

1. The Vision Statement

"Our Business curriculum empowers students to become commercially minded and enterprising individuals. We aim to equip students with the 'business acumen' required to navigate a rapidly changing global landscape, enabling them to transition from passive consumers to informed, critical decision-makers and future entrepreneurs."

2. The Pillars of Knowledge (AQA GCSE Themes split into 6 Units)

Pillar	Focus (AQA Units)	Curriculum Intent
Foundations & Strategy	Units 1 & 2	To understand why businesses exist (the "Real World") and how external factors—like technology, ethics, and the economy—force businesses to adapt.
Internal Operations	Units 3 & 4	To master the "machinery" of a business: how products are made (Operations) and how people are led and motivated (HR).
Growth & Sustainability	Units 5 & 6	To develop the financial literacy (Finance) and market awareness (Marketing) required to scale a business and ensure long-term viability.

3. Disciplinary Skills: The "AQA Trinity"

Students are assessed on three specific Assessment Objectives (AOs).

- **AO1: Knowledge.** Demonstrate knowledge and understanding of business concepts, issues, terminology and the methods used to identify and solve business problems.
- **AO2: Application.** Apply knowledge and understanding to various business contexts to show how a theory relates to a real-life situation. Students will learn to apply theory to diverse contexts, from local sole traders to multinational PLCs.
- **AO3: Analysis & Evaluation.** Analysis is about showing the **impact** of a business decision. You are building a logical bridge from a cause to an effect and Evaluation is where you weigh up your analysis and reach a conclusion. AQA examiners look for "**Judgement**" that is supported by your previous points. We aim to develop students who don't just state facts but can argue "to what extent" a decision is successful, using qualitative and quantitative data and then make decisions.

4. Sequence and Coherence

- **Year 10: The Foundation.** We begin here to establish the "DNA" of the subject. Before students can analyse a business, they must understand what it is. Once students understand what a business is, we look at the "Weather" it operates in. We end Year 10 by looking at how a business actually *does* what it says it will do.
- **Year 11: Growth, Numbers and People.** We start Year 11 by looking at the interface between the business and the customer. We then look at Numbers. This is the most technical unit, placed here to align with students' peak cognitive development and mathematical fluency in their final year. We conclude the curriculum with Human Resources.
- **The Interdependency Hook and the 'synoptic Thread:** AQA exams are **synoptic**, meaning they test everything at once. This sequence creates a "Snowball Effect": A unique part of our intent is teaching the **interdependence** of these units—showing how a Marketing decision directly impacts Finance and Human Resources.

5. Cultural Capital & Life Skills

- **Financial Literacy:** We intend for every student to leave with the ability to interpret a profit and loss account and understand the implications of interest rates on their personal and professional lives.
- **Ethics & Environment:** In line with AQA Unit 2, we challenge students to consider the "triple bottom line" (People, Planet, Profit) and the ethical dilemmas of globalization.
- **Employability:** By simulating recruitment processes and studying organizational structures, students gain a head start in understanding the professional workplace.

Implementation Note (The "How")

We implement this through "Case Study-led" learning. Every theoretical concept is tethered to a real-world entity (e.g., *Amazon for Operations*, *Lush for Ethics*, or *Local Start-ups for Enterprise*). This ensures the curriculum remains "dynamic" and realistic to each student's future.

6. Ambitiously Addressing Disadvantage and SEND (Inclusion)

Our curriculum is designed with a "high challenge, low threat" philosophy, ensuring that the 'powerful knowledge' of the business world is not a gatekeeper, but a gateway for all students.

Overcoming the Vocabulary Gap

We recognize that Business Studies introduces a high volume of academic language. To support students with lower reading ages or English as an Additional Language (EAL):

- **Explicit Instruction:** All lessons cover "Keyword Focus," utilizing Frayer Models (a visual organizer that builds deep conceptual understanding by requiring students to define a term, describe its characteristics, and provide both examples and non-examples) or dual-coding (a cognitive theory that suggests we learn more effectively when information is presented using both **verbal** (words) and **visual** (images) forms) to bridge the gap between abstract concepts (e.g., *inflation*) and concrete reality.
- **Command Word Mastery:** We explicitly teach the AQA-specific command words (*State, Explain, Advise, Evaluate*) to ensure students are not penalized for their literacy levels, but are rewarded for their business thinking.

7. Scaffolding Quantitative Confidence

Unit 6 (Finance) can often be a barrier for students with dyscalculia or those with lower prior attainment in Maths.

- **Formula Fluency:** We use "Formula Triangles" and consistent step-by-step modelling (I Do, We Do, You Do) to break down complex calculations like **Gross Profit Margin** ($GPM = \frac{\text{Gross Profit}}{\text{Sales Revenue}} \times 100$).
- **Contextual Scaffolding:** We provide "writing frames" and "sentence starters" for 9-mark and 12-mark questions to help students structure their logic without being overwhelmed by a blank page.

8. Raising Aspirations (The "Experience" Gap)

For students who may have less exposure to professional environments or corporate settings, we provide the "Cultural Capital" they need to succeed:

- **Real-World Connections:** We use local business case studies to make the curriculum relatable, ensuring students see themselves as potential entrepreneurs regardless of their socio-economic background.
- **The "Unseen" Curriculum:** We teach the soft skills embedded in Unit 4 (HR), such as professional communication and interview etiquette, providing students with the social capital required for future employment.