


<p>Year: 11 Subject: GCSE (9-1) Business</p>	<p>Curriculum Intent:</p> <ul style="list-style-type: none"> • Foster a deep passion and enthusiasm for Business in all students • To build upon the learning from Yr 9 and 10 to ensure all students leave with a rounded business qualification and are well prepared for their public exams. • Develop numeracy and literacy through the business curriculum • Encourage students to begin developing a sense of direction for later life • Retain as many learners from KS4 into KS5 					
	<p>Term 1 <i>Making human resources decisions</i></p>	<p>Term 2 <i>PPE preparations</i></p>	<p>Term 3 <i>Making human resources decisions</i></p>	<p>Term 4 <i>Exam revision and preparations</i></p>	<p>Term 5 <i>Exam revision and preparations</i></p>	<p>Term 6</p>
<p>Topic Titles (in order of delivery)</p>	<p>Organisational structures</p> <p>Effective recruitment</p>	<p>PPE revision and preparation</p> <p>Study skills, metacognition and effective revision methods</p>	<p>Effective training and development</p> <p>Motivation</p>	<p>Exam revision and preparation</p> <p>Study skills, metacognition, and effective revision methods</p>	<p>Exam revision and preparation</p> <p>Study skills, metacognition, and effective revision methods</p>	
<p>Key knowledge / Retrieval topics</p>	<p>Tall/flat structure: span of control, chain of command, delegation</p> <p>Job roles and responsibilities: CEO, directors, managers, supervisors, operatives/associates</p> <p>Centralised and decentralized organizations</p>	<p>Theme 1 revision- Specifics for class teacher to decide based upon outcomes of assessments and knowledge of class</p>	<p>Recruitment documents and process: Recruitment vs selection</p> <p>Job advert, job description, person specification, CVs, application forms</p> <p>Shortlisting</p>	<p>Theme 1 revision</p> <p>Specifics for class teacher to decide based upon outcomes of assessments and knowledge of class</p>	<p>Theme 2 revision</p> <p>Specifics for class teacher to decide based upon outcomes of assessments and knowledge of class</p>	

	<p>Effective communication and barriers to communication</p> <p>Methods of working: part time, full time, temporary, fixed term, remote work, hybrid work, gig economy</p> <p>Contracts of employment</p>		<p>Interview</p> <p>Group interview</p> <p>Selection</p> <p>Induction</p> <p>Internal & external recruitment</p> <p>Formal and information training</p> <p>Performance review</p> <p>Staff retention</p> <p>Monetary and non monetary rewards for working: fringe benefits, remuneration methods, job rotation, job enrichment, autonomy</p>			
Understanding / Sequence of delivery	<p>Organisational structures</p> <p>Effective recruitment</p>	Teacher discretion	<p>Effective training and development</p> <p>Motivation</p>	Teacher discretion	Teacher discretion	
Assessment	<p>CAT</p> <p>Past paper questions</p>	PPE	<p>CAT</p> <p>Past paper questions</p>	Mini assessment	Past paper questions	

