

Curriculum Intent – Business

Curriculum Priorities

The business curriculum at Nottingham Girls' Academy is designed to develop subject specific knowledge as well as play its part in developing cross-curricular skills and personal qualities. Business activity affects the daily lives of all people, as it influences jobs, incomes, and opportunities for personal enterprise and development, having a significant effect not only on the standard of living and quality of life, but also on the environment in which people live. All pupils will encounter the world of business. They, therefore, should understand how businesses function and the role it plays in our society.

Our curriculum is designed to enable our diverse community of young women to access a multitude of skills and activities which do not limit them to traditional gender stereotypes, which are also tailored to our local context, and will foster a life-long love of business and entrepreneurship.

Pupils should familiarise themselves with the skills that are required in the business environment and the impact these skills can have on their own lives and on society. Studying business involves not only involves studying individuals, communities, and organizations, it involves assessing their needs and problems, as well as generating solutions. It will provide practical skills for those who wish to move directly into the workplace. Business studies also provides pupils with a new, practical context for many of the subjects they have studied, including mathematics, science and technology, language, and social studies. Finally, as the business environment is dynamic and ever-changing, it can be an important tool to develop skills to cope with change.

Knowledge

By the end of Key Stage 4 we want pupils to have developed knowledge across the main strands of business; enterprise and marketing concepts, designing a business proposal, and marketing and pitching a business proposal. This includes, but is not exhaustive, of the following end points for year 11. For further details please see the curriculum plan.

Enterprise and marketing concepts

- Characteristics and skills needed for entrepreneurs
- Risks and rewards for entrepreneurs
- Market research to target a specific customer
- What makes a product financially viable
- Creating a marketing mix to support a product
- Factors to consider when starting up and running an enterprise

Design a business proposal

- Market research

- How to identify a customer profile
- Develop a product proposal for a business brief
- Review whether a business proposal is financially viable
- Review the likely success of the business proposal

Market and pitch a business proposal

- Develop a brand identity to target a specific customer profile
- Create a promotional campaign for a brand and product
- Plan and pitch a proposal
- Review a brand proposal, promotional campaign, and professional pitch

By the end of Key Stage 5 we want pupils to have developed knowledge across the main strands of business; the business environment, customer and communication, working in business, principles of project management, and business events. This includes, but is not exhaustive, the following end points for year 13. For further details please see the curriculum plan.

The Business Environment

- Understand different types of businesses and their objectives as well as legal business ownership
- Understand the external influences and constraints on businesses and why businesses need to plan
- Be able to assess the performance of businesses to inform future business activities

Customer & Communication

- Understand who customers are and their importance
- Understand how to communicate with customers
- Be able to establish a rapport with customers and be able to convey messages for business purposes
- Know the constraints and issues which affect the sharing, storing and use of information for business communications

Working in Business

- Understand business protocols
- Understand factors influencing the arrangement of business meeting
- To be able to use business documents
- To understand prioritising business tasks and communicate effectively with stakeholders

Principles of Project Management

- Understand the stages of project management and the skills project managers need to have
- Understand how and why projects are monitored and factors that influence a project

- Be able to prepare project plans

Business Events

- Be able to prepare for a business event
- Be able to support the running of a business event
- Be able to review and evaluate if the business event met its objectives

Skills

The skills we aim to develop are:



Literacy & Numeracy



Communication



Problem Solving



Metacognition



Leadership



Collaboration



Physical,
Practical &
Technical



Digital Literacy

Numeracy: Calculation of financial ratios, profit & loss, including percentages, adding, and subtracting large figures.

Literacy: Writing well-structured reports, use of correct tenses and financial keywords.

Communication: Presentation of reports and delivering business-related speech, debate on issues faced in the world of business.

Problem Solving: Brainstorming business ideas, developing decision making skills, analysing financial data, syntheses of information, deciding the best and alternative course of actions for a business problem.

Leadership: Experience of the project manager role, business manager role, and business prefect.

Collaboration: Using project management skills and working as part of group on business projects.

Metacognition: Use of visual materials such as charts, mind-maps, and product design ideas in presentation.

Physical, Practical and Technical: Conducting market research through survey and interviews, conducting mock recruitment interviews, delivering presentations, designing products, and creating promotional materials for a business using technology.

Digital Literacy: Use of ICT to produce marketing materials, design of products by use of Microsoft software packages, use of computerised accounting systems in solving complex financial problems.

Qualities

The qualities we aim to develop are:



Respect: Through verbal communication to an audience, demonstration of British Values, environmental friendliness, and being ethical in business practices.

Kindness: Serving as a business prefect and helping in the department as a helper during open evening. To be prepared to help peers who struggle or need assistance with running their enterprises e.g. sales and marketing session.

Tolerance: Respect for each other's opinion when carrying out a business project, understand diversity in culture, religion, race, and ethnicity.

Resilience: Participate in enterprise activities in school, in the local community, and nationally, e.g. the 10X Challenge.

Creativity: To be innovative in coming up with business enterprise ideas through enterprise activities.

Positivity: To understand that there is a risk factor in any business venture and to adapt a proactive approach to minimise risk.

Integrity: To show accountability in day-to-day handling of money and demonstrate a good sense of social/corporate responsibility.

Aspiration: To believe in the power of entrepreneurship by emulating characteristics of successful entrepreneurs.

Empathy: To use positive language and good gestures in re-assuring one another when business ventures/plans fail.

Curriculum Principles

Sequencing, Learning and Assessment

Our curriculum has been structured to take into account the cognitive science of how we learn. Key knowledge is covered sequentially and deliberately revisited and built upon. Spaced practice and retrieval are a feature of the curriculum structure.

This is further reinforced by:

- **Learning Challenge:** a purely formative assessment to help evaluate, and then reshape learning and address misconceptions at the end of each unit.

- Learning Consolidation: a summative assessment, taken at a planned interval from the end of the unit, to help evaluate retention of learning in the long-term memory.

Cultural Capital

Cultural capital is developed throughout the curriculum with deliberate opportunities for all pupils (but especially disadvantaged pupils) to experience aspects of the taught curriculum through trips, events and activities and broaden their horizons.

For example:

10X Challenge (KS3) and subject coursework (KS4 and KS5)

- Pupils get into groups and create their own business from the ground up, including planning, marketing, and presenting their ideas to access funds. They then buy or produce stock or services and proceed to sell them to the rest of the school. Finally, they review and evaluate the success of their enterprise.

Educational Talk from Capital One, University of Nottingham resource personnel.

- Help pupil experience how financial or money matters work in the real world, e.g, how to apply for an account, manage a bank account, and borrow and spend money responsibly.

Visit to businesses e.g. The Treat Kitchen, Harvey Hadden Sports Centre.

- They meet entrepreneurs, where they get to know what the work environment looks like and to understand why some businesses are successful and others fail.

Nottingham University Business School

- A visitor from the school talks to pupils about the power of innovation and sets pupils tasks to come up with solutions to problems in the world of Business.

Equality

We want our curriculum to reflect what it means to be a young, British woman today; for our pupils to know about the struggle and sacrifice that has led to the freedom and opportunity they have. We want them to know about their heritage and culture, and that of others in our community, enabling them to celebrate it and contribute to the progress of democracy as global citizens. We therefore regularly review and consult on the equality of our curriculum.

For example:

- Coursework assignment briefs are adapted to the unique circumstances of Nottingham Girls' Academy such that it will be appropriate and accessible to all pupils regardless of background.
- Because of the freedom within some coursework assignments, pupils are able to express their culture through the work that they do.

- Visits to businesses, or visitors from businesses, allow pupils to have experiences outside of their normal lives.
- All pupils are allowed to take business as an option.

Careers and Employability

To support our pupils growing understanding of how our subject might support them with employment, we plan in explicit links between their subject area and possible career pathways. Examples of the **careers and sectors** we highlight are:

This subject will build a strong foundation for those pupils who wish to move on to further study and training in specialised areas such as

Management

International business

Marketing

Accounting

Information and communication technology

Entrepreneurship.