will gain experience of applying their understanding of real-world businesses to the concepts they study throughout the course.</p>

Curriculum Icons Key				
Catholic Mission	Careers (CEIAG)	Cultural Capital and Enrichment Opportunities	Preparing for life in modern Britain	Skills for Life
				
<u>Business Studies 'at a glance'</u>				
KS4: Students have five lessons per fortnight in Year 10 and six lessons per fortnight in Year 11.				
AUTUMN		SPRING		SUMMER
Year 10				
Enterprise and Entrepreneurship		Putting a business idea into practice		Understanding external influences on Business

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Spotting a business opportunity 	Making a Business effective 	Growing the Business 
Year 11		
Making human resource decisions Making marketing decisions 	Making operational decisions Making financial decisions 	Revision / Examination 

Year 10 Curriculum Map

YEAR 10		AUTUMN		SPRING		SUMMER	
Year 10	Theme	Enterprise and Entrepreneurship		Putting a business idea into practice		Understanding external influences on business	
	Knowledge	Substantive Knowledge	Disciplinary Knowledge	Substantive Knowledge	Disciplinary Knowledge	Substantive Knowledge	Disciplinary Knowledge
		<ul style="list-style-type: none"> New Business ideas Risk and Reward of Business Business Enterprise Entrepreneurship Customer Needs 	<ul style="list-style-type: none"> Understanding of impact from all themes to apply to BLT exam structure. 	<ul style="list-style-type: none"> Aims of Business Objectives of Business Financial vs Non-Financial Aims Revenue, Costs, Profit Interest Break Even Levels of Output 	<ul style="list-style-type: none"> Calculation of revenue. Calculation of fixed, variable and total costs Calculation of profit and loss Calculation of interest Calculation of break-even level of output / costs 	<ul style="list-style-type: none"> Business Stakeholders Types of technology Legislation – consumer law, rights of employment Economic Climate External Influences e.g. unemployment, 	<ul style="list-style-type: none"> Understanding of impact from all themes to apply to BLT exam structure.

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				<ul style="list-style-type: none"> • Margin of Safety • Cash 	<ul style="list-style-type: none"> • Calculation of margin of safety • Interpretation of break-even diagrams • Calculation and interpretation of cash flow forecasts • Understanding of impact from all themes to apply to BLT exam structure. 	inflation, taxation	
	Texts to be studied	From rags to riches: What made Alan Sugar so successful? Headspace		Break-even level of output - Business revenue, costs and profits - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize		Cost of living: People turning back to cash as prices rise - BBC News	
	Rationale	<p>Previous Links: Students have limited previous learning of Business Studies from a scheme of learning in year 9. Students may be familiar with some terms from personal hobbies and interests including watching programs like the Apprentice or Dragons Den.</p> <p>Future Links: Knowledge given within the first unit is key business terms such as entrepreneur and enterprise which will be recapped throughout the entire specification. Examination technique taught for 3–12-</p>		<p>Previous Links: Students have some experience of business terminology and have started to explore some of the financial terms such as revenue. Students in Year 9 also explored calculating costs and revenue.</p> <p>Future Links: Business Aims and Objectives will be looked at within Paper 2 when focusing why these business aims may change, students will have a foundation of knowledge of what</p>		<p>Previous Links: Students have experience with all topics taught in Term 1 and 2. They may also be able to apply understanding of technology and legislation from KS3 Computer Science.</p> <p>Future Links: Technology will be explored in more detail when looking at topics related to production and ways of working in term 2. Examination technique taught for 3–12-mark questions will be repetitive throughout. Learning will be</p>	

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		<p>mark questions will be repetitive throughout. Learning will be revisited within Year 11 and prior to their mocks to embed topics. Unit is included within A-Level Business Studies.</p> <p>Why?</p> <p>Students experience a breadth of learning linked to Enterprise and Entrepreneurship to secure transferrable skills which will be revisited in preparation for their Business Studies examination. This will also be developed if students opt for Post 16 education in Business Studies, or similar such as Marketing and Finance. It is an essential part of the Edexcel Business Studies specification.</p>		<p>they are (financial and non-financial). Students will start to look at some business formulas, these will be used throughout the course and will be expanded on to do several other formulas throughout the course. Sources of Finance is revisited within Paper 2 therefore is essential knowledge to build from. Examination technique taught for 3–12-mark questions will be repetitive throughout. Learning will be revisited within Year 11 and prior to their mocks to embed topics. Unit is included within A-Level Business Studies.</p> <p>Why?</p> <p>Students experience a breadth of learning linked to putting a business into practice with mathematical formulas to secure transferrable skills which will be revisited in preparation for their Business Studies examination. This will also be developed if students opt for Post 16 education in Business Studies. It is an essential part of the Edexcel Business Studies specification.</p>		<p>revisited within Year 11 and prior to their mocks to embed topics. Unit is included within A-Level Business Studies.</p> <p>Why?</p> <p>Students experience a breadth of learning linked to ethics and legislation which affects external factors of a business, to secure transferrable skills which will be revisited in preparation for their Business Studies examination. This will also be developed if students opt for Post 16 education in Business Studies. It is an essential part of the Edexcel Business Studies specification.</p>	
	Theme	Spotting a business opportunity		Making a business effective		Growing the business	
	Knowledge	Substantive Knowledge	Disciplinary Knowledge	Substantive Knowledge	Disciplinary Knowledge	Substantive Knowledge	Disciplinary Knowledge
		<ul style="list-style-type: none"> Market Research 	<ul style="list-style-type: none"> Recognising types of data 	<ul style="list-style-type: none"> Sources of finance 	<ul style="list-style-type: none"> Understanding of impact from all 	<ul style="list-style-type: none"> Methods of growth internal and external 	<ul style="list-style-type: none"> Understanding of impact from all

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		<ul style="list-style-type: none"> • Methods of Market Research • Data in Market Research • Quantitative and Qualitative Data • Market Segmentation • Competitive Environment 	<ul style="list-style-type: none"> • Understanding of impact from all themes to apply to BLT exam structure. 	<ul style="list-style-type: none"> • Role of a Business Plan • Business Activity • Sole Trader • Partnership • Limited vs Unlimited • Public vs Private • The Marketing Mix (4 P's) • Franchises 	themes to apply to BLT exam structure.	<ul style="list-style-type: none"> • Merger and Takeover • Types of business ownership e.g. private / public • Globalisation • Sources of Finance • Aims and Objectives change • Barriers to international trade • International competition • Ethical and environmental considerations 	themes to apply to BLT exam structure.
	Texts to be studied	The purpose of market research - Market research - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize		Limited and unlimited liability - The options for start-up and small businesses - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize		Why hosting the World Cup can be a bad idea for some countries Economics for Beginners: Supply and Demand - Owlcation	
	Rationale	Previous Links: Students have limited previous learning of Business Studies from a scheme of learning in year 9. Students may be familiar with some terms and have started to explore the business set up. Students also did market research and market mapping in Year 9. Future Links:		Previous Links: Students have some experience of business terminology and did an introduction to the difference between sole trader and partnership in Year 9. Future Links: Students will explore the Marketing Mix introduced in this unit in further		Previous Links: Students have experience with all topics taught in Paper 1 including ethical issues and changes in aims and objectives; Paper 2 now covers some similar themes but covering larger organisations. Future Links:	

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		<p>Competitive market will also be referenced several times within other areas of business studies. Examination technique taught for 3–12-mark questions will be repetitive throughout. Learning will be revisited within Year 11 and prior to their mocks to embed topics. Unit is included within A-Level Business Studies.</p> <p>Why? Students experience a breadth of learning linked to Enterprise and Entrepreneurship to secure transferrable skills which will be revisited in preparation for their Business Studies examination. This will also be developed if students opt for Post 16 education in Business Studies, or similar such as Marketing and Finance. It is an essential part of the Edexcel Business Studies specification.</p>	<p>detail. Examination technique taught for 3–12-mark questions will be repetitive throughout. Learning will be revisited within Year 11 and prior to their mocks to embed topics. Unit is included within A-Level Business Studies.</p> <p>Why? Students experience a breadth of learning linked to making a business effective focusing on an introduction to the marketing mix and types of ownership to secure transferrable skills which will be revisited in preparation for their Business Studies examination. This will also be developed if students opt for Post 16 education in Business Studies. It is an essential part of the Edexcel Business Studies specification.</p>	<p>Examination technique taught for 3–12-mark questions will be repetitive throughout. Learning will be revisited within Year 11 and prior to their mocks to embed topics. Unit is included within A-Level Business Studies.</p> <p>Why? Students experience a breadth of learning linked to how to grow a business focusing on globalisation to secure transferrable skills which will be revisited in preparation for their Business Studies examination. This will also be developed if students opt for Post 16 education in Business Studies. It is an essential part of the Edexcel Business Studies specification.</p>
	Assessment	<ul style="list-style-type: none"> • There should be a large amount of exam question practice within the lessons, ideally each lesson after learning the content the students need, they should be shown how to link this to the exam to address the bigger picture. • At the end of each scheme of work, students will be expected to complete a formative assessment, this is formally marked by the teacher and a grade is given for this piece of work. Whole class feedback will be given to the students which links to misconceptions. All results will be centrally tracked which enables the teacher to deliver material to address any gaps the students may need. • At three points of the year, students will be expected to complete a summative assessment, for the first data drop this will be an average of the end of unit tests completed so far, with reasonable adjustments due to the difficulty of topics. For the second data drop an assessment will be produced which covers all knowledge and skills students have learnt so far. For the third data drop a formal mock will be completed within the hall which covers the entirety of Year 10 content. 		
	Homework	<p>Students should be set exam questions fortnightly, that supports the teacher timetable to be able to set, receive, mark and track homework. The teacher may decide to mark these individually or may choose to mark these within the</p>		

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lessons with the students to provide feedback. These exam questions should link to the students current learning or may be used to revisit past topics.

[Business Studies Homework Policy.docx](#)

Year 11 Curriculum Map

YEAR 11		AUTUMN		SPRING		SUMMER	
Year 11	Theme	Making human resource decisions		Making operational decisions		Revision	
	Knowledge	Substantive Knowledge <ul style="list-style-type: none"> Organisational structures Effective communication Ways of working Recruitment Training and Development Motivation 	Disciplinary Knowledge <ul style="list-style-type: none"> Understanding of impact from all themes to apply to BLT exam structure. 	Substantive Knowledge <ul style="list-style-type: none"> Purpose of business operations (goods and services) Production processes Impact of technology on production Managing stock Role of procurement Quality Assurance and Quality Control 	Disciplinary Knowledge <ul style="list-style-type: none"> Interpretation of bar chart stock graphs Understanding of impact from all themes to apply to BLT exam structure. 	Substantive Knowledge <ul style="list-style-type: none"> Revision of all themes and topics across the course. 	Disciplinary Knowledge <ul style="list-style-type: none"> Understanding of impact from all themes to apply to BLT exam structure.
	Texts to be studied	Key job roles and their responsibilities - Edexcel - GCSE Effective recruitment - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize		The purpose of business operations - Business operations - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize		Knowledge Organisers Document "Read/Listen/Watch" CGP Textbook	
	Rationale	Previous Links:		Previous Links:		Previous Links:	

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		<p>Teacher should draw on school as an example as this knowledge will be familiar for exploring motivation methods and recruitment.</p> <p>Future Links: Examination technique taught for 3–12-mark questions will be repetitive throughout. Learning will be revisited within Year 11 and prior to their mocks to embed topics. Unit is included within A-Level Business Studies.</p> <p>Why? By revisiting previous topics at the start of Year 10, time has been allocated to plug any gaps before continuing with the course. Business supports students' entry into employment or other training aspects of business such as apprenticeships. Having this scheme of learning at this point in the year, means students will understand the purpose of CV and application forms to support their experience with applying for college.</p>	<p>Students have explored how technology can impact working processes; they will now explore the use of technology to aid production and stock control.</p> <p>Future Links: Examination technique taught for 3–12-mark questions will be repetitive throughout. Learning will be revisited within Year 11 and prior to their mocks to embed topics. Unit is included within A-Level Business Studies.</p> <p>Why? Students experience a breadth of learning linked to the marketing mix to secure transferrable skills which will be revisited in preparation for their Business Studies examination. This will also be developed if students opt for Post 16 education in Business Studies. It is an essential part of the Edexcel Business Studies specification.</p>	<p>Students have studied the whole specification and should now recap on all of the knowledge and skills required for the GCSE exam.</p> <p>Future Links: Units will be a foundation for A Level Business Studies.</p> <p>Why? Revision is essential at this stage of the curriculum to provide the students with the support they require before sitting the final examination. Students can then decide to use this GCSE in future study including A-Level courses, vocational courses and eventually through to University Degree Level Courses. Business supports students entry into employment or other training aspects of business such as apprenticeships.</p>			
	Theme	Making marketing decisions		Making financial decisions		Revision / Examination	
	Knowledge	Substantive Knowledge	Disciplinary Knowledge	Substantive Knowledge	Disciplinary Knowledge	Substantive Knowledge	Disciplinary Knowledge
		<ul style="list-style-type: none">• Product – The Design Mix (functions, aesthetics, cost)• Product Life Cycle	<ul style="list-style-type: none">• Understanding of impact from all themes to apply to BLT exam structure.	<ul style="list-style-type: none">• Use and limitations of financial information• Net and Gross Profit	<ul style="list-style-type: none">• Calculation of gross and net profit• Calculation and interpretation	<ul style="list-style-type: none">• Revision of all themes and topics across the course.	<ul style="list-style-type: none">• Understanding of impact from all themes to apply to BLT exam structure.

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		<ul style="list-style-type: none"> Differentiation Price Promotion Place Competitive Advantage 		<ul style="list-style-type: none"> Net and Gross Profit Margin Average Rate of Return Types of financial data 	<ul style="list-style-type: none"> of gross/net profit margin Calculation of average rate of return Use and interpret quantitative business data to support, inform and justify business decisions Understanding of impact from all themes to apply to BLT exam structure. 		
	Texts to be studied	Toys R Us signs exclusive UK sub-licence agreement with WHSmithToy World Magazine The business magazine with a passion for toys		Gross profit - Business calculations - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize		Knowledge Organisers Document "Read/Listen/Watch" CGP Textbook	
	Rationale	Previous Links: Students have explored the use of the Marketing Mix in Y10 which they will now explore in further detail, e.g. when looking at Product, they now explore the full product life cycle and extension strategies. Future Links: Examination technique taught for 3–12-mark questions will be repetitive throughout. Learning will be revisited		Previous Links: Students have explored the use of business formulas; they will expand on their knowledge of calculating profit to calculating profit margins. Future Links: Examination technique taught for 3–12-mark questions will be repetitive throughout. Learning will be revisited within Year 11 and prior to their mocks		Previous Links: Students have studied the whole specification and should now recap on all of the knowledge and skills required for the GCSE exam. Future Links: Units will be a foundation for A Level Business Studies. Why? Revision is essential at this stage of the curriculum to provide the	

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		<p>within Year 11 and prior to their mocks to embed topics. Unit is included within A-Level Business Studies.</p> <p>Why?</p> <p>Students experience a breadth of learning linked to the marketing mix to secure transferrable skills which will be revisited in preparation for their Business Studies examination. This will also be developed if students opt for Post 16 education in Business Studies. It is an essential part of the Edexcel Business Studies specification.</p>	<p>to embed topics. Unit is included within A-Level Business Studies.</p> <p>Why?</p> <p>Students experience a breadth of learning linked to the financial aims of a business focusing on calculating profit margins to secure transferrable skills which will be revisited in preparation for their Business Studies examination. This will also be developed if students opt for Post 16 education in Business Studies. It is an essential part of the Edexcel Business Studies specification. Business supports students' entry into employment or other training aspects of business such as apprenticeships.</p>	<p>students with the support they require before sitting the final examination. Students can then decide to use this GCSE in future study including A-Level courses, vocational courses and eventually through to University Degree Level Courses. Business supports students entry into employment or other training aspects of business such as apprenticeships.</p>
	Assessment	<ul style="list-style-type: none"> • There should be a large amount of exam question practice within the lessons, ideally each lesson after learning the content the students need, they should be shown how to link this to the exam to address the bigger picture. • At the end of each scheme of work, students will be expected to complete a formative assessment, this is formally marked by the teacher and a grade is given for this piece of work. Whole class feedback will be given to the students which links to misconceptions. All results will be centrally tracked which enables the teacher to deliver material to address any gaps the students may need. • At three points of the year, students will be expected to complete a summative assessment, for the first data drop this will be an average of the end of unit tests completed so far, with reasonable adjustments due to the difficulty of topics. For the second data drop an assessment will be produced which covers all knowledge and skills students have learnt so far. For the third data drop a formal mock will be completed within the hall which covers the entirety of Year 10 content. 		
	Homework	<p>Students should be set exam questions fortnightly, that supports the teacher timetable to be able to set, receive, mark and track homework. The teacher may decide to mark these individually or may choose to mark these within the lessons with the students to provide feedback. These exam questions should link to the students current learning or may be used to revisit past topics.</p> <p>Business Studies Homework Policy.docx</p>		

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Catholic Social Teaching

In all areas of the curriculum careers are referenced. (Option for the Poor and Vulnerable)

Year 10:

The role of an entrepreneur, reference is made to how some of the entrepreneurs have entered this career choice (option for the poor and vulnerable). Non-financial objectives such as social objectives linked to doing what's right for the environment are linked to (stewardship). Students will study employment and consumer law (rights and responsibilities). Students will focus on unemployment (option for the poor and vulnerable / solidarity and the common good). Students will explore globalisation (dignity of the human person / option for the poor and vulnerable). Students will explore environmental considerations (stewardship). Students will explore ethical considerations and pressure groups (stewardship / solidarity and the common good / rights and responsibilities).

Year 11:

Students will explore why relationships with suppliers are essential to building a business (dignity of the human person). Students also focus on effective recruitment, training and motivation (Dignity of Work)



Careers

Careers have been references for each individual unit at KS4 for reference within students learning. Several activities will also link to careers directly and areas related to the field. Whole School Events such as Careers Day/Week will also play a factor into the focus that is put into this section.

All KS4 Lessons have example careers within the Teacher PowerPoint:

Preparing for Life in Modern Britain

Students are encouraged in all aspects of the classroom to have mutual respect for others, particularly when giving their viewpoint and answers. Teachers should be respectful to their answers and not discourage engagement. Students explore customer satisfaction and brand reputation and causes which shows understanding of how to treat one another.

Year 10:

Some modules discuss business ownerships; this talks about how partnerships and businesses can have shareholders. This shows students how all opinions are given within a business, and partners must agree on decisions. Students learn about laws which affect businesses and consumers (Employment Law / Consumer Law) Students explore stakeholder groups such as pressure groups which is showing tolerance of those of faiths and beliefs e.g. animal rights.

Year 11:

Students explore a unit about human resources, exploring motivation methods and giving works autonomy. This allows students to explore how people are treated within the workplace.



Skills for Life




KS4:

Students develop skills in discussion and literacy showing their understanding across examination technique. Students develop understanding of running a business and terms of communication which can support them in daily life routines. Students are exposed to lots of mathematical functions and reading from graphs and charts. They also explore a lot of extended case study reading developing comprehension skills.

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<p>Careers</p> <ul style="list-style-type: none"> - System Engineer - Architecture / Network Design (Cars) - Software Architect - System Architect (Aerospace)  	
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Cultural Capital and Enrichment Opportunities

KS4:

Students are exposed to a wide variety of businesses which they will know from personal experiences. When discussing topics such as franchising fast-food restaurants are referred to draw from common knowledge. Students explore a lot of current issues that they may experience at home including unemployment, inflation rate, interest rates on loans and taxes. Emotional care should always be given when discussing these themes.

KS4:

Trip is run in Year 10 to Manchester University to do a stock market challenge as a reward for success on the summative assessment. This is for a small number of students (10).

Explore in 2025/2026 trips that could be included to focus on revision for Year 11, possible trip to be explored to the Trafford centre.

