



Nether Stowe School

The Business Studies Curriculum

Curriculum Intent: Our Aims and Values

The Business Studies department prides itself on providing a curriculum that is broad for all students to access, enabling them to have a good knowledge base to support their wider understanding of business-related topics whilst developing more knowledge of key functional areas. To achieve this, we ensure that the curriculum is designed in a sequential way. At KS4 pupils start by learning about the purpose of both private and public sector organisations and how successful businesses operate. Towards the end of the key stage, we look at promotion and business finance. In KS5 students specialise in marketing, finance & recruitment & selection.

As well as subject related content we believe the development of students' key skills is equally as important within our curriculum. Students will develop; independence, ability to research, IT skills, academic referencing, extended writing, numeracy, reading and comprehension.

Most importantly, we believe students should enjoy their learning experience when they come to their lessons in business studies.

Curriculum Implementation

Within business studies we value spaced practice. There are three opportunities to develop and embed learning through our curriculum. The first of which is knowledge retrieval in Do Now Activities. Secondly, at the end of a topic area, milestone assessments are undertaken to test work on current learning as well as that of previous learning.

Pupils develop the acquisition of new learning through a blended approach of teacher input as well as independent research. Pupils demonstrate this through red zone activities. These are silent extended writing opportunities.

Disadvantaged pupils are supported in their learning through a range of strategies. Some include; writing frames, directed questioning, directed monitoring.

Assessment

We employ a variety of assessment opportunities. We firmly believe that assessment not only informs pupils of their progress, but also informs teachers of the quality of teaching within their classroom.

All assessments that are undertaken are closely aligned to the relevant specification. They match the style of questioning students would see in external examinations. Moderation & standardisation takes place after each Milestone assessment to ensure consistency between teachers. Following this process, question level analysis takes place to re-shape the curriculum, ensuring aspects of learning not fully embedded are covered again. This is the third aspect to our spaced practice approach.