Business & Computer Science Programme of Study: 2025-26

Department: Business & Computer Science

KS3 Computing Curriculum Intent/Vision
Vision **Our KS3 Computing curriculum is designed to develop confident, digital citizens who will be enthused with an interest in computational thinking and problem solving. Lessons are designed to be delivered ensuring all students experience quality first teaching and challenge within the classroom.** **The curriculum is designed to familiarise students with the Google Environment and give them opportunities to use a variety of programs for different tasks, thereby increasing their digital literacy cultural capital which will underpin much of their work in school. The ability to use a range of applications, select the correct piece of software for a given task and use skills they have learned to produce their work efficiently and effectively is all-important for digitally literate students. Students will experience a range of programming languages in which to demonstrate their creativity in analysing and solving problems, in an equitable environment of supportive inclusion.** **This will empower students to use their computational skills across a wide-ranging curriculum - to enhance their learning, their confidence and their resilience as digital citizens of the 21st century.** **Curriculum Summary** On entering Kings Academy Easthampstead Park in Year 7, students learn how to login to the school network, recognising the importance of secure passwords and how the Google environment works. Students advance through understanding computer hardware, identifying input and output devices and learning about binary. They develop web pages using HTML programming language to create several linked pages about e-safety which then leads them into exploring the school Acceptable Use Policy and using DeskTop Publishing software to display the key features. To develop their programming knowledge students are introduced to flowcharts and Logo (turtle) to create shapes and loops and write procedures. Year 7s will further develop their digital literacy skills by developing their software capability by making an interactive quiz using a range of advanced features. Finally, they use block programming to programme a Microbit and develop their knowledge of Cyber Security. This takes them through a core skills development of **sequencing, selection** and **iteration** - the 3 core concepts underpinning computer science.

In year 8 students develop further digital literacy skills through using graphics and publishing software to communicate information. They are introduced to database software and learn how to query the database for key information using field names. Their programming experience will continue through the use of Scratch. They will investigate computer networks and use of the World Wide Web. Students will be able to confidently use the KAEP computer system and be aware of the functionality of a range of software that we use on the system. They will have a growing understanding of the 3 core programming concepts from Year 7 to Year 9 in relation to sequencing, iteration and selection. They will build upon their knowledge and understanding of binary by focussing on making digital media such as images and sounds, and discover how media is stored as binary code. The overarching development and cohesion of their logical thinking will enable them to apply their knowledge and digital literacy across a range of curriculum subjects.

In Year 9 students are introduced to graphics editing software and develop an understanding of working with layers and objects to use their creative skills. They will also develop skills in spreadsheet modelling and use this knowledge to collect, analyse and manipulate data and turn it into graphs and charts. Students build on their programming skills with an introduction to Small Basic which is the only programming language created specially to help students transition from block-based coding to text-based coding. They will design simple algorithms using loops and selection and develop their logical thinking. This leads them logically into text-based programming with Python where they develop simple programs involving inputs and outputs and gradually become more complex in their execution. To finish their journey into Computer Science learners will be introduced to data science, being empowered by knowing how to use data to investigate problems and make changes to the world around them.

KS3 Computing Programme of Study:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	**Intro to Hardware & Binary**	**Using HTML to code webpages**	**E-Safety - AUP & DTP**	**Logo**	**Interactive Quiz Apps software**	**Microbit & Intro to CyberSecurity**
Students learn how to:	Humans use symbols to record, process and transmit information. Introduce binary digits to your learners as the symbols computers use to perform these tasks and focus on the representation of text and numbers	Learners will explore the technologies that make up the internet and World Wide Web. Starting with an exploration of the building blocks of the World Wide Web, HTML	This unit will give students an understanding of how to communicate information through use of publishing software. They will be designing an e-safety poster for the school for KS3 students - acceptable use in schools (AUP). They will use a range of DTP features such as: MasterPage, layers, sourcing copyright free images. Students will use Image Manipulation software (Fireworks) to design an appropriate e-safety logo and export in appropriate format. Students will understand how to	In this unit students are introduced to flowcharts as a diagram to represent a sequence of instructions. They progress to using a screen turtle and controlling it with a series of commands using logic and prior knowledge to draw a series of shapes. They will use loops to create an algorithm to draw specific shapes.	In this unit students will develop their knowledge understanding and use of PowerPoint to design and create an interactive quiz using a range of features: hyperlinks, hotspots, SlideMaster, transitions, animations, triggers,	This unit applies and enhances the learners' programming skills in a new engaging context: physical computing, using the BBC micro:bit. In the first half of the unit, learners will get acquainted with the host of components built into the micro:bit, and write simple programs that use these components to interact with the physical world. This unit takes learners on a journey of techniques that cybercriminals use to steal data, disrupt systems, and infiltrate networks. The learners will start by considering the value their data holds and what

			keep themselves safe online and how to keep others safe. They will know who to report to and how to recognise inappropriate content or contact and what to do about it.			organisations might use it for. They will then learn about social engineering and other common cybercrimes, and finally look at methods to protect against these attacks.
Assessment			**End of unit assessment**			**End of year assessment**

Year 8	Networks from Semaphores to Internet	Databases	Scratch		Going Visual & Audio
Students learn how to:	This unit begins by defining a network and addressing the benefits of networking, before covering how data is transmitted across networks using protocols.	This unit introduces students to using and creating a database to enter data efficiently with a minimum of errors and carry out some basic analysis of data to answer questions (queries). They will use their queries to generate reports on a theme of Top Trumps.	The aim of this unit and the following unit (Programming II) is to build learners' confidence and knowledge of the key programming constructs. Importantly, this unit does not assume any previous programming experience, but it does offer learners the opportunity to expand on their knowledge throughout the unit. The main programming concepts covered in this unit are sequencing, variables, selection, and count-controlled iteration.	This unit begins right where 'Programming I' left off. Learners will build on their understanding of the control structures' sequence, selection, and iteration (the big three), and develop their problem-solving skills. Learners will learn how to create their own subroutines, develop their understanding of decomposition, learn how to create and use lists, and build upon their problem-solving skills by working through a larger project at the end of the unit.	Learners will focus on making digital media such as images and sounds, and discover how media is stored as binary code. They will draw on familiar examples of composing images out of individual elements, mix elementary colours to produce new ones, take samples of analogue signals to illustrate these ideas, and then bring all these things together to form one coherent narrative.
Assessment		**End of unit assessment**			**End of year assessment**

Year 9 - IT	Graphics - Photopea	Enterprise	Small Basic	Python Programming	Modelling Data - Spreadsheets	Data Science & EOY Assessment
	The unit includes a brief introduction to the interface, working with panels and the History window; creating a new document; guides; document colour; Open & Place; transform/move images; creating basic shapes; adding and formatting text including layer styles; Smart Objects, simple animated gifs,	This unit begins by introducing students to the purpose of business activity, and the concept of enterprise and entrepreneurship. The relationship between risk and reward is considered and the impact of managing these variables on business activity is analysed. The unit explores the reasons why new business ideas come about and how new ideas are developed. The unit concludes with a topic focussed on the dynamic nature of the business environment.	In this unit learners will design simple algorithms using loops and selection i.e. if statements. They will declare and assign variables and use relational operators within a loop to govern termination. They will use logical reasoning to predComputing outcomes and detect and correct errors i.e. debugging, in algorithms.	introduces learners to text-based programming with Python. The lessons form a journey that starts with simple programs involving input and output, and gradually moves on through arithmetic operations, randomness, selection, and iteration. Emphasis is placed on tackling common misconceptions and elucidating the mechanics of program execution.	Learners will be introduced to the beautiful world of spreadsheets and the concept of cell referencing! They will collect, analyse, and manipulate data, before turning it into graphs and charts. Data is beautiful! Give examples of how computer models are used in the real world Format a simple spreadsheet model Use simple formulae and functions Name cells in a spreadsheet model Use a simple spreadsheet model to explore different “what if” scenarios Create a basic pie chart to display results	Learners will be introduced to data science, and by the end of the unit they will be empowered by knowing how to use data to investigate problems and make changes to the world around them. Learners will be exposed to both global and local data sets and gain an understanding of how visualising data can help with the process of identifying patterns and trends.
Assessment	**End of unit assessment**			**End of programming units assessment**		**End of year assessment**

Year 9 Computing provides an introduction to programming through Python. It introduces networks and how computer hardware works. Background information on databases, spreadsheets and websites is explored which gives students the basic building blocks for computer science.						
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Year 9 - Computing	**Understanding Computers**	**Introduction to Python**	**Networking**	**Databases**	**HTML**	**Python next steps**
Students learn how to:	Distinguish between hardware and software Give examples of computer hardware and software Draw a block diagram showing CPU, input, output and storage devices Name different types of permanent storage device Suggest appropriate input and output devices for a simple scenario Explain what RAM and ROM are used for Show how numbers and text can be represented in binary Explain the impact of	Run simple Python programs in Interactive and Script mode Write pseudocode to outline the steps in an algorithm prior to coding Write programs using different types of data (e.g. strings and integers) Correctly use different variable types (e.g. integer and floating point), assignment statements, arithmetic operators Distinguish between syntax and logic errors and be able to find and correct both types of error Describe the	State that the Internet is a wide area network and the world wide web is part of the Internet Define the meaning of the terms “domain name”, http protocol Explain the basic principle of packet switching Give examples of LANs and WANs State three different network topologies Describe what is meant by a client-server network and state some of its advantages	Creating the database Creating a table by importing data Setting validation rules to reduce errors Sorting and filtering the data Creating queries including: Logical queries (AND, NOT, OR) Fuzzy search queries Parameter value queries Range queries (“greater than”, “less than” or “between”) Calculations in queries Collecting and storing pComputingures	Write HTML code to create a simple web page and display it in a browser Write CSS to define the styles used in a web page Create a simple navigation system using HTML Use a design to create a template for a web page using HTML Create their own multi-page website Insert text, images and links on their web pages	Use data types correctly and convert between them when necessary Write programs that use a loop to repeat a section of code Write programs that use lists (known as ‘arrays’ in some languages) Create and use a function with or without parameters Find and debug syntax errors Look at a given section of code and describe its function

	future technologies	purpose of pseudocode in designing algorithms Use comments to document their programs and explain how they work Write an error-free, well-documented program involving sequence, selection and iteration, but with some help given	State why some transmissions are encrypted, and use a simple algorithm to encrypt and decrypt a message	Creating a data entry form Arranging the data entry fields Adding navigation buttons Making your form open automatically on startup Creating a Columnar report (showing one record at a time) Creating a tabular report (showing many records at a time) Exporting your reports as PDF documents		
Assessment	**End of unit test**	**End of unit test**	**End of unit test**	**End of unit test**	**End of unit test**	**EOY Test**

Computing Pathways in Years 10-11

OCR GCSE Computer Science J277

Computer Science is engaging and practical, encouraging creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in computer science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs. Students are assessed through 2 external examinations and an internal Non Examined Assessment in Year 11.

By the end of KS4, students must be able to:
Computer Science: *OCR GCSE 9-1 (Years 10-11)*:

- Have knowledge and understanding of the main computer components including: the central processing unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software.
- They will also understand ethical, legal, cultural and environmental concerns associated with computer science
- Apply knowledge and understanding gained in component 01.
- They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, translators and data representation. The skills and knowledge developed within this component will support the learner when completing the Programming Project.
- Develop their practical ability in the skills developed in components 01 and 02. They will have the opportunity to define success criteria from a given problem, and then create suitable algorithms to achieve the success criteria.
- Code their solutions in a suitable programming language, and check its functionality using a suitable and documented test plan.
- Evaluate the success of their solution and reflect on potential developments for the future.

Year 10	**Unit 1 & 7**	**Unit 3 & 7**	**Unit 4 & 7**	**Unit 2 & 7**	**Unit 6 & 7**	**Unit 8 & 5**
	Unit 1 System architecture Unit 7 Programming	Unit 7 Programming Unit 3 Networks	Unit 4 Network security Systems software Unit 7 Python challenges	Unit 2 Data representation Unit 7 Python challenges	Unit 6 Algorithm's Unit 7 Python challenges	Unit 5 Ethics Unit 8 Logic and Languages
Assessment	End of unit test	End of unit test	End of unit test	End of unit test	End of unit test	**EOY Test**
Year 11	**NEA: Python project**	**NEA: Python project**	**NEA: Python project**	**Revision**	**5**	**6**
	Unit 1 and unit 2, unit 7: revision, Exam questions	Unit 6 and unit 3, unit 4 revision Exam questions	Unit 8 and unit 5 revision Exam questions	Exam revision and past papers	GCSE Terminal exam	
Assessment	OCR CS Paper	OCR CS Paper	OCR CS Paper	OCR CS Papers	**GCSE OCR Terminal Exam**	

OCR Cambridge Nationals in Creative iMedia Programme of Study

The Level 1/Level 2 Cambridge National in Creative iMedia is aimed at students aged 14-16 years and will develop knowledge, understanding and practical skills that would be used in the media industry. Students will use their learning in practical, real-life situations, such as:

- developing visual identities for clients
- planning and creating original digital graphics
- planning, creating and reviewing original digital media products.

This will help students to develop independence and confidence in using skills that would be relevant to the media industry.

Unit and qualification results are awarded on a 7 grade scale with: Pass, Merit and Distinction at both Levels 1 and 2, and with a new grading of Distinction* at Level 2 to inspire students to achieve more. Students' performance on the units will determine their grade and level. The qualification also includes an externally examined assessment which covers learning about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include: The media industry, factors influencing product design, pre-production planning and distribution considerations.

By the end of KS4, students must be able to:

- Understand pre-production skills used in the creative and digital media sector.
- Develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.
- Acquire the underpinning knowledge and skills needed to create digital media products and gain an understanding of their application.
- Understand the purpose, content and uses of a range of pre-production techniques.
- Apply knowledge and understanding gained in the compulsory units to help develop their skills further during the completion of optional units

Year 11	R097 IDMP Coursework Unit submit Jan 2024 R094 Visual Identity - retake Jan 2024	R097 Improvements R094 Visual Identity - retake Jan 2024 R093 Theory	R097 and R094 Improvements for second submission if needed R093 Theory Revision	Revision R093 terminal exam
Students learn how to	**R097:** Interactive digital media products are found across the media industry, in games, websites and apps, learning and knowledge based systems, simulations and in commerce. At the heart of digital media products is a fusion of media rich content including text, images, sounds, video and animation. This content is combined with UX and UI design to create an immersive and engaging environment which can promote, educate, entertain, inform or influence. In this unit they will learn to design and create interactive digital media products for chosen platforms. They will learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience. Completing this unit will provide students with the basic skills for further study or a range of creative and technical job roles within the	**R094**: Identity is a vital component of any business, product or brand. A visual identity communicates values and core principles to the consumer, user or customer. It makes a brand recognisable and helps sell a product or idea to a target audience. Logos, shapes, typography, colour theory and composition are all used to generate visual identities which work across different platforms and media, and user interface and experience are key considerations in the design process. In this unit students will learn how to develop visual identities for clients. They will also learn to apply the concepts of graphic design to create original digital graphics which incorporate their visual identity to engage a target audience. Completing this unit will introduce the foundations for further study or a wide range of job roles	The media industry is vast, covering both traditional and new media sectors and providing work for individual freelance creatives as well as large teams in design houses and multinational companies. Job roles frequently overlap multiple sectors, and products often need to be suitable for more than one kind of output. However, there are common aspects to all media products. Pre-production and planning are vital; saving clients time and money and enabling creatives and designers to charge appropriately for their services. Products also make use of similar media codes to convey meaning, create impact and engage audiences. In this unit students will learn about the sectors, products and job roles that form the media industry. They will learn the legal and ethical issues considered and the processes used to plan and create digital media products. Students will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. They will learn to choose the most appropriate format and properties for different media products.	

	media industry.	within the media industry.	Completing this unit will provide them with the basic skills for further study or a range of creative job roles within the media industry.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	**Unit R094: Visual identity and digital graphics** 1.1 Purpose, elements and design of visual identity 2.1 Graphic design and conventions 2.2 Properties of digital graphics and use of assets 2.3 Techniques to plan visual identity and digital graphics 3.1 Tools and techniques of imaging editing software used to create digital graphics 3.3 Techniques to save and export visual identity and digital graphics Practice NEA unit	**Unit R094: Visual identity and digital graphics** NEA Assessment to be submitted Jan 2024	R094: Techniques to plan visual identity and digital graphics R094: Tools and techniques to create visual identity and digital graphics R094: Technical skills to source, create and prepare assets for use within digital graphics	R094: Techniques to save and export visual identity and digital graphics (with integrated R093 distribution considerations and file formats) R094: NEA Assessment (working on)	**Unit R097: Interactive digital media** 1.1 Types of interactive digital media, content and associated hardware 1.2 Features and conventions of interactive digital media 1.3 Resources required to create interactive digital media products 1.4 Pre-production and planning documentation and techniques for interactive digital media	2.1 Technical skills to create and/or edit and manage assets for use within interactive digital media products 2.2 Technical skills to create interactive digital media 2.3 Techniques to save and export/publish interactive digital media 3.1 Techniques to test/check and review interactive digital media 3.2 Improvements and further developments

Exam board(s) and Specification(s) details:
OCR A Level Computer Science H446
This A Level Computer Science qualification helps students understand the core academic principles of computer science. Classroom learning is transferred into creating real-world systems through the creation of an independent programming project.This A Level will develop the students' technical understanding and their ability to analyse and solve problems using computational thinking.

Computer systems (01)

2 hours 30 mins 40%The internal workings of the (CPU), data exchange, software development, data types and legal and ethical issues. Calculators not allowed.

Students are introduced to the internal workings of the (CPU), data exchange, software development, data types and legal and ethical issues. The resulting knowledge and understanding will underpin their work in component 03.

It covers:

- The characteristics of contemporary processors, input, output and storage devices
- Types of software and the different methodologies used to develop software
- Data exchange between different systems
- Data types, data structures and algorithms
- Legal, moral, cultural and ethical issues.

Algorithms and programming (02)

2 hours 30 mins 40%Using computational thinking to solve problems.
Calculators not allowed.

This builds on component 01 to include computational thinking and problem-solving.

It covers:
What is meant by computational thinking (thinking abstractly, thinking ahead, thinking procedurally etc.)
Problem solving and programming – how computers and programs can be used to solve problems
Algorithms and how they can be used to describe and solve problems.

Programming project (03)

20%Non-exam assessment.
Students will be expected to analyse a problem (10 marks), and design (15 marks), develop and test (25 marks), and evaluate and document (20 marks) a program. The program must be to solve it written in a suitable programming language.

Students are expected to apply the principles of computational thinking to a practical coding programming project. They will analyse, design, develop, test, evaluate and document a program written in a suitable programming language. The project is designed to be independently chosen

by the student and provides them with the flexibility to investigate projects within the diverse field of computer science. We support a wide and diverse range of languages.

OCR A Level Computer Science H446	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Year 12	**1.1 The characteristics of contemporary processors, input, output and storage devices** **2.2 Problem solving and programming**	**2.1 Elements of computational thinking** **2.2 Problem solving and programming** **1.2 Software and software development**	**1.4 Data types, data structures and algorithms** **2.3 Algorithms** **2.2 Problem solving and programming**	**1.3 Exchanging data** **2.2 Problem solving and programming**	**1.5 Legal, moral, cultural and ethical issues** **1.4 Data types, data structures and algorithms** **2.2 Problem solving and programming**	**Non exam assessment Programming project** **This will be started towards the end of year 12 and will be completed before Easter in year 13** **2.2 Problem solving and programming**
Students learn how to:	> 1.1.1 Structure and function of the processor > 1.1.2 Types of processor > 1.1.3 Input, output and storage 2.2.1 Programming techniques	> 2.1.1 Thinking abstractly > 2.1.2 Thinking ahead > 2.1.3 Thinking procedurally > 2.1.4 Thinking logically > 2.1.5 Thinking concurrently *> 2.2.1 Programming techniques* *> 2.2.2*	> 1.4.1 Data Types > 1.4.2 Data Structures > 1.4.3 Boolean Algebra > 2.3.1 Algorithms *> 2.2.1 Programming techniques* *> 2.2.2 Computational methods*	> 1.3.1 Compression, Encryption and Hashing > 1.3.2 Databases > 1.3.3 Networks > 1.3.4 Web Technologies *> 2.2.1 Programming techniques* *> 2.2.2 Computational*	> 1.5.1 Computing related legislation > 1.5.2 Moral and ethical Issues *> 2.2.1 Programming techniques* *> 2.2.2 Computational methods*	.1. Analysis of the problem > 3.1.1 Problem identification > 3.1.2 Stakeholders > 3.1.3 Research the problem > 3.1.4 Specify the proposed solution *> 2.2.1 Programming techniques*

		Computational methods > 1.2.1 Systems Software > 1.2.2 Applications Generation > 1.2.3 Software Development > 1.2.4 Types of Programming Language		*methods*		*> 2.2.2 Computational methods*

OCR A Level Computer Science H446	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Year 13	**Unit 3: Non exam assessment Programming project** **Ongoing Theory Revision**	**Unit 3: Non exam assessment Programming project** **Ongoing Theory Revision**	**Unit 3: Non exam assessment Programming project** **Ongoing Theory Revision**	**Minor Improvements to Project** **Revision**		
Students learn how to:	**3.2 Design of the solution** > 3.2.1 Decompose the problem > 3.2.2 Describe the solution > 3.2.3 Describe the approach to testing	**3.2 Design of the solution** > 3.2.1 Decompose the problem > 3.2.2 Describe the solution > 3.2.3 Describe the approach to testing	**3.4 Evaluation** > 3.4.1 Testing to inform evaluation > 3.4.2 Success of the solution > 3.4.3 Describe the final product > 3.4.4 Maintenance and development			

	3.3 Developing the solution > 3.3.1 Iterative development process > 3.3.2 Testing to inform development	**3.3 Developing the solution** > 3.3.1 Iterative development process > 3.3.2 Testing to inform development				

Year 13 **L3 BTEC (Final cohort)**	**Unit 1 - Computer Systems**	**Unit 1 - Computer Systems**	**Unit 6** **Website Design**	**Unit 6** **Website Design**	**Unit 6** **Website Design**	
Students learn how to:	Computer Systems - **A** Digital devices in IT systems **A1** Digital devices, **A2** Peripheral devices and media **A3** Computer software in an IT system **A4** Emerging technologies **A5** Choosing IT systems **B** Transmitting data **B1** Connectivity **B2** Networks **B3** Issues relating to transmission of data **G** - Issues: Moral & Ethical, Guidelines & current legislation **F** - Impact of IT systems,	Completion of Unit 1 and Revision for **Unit 1 January Exam** **C** Operating online **C1** Online systems **C2** Online communities, **D** - Operating Online, **E** - Protecting Data and information,	**Unit 1 January Exam** Compare principles of website design Evaluate how principles of website design are used to produce creative, high performance websites which meet client requirements	Website Design Produce designs for a website Review & Justify decisions to inform improvements	**Re-take Unit 1 Exam if necessary** Website Design Produce a website for intended audience which is optimised Test the website Evaluate designs demonstrating individual responsibilities	

Programme of Study: 2024-2025

Department: Business

KS4 Business Curriculum Intent
Our Business curriculum is designed to develop an interest in students in the world around them. It introduces learners to the business/enterprise world, empowering them to develop as commercially minded and enterprising individuals, who appreciate how businesses operate in a dynamic and competitive environment. Our GCSE in Business equips students with the skills and confidence to explore how different business situations affect decision-making. They develop their understanding of concepts, objectives and terminology, and the impact of contemporary issues on business operations. All businesses need enterprising employees to drive their organisations forward, to have ideas and initiatives to ensure that businesses survive in this fast-changing world. Through quality first teaching, which stretches and challenges all learners, we aim to develop a wide range of transferable skills in all students. Students will develop market research, planning, promotional and financial skills. They will do this through relating learning to real business contexts and news stories, so it is relevant to the students. They will learn how to use business information critically, to develop arguments and make justified decisions, understanding the impacts of business on wider society. We aim to give the students a broad skills and knowledge base which will prepare students for whatever pathway they choose in the future.

Years 10-11:

OCR GCSE Business 9-1

Business 01: Business activity, marketing and people

Students are introduced to business concepts and issues concerning the activities of a business. They explore the purpose and role of a business from spotting an opportunity through to the growth of an established business. They also look at the role of marketing and human resources.

Business 02: Operations, finance and influences on business

Students take a closer look at the role of operations and finance in business activity. Operations include production processes, quality of goods and services, customer service, and working with suppliers. Finance covers its role, its sources, costs, profit and loss, cash and cash flow.

They also explore how business responds to external influences, such as ethical and environmental considerations, the economic climate and globalisation, and the interdependent nature of business.

Year 10 OCR GCSE Business Business (01): Business Activity, Marketing and People	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Students learn how to:	**Business Activity** ● 1.1 Entrepreneurship ● 1.2 Business planning ● 1.3 Business ownership ● 1.4 Business Aims & Objectives ● 1.5 Stakeholders in Business	● 1.6 Business growth - organic, external ● **Revision & Test Term 1** **Marketing** ● 2.1 Role of Marketing ● 2.2 Market research ● 2.3 Market Segmentation ● 2.4 Marketing Mix ● **Revision & Test Term 2**	**People** ● 3.1 Role of Human Resources ● 3.2 Organisational Structures ● 3.2 Organisational Structures ● 3.3 Communication in Business	● 3.3 Communication in Business ● **Revision & Test Term 3** ● 3.4 Recruitment & Selection ● 3.5 Motivation & Retention ● 3.6 Training & Development ● 3.7 Employment Law ● Revision Business 1 ● **Revision & Business 1 PPE** ● **DIRT**	**Operations** ● 4.1 Production processes ● 4.1 Production processes ● 4.2 Quality of goods & services	● 4.2 Quality of goods & services ● 4.3 Sales Process & customer Service ● 4.3 Sales Process & customer Service ● 4.4 Consumer Law ● 4.5 Business Location ● 4.6 Working with Suppliers ● 4.6 Working with Suppliers **+ Assessment**

Year 11 OCR GCSE Business 9-1 Business (02): Operations, finance and influences on business	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Students learn how to:	**Finance** ● 5.1 The role of finance ● 5.2 Sources of Finance ● 5.3 Revenue, Costs, profit and loss ● 5.4 Break-even ● 5.5 Cashflow	**Influences on Business** ● 6.1 Ethical and Environmental considerations ● 6.2 The economic climate ● 6.3 Globalisation ● **The Interdependent nature of business**	**Recapping and Revising Business 1 Content** ● Business Activity ● Marketing ● Recruitment	● Paper 2 exam practice and exam question structure	**Revision + exams**	

KAEP6:

Pearson BTEC Extended Certificate in Business NQF

Bus Studs Extended Certificate NQF BTEC	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Year 12	**Unit 1 - Exploring Business**	**Unit 1 - Exploring Business**	**Unit 2 - Developing Marketing** campaign	**Unit 1 - Innovation**	**Unit 2 - Marketing**	**Unit 3 - Personal Finance**
Students learn how to:	Features of business, different types of ownerships, how success is measured, stakeholders, organisational structure Introduction to marketing- Market research and the 4 P's. to prepare for Unit 2	● External factors which affect business - economic, social, technological, environmental, ethical ● Competitor & situational analysis ● PEST, SWOT. 5'Cs analysis, Porter's 5 forces ● Elasticity of demand	● Principles of branding, brand personality, 7 x P, product life cycle, market research ● Developing campaign budget ● Evaluating marketing campaign ● Writing a marketing campaign	How important is innovation to today's enterprise & business- Exam practice for Unit 2 - Developing a Marketing Campaign	Preparation for marketing exam Preparing a marketing campaign **Exam**	Role of money ● Dif payment methods ● Current accounts ● Types of borrowing ● Insurance ● Features of financial institutions ● Communicating with customers ● Consumer protection ● Introduction to business finance - types of costs, cash flow, break-even.

Year 13	**Unit 3 - Personal Business Finance**	**Unit 3 - Personal Business Finance**	**Unit 8 - Recruitment & selection process**	**Unit 8 - Recruitment & selection process**	**Resitting any units needed Finishing Unit 8**	
Students learn how to:	● Sources of finance ● Cashflow ● Break even ● Depreciation ● Statement of comprehensive income ● Adjustments & interpretation ● Statements of financial position ● Measuring profitability ratios *Exam practice for Unit 2 Developing a marketing Campaign*	Finance - revision of personal and business finance and completion of exam papers for Unit 3 and exam type questions. *Exam practice for Unit 2 Developing a marketing Campaign*	Prepare for Exam units 2 and 3 at the start of January. Start unit 8 1st Assignment - explain how large business recruits & selects, analysing dif recruitment methods, employment law,	● 2nd Assignment - undertake recruitment activity with appropriate documentation for recruitment activities, ● Participate in selection interviews as interviewer and interviewee and evaluate process ● Skills development plan		