

2026-2027 CURRICULUM INTENT:

The business environment is every changing and rapidly evolving which provides many opportunities to spark pupil interest and foster ambition. The curriculum will inform all pupils involved about the impact they can have on industry development through presenting innovative ideas and improving overall welfare of stakeholders by embedding new practices within a workplace in order to inspire pupils that they can make a difference. Skills developed in English and Maths will be given purpose as pupils use critical analysis to justify impacts of external factors on an economy or businesses. Reports and essays will be written which are comprehensive and utilise existing writing skills as a foundation to teach how to portray ideas in depth with chain analysis and evidence. The value of formulas will be promoted as a tool to calculate operational effectiveness and financial success of a corporation showing the worth of mathematics to make decisions that allow higher profit margins. Additionally, the basic understanding of graphs will be expanded on in Economics to demonstrate consequences of micro and macro actions. The intention of our curriculum In Business and Economics is to offer a broad selection of subjects that will cover an array of topics that that will inspire our students to strive towards strong academic outcomes. We aim to empower students to grow into independent, driven learners whilst contextualising their understanding with the use of real-world application that can be used to demonstrate how a model can be integrated in practice. At Key Stage 4 pupils are introduced to the modern dynamic business environment, to begin to develop as commercially-minded, enterprising individuals. The Key Stage 5 curriculum broadens and deepens students' academic knowledge of Business and introduces the subject of Economics. Both subjects at Key Stage 5 are underpinned by an appreciation of the importance of decision-making; encouraging students to think critically about many internal and global issues that will have an impact on the performance of businesses and the economy as a whole. Pupils will become mature, responsible, and confident through completion of their studies alongside the business and economics department whereby we will mentor pupils to become the best version of themselves through emphasising the value of education and more importantly our subject as a means to provide many opportunities after pupils finalise the course.

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Prior Knowledge (KS2/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
10 Term 1 R068 Tasks 1 - 3	- Market research - Primary Research - Secondary Research - Quantitative and Qualitative Data Types - Sampling Methods - Market Segmentation - Types of Methods Used to Segment - Benefits of Segmentation - How to Create a Design Mix - Function - Aesthetics - Economic Manufacture - Creative Techniques for Planning Product Designs - Mind Map - Mood board - Drawings - Using Data to Review and Recommend Product Proposals - Written Feedback - Verbal Feedback - Making Decisions	Builds on KS3 enterprise, numeracy, ICT, discussion, research, consumer awareness and data handling.	- Carry out primary and secondary market research and select suitable sampling methods. - Create research tools, gather feedback and organise findings for a given enterprise. - Use Excel to present data in tables and graphs. - Analyse research to develop a customer profile and inform the design mix. - Produce written recommendations linked to market research evidence.	- Pupils will begin to acquire knowledge of subject specific terminology. Pupils will understand what it takes to start their own business and they will understand the opportunities and challenges that it will bring. They will also learn how to write with confidence and respond with confidence to use business terminology in a range of assessment situations. - Pupils will understand a range of concepts associated with marketing, including technical skills needed to progress such as using excel and how to come up with product designs. - Pupils will become familiar with financial terminology and utilise this knowledge through creating their own definitions. - Pupils will use formulas learned in class and apply them to prescript scenarios to demonstrate they understand how to calculate financial performance of businesses. - Pupils can provide counter arguments to initial points showing depth in their understanding of the subject thus far. - Pupils will understand the importance and value of researching competitors to spot a 'gap' in the market and develop an established unique selling point. - Pupils can choose promotional materials most suitable for a particular target audience. - Pupils will have full awareness in how to create criteria to judge promotional success against and be able to create conclusions based on findings.	Market research; Primary Research; Secondary Research; Quantitative and Qualitative Data Types; Sampling Methods; Market Segmentation; Benefits of Segmentation; Function; Aesthetics; Economic Manufacture; Mind Map; Mood board; Drawings; Written Feedback; Verbal Feedback; Making Decisions; Research; application and analytical skills; Time management skills; Presenting Data	- Structured written reports/essays with chains of analysis, evidence, justification and evaluation. - Audience-aware spoken communication, questioning, listening, presentation and professional business language. - Quantitative communication through tables, graphs, calculations, financial data and data commentary. - Research summaries and customer/stakeholder recommendations.
10 Term 2 R068 Tasks 4-6	- Finance - Ability to calculate total costs - Ability to calculate Revenue - Ability to Calculate Profit - Ability to Calculate Breakeven - Pricing Strategies - Competitive - Penetration - Skimming - Psychological - External Factors - Political - Economic - Social - Technological - Legal - Environmental - Ethical - Risks of Launching a New Product - Lack of Experience - Making a Loss - Impact of External Factors	- Builds directly on 10 Term 1, revisiting prerequisite knowledge and skills from: - Market research - Primary Research - Secondary Research - Quantitative and Qualitative Data Types - Sampling Methods - Market Segmentation - Types of Methods Used to Segment - Benefits of Segmentation - How to Create a Design Mix - Function - Aesthetics - Economic Manufacture - Creative Techniques for Planning Product Designs - Mind Map - Mood board - Drawings - Using Data to Review and Recommend Product Proposals - Written Feedback - Verbal Feedback - Making Decisions	- Calculate total costs, revenue, profit and breakeven. - Select and justify a pricing strategy using target market and financial data. - Draw and interpret breakeven charts to assess financial viability. - Identify PESTLE and ethical factors that may affect product launch success. - Evaluate launch risks and suggest practical strategies to reduce them.	- Pupils will begin to acquire knowledge of subject specific terminology. Pupils will understand what it takes to start their own business and they will understand the opportunities and challenges that it will bring. They will also learn how to write with confidence and respond with confidence to use business terminology in a range of assessment situations. - Pupils will understand a range of concepts associated with marketing, including technical skills needed to progress such as using excel and how to come up with product designs. - Pupils will become familiar with financial terminology and utilise this knowledge through creating their own definitions. - Pupils will use formulas learned in class and apply them to prescript scenarios to demonstrate they understand how to calculate financial performance of businesses. - Pupils can provide counter arguments to initial points showing depth in their understanding of the subject thus far. - Pupils will understand the importance and value of researching competitors to spot a 'gap' in the market and develop an established unique selling point. - Pupils can choose promotional materials most suitable for a particular target audience. - Pupils will have full awareness in how to create criteria to judge promotional success against and be able to create conclusions based on findings.	Finance; Ability to calculate total costs; Ability to calculate Revenue; Ability to Calculate Profit; Ability to Calculate Breakeven; Pricing Strategies; Competitive; Penetration; Skimming; Psychological; External Factors; Political; Economic; Social; Technological; Legal; Environmental; Ethical; Lack of Experience; Making a Loss	- Structured written reports/essays with chains of analysis, evidence, justification and evaluation. - Audience-aware spoken communication, questioning, listening, presentation and professional business language. - Quantitative communication through tables, graphs, calculations, financial data and data commentary. - Research summaries and customer/stakeholder recommendations.

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Prior Knowledge (KS2/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
10 Term 3 R069 Task 1 and 2	- Develop a Brand Identity - What is a Brand - Why is Branding Used - Branding Methods - Competitor Analysis - Create a Promotional Campaign for a Brand and Product - Objectives of a Promotional Campaign - Planning for a Promotional Campaign - Promotional Materials	- Builds directly on 10 Term 2, revisiting prerequisite knowledge and skills from: - Finance - Ability to calculate total costs - Ability to calculate Revenue - Ability to Calculate Profit - Ability to Calculate Breakeven - Pricing Strategies - Competitive - Penetration - Skimming - Psychological - External Factors - Political - Economic - Social - Technological - Legal - Environmental - Ethical - Risks of Launching a New Product - Lack of Experience - Making a Loss - Impact of External Factors	- Research competitors and identify strengths, weaknesses and USPs. - Analyse external opportunities and threats linked to the proposed product. - Develop a brand personality and justify branding choices. - Create digital and non-digital promotional materials using appropriate software. - Plan a promotional campaign and justify choices for the target market.	- Pupils will begin to acquire knowledge of subject specific terminology. Pupils will understand what it takes to start their own business and they will understand the opportunities and challenges that it will bring. They will also learn how to write with confidence and respond with confidence to use business terminology in a range of assessment situations. - Pupils will understand a range of concepts associated with marketing, including technical skills needed to progress such as using excel and how to come up with product designs. - Pupils will become familiar with financial terminology and utilise this knowledge through creating their own definitions. - Pupils will use formulas learned in class and apply them to prescript scenarios to demonstrate they understand how to calculate financial performance of businesses. - Pupils can provide counter arguments to initial points showing depth in their understanding of the subject thus far. - Pupils will understand the importance and value of researching competitors to spot a 'gap' in the market and develop an established unique selling point. - Pupils can choose promotional materials most suitable for a particular target audience. - Pupils will have full awareness in how to create criteria to judge promotional success against and be able to create conclusions based on findings.	Develop a Brand Identity; What is a Brand; Why is Branding Used; Branding Methods; Competitor Analysis; Objectives of a Promotional Campaign; Planning for a Promotional Campaign; Promotional Materials; Research; application and analytical skills; Time management skills; Presenting Data; for example questionnaire; They have calculated all costs; NEA	- Structured written reports/essays with chains of analysis, evidence, justification and evaluation. - Audience-aware spoken communication, questioning, listening, presentation and professional business language. - Quantitative communication through tables, graphs, calculations, financial data and data commentary. - Research summaries and customer/stakeholder recommendations.
11 Term 1 R069 Tasks 3-5	- Plan and Pitch a Proposal - Pitch Considerations - Development of Personal and Presentation Skills - Benefits of Practicing a Pitch	- Builds directly on 10 Term 3, revisiting prerequisite knowledge and skills from: - Develop a Brand Identity - What is a Brand - Why is Branding Used - Branding Methods - Competitor Analysis - Create a Promotional Campaign for a Brand and Product - Objectives of a Promotional Campaign - Planning for a Promotional Campaign - Promotional Materials	- Pupils will interact with peers and evaluate each other's presentation performances. - Three promotional materials will be developed fully. - Pupils will complete self-evaluation forms for themselves to demonstrate they have reflected on their presentation skills. - Pupils will present a presentation they have created which incorporates essential corporate and brand elements to an audience - Pupils will produce a report reviewing the success of a business - Pupils can recall definition of key financial terminology. - Witness statement created by teacher for each pupil based on professional pitch delivered. - Pupils will be able to produce meaningful work in the form of presentations, discussions, interactions and creative notes based on theory learnt in class. - Pupils take responsibility over their own learning by researching and reading concepts from lesson materials - Pupils complete written tasks in the forms of essays and short questions.	- Pupils will understand how to deliver an effective pitch and the verbal/non-verbal skills that must be included to capture and retain audience attention. - Pupils will know the criteria to judge business success against and make decisions based on their own NEA produced. - Pupils will show understanding through using work produced in class to answer long answer questions based on topic areas learned. - Pupils will be able to explain how entrepreneurship can lead to problems as well as rewards. - Pupils will recall the 4P's of the Marketing Mix and explain the importance of each. - Pupils will show understanding through creative techniques into how finance can be raised by businesses and the forms of support offered.	Plan and Pitch a Proposal; Pitch Considerations; Benefits of Practicing a Pitch; NEA	- Structured written reports/essays with chains of analysis, evidence, justification and evaluation. - Audience-aware spoken communication, questioning, listening, presentation and professional business language. - Quantitative communication through tables, graphs, calculations, financial data and data commentary. - Research summaries and customer/stakeholder recommendations.
11 Term 2 R067 R067 Topic Area 3 (Repeated	- Topic Area 1 - Characteristics, Risk and Reward for Enterprise - Characteristics of Successful Entrepreneurs	- Builds directly on 11 Term 1, revisiting prerequisite knowledge and skills from: - Plan and Pitch a Proposal - Pitch Considerations	- Pupils will interact with peers and evaluate each other's presentation performances. - Three promotional materials will be developed fully.	Pupils will understand how to deliver an effective pitch and the verbal/non-verbal skills that must be included to capture and retain audience attention.	Topic Area 1; Characteristics; Risk and Reward for Enterprise; Characteristics of Successful Entrepreneurs; Potential Rewards for Risk Taking; Potential Drawbacks for Risk Taking; Topic Area	- Structured written reports/essays with chains of analysis, evidence, justification and evaluation. - Audience-aware spoken communication, questioning, listening, presentation and professional business language.

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Prior Knowledge (KS2/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
from last year)	- Potential Rewards for Risk Taking - Potential Drawbacks for Risk Taking - Topic Area 4 - Creating a Marketing Mix to Support a Product - The Marketing Mix Elements for a Good/Service - How the Elements of the Marketing Mix Work Together - Types of Advertising Medium to Attract and Retain Customers - Sales Promotional Techniques - Public Relations - How to Sell he Good/Service to the Customer - The Product Lifecycle - Extension Strategies - Factors to consider When Pricing a Product - Types of Pricing Strategies - Topic Area 5 - Factors to Consider When Starting and Running an Enterprise - Appropriate Forms of Ownership for Business Start-Ups - Source of Capital for Business Start-Ups and Expansions - Support for Enterprise - Topic Area 2 - Market Research - Purpose of Research - Primary Research Methods - Secondary Research Sources - Types of Data - Market Segmentation and Benefits - Regular Past Paper Practice - Topic Area 3 - Cost of Production - Fixed Costs - Variable Costs - Total Costs - Revenue - Profit/Loss - Breakeven - Importance of Cash	- Development of Personal and Presentation Skills - Benefits of Practicing a Pitch	- Pupils will complete self-evaluation forms for themselves to demonstrate they have reflected on their presentation skills. - Pupils will present a presentation they have created which incorporates essential corporate and brand elements to an audience - Pupils will produce a report reviewing the success of a business - Pupils can recall definition of key financial terminology. - Witness statement created by teacher for each pupil based on professional pitch delivered. - Pupils will be able to produce meaningful work in the form of presentations, discussions, interactions and creative notes based on theory learnt in class. - Pupils take responsibility over their own learning by researching and reading concepts from lesson materials - Pupils complete written tasks in the forms of essays and short questions.	- Pupils will know the criteria to judge business success against and make decisions based on their own NEA produced. - Pupils will show understanding through using work produced in class to answer long answer questions based on topic areas learned. - Pupils will be able to explain how entrepreneurship can lead to problems as well as rewards. - Pupils will recall the 4P's of the Marketing Mix and explain the importance of each. - Pupils will show understanding through creative techniques into how finance can be raised by businesses and the forms of support offered.	4; Sales Promotional Techniques; Public Relations; The Product Lifecycle; Extension Strategies; Types of Pricing Strategies; Topic Area 5; Support for Enterprise; Topic Area 2; Market Research; Purpose of Research; Primary Research Methods; Secondary Research Sources; Types of Data	- Quantitative communication through tables, graphs, calculations, financial data and data commentary. - Research summaries and customer/stakeholder recommendations.
11 Term 3 R067 Topic Area 2 (Repeated	Past Papers	- Builds directly on 11 Term 2, revisiting prerequisite knowledge and skills from: - Topic Area 1	- Pupils will interact with peers and evaluate each other's presentation performances. - Three promotional materials will be developed fully.	Pupils will understand how to deliver an effective pitch and the verbal/non-verbal skills that must be included to capture and retain audience attention.	Past Papers; NEA	Structured written reports/essays with chains of analysis, evidence, justification and evaluation.

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Prior Knowledge (KS2/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
from last year)		• Characteristics, Risk and Reward for Enterprise • Characteristics of Successful Entrepreneurs • Potential Rewards for Risk Taking • Potential Drawbacks for Risk Taking • Topic Area 4 • Creating a Marketing Mix to Support a Product • The Marketing Mix Elements for a Good/Service • How the Elements of the Marketing Mix Work Together • Types of Advertising Medium to Attract and Retain Customers • Sales Promotional Techniques • Public Relations • How to Sell	• Pupils will complete self-evaluation forms for themselves to demonstrate they have reflected on their presentation skills. • Pupils will present a presentation they have created which incorporates essential corporate and brand elements to an audience • Pupils will produce a report reviewing the success of a business • Pupils can recall definition of key financial terminology. • Witness statement created by teacher for each pupil based on professional pitch delivered. • Pupils will be able to produce meaningful work in the form of presentations, discussions, interactions and creative notes based on theory learnt in class. • Pupils take responsibility over their own learning by researching and reading concepts from lesson materials • Pupils complete written tasks in the forms of essays and short questions.	• Pupils will know the criteria to judge business success against and make decisions based on their own NEA produced. • Pupils will show understanding through using work produced in class to answer long answer questions based on topic areas learned. • Pupils will be able to explain how entrepreneurship can lead to problems as well as rewards. • Pupils will recall the 4P's of the Marketing Mix and explain the importance of each. • Pupils will show understanding through creative techniques into how finance can be raised by businesses and the forms of support offered.		• Audience-aware spoken communication, questioning, listening, presentation and professional business language. • Research summaries and customer/stakeholder recommendations.

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
10 Term 1 R068 Tasks 1 - 3	• Market research • Primary Research • Secondary Research • Quantitative and Qualitative Data Types • Sampling Methods • Market Segmentation • Types of Methods Used to Segment • Benefits of Segmentation • How to Create a Design Mix • Function • Aesthetics • Economic Manufacture • Creative Techniques for Planning Product Designs • Mind Map • Mood board • Drawings • Using Data to Review and Recommend Product Proposals • Written Feedback • Verbal Feedback • Making Decisions	• KPI1 - Task 1: • Explain the overall aims of your market research • Choose appropriate market research tools that will help to achieve research aims. • Select sampling methods. • Create three market research tools • Collate market research findings and review results. • Deadline: 17/10 • KPI 2 - Task 2: • Use market segmentation to create a customer profile. • Use market research findings from task 1 to justify customer profile created. • Deadline: 14/11 • KPI3 - Task 3: • Create the outline of a design mix. • Use market research and customer profile to give reasoning into the design mix chosen. • Generate two product design ideas. • For one design, describe how the design mix and market research helped to inform the design. • Deadline: 12/12 • Feedback Provided.	• Diagnostic retrieval revisits prerequisite terminology, numeracy, data handling and business/economic context before introducing this sequence.	• Vocabulary pre-teaching and visible tier 3 word banks. • Chunked tasks, modelled examples, success criteria and exemplars. • Retrieval starters, targeted questioning, peer/self assessment and feedback. • Worked examples, formula prompts, scaffolded data sets and calculator support for quantitative tasks. • Writing frames and sentence stems for analysis, evaluation and recommendations. • Rehearsal opportunities, cue cards, modelled role-play and alternative ways to demonstrate understanding.	• Prepares pupils for Year 11 OCR Enterprise and Marketing coursework/exam content, including market research, finance, promotion and enterprise decision-making.
10 Term 2 R068 Tasks 4-6	• Finance • Ability to calculate total costs • Ability to calculate Revenue • Ability to Calculate Profit • Ability to Calculate Breakeven • Pricing Strategies • Competitive • Penetration • Skimming • Psychological	• Feedback Provided: • KPI4 – Task 4 • Produce a self-assessment of both designs. • Obtain verbal and written feedback. • Identify strengths and weaknesses of designs. • Create final ice cream design by modifying based on feedback relieved • Explain reasons for choice. • Deadline: 30/01 • KPI5 – Task 5 • Identify relevant costs	• Revisits 10 Term 1 through retrieval practice, cumulative questioning, case-study application and synoptic links across knowledge, skills and concepts.	• Vocabulary pre-teaching and visible tier 3 word banks. • Chunked tasks, modelled examples, success criteria and exemplars. • Retrieval starters, targeted questioning, peer/self assessment and feedback. • Worked examples, formula prompts, scaffolded data sets and calculator support for quantitative tasks.	• Prepares pupils for Year 11 OCR Enterprise and Marketing coursework/exam content, including market research, finance, promotion and enterprise decision-making.

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	• External Factors • Political • Economic • Social • Technological • Legal • Environmental • Ethical • Risks of Launching a New Product • Lack of Experience • Making a Loss • Impact of External Factors	• Calculate total variable costs of a product. • Produce a sales forecast report • Recommend an appropriate pricing strategy and a selling price based on target market. • Calculate, total costs, revenue and profit. • Calculate the breakeven point. • Describe how breakeven point changes dependant on price level. • Evaluate financial viability. • Deadline: 07/03 • KPI6 – Task 6 • Explain risks/challenges when launching new products. • Evaluate how risks and challenges can impact success of businesses. • Suggest strategies to overcome risks/challenges., • Deadline 03/04 • Feedback: Provided.		• Writing frames and sentence stems for analysis, evaluation and recommendations.	
10 Term 3 R069 Task 1 and 2	• Develop a Brand Identity • What is a Brand • Why is Branding Used • Branding Methods • Competitor Analysis • Create a Promotional Campaign for a Brand and Product • Objectives of a Promotional Campaign • Planning for a Promotional Campaign • Promotional Materials	• Task 1 • Outline product design and customer profile • Research competitors' strengths and weaknesses and their USP. • Carry out analysis of opportunities and threats from the external environment. • Provide strengths, weaknesses and USP of students own product. • Create a brand personality and justify. • Deadline – End of May (Yr 10) • Explain objectives of promotional campaign. • Create three different types of promotional material to raise awareness, using digital and non-digital techniques. • Justify promotional material choices based on target market. • Produce a timeframe for promotional a campaign. • Deadline: End of July (Yr 10)	• Revisits 10 Term 1, 10 Term 2 through retrieval practice, cumulative questioning, case-study application and synoptic links across knowledge, skills and concepts.	• Vocabulary pre-teaching and visible tier 3 word banks. • Chunked tasks, modelled examples, success criteria and exemplars. • Retrieval starters, targeted questioning, peer/self assessment and feedback. • Worked examples, formula prompts, scaffolded data sets and calculator support for quantitative tasks. • Writing frames and sentence stems for analysis, evaluation and recommendations.	• Prepares pupils for Year 11 OCR Enterprise and Marketing coursework/exam content, including market research, finance, promotion and enterprise decision-making.
11 Term 1 R069 Tasks 3-5	• Plan and Pitch a Proposal • Pitch Considerations • Development of Personal and Presentation Skills • Benefits of Practicing a Pitch	• KPI4 • Conduct a professional pitch that demonstrates: • Media/visual aids/supporting materials. • Effective presentation skills. • Time management skills. • Appropriateness of pitch based on audience needs. • Persuasive language. • Ability to answer questions from an audience. • Deadline Task 3 – October (Yr 11) • Conduct presentations week after h/t • KPI5 – Task 5 • Part One • Review pitching skills: • Verbal communication • Non-verbal communication • Visual aids • Time management • Ability to answer questions from an audience • Value of rehearsal • Feedback received from others • Part Two – Review business proposal • Costs • Relevant/appeal of brand to customer profile • Suitability of brand personality • Promotional campaign created • Promotional materials • Evaluate likely success of business • Assess future developments and brand recommendations/refinements • Deadline: End November (Yr 11) • .	• Revisits 10 Term 2, 10 Term 3 through retrieval practice, cumulative questioning, case-study application and synoptic links across knowledge, skills and concepts.	• Vocabulary pre-teaching and visible tier 3 word banks. • Chunked tasks, modelled examples, success criteria and exemplars. • Retrieval starters, targeted questioning, peer/self assessment and feedback. • Worked examples, formula prompts, scaffolded data sets and calculator support for quantitative tasks. • Writing frames and sentence stems for analysis, evaluation and recommendations. • Rehearsal opportunities, cue cards, modelled role-play and alternative ways to demonstrate understanding.	• Prepares pupils for KS5 Business/Economics, apprenticeships and business-related careers through exam technique, evaluation, presentation and enterprise knowledge.
11 Term 2 R067	• Topic Area 1 • Characteristics, Risk and Reward for Enterprise	• Pupils will be assessed on exam content via • End of topic assessments: • R067: KPI1: Characteristics, Risks and Reward for Enterprise.	• Revisits 10 Term 3, 11 Term 1 through retrieval practice, cumulative questioning,	• Vocabulary pre-teaching and visible tier 3 word banks.	• Prepares pupils for KS5 Business/Economics, apprenticeships and business-related careers through

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
R067 Topic Area 3 (Repeated from last year)	• Characteristics of Successful Entrepreneurs • Potential Rewards for Risk Taking • Potential Drawbacks for Risk Taking • Topic Area 4 • Creating a Marketing Mix to Support a Product • The Marketing Mix Elements for a Good/Service • How the Elements of the Marketing Mix Work Together • Types of Advertising Medium to Attract and Retain Customers • Sales Promotional Techniques • Public Relations • How to Sell the Good/Service to the Customer • The Product Lifecycle • Extension Strategies • Factors to consider When Pricing a Product • Types of Pricing Strategies • Topic Area 5 • Factors to Consider When Starting and Running an Enterprise • Appropriate Forms of Ownership for Business Start-Ups • Source of Capital for Business Start-Ups and Expansions • Support for Enterprise • Topic Area 2 • Market Research • Purpose of Research • Primary Research Methods • Secondary Research Sources • Types of Data • Market Segmentation and Benefits • Regular Past Paper Practice • Topic Area 3 • Cost of Production • Fixed Costs • Variable Costs • Total Costs • Revenue • Profit/Loss • Breakeven • Importance of Cash	• R067: KPI4: Creating a Marketing Mix to Support a Product. • R067: KPI5: Factors to Consider When Starting Up and Running an Enterprise • Past Papers and Past Paper questions. • Completion of class tasks and activities. • Workbooks that consolidate knowledge. • R067: KPI2: Market Research to Target a Specific Customer • Past Paper Practice. • R067: KPI3: What Makes a Product Financially Viable Assessment	case-study application and synoptic links across knowledge, skills and concepts.	• Chunked tasks, modelled examples, success criteria and exemplars. • Retrieval starters, targeted questioning, peer/self assessment and feedback. • Worked examples, formula prompts, scaffolded data sets and calculator support for quantitative tasks. • Writing frames and sentence stems for analysis, evaluation and recommendations. • Rehearsal opportunities, cue cards, modelled role-play and alternative ways to demonstrate understanding.	exam technique, evaluation, presentation and enterprise knowledge.
11 Term 3 R067 Topic Area 2 (Repeated from last year)	• Past Papers		• Revisits 11 Term 1, 11 Term 2 through retrieval practice, cumulative questioning, case-study application and synoptic links across knowledge, skills and concepts.	• Vocabulary pre-teaching and visible tier 3 word banks. • Chunked tasks, modelled examples, success criteria and exemplars. • Retrieval starters, targeted questioning, peer/self assessment and feedback. • Worked examples, formula prompts, scaffolded data sets and calculator support for quantitative tasks. • Writing frames and sentence stems for analysis, evaluation and recommendations.	• Prepares pupils for KS5 Business/Economics, apprenticeships and business-related careers through exam technique, evaluation, presentation and enterprise knowledge.

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
				• Rehearsal opportunities, cue cards, modelled role-play and alternative ways to demonstrate understanding.	

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS5)
12 Term 1 Unit 2 Working in Business Official Exam to take Place in winter entry of Year 12 Unit 5 Marketing and Market Research	- Cambridge Technical Business - Original Year/Term: 12 Term 1 - Unit 2 Working in Business - Official Exam to take Place in winter entry of Year 12 - Unit 5 Marketing and Market Research - Original Knowledge / Topics / Contexts: - LO1 Protocols Followed in Business - Authority Protocols - Confidentiality Protocols - Constraints on Document Content - Checking Protocols - IT Protocols - Employment Protocols - Contractual Obligations - Minimum Standards of Professional Behaviour - LO2 Factors that Influence Meeting Arrangements - Factors to be Considered When Arranging a Meeting - Factors that Influence Travel Arrangements - Factors that Influence Accommodation Arrangements - LO3 Be Able to Use Business Documents - Purpose, Interpretation and Completion of Business Documents (e.g. purchase order, invoice, requisition forms) - Payment Methods - Purpose, Completion and	- Apply professional business protocols to realistic workplace scenarios. - Use meeting, travel and document information to make practical decisions. - Prioritise tasks using urgency, deadlines and evidence from data sources. - Adapt communication methods for different stakeholders and audiences. - Structure written business communications so they are accurate and fit for purpose.	Diagnostic retrieval revisits prerequisite terminology, numeracy, data handling and business/economic context before introducing this sequence.	- Unit2: TA1: Understand Protocols to be Followed When Working in Business Assessment. - Workbook LO1 Completed at Home. - Knowledge Book LO1 Resource Completed as 'Do Now' Tasks. - Unit 2: TA2: Understand Factors that Influence the Arrangement of Business Meetings Assessment. - Workbook LO2 Completed at Home - Knowledge Book LO2 Resource Completed as 'Do Now' Tasks. - TA3: Be Able to Use Business Documents Assessment. - Workbook LO3 Completed. - Knowledge Book LO3 Resource Completed as 'Do Now' Tasks. - Unit 2: TA4: Be Able to Prioritise Business Tasks Assessment. - Workbook LO4. Completed at Home. - Knowledge Book LO4 Resource Completed as 'Do Now' Tasks. - Unit 2: TA5: Understand how to Communicate Effectively with Stakeholders Assessment. - Workbook LO5 Completed at Home. - Knowledge Book LO5 Resource Completed as 'Do Now' Tasks. - Past Paper Questions. - Unit 5 KPI: - P1: Explain the role of the marketing function in business. - P2: Describe how carrying our market analysis can benefit a business. - P3: Explain how businesses measure the impact of their marketing using at least two contrasting businesses. - M1: Analyse the impact of a particular marketing campaign run by a specific business - P4: Describe the constraints on marketing for a specific business	- Vocabulary pre-teaching and visible tier 3 word banks. - Chunked tasks, modelled examples, success criteria and exemplars. - Retrieval starters, targeted questioning, peer/self assessment and feedback. - Worked examples, formula prompts, scaffolded data sets and calculator support for quantitative tasks. - Writing frames and sentence stems for analysis, evaluation and recommendations. - Rehearsal opportunities, cue cards, modelled role-play and alternative ways to demonstrate understanding. - Extension via synoptic case studies, independent research and evaluative challenge.	Prepares students for later Year 12/Year 13 units through stronger decision-making, research, quantitative analysis, evaluation and communication.

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KSS)
	Checking of Meeting Documents • LO4 Be Able to Prioritise Business Tasks • Reasons for Prioritising Business Tasks • Factors That Influence Task Prioritisation • How to Use Information to Inform Prioritisation • How to Assign Priorities and Identify Appropriate Actions • The Need to Change Priorities when Necessary • LOS Understand How to Communicate Effectively with Stakeholders. • Characteristics which Inform the Design of Business Communications • Characteristics of Business Communications Impact Resources Chosen • How and When to Use Different Types of Communication • Review Business Communication to Make Sure They are Fit for Purpose. • Unit 5 NEA • LO1 Understand the Role of Marketing in Business • Marketing Function • Market Analysis • Measuring the Impact of Marketing • LO2 Know the Constraints on Marketing • Elements and Impacts of Constraints on Marketing (e.g. legal, financial, cultural and voluntary)					

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KSS)
12 Term 2 Unit 1 The Business Environment Official Exam to Take Place in Summer Entry of Year 12 Unit 5 Marketing and Market Research	- Cambridge Technical Business - Original Year/Term: 12 Term 2 - Unit 1 The Business Environment - Official Exam to Take Place in Summer Entry of Year 12 - Unit 5 Marketing and Market Research - Original Knowledge / Topics / Contexts: - LO1 Understand Different Types of Businesses and their Objectives - Different types of Business Activity - Sectors of Operation - Forms of Legal Ownership and Factors which Inform Choices - Business Aims and Objectives - LO2 Understand How the Functional Areas of Businesses Work Together to Support the Activities of Businesses. - Functional Areas and their Tasks. - How Functional Departments Interrelate - LO3 Understand the Effect of Different Organisational Structures on How Businesses Operate - Organisational Structures and their Elements - How Organisational Structures Impact Business Operations - The Use of Organisational Charts - LO4 Be Able to Use Financial	- Classify businesses by sector, ownership, aims and objectives. - Analyse how functional areas work together and how poor communication affects performance. - Interpret organisational structures, authority, span of control and delegation. - Use financial information to judge business health. - Assess stakeholder influence and external PESTLE constraints. - Plan and justify market research choices for Unit 5 NEA.	Revisits 12 Term 1 through retrieval practice, cumulative questioning, case-study application and synoptic links across knowledge, skills and concepts.	- Unit 1 Workbook – LO1 section completed at home - Unit 1 Knowledge Book used as 'Do Now' activities to check prerequisite knowledge for lessons. - Unit 1: TA1: Understand Different Types of Businesses and their Objectives Assessment. - Unit 1 Workbook – LO2 section completed at home. - Unit 1: TA2: Understand How the Functional Areas of Businesses Work Together to Support the Activities of Businesses Assessment. - Unit 1 Workbook – LO3 section completed at home - Unit 1: TA3: Understand the Effect of Different Organisational Structures on How Businesses Operate Assessment. - Unit 1 Workbook – LO4 section completed at home - Unit1: TA4: Be Able to Use Financial Information to Check the Financial Health of Businesses Assessment. - Unit 1 Workbook – LO5 section completed at home - Unit 1: TA5: Understand the Relationship Between Businesses and Stakeholders Assessment. - Unit 1: TA6: Understand the External Influences and Constraints on Businesses and How Businesses Could Respond Assessment. - P5: Select market research method, type and tools for a market research proposal and give reasons for the choice - P6: Conduct primary and secondary research to identify business opportunities for a specific business - M2: Based on own research, assess the choice of market research method and type used, explaining their effectiveness - D1: Justify the choice and sequence of questions used in the market research	- Vocabulary pre-teaching and visible tier 3 word banks. - Chunked tasks, modelled examples, success criteria and exemplars. - Retrieval starters, targeted questioning, peer/self assessment and feedback. - Worked examples, formula prompts, scaffolded data sets and calculator support for quantitative tasks. - Writing frames and sentence stems for analysis, evaluation and recommendations. - Rehearsal opportunities, cue cards, modelled role-play and alternative ways to demonstrate understanding. - Extension via synoptic case studies, independent research and evaluative challenge.	Prepares students for later Year 12/Year 13 units through stronger decision-making, research, quantitative analysis, evaluation and communication.

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KSS)
	Information to Check the Financial Health of Businesses - Financial Terminology (e.g. Revenue, Cash-Flow) - Formulas - Interpretation of Financial Statements • LO5 Understand the Relationship Between Businesses and Stakeholders - Internal Stakeholders - External Stakeholders - Objectives of Stakeholder Groups - Ways Stakeholders Attempt to Alter Business Behaviour - How Businesses Respond to Different/Conflicting Objectives of Different Stakeholders. - Consequences of Not Listening to Stakeholders. • LO6 Understand the External Influences and Constraints on Businesses and How Businesses Could Respond - Political - Economic - Social - Technological - Legal - Environmental - Ethical - How External Factors Can Impact a Business and how a Business can Respond to External Changes • Unit 5 NEA - LO3 Be Able to Carry Out Market Research - Purpose of Market Research - Methods and Tools of Market Research - Data Types and Sampling					

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KSS)
	- Factors that Influence Choice of Market Research - How to Conduct Research					
12 Term 3 Unit 1 The Business Environment – Exam Take Place In May Unit 5 Marketing and Market Research	- Cambridge Technical Business - Original Year/Term: 12 Term 3 - Unit 1 The Business Environment – Exam Take Place In May - Unit 5 Marketing and Market Research - Original Knowledge / Topics / Contexts: - Unit 1 The Business Environment - LO7 Understand Why Businesses Plan - Appropriate Source of Finance - What is Included in a Business Plan - LO8 Assess the Performance of Business to Inform Future Business Activities - Factors that Influence Success/Failure of a Business (e.g. financial/non-financial) - SWOT Analysis - Interpretation of Performance - EXAM - Unit 5 NEA - LO4 Be Able to Validate and Present Market Research Findings - Prepare Market Research Results - Present Findings Clearly to an Audience - Make Decisions into Whether the Market Research is Valid - Unit 5 NEA Submission	- Select appropriate sources of finance and explain the purpose of business planning. - Use SWOT, financial and non-financial evidence to assess performance. - Validate market research findings against the original proposal. - Present findings clearly and recommend justified marketing improvements. - Prepare for synoptic exam application across Unit 1.	Revisits 12 Term 1, 12 Term 2 through retrieval practice, cumulative questioning, case-study application and synoptic links across knowledge, skills and concepts.	- Workbook notes completed LO7 - Unit 1: TA7: Understand Why Businesses Plan Assessment. - Unit 1 Workbook – LO8 section completed at home - Unit 1 Knowledge Book used as 'Do Now' activities to check prerequisite knowledge for lessons. - Unit 1: TA8: Be Able to Assess the Performance of Businesses to Inform Future Business Activities. - Tasks Completed in Final Half Term of Term 3. - P7: Assess the validity of market research findings for a specific business opportunity against its market research proposal - P8: Present market research findings in an appropriate format for the data obtained and audience - M3: Based on assessment of own market research findings, recommend improvements or additional market research requirements - D2: Recommend and justify marketing decisions that the business could take	- Vocabulary pre-teaching and visible tier 3 word banks. - Chunked tasks, modelled examples, success criteria and exemplars. - Retrieval starters, targeted questioning, peer/self assessment and feedback. - Worked examples, formula prompts, scaffolded data sets and calculator support for quantitative tasks. - Writing frames and sentence stems for analysis, evaluation and recommendations. - Rehearsal opportunities, cue cards, modelled role-play and alternative ways to demonstrate understanding. - Extension via synoptic case studies, independent research and evaluative challenge.	Prepares students for later Year 12/Year 13 units through stronger decision-making, research, quantitative analysis, evaluation and communication.

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS5)
13 Term 1 Unit 3 Business Decisions Official Exam to take Place in winter entry of Year 13 Unit 4 Customers and Communication	- Cambridge Technical Business - Original Year/Term: 13 Term 1 - Unit 3 Business Decisions - Official Exam to take Place in winter entry of Year 13 - Unit 4 Customers and Communication - Original Knowledge / Topics / Contexts: - LO1 Important Factors When Making Business Decisions - Types of Decisions - Criteria to Consider When Making Decisions - Different Information That Can Assist Decision Making - How to Judge the Validity of Information Used to Make Decisions - Purpose, Benefits and Importance of Communication (e.g. Stakeholders, Media) - Factors Affecting the Quality of Decision Making - LO2 Financial Data to Inform Decisions - Profitability Data - Breakeven Analysis - Contribution - Cash Flow - Investment Appraisal - LO3 How HR Information can Inform Decisions - Factors Involved in Workforce Plan - Workforce Performance Data Types - LO4 How Marketing Information Informs Business Decisions - Market Research Information Uses	- Distinguish strategic, tactical and operational decisions. - Use financial data, cash flow, break-even and investment appraisal to inform decisions. - Interpret HR and marketing data to identify patterns and recommend action. - Apply project, resource and change-management tools including Gantt charts and critical path analysis. - Justify decisions using evidence, context and stakeholder impact.	Revisits 12 Term 2, 12 Term 3 through retrieval practice, cumulative questioning, case-study application and synoptic links across knowledge, skills and concepts.	- Unit 3 Workbook LO1 Completion. - Unit 3: TA1: Understand Factors to be Taken into Account When Making Business Decisions - Unit 3 Workbook LO2 Completion. - Unit 3: TA2: Be Able to Use Financial Data to Inform Business Decisions Assessment. . - Unit 3 Workbook LO3 Completion. - Unit 3: TA3: Understand How Human Resource Information Informs Business Decisions Assessment. - Unit 3 Workbook LO4 completed. - Unit 3: TA4: Understand How Marketing Information Informs Business Decisions Assessment. - Unit 3 Workbook LO5 Completed. - Unit 3: TA5: Be Able to Use Resource, Project and Change Management Information to Inform Business Decisions. - Unit 3: TA6: Be Able to Use Information to Make and Justify Business Decisions - Unit 4 KPI: - P1: Explain who the customers of a specific business are and what influences their behaviour. - P2: Describe actions that a specific business has taken in response to the different needs of its customers. - P3: Explain the range of customer services a specific business provides and how each area of the business has responded to the need to provide customer service - M1: Analyse the benefits to a specific business and to its customers of maintaining and developing customer service - D1: Recommend and justify changes to the customer service provided by a specific business in order to improve the customer experience.	- Vocabulary pre-teaching and visible tier 3 word banks. - Chunked tasks, modelled examples, success criteria and exemplars. - Retrieval starters, targeted questioning, peer/self assessment and feedback. - Worked examples, formula prompts, scaffolded data sets and calculator support for quantitative tasks. - Writing frames and sentence stems for analysis, evaluation and recommendations. - Rehearsal opportunities, cue cards, modelled role-play and alternative ways to demonstrate understanding. - Extension via synoptic case studies, independent research and evaluative challenge.	Supports progression to higher education, apprenticeships and employment through synoptic analysis, independent judgement, strategic thinking and professional communication.

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KSS)
	• Marketing Decision Making Tools • Considerations When Making Marketing Decisions • Constraints on Marketing and how this Impacts Business Decisions • LO5 Ability to use Resource, Project and change Management Information • Key Tasks Involved in Resource Management • How to Use Project Management Tools • How to Use and Interpret Critical Path Analysis. • How Change is Managed • Contingency Planning • LO6 Be Able to Use Information to Make and Justify Business Decisions • Decision Making Tools • Strategies to help Businesses Achieve a Competitive Advantage • Making and Justifying Business Decisions • LO1 Customers and their Importance to Businesses • Different Types of Customers • Influences on Customer Behaviour • Actions by Businesses to Manage Customer Experiences • Importance of Customer Service					
13Term 2 Unit 4 Customers and Communication	• Cambridge Technical Business • Original Year/Term: 13Term 2 • Unit 4 Customers and Communication	• Select communication approaches based on audience, purpose and corporate standards. • Evaluate the suitability of format, style and layout for different customers. • Demonstrate verbal, non-verbal and listening skills in customer interactions. • Review communication performance and identify practical improvements.	• Revisits 12 Term 3, 13 Term 1 through retrieval practice, cumulative questioning, case-study application and synoptic links across knowledge, skills and concepts.	• P4: Assess whether or not the form, style and layout of different communications are suitable for the intended audience and purpose. • P5: Summarise the corporate standards and corporate profile of a specific business and explain their importance to that business. • M2: Explain how a specific business manages its corporate profiles through media activity	• Vocabulary pre-teaching and visible tier 3 word banks. • Chunked tasks, modelled examples, success criteria and exemplars. • Retrieval starters, targeted questioning, peer/self assessment and feedback.	• Supports progression to higher education, apprenticeships and employment through synoptic analysis, independent judgement, strategic thinking and professional communication.

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KSS)
	• Original Knowledge / Topics / Contexts: • LO2 Understand How to Communicate with Customers • Audience Requirements and their Impact on Communication Methods • Purpose of Business Communication • Advantages and Disadvantages of Communication Methods. • Appropriate Business Formats and Layouts • Corporate Standards • Importance of Managing Corporate Profile Through Media Activity • LO3 Be Able to Establish a Rapport with Customers Through Verbal and Non-Verbal Skills • Non-Verbal Skills • Verbal Skills • Listening Skills			• P6: Demonstrate non-verbal and verbal skills when communicating with a specific customer. • P7: Explain the importance of listening skills in building a rapport with specific customers. • M3: review own use of non-verbal and verbal skills when communicating with a specific customer and suggest improvements	• Worked examples, formula prompts, scaffolded data sets and calculator support for quantitative tasks. • Writing frames and sentence stems for analysis, evaluation and recommendations. • Rehearsal opportunities, cue cards, modelled role-play and alternative ways to demonstrate understanding. • Extension via synoptic case studies, independent research and evaluative challenge.	
13 Term 3 Unit 4 Customers and Communication	• Cambridge Technical Business • Original Year/Term: • 13 Term 3 • Unit 4 Customers and Communication • Original Knowledge / Topics / Contexts: • LO4 Be Able to Convey Messages • Message Structure • Types of Communication Methods • Important Message Considerations E.g. Language, graphics and accuracy • LO5 Know the Constraints and Issues Which Affect the Sharing, Storing	• Structure verbal and written business messages for audience and purpose. • Adapt communication methods, language and design to suit differing requirements. • Apply legal, ethical and security considerations when sharing and storing information. • Review communication choices and justify refinements.	• Revisits 13 Term 1, 13 Term 2 through retrieval practice, cumulative questioning, case-study application and synoptic links across knowledge, skills and concepts.	• P8: Structure and deliver a verbal business communication so that its content and type of communication is appropriate for its audience and purpose. • P9: Structure a written business communication so that its content and type of communication is appropriate for its audience and purpose. • M4: Review own use of verbal and written skills when communicating business messages and recommend improvements. • D2: Justify how to adapt the structure, method of delivery and any other considerations to convey a business message for differing audience requirements. • P10: Describe the legal constraints, ethical and security issues faced by a specific business in relation to sharing and storing business communication	• Vocabulary pre-teaching and visible tier 3 word banks. • Chunked tasks, modelled examples, success criteria and exemplars. • Retrieval starters, targeted questioning, peer/self assessment and feedback. • Worked examples, formula prompts, scaffolded data sets and calculator support for quantitative tasks. • Writing frames and sentence stems for analysis, evaluation and recommendations. • Rehearsal opportunities, cue cards, modelled role-play and alternative ways to demonstrate understanding. • Extension via synoptic case studies, independent research and evaluative challenge.	• Supports progression to higher education, apprenticeships and employment through synoptic analysis, independent judgement, strategic thinking and professional communication.

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS5)
	and Use of Information • Legal Constraints • Ethical Issues • Security Issue					

Year	Unit/Big Idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessment (Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
12: Term 1	• AQA A Level Business - Original Detailed Map • Original Year/Term: • 12: Term 1 • Original Knowledge / Topics / Contexts: • Unit 1: What Is Business • Understanding The Nature And Purpose Of Business • Understanding Different Business Forms • Understanding That Businesses Operate Within An External • Environment • Unit 2: Managers, Leadership and Decision Making • Understanding Management, Leadership And Decision Making • Understanding Management Decision Making • Understanding The Role And Importance Of Stakeholders • Unit 3: Marketing Management • Setting marketing objectives • Understanding markets and customers • Making marketing decisions: - segmentation, targeting, • Positioning • Making Marketing Decisions: Using The Marketing Mix	• Use real business contexts to analyse ownership, objectives and external influences. • Compare leadership styles and their impact on decision-making. • Use stakeholder mapping, decision trees and quantitative data to support judgement. • Apply marketing concepts including segmentation, targeting, positioning and the marketing mix. • Develop exam responses using application, analysis and evaluation.	• Diagnostic retrieval revisits prerequisite terminology, numeracy, data handling and business/economic context before introducing this sequence.	• Completion of Unit 1 Workbook • 6/9-mark essay questions • Unit 1: What is Business Assessment. • Completion of Unit 2 Workbook. • 9/12-mark essay questions. • Unit 2: Managers, Leadership and Decision-Making Assessment. • Completion of Unit 3 Workbook. • 16-mark essay question completed. • Unit 3: Decision making to improve marketing performance Assessment.	• Vocabulary pre-teaching and visible tier 3 word banks. • Chunked tasks, modelled examples, success criteria and exemplars. • Retrieval starters, targeted questioning, peer/self assessment and feedback. • Worked examples, formula prompts, scaffolded data sets and calculator support for quantitative tasks. • Writing frames and sentence stems for analysis, evaluation and recommendations. • Rehearsal opportunities, cue cards, modelled role-play and alternative ways to demonstrate understanding. • Extension via synoptic case studies, independent research and evaluative challenge.	• Prepares students for later Year 12/Year 13 units through stronger decision-making, research, quantitative analysis, evaluation and communication.

Year	Unit/Big Idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessment (Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
12 Term 2	• AQA A Level Business - Original Detailed Map • Original Year/Term: 12 Term 2 • Original Knowledge / Topics / Contexts: Unit 4: Operational Management • Setting Operational Objectives • Analysing Operational Performance • Making Operational Decisions to Improve Performance: Increasing • Efficiency And Productivity • Making Operational Decisions to Improve Performance: Improving • Quality • Making Operational Decisions to Improve Performance: Managing • Inventory And Supply Chains • Unit 5: Financial Management • Setting Financial Objectives • Analysing Financial Performance • Making Financial Decisions: Sources of Finance and Improving Cash-Flow/Profits	• Use operational data to analyse efficiency, capacity, productivity and quality. • Evaluate lean production, inventory and supply-chain decisions. • Construct and interpret cash flow, break-even and profitability data. • Assess sources of finance and strategies to improve cash flow and profit. • Use quantitative evidence to support balanced written judgement.	• Revisits 12 Term 1 through retrieval practice, cumulative questioning, case-study application and synoptic links across knowledge, skills and concepts.	• Completion of Unit 4 Workbook. • 16-mark essay questions completed. • Unit 4: Decision making to improve operational performance Assessment. • Completion of Unit 5 Workbook. • 16 Mark essay questions Completed. • Unit 5: Decision making to improve financial performance Assessment.	• Vocabulary pre-teaching and visible tier 3 word banks. • Chunked tasks, modelled examples, success criteria and exemplars. • Retrieval starters, targeted questioning, peer/self assessment and feedback. • Worked examples, formula prompts, scaffolded data sets and calculator support for quantitative tasks. • Writing frames and sentence stems for analysis, evaluation and recommendations. • Rehearsal opportunities, cue cards, modelled role-play and alternative ways to demonstrate understanding. • Extension via synoptic case studies, independent research and evaluative challenge.	• Prepares students for later Year 12/Year 13 units through stronger decision-making, research, quantitative analysis, evaluation and communication.
12 Term 3	• AQA A Level Business - Original Detailed Map • Original Year/Term: 12 Term 3	• Analyse HR objectives, workforce performance and organisational design. • Apply motivation theory and employee-relations concepts to business scenarios. • Use financial ratios, SWOT and investment appraisal to assess strategic position. • Connect functional performance to wider corporate objectives and strategy.	• Revisits 12 Term 1, 12 Term 2 through retrieval practice, cumulative questioning, case-study application and synoptic links across knowledge, skills and concepts.	• Completion of Unit 6 workbook. • 25-mark essay questions. • Unit 6: Decision Making to improve human resource performance Assessment. • Unit 7a workbook completed • 25-mark questions completed as home learning tasks • End of unit 7a topic test.	• Vocabulary pre-teaching and visible tier 3 word banks. • Chunked tasks, modelled examples, success criteria and exemplars. • Retrieval starters, targeted questioning, peer/self assessment and feedback.	• Prepares students for later Year 12/Year 13 units through stronger decision-making, research, quantitative analysis, evaluation and communication.

Year	Unit/Big Idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessment (Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
	• Original Knowledge / Topics / Contexts: • Unit 6: Human Resource Management • Setting Human Resource Objectives • Analysing Human Resource Performance • Making Human Resource Decisions: Improving Organisational • Design And Managing the Human Resource Flow • Making Human Resource Decisions: Improving Motivation And • Engagement • Making Human Resource Decisions: Improving Employer • Employee Relations • Unit 7a: • Mission, Corporate Objectives, Functional Objectives and Strategy • Analysing The Existing Internal Position of a Business to Assess • Strengths And Weaknesses: Financial Ratio Analysis • Strengths And Weaknesses: Overall Performance • Analysing Strategic Options: Investment Appraisal	• Construct 25-mark evaluative arguments using context and evidence.			• Worked examples, formula prompts, scaffolded data sets and calculator support for quantitative tasks. • Writing frames and sentence stems for analysis, evaluation and recommendations. • Rehearsal opportunities, cue cards, modelled role-play and alternative ways to demonstrate understanding. • Extension via synoptic case studies, independent research and evaluative challenge.	
13 Term 1	• AQA A Level Business - Original Detailed Map • Original Year/Term: • 13 Term 1 • Original Knowledge / Topics / Contexts:	• Analyse the external environment through political, legal, economic, social, technological and competitive factors. • Interpret economic data and consider implications for strategic and functional decisions. • Apply Porter's Five Forces, Ansoff's Matrix and strategic positioning frameworks.	• Revisits 12 Term 2, 12 Term 3 through retrieval practice, cumulative questioning, case-study application and synoptic links across knowledge, skills and concepts.	• Completion of unit 7b workbook • 25-mark essay questions for home learning. • End of unit 7b topic test. • Completion of Unit 8 Workbook. • Essay questions as home learning. • Unit 8 Choosing strategic direction Assessment. • .	• Vocabulary pre-teaching and visible tier 3 word banks. • Chunked tasks, modelled examples, success criteria and exemplars. • Retrieval starters, targeted questioning, peer/self assessment and feedback. • Worked examples, formula prompts, scaffolded data sets and calculator support for quantitative tasks.	• Supports progression to higher education, apprenticeships and employment through synoptic analysis, independent judgement, strategic thinking and professional communication.

Year	Unit/Big Idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessment (Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
	- Unit 7b: - Analysing the External Environment to Assess Opportunities and Threats: - Political and Legal Change - Economic Change - Social and Technological Change - Competitive Environment - Completion of Unit 7. - Unit 8: Choosing Strategic Direction - Strategic Direction: Choosing Which Markets to Compete in and what Products to Offer - Strategic Positioning: Choosing how to Compete	Evaluate alternative strategic directions and justify choices.			- Writing frames and sentence stems for analysis, evaluation and recommendations. - Extension via synoptic case studies, independent research and evaluative challenge.	
13Term 2	- AQA A Level Business - Original Detailed Map - Original Year/Term: 13Term 2 - Original Knowledge / Topics / Contexts: - Unit 9 Strategic Methods: How to Pursue Strategies - Assessing a Change in Scale - Assessing Innovation - Assessing Globalisation and Internationalisation - Assessing Greater Use of Digital Technology - Unit 10: Managing Strategic Change - Managing Change - Managing Organisational Culture	- Evaluate growth, innovation, globalisation and digital technology as strategic methods. - Compare organic and external growth, integration and international market entry. - Apply change-management models including Lewin, Kotter and Schlesinger, and Handy. - Assess organisational culture and flexibility as influences on strategic success.	Revisits 12 Term 3, 13 Term 1 through retrieval practice, cumulative questioning, case-study application and synoptic links across knowledge, skills and concepts.	- Completion of Unit 9 workbook. - Unit 9 essay questions between 20 and 25 marks given as home learning through the teaching of unit 9 to be completed. - Unit 9: Strategic methods Assessment. - Completion of Unit 10 workbook. - Unit 10 essay questions between 20 and 25 marks given as home learning through the teaching of unit 10 to be completed. - Unit 10: Managing strategic change Assessment.	- Vocabulary pre-teaching and visible tier 3 word banks. - Chunked tasks, modelled examples, success criteria and exemplars. - Retrieval starters, targeted questioning, peer/self assessment and feedback. - Worked examples, formula prompts, scaffolded data sets and calculator support for quantitative tasks. - Writing frames and sentence stems for analysis, evaluation and recommendations. - Extension via synoptic case studies, independent research and evaluative challenge.	Supports progression to higher education, apprenticeships and employment through synoptic analysis, independent judgement, strategic thinking and professional communication.
13 Term 3	AQA A Level Business - Original Detailed Map	Apply strategic implementation tools, including network analysis and contingency planning.	Revisits 13 Term 1, 13 Term 2 through retrieval practice, cumulative questioning, case-study application and synoptic links across knowledge, skills and concepts.		- Vocabulary pre-teaching and visible tier 3 word banks. - Chunked tasks, modelled examples, success criteria and exemplars.	Supports progression to higher education, apprenticeships and employment through synoptic analysis, independent judgement,

Year	Unit/Big Idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessment (Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
	• Original Year/Term: • 13 Term 3 • Original Knowledge / Topics / Contexts: • Unit 10: Managing Strategic Change • Managing Strategic Implementation • Problems with Strategy and Why Strategies Fail • Practice, Revision and Past Paper Questions	• Identify causes of strategic drift and reasons strategies fail. • Evaluate the role of leadership, communication and planning in managing change. • Use synoptic practice to refine Paper 3 exam judgement.			• Retrieval starters, targeted questioning, peer/self assessment and feedback. • Worked examples, formula prompts, scaffolded data sets and calculator support for quantitative tasks. • Writing frames and sentence stems for analysis, evaluation and recommendations. • Extension via synoptic case studies, independent research and evaluative challenge.	strategic thinking and professional communication.

2026-2027 CURRICULUM MAP: AQA A Level Business - Additional Original Table

Year	Unit/Big Idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessment (Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
12 Term 1	• AQA A Level Business - Additional Original Table • Original Year/Term: 12 Term 1 • Original Knowledge / Topics / Contexts: • Unit 1: What is Business? • Understand the Nature and Purpose of Business • Understand Different Business Forms • Understand that Businesses Operate within an External Environment • Unit 2: Managers, Leadership and Decision Making • Understanding Management, Leadership and Decision Making • Understanding Management Decision Making • Understanding the Role and Importance of Stakeholders • Unit 3: Marketing Management • Setting Marketing Objectives • Understanding Markets and Customers • Making Marketing Decisions: Segmentation, Targeting and Positioning • Making Marketing Decisions: Using the Marketing Mix	• Analyse business purpose, ownership, objectives and the external environment. • Use financial calculations and stakeholder mapping to support decisions. • Compare leadership styles and decision-making methods. • Apply marketing research, STP and marketing mix decisions to business contexts. • Develop concise exam-style analysis and judgement.	• Diagnostic retrieval revisits prerequisite terminology, numeracy, data handling and business/economic context before introducing this sequence.	• Knowledge tests • short-answer exam-style questions • Unit 1 Workbook • End of Unit Assessment • Decision tree tasks • Stakeholder map creation • Short essays on leadership • Multiple-choice quizzes • Unit 2 Workbook • Elasticity interpretation • Marketing Projects • Unit 3 Workbook	• Vocabulary pre-teaching and visible tier 3 word banks. • Chunked tasks, modelled examples, success criteria and exemplars. • Retrieval starters, targeted questioning, peer/self assessment and feedback. • Worked examples, formula prompts, scaffolded data sets and calculator support for quantitative tasks. • Writing frames and sentence stems for analysis, evaluation and recommendations. • Extension via synoptic case studies, independent research and evaluative challenge.	• Prepares students for later Year 12/Year 13 units through stronger decision-making, research, quantitative analysis, evaluation and communication.
12 Term 2	• AQA A Level Business - Additional Original Table • Original Year/Term: 12 Term 2 • Original Knowledge / Topics / Contexts: • Unit 4: Operational Management • Setting Operational Objectives • Analysing Operational Performance • Making Operational Decisions to Improve Performance: Increasing Efficiency, Productivity and Quality • Managing Inventory and Supply Chains • Unit 5: Financial Management • Setting Financial Objectives • Analysing Financial Performance • Making Financial Decisions: Sources of Finance, Improving Cash Flow and Profits	• Calculate and interpret operational efficiency, productivity, capacity and quality measures. • Evaluate lean production, quality management and supply-chain choices. • Use budgets, break-even and profitability data to analyse financial performance. • Assess sources of finance and cash-flow improvement strategies. • Link operational and financial decisions to business objectives.	• Revisits 12 Term 1 through retrieval practice, cumulative questioning, case-study application and synoptic links across knowledge, skills and concepts.	• Worksheets to calculate efficiency • Essay questions • Unit 4 workbook • End of Unit 4 assessment • Analysis of financial statements • Essays • Question workbook • End of Unit Assessment	• Vocabulary pre-teaching and visible tier 3 word banks. • Chunked tasks, modelled examples, success criteria and exemplars. • Retrieval starters, targeted questioning, peer/self assessment and feedback. • Worked examples, formula prompts, scaffolded data sets and calculator support for quantitative tasks. • Writing frames and sentence stems for analysis, evaluation and recommendations. • Extension via synoptic case studies, independent research and evaluative challenge.	• Prepares students for later Year 12/Year 13 units through stronger decision-making, research, quantitative analysis, evaluation and communication.
12 Term 3	• AQA A Level Business - Additional Original Table • Original Year/Term: 12 Term 3 • Original Knowledge / Topics / Contexts: • Unit 6: Human Resource Management • Setting Human Resource Objectives	• Use HR data to analyse productivity, turnover, absenteeism and workforce performance. • Apply motivation theories and organisational design concepts. • Assess employer-employee relations and human resource flow. • Use SWOT, ratios and investment appraisal to evaluate strategic position.	• Revisits 12 Term 1, 12 Term 2 through retrieval practice, cumulative questioning, case-study application and synoptic links across knowledge, skills and concepts.	• Motivation theory essays, • HR data interpretation tasks, • Unit 6 Workbook • End of Unit Assessment • Case studies • Data manipulation • Assessments	• Vocabulary pre-teaching and visible tier 3 word banks. • Chunked tasks, modelled examples, success criteria and exemplars. • Retrieval starters, targeted questioning, peer/self assessment and feedback. • Worked examples, formula prompts, scaffolded data sets and	• Prepares students for later Year 12/Year 13 units through stronger decision-making, research, quantitative analysis, evaluation and communication.

	- Analysing Human Resource Performance - Improving Organisational Design and Managing the Human Resource Flow - Improving Motivation and Engagement - Improving Employer-Employer Relations - Unit 7A: Analysing the Strategic Position of a Business - Mission, Corporate Objectives, Functional Objectives and Strategy - Analysing the Existing Internal Position of a Business to Assess Strength and Weaknesses: - Financial Ratio Analysis - Overall Performance - Analysing the External Environment to Assess Opportunities and Threats: - Political and Legal Change	Connect functional evidence to strategic choices.			calculator support for quantitative tasks. - Writing frames and sentence stems for analysis, evaluation and recommendations. - Extension via synoptic case studies, independent research and evaluative challenge.	
13 Term 1	- AQA A Level Business - Additional Original Table - Original Year/Term: 13 Term 1 - Original Knowledge / Topics / Contexts: - Unit 7B: Analysing the Strategic Position of a Business - Analysing the External Environment to Assess Opportunities and Threats: - Social and Technological - The Competitive Environment - Investment Appraisal - Unit 8: Choosing Strategic Direction - Choosing Which Markets to Compete in and What Products to Offer - Choosing How to Compete	- Analyse strategic position using social, technological and competitive evidence. - Apply investment appraisal and strategic-direction models. - Assess market choice, product choice and positioning decisions. - Use context to justify which strategy is most appropriate.	Revisits 12 Term 2, 12 Term 3 through retrieval practice, cumulative questioning, case-study application and synoptic links across knowledge, skills and concepts.	- Worksheets - Calculation questions - Quizzes - Unit 7 workbook completion - Essay questions - End of Unit Assessment - Unit 8 Workbook - Essay questions on strategic positioning	- Vocabulary pre-teaching and visible tier 3 word banks. - Chunked tasks, modelled examples, success criteria and exemplars. - Retrieval starters, targeted questioning, peer/self assessment and feedback. - Worked examples, formula prompts, scaffolded data sets and calculator support for quantitative tasks. - Writing frames and sentence stems for analysis, evaluation and recommendations. - Extension via synoptic case studies, independent research and evaluative challenge.	Supports progression to higher education, apprenticeships and employment through synoptic analysis, independent judgement, strategic thinking and professional communication.
13 Term 2	- AQA A Level Business - Additional Original Table - Original Year/Term: 13 Term 2 - Original Knowledge / Topics / Contexts: - Unit 9: How to Pursue Strategies - Assessing a Change in Scale - Assessing Innovation - Assessing Globalisation and Internationalisation - Unit 10: Managing Strategic Change - Managing Strategic Implementation - Problems with Strategy and Why Strategies Fail - Practice, Revision and Past Paper Questions	- Evaluate methods of pursuing strategy, including scale, innovation and globalisation. - Assess implementation issues and reasons strategic plans fail. - Use change-management and revision methods to strengthen synoptic judgement. - Refine 20- and 25-mark evaluative responses.	Revisits 12 Term 3, 13 Term 1 through retrieval practice, cumulative questioning, case-study application and synoptic links across knowledge, skills and concepts.	- Completion of Unit 9 workbook. - Unit 9 essay questions between 20 and 25 marks given as home learning through the teaching of unit 9 to be completed. - Unit 9: Strategic methods Assessment. - Unit 10 assessment	- Vocabulary pre-teaching and visible tier 3 word banks. - Chunked tasks, modelled examples, success criteria and exemplars. - Retrieval starters, targeted questioning, peer/self assessment and feedback. - Worked examples, formula prompts, scaffolded data sets and calculator support for quantitative tasks. - Writing frames and sentence stems for analysis, evaluation and recommendations. - Extension via synoptic case studies, independent research and evaluative challenge.	Supports progression to higher education, apprenticeships and employment through synoptic analysis, independent judgement, strategic thinking and professional communication.

2026-2027 CURRICULUM MAP: AQA A Level Economics

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessment
12 13	Unit 1: Individuals, firms, markets and market failure - Economic methodology and the economic problem: economics as a social science; positive and normative statements; value judgements; scarcity, choice and opportunity cost; factors of production; production possibility frontiers; specialisation and the division of labour; economic agents and objectives. - Price determination in a competitive market: demand and supply; determinants and shifts; equilibrium; consumer and producer surplus; price, income and cross elasticities; interpreting and calculating elasticity; the functions of the price mechanism. - Production, costs and revenue: short run and long run; productivity; law of diminishing returns; economies and diseconomies of scale; fixed, variable, total, average and marginal costs; total, average and marginal revenue; profit and business objectives. - Competitive and concentrated markets: market structures and concentration; barriers to entry; objectives of firms; the effects of competition and market power on price, output, efficiency, innovation and consumers. - The market mechanism, market failure and government intervention: externalities; public, private and quasi-public goods; information gaps; merit and demerit goods; common access resources; inequality; indirect taxes, subsidies, regulation, price controls and other interventions; government failure. - Individual economic decision making: utility, rational choice, behavioural economics, bounded rationality and bounded self-control, biases, heuristics, social norms, choice architecture and nudges. - Production, costs and revenue - recap and extension: relationships between MC, AC, AR and MR; returns to scale; minimum efficient scale; normal and abnormal profit; dynamic considerations and links to firm behaviour. - Perfect competition, monopolistic competition, oligopoly and monopoly: assumptions and diagrams; short-run and long-run equilibrium; efficiency; contestability; concentration; price and non-price competition; collusion; price discrimination and regulation. - The labour market: demand for and supply of labour; marginal productivity theory; wage determination; labour market imperfections; monopsony and trade	- use economic terminology accurately and define key concepts precisely - construct, interpret and adapt microeconomic diagrams - calculate and interpret elasticity, costs, revenues, profits and other quantitative data - apply models to unfamiliar markets and current economic contexts - build logical chains of reasoning from changes in incentives, costs and market conditions - analyse and evaluate causes of market failure and alternative government interventions - compare market structures and assess their effects on efficiency, consumers, firms and workers - draw synoptic links between microeconomic behaviour and wider macroeconomic outcomes	- how scarcity, incentives and opportunity cost shape economic choices - how the price mechanism allocates resources and how changes in demand and supply affect equilibrium - how firms make production, pricing and output decisions and how market structure influences behaviour - why markets may fail to allocate resources efficiently and why government intervention can also fail - how behavioural influences can challenge the assumption of rational decision making - how labour markets determine wages and employment and why income and wealth are distributed unevenly - how microeconomic concepts interrelate and can be used to assess real policy choices	- Regular timed exam practice, including short-answer, data-response and extended writing, with increasing emphasis on working accurately under exam conditions. - Homework tasks including comprehension, economic reading, quantitative practice, diagram practice and applied case studies using UK and global contexts. - Unit tests followed by dedicated feedback, reteaching and improvement/redrafting time. - Frequent low-stakes knowledge-check quizzes and retrieval practice to strengthen key terminology, diagrams, calculations and prior learning. - Live marking and whole-class feedback to model AQA expectations, identify misconceptions and improve chains of reasoning and evaluation. - Regular use of mini whiteboards for rapid checks of definitions, calculations, diagram construction, shifts and short chains of reasoning. - Peer and self-assessment of exam responses using AQA mark schemes, indicative content and model answers. - Mock examinations followed by question-level analysis, targeted intervention and opportunities to review and improve work.

	unions; discrimination; minimum wages and government intervention. • Distribution of income and wealth: poverty, inequality and their measurement; causes and consequences; equity versus equality; policies to redistribute income and wealth and possible trade-offs. • Market failure and government intervention - recap and extension: deeper application to environmental market failure, labour market failure and contemporary policy; evaluation of intervention using effectiveness, unintended consequences, information problems, time lags and government failure.			
12 13	Unit 2: The national and international economy • Measurement of macroeconomic performance: real and nominal GDP; GDP per capita; national income; inflation and price indices; unemployment and employment measures; balance of payments on current account; interpreting macroeconomic data and recognising limitations of indicators. • How the macroeconomy works: circular flow of income; injections and withdrawals; aggregate demand and its components; determinants of AD; short-run and long-run aggregate supply; output gaps; multiplier process; relationships between growth, inflation, unemployment and the balance of payments. • Economic performance: causes and consequences of economic growth, inflation, unemployment and current-account imbalances; living standards; distributional effects; conflicts and trade-offs between macroeconomic objectives. • Macroeconomic policy: objectives of government policy; demand-side and supply-side policies; monetary, fiscal and supply-side policy instruments; transmission mechanisms; strengths, limitations, time lags and possible policy conflicts. • Measurement of macroeconomic performance - recap and extension: deeper evaluation of national income data, living standards, productivity, inequality, wellbeing and international comparisons; use of recent UK and global evidence. • How the macroeconomy works - recap and extension: Keynesian and classical LRAS; accelerator and multiplier interaction; Phillips curve; expectations; economic cycles; deeper AD/AS analysis and synoptic links between markets and the macroeconomy. • Economic performance - recap and extension: sustainable growth, productivity, competitiveness, inequality, macroeconomic stability and the short-run/long-run consequences of policy choices. • Financial markets and monetary policy: functions and structure of financial markets; money market; banks and credit creation; central banks; interest	• calculate, interpret and evaluate macroeconomic data and indices • construct and use AD/AS, LRAS, Phillips curve and other relevant models • explain transmission mechanisms and build sustained chains of reasoning from policy changes • analyse the causes and consequences of growth, inflation, unemployment and external imbalances • assess monetary, fiscal and supply-side policies in different economic circumstances • use contemporary UK and global evidence to support analysis and evaluation • compare short-run and long-run effects and recognise trade-offs between policy objectives • make synoptic links between financial markets, trade, exchange rates and domestic performance	• how national economic performance is measured and the limitations of economic indicators • how changes in aggregate demand and aggregate supply influence output, employment and the price level • why economies experience growth, inflation, unemployment and fluctuations in the balance of payments • how monetary, fiscal and supply-side policies affect economic performance and living standards • how financial markets and institutions transmit policy and allocate finance • how globalisation, trade, exchange rates and international institutions affect the UK economy • why policy effectiveness depends on context, time period, expectations and interactions between objectives	• Regular timed exam practice, including short-answer, data-response and extended writing, with increasing emphasis on working accurately under exam conditions. • Homework tasks including comprehension, economic reading, quantitative practice, diagram practice and applied case studies using UK and global contexts. • Unit tests followed by dedicated feedback, reteaching and improvement/redrafting time. • Frequent low-stakes knowledge-check quizzes and retrieval practice to strengthen key terminology, diagrams, calculations and prior learning. • Live marking and whole-class feedback to model AQA expectations, identify misconceptions and improve chains of reasoning and evaluation. • Regular use of mini whiteboards for rapid checks of definitions, calculations, diagram construction, shifts and short chains of reasoning. • Peer and self-assessment of exam responses using AQA mark schemes, indicative content and model answers. • Mock examinations followed by question-level analysis, targeted intervention and opportunities to review and improve work.

	rates; asset prices; financial instability; regulation; quantitative easing and the monetary transmission mechanism. • Fiscal policy and supply-side policies: budget deficits and debt; automatic stabilisers and discretionary policy; taxation and spending; fiscal rules; crowding out; supply-side reform; policy effectiveness in different economic conditions. • The international economy: globalisation; trade and comparative advantage; protectionism; exchange rates; balance of payments; economic integration and trading blocs; international competitiveness; development, emerging economies and policies affecting global growth and stability.			
12 13	Unit 3: Economic skills, application and synoptic thinking • Quantitative skills embedded across microeconomics and macroeconomics: percentages and percentage changes, ratios and fractions, averages, index numbers, real and nominal values, elasticity, cost/revenue/profit calculations and interpretation of quantitative evidence. • Interpretation of extracts, charts, tables and economic data: identify trends, anomalies and relationships; distinguish correlation from causation; select evidence that is relevant to the question and use it precisely in written analysis. • Accurate construction, annotation and explanation of economic diagrams and models, including shifts, movements, equilibrium changes, welfare areas, costs/revenues, AD/AS and policy diagrams. • Application to current UK and global economic issues using contemporary examples, policies, institutions and data; students build a bank of case-study evidence across the course. • Structured analysis and chains of reasoning: develop clear cause-and-effect links, show transmission mechanisms and explain impacts on different economic agents. • Evaluation: challenge assumptions, weigh short-run against long-run effects, consider magnitude, elasticities, stakeholder impacts, policy trade-offs, unintended consequences and the significance of context before reaching supported judgements. • A-level extension: increasingly synoptic analysis across the full specification, integrating microeconomic and macroeconomic concepts and preparing explicitly for Paper 3 multiple-choice and case-study questions. • Independent use of relevant contemporary examples and economic evidence, alongside accurate use of economic terminology and AQA command words.	• select relevant information from quantitative and qualitative sources • perform economic calculations accurately and interpret their significance • choose, draw and explain the most appropriate economic diagram • develop coherent analytical chains rather than descriptive answers • form balanced judgements supported by evidence and economic theory • write effectively for short-answer, data response and extended essay questions • integrate microeconomic and macroeconomic knowledge where appropriate	• that economic models simplify reality and depend on assumptions • that evidence can support different interpretations and judgements • that economic decisions create trade-offs and affect groups differently • that short-run and long-run effects may differ • that microeconomic decisions and macroeconomic outcomes are interdependent • how to use economic theory, data and context together to reach reasoned conclusions	• Regular timed practice across 4-, 9-, 15- and 25-mark questions as appropriate, building speed, planning and exam stamina. • Low-stakes knowledge-check quizzes covering key definitions, diagrams, calculations and contemporary examples. • Live marking, model answers and whole-class feedback focused explicitly on AO1 knowledge, AO2 application, AO3 analysis and AO4 evaluation. • Year 12 mock based primarily on AS content, with transition into A-level material in Term 3; Year 13 mocks cover the full course and build towards synoptic Paper 3.

