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| **Topic Area** | **Specification links** | **Resources (K,V,A)**  **K= kinaesthetic, v=visual, a= auditory** | **Homework and classroom assessment** | **Functional Skills (Eng, ICT,Maths)** | **Approx. hours** |
| Introduction | What is a business? | Introduction to business power point (V)  Colour coding needs and wants activity(K)  Colour coding public and private sector activity (K) | Introduction to business homework task |  | **1** |
| Operations | 1.3 Objectives for start ups  1.1. What options exists for starting up a small business  1.4 Importance of limited liability  1.4. Start-up legal and tax issues  3.2 Effective customers service  1.4 Effective on time delivery and customer satisfaction  3.2 Meeting consumer protection laws  3.2. Design and research development  3.2. Managing stock and quality  3.2. Cost effective operations and competitiveness. | Power point on business aims and objectives (V)  Birchfield computer resource – Company growth section (V, A)  Birchfield computer resource – Types of ownership (V,A)  Working lunch video 8 – Franchises (V,A)  Woking lunch video 6 – Green thumb – franchise (V,A)  PowerPoint on location (V)  Location project - Mrs Duguid Wins the Lottery (K)  Working lunch video 6 – The met office(V,A) | Mrs Duguid Wins the lottery activity  Rating location activity  Ron Rust Letter | Pupils prepare and present power point presentations for location project.( ICT & Eng) |  |
| Marketing | 3.1.Marketing  3.1 Market Research  1.1 Understanding customer needs.  1.4 Customer Focus  1.1 Market Mapping  1.1. Analysing competitor strengths and weaknesses  1.1. Understanding need to add value  1.1 Marketing mix  3.1Building a successful marketing mix  3.1. Product trail and repeat purchase  3.1 Product Life Cycle  3.1. Branding and differentiation | Market segmentation tasks (V)  Customer needs task (V&K)  Power point on Market Research (V)  Market Research project (K)  Focus group (K) | Grace and Peter case study question | Pupils use the internet to carry out secondary research, create questionnaire using word and analyse findings using spreadsheet packages (ICT, MATHS & ENG)  Create promotional material for a small business using presentation software (ICT & ENG) |  |
| Finance | 1.3 Estimating revenues, costs and profit  1.3 Forecasting cash flow  3.3.How to improve cash flow  3.3. How to improve profit  3.3. Breakeven charts and breakeven analysis  1.3. Obtaining finance  3.3. Financing growth | Powerpoint on key terms (V)  Calculating profit and loss examples (K)  Example of cash flow (V)  Creating cash flows (K) | Breakeven Worksheets  Cash flow Worksheets | Pupils create cash flow forecasts using spreadsheets and understand how to use formulae to create and update these (ICT & Maths) |  |
| People | 1.4 Recruiting, training and motivating staff  3.4 Motivation theory  3.4 Communication  3.4 Organisational Structure  3.4. Remuneration | Video clip on shared area from The office(V,A)  Power point on Recruitment(V,A)  Recruit activity (K) | Person Spec and Job Description Worksheets | Creation of job adverts using presentation software (ICT & Eng) |  |
| Enterprise | 1.2.What is enterprise  1.2. Thinking creatively  1.2. What questions do entrepreneurs ask?  1.2. Invention and innovation  1.2. Taking calculated risks  1.2. Other important enterprise skills  1.3. Qualities shown by entrepreneurs | Talks from Rotary club business owners (V,A)  Video clips of entrepreneurs on shared areas (V,A)  Birchfield computer resource – What is a business section?  Dragons Den Video and dragons den activity (K,V,A)  SIM Venture game (K)  Entrepreneur Skills Quiz (K) |  |  |  |
| External Environment | 1.5 Market demand and supply  1.5. Impact of changes on interest rates on small business  1.5. Impact of change on exchange rates  1.5. How does business cycle effect small businesses  1.5. What effect do business decisions have on stakeholders  3.5 Ethics in business  3.5. Environmental issues  3.5. Economic issues affecting international trade  3.5 The impact of the EU |  |  |  |  |

Information highlighted in green indicates areas were we address gender issues within the scheme of work

Information highlighted in pink indicates differentiated worksheets (scaffolding provide for weaker students)