	Content Taught	Ref	ESSENTIAL KNOWLEDGE	Assessment	Rationale
YEAR 12					
HT1	Understand protocols to be followed when working in business Understand factors that influence the arrangement of business meetings Be able to use business documents		**The authority protocols,** i.e. • authority in the workplace, i.e. o on decision making (e.g. when to escalate a complaint) o on authorisation (e.g. signing of letters, payment authorisation) • reasons for authority protocols **The confidentiality protocols,** i.e. • organisational procedures to maintain confidentiality • storage of data and documentation, i.e. o manual o electronic • implications of breaching confidentiality • reasons why confidentiality may need to be breached **The constraints on document content**, i.e. • voluntary, i.e. o organisational o ethical o codes of practice • legislation, i.e. o copyright o data protection o consumer protection o equal opportunities **The checking protocols**, i.e. • checking of documents • checking of arrangements • implications of poor checking	**Summative** Students will complete end of unit tests to assess knowledge, recall questions and do now tasks. **Formative** Students will complete a bringing it all together task based on business protocols linking to organisation charts and levels of authority. They will complete extended writing tasks to interpret and use the contents of business documents	Students start Year 12 with a focus on developing the skills and knowledge to be able to work effectively within a business environment. The skills and knowledge developed are critical to the success of a business and are highly valued in the business world. This further develops the knowledge procured in KS4 and enables students to learn more about how business practice is implemented by people in the workplace. It enables them to understand how and why people are essential in successful business practices. In addition to this, students will further develop their essential knowledge by understanding how and why businesses operate the way they do. The skills and knowledge gained are fundamental to being effective in business.

| | | | **The IT security protocols**, i.e.
• protection of information against unauthorised access
• inappropriate use of IT equipment and software

The employment protocols, i.e.
• health and safety legislation
• equal opportunities legislation
• contractual obligations as given contract of employment (e.g. hours, leave, paternity/maternity leave)
• minimum standards of professional behaviour, i.e.
o punctuality
o appearance and dress code
o use of appropriate language

The factors that influence meeting arrangements
• meeting criteria (e.g. internal/external, urgency, priority, purpose, required personnel)
• personnel availability (e.g. diary, electronic diary systems, calendars, meeting scheduling software)
• venue/room (e.g. availability, location, required resources, refreshments, catering service, shared office space)
• resource packs (e.g. documentation, visitor badges if required)
• business costs (e.g. most cost effective or most timely method, face-to-face meeting or virtual meeting; who and how many are attending)

The factors that influence business travel arrangements, i.e. | | |

			• travel criteria, i.e. o destination o dates/times o personnel o special requirements • mode of transport timetables and schedules • calculation and comparison of costs **The factors that influence business accommodation arrangements**, i.e. • accommodation criteria (e.g. location, grade, cost, meal arrangements) • personnel requirements (e.g. type of rooms, access, dietary requirements) • calculation and comparison of costs The purpose, interpretation and completion of business documents, i.e. • transaction documents, i.e. o purchase order o invoice o credit note o statement of account • employee documents, i.e. o travel expense claim form • other internal documents, i.e. o petty cash voucher o stock requisition form o IT requisition form o reprographics requisition form **The purpose and interpretation of other business documents**, i.e. • bank statement		

			• budget variance report • delivery note • goods received note • payslip (including deductions, gross and net pay) • receipt • remittance advice • request for repair form **How to make payments and the advantages and disadvantages of each payment method**, i.e. • cheque • credit card • debit card • online/digital payment methods • bank payments, i.e. o paying in slip o electronic transfer **The purpose, completion and checking of meeting documentation**, i.e. • notice of meeting • agenda • minutes • conference documentation, i.e. o for delegates (e.g. publicity, invitations, joining instructions, evaluations forms) o for staff (e.g. help sheets, attendance register) o for presenters (e.g. prompt cards, slides)		
HT2	Be able to prioritise business tasks Understand how to communicate effectively with stakeholders		**The reasons for prioritising business tasks**, i.e. • workload • conflicting demands on time • the importance of meeting deadlines, i.e. o internal/external deadlines	**Summative** End of unit tests to assess knowledge, recall questions and do now tasks.	In half term 2, students will build on the essential knowledge for half term 1 and will focus on understanding essential business tasks and what warrants their prioritisation. This will then allow them to build in essential knowledge of how to communicate effectively with stakeholder.

| | | | o interim/final deadlines
o the impacts of missing deadlines

The factors that influence task prioritisation, i.e.
• urgency of task
• importance of task
• significance of originator (e.g. line manager, customer, third party)
• interactivity of tasks (e.g. some tasks affect other tasks)
• length of time required to complete task
• complexity of task
• time commitments
• resource constraints
• diary clashes
• proximity of appointments (e.g. time, location)
• suitability for delegation 4.3 how to use information to inform prioritisation, i.e. • internal sources, i.e.
o business objectives
o stakeholders' resources and budget
• external sources, i.e.
changes in the economy
o external stakeholders' requirements, feedback and availability
• data sources
o numerical
o graphical
o tabular

How to assign priorities and identify appropriate actions to complete tasks in accordance with their priority, i.e.
• high priority | **Formative**
Students will complete extended writing tasks to practically assess the need for prioritization in business and will evidence the characteristics of business communications. | |

| | | | • medium priority
• low priority 4.5 the need to change priorities when necessary, i.e.
• change deadlines
• delegate tasks

The characteristics which inform the design of business communications, i.e.
• audience (e.g. internal, external; specialist)
• purpose (e.g. to inform, to persuade, to thank, to deal with a complaint)
• content (e.g. complexity, numerical, graphical)
• business function (e.g. Marketing, Human Resources)
• available resources

How the characteristics of business communications design impact on the use of resources, i.e.
• quality of paper/card
• colour/black and white
• hardcopy/electronic copy
• cost of consumables
• ease/cost of distribution
• timescales

How and when to use different types of communication, i.e.
• formal communication, i.e.
o letter
o report
o notice
• verbal communication, i.e.
o telephone
o message
o face to face | | |

			• electronic communication, i.e. o email o text message/short message service (SMS) o picture message/multimedia messaging service (MMS) o social media o web page o presentation slides • marketing documentation, i.e. o business card o press release o promotional literature o questionnaire o data collection sheet • recruitment documentation, i.e. o job description o person specification o job advertisement o application form **How to review business communications to make sure they are fit for purpose**, i.e. • appropriate type of communication for audience • tone • layout/design, i.e. o logo o letterhead o font o corporate colours o images • relevance of information		
HT3	Understand different types of businesses and their objectives		**Different types of business activity**, i.e. • primary • secondary • tertiary **Different sectors of operation**, i.e.	**Summative** End of unit tests to assess knowledge, recall questions and do now tasks.	In this half term students will build on the essential knowledge from half term 2 where they looked at effectively communicating with stakeholders and will now develop their understanding of different business types including essential functional areas and how they support

	Understand how the functional areas of businesses work together to support the activities of businesses		• private • public • third sector **Different forms of legal business ownership**, i.e. • sole trader • partnership • private limited company • public limited company • state/government owned • charity/not-for-profit • community interest companies (CIC) **Factors which inform business ownership**, i.e. • legal status • liability • funding • control/decision making • legal/administrative requirements **Differing business aims and objectives**, i.e. • survival • financial, i.e. o break-even o increase revenue o reduce cost o make profit • growth, i.e. o physical expansion o increase in market share o increase provision • reputation (e.g. quality, offering value for money, being ethical, social responsibility, being environmentally friendly)	**Formative** Students will complete an extended writing activity used to show understanding of different business ownership functional areas within a business.	each other. This half term will explore how communication with stakeholders is important in businesses to meet their objectives and within functional areas

			• being enterprising (e.g. own boss, pursue own interests, being competitive) **Key tasks of functional areas of businesses**, i.e. • finance • marketing • sales • human resources (HR) • operations management • customer services • business support services • research and development • purchasing/procurement **How business functions interrelate with other business functions**		
HT4	Understand the effect of different organisational structures on how businesses operate Be able to use financial information to check the financial health of businesses Understand the relationship between businesses and stakeholders Understand the external influences and constraints on businesses and how businesses could respond		**Different organisational structures**, i.e. • flat structures • hierarchical/tall structures • centralised • decentralised • matrix **Elements of organisational structures**, i.e. • division of work • span of control • chain of command **How the elements of the organisational structures impact on businesses operations**, i.e. • communication paths • accountability, authority and responsibility • delegation	**Summative** End of unit tests to assess knowledge, recall questions and do now tasks. **Formative** Students will complete an extended writing task based on a specific business which highlights the organisational structure and its impact on specific areas of the business.	In half term 4 students will build on their knowledge of functional areas of a business and will focus on organisational structures within a business. This half term will look at how elements of these structures impact on business operations and behaviours. Students will build on their knowledge of functional areas by exploring how different functional areas work together and support each other within a business

			• empowerment		
			The use of organisation charts to show:		
			• elements of the organisational structure		
			• the status of different levels of job role, i.e.		
			o chief executive		
			o directors		
			o managers		
			o supervisors		
			o assistants/operatives		
			What is meant by the terms:		
			• cost (including fixed and variable costs)		
			• revenue		
			• cash flow		
			• net cash flow		
			• profit		
			• break-even		
			• margin of safety		
			How to calculate:		
			• profit/loss		
			• break-even point/output		
			How to interpret financial statements, i.e.		
			• an income statement		
			• a statement of financial position		
			• a cash flow statement		
			• a cash flow forecast		
			Who the main stakeholders are, i.e. • internal stakeholders		
			• external stakeholders and their objectives		

				The ways in which different stakeholder groups attempt to alter business behaviour		
				How businesses respond to the different and sometimes conflicting objectives of different stakeholders		
				The consequences to a business of not listening to its stakeholders		
				The factors which comprise the external business environment, i.e. • social factors • technological factors • economic factors, i.e. o interest rates o exchange rates o inflation o unemployment o taxation • environmental factors • political factors • legal factors, i.e. o the impact of current legislation on business operations, i.e. ▯ Business framework, i.e. • Companies Act • Partnership Act ▯ Consumer protection, i.e. • Sale and Supply of Goods Act • Supply of Goods and Services Act • Consumer Protection Act ▯ Employee protection, i.e. • Equality Act • Health and Safety at Work Act • Working Time Directive • National Minimum Wage Act ▯ Data Protection Act		

			▢ Copyright, Designs and Patents Act ▢ Planning permission o the implications of a business failing to meet legal requirements • ethical factors, i.e. o ways in which a business can act ethically, i.e. ▢ as an employer (e.g. not exploiting workforce, no child labour, pay above minimum wage, living wage, fair working practices) ▢ as a trader (e.g. fair trade, fair prices) ▢ environmentally friendly (e.g. waste management, recycling, carbon emissions, transport miles, energy use) ▢ sustainability (e.g. fossil fuels, land management, green energy) ▢ corporate social responsibility activities (e.g. charity donations, humanitarian aid, health and welfare schemes, sponsorship of sport/educational/ cultural events) o the impact on a business and its stakeholders of operating ethically o the consequences for a business and its stakeholders of not operating ethically • competitor factors **To identify how the external environment can impact on a business and its stakeholders** **How businesses can respond to changes in their external environment**		
HT5	Understand why businesses plan		**Why businesses plan**, i.e.	**Summative**	In half term 5 students will develop essential knowledge based on business

			• to survive/avoid business failure • to develop business ideas o where business ideas come from (e.g. problem solving, innovation or accidental discovery, from employees, inventors, entrepreneurs) • to avoid unnecessary risk o attitude to risk and uncertainty • to meet objectives **To determine appropriate sources of finance for businesses**, i.e. • savings • reserves • overdraft • loan • mortgage • credit card • hire purchase • trade credit • venture capitalist • share issue • crowd-funding **What may be included in a business plan**, i.e. • identification of a product or service • the unique selling point • how to protect a product/service • prioritisation of business objectives • results of market research that has been carried out including competitor analysis • identification of financial requirements (e.g. cash flow forecast, the sources of finance to approach)	End of unit tests to assess knowledge, recall questions and do now tasks. **Formative** Students will complete a bringing it all together task where they produce a sample business plan for a specific business. This will include a SWOT analysis to show understanding of the business performance.	performance. They will use knowledge gathered throughout the year to understand how and why businesses must produce business plans. This will draw on previous knowledge of functional areas and how they contribute to strategic planning
	Be able to assess the performance of businesses to inform future business activities				

			• identification of resource requirements (e.g. finance, number of employees, skills of employees, premises requirements and location) **Factors affecting the success/failure of a business**, i.e. • financial • non-financial • short-term • long-term **How to conduct a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis** **How to interpret business performance**, i.e. • financial analysis • assessment of non-financial data • comparison with organisational objectives • comparison with industrial averages • comparison with similar businesses • trends over time • methods used to improve business performance		
HT6	Know the factors that are involved in human resources planning		**Key responsibilities of the human resources function**, i.e. • linking with other functions of a business to contribute to the success of a business (e.g. Operations/Production, Marketing, Accounting/Finance) • compensation and benefits • ensuring compliance with employment legislation	**Summative** End of learning outcome recall questions and do it now tasks. **Formative** Students will complete an extended writing	Students have developed knowledge about how businesses are organised into functional areas and how they communicate and support each other. This knowledge will be developed further during this half term when students deepen their knowledge of the human resources department and relate this to real life business practice. This deepens knowledge as students develop

| | | | • employee relations
• health and safety
• skills audit
• recruitment (e.g. recruitment process, checking eligibility for employment)
• training and development 1.2 Internal factors which influence human resources plans, i.e.
• business growth
• diversification into new sectors
• employee skill sets
• finance available (e.g. retained profits)
• restructuring
• retirement rates

External factors which influence human resources plans, i.e.
• access to finance from external sources
• advances in technology
• demographic changes
• economic growth
• legislation | task describing the key responsibilities of the human resources function within a business

Students will also complete a bringing it all together task which describes the internal and external factors a business needs to consider when planning human resources requirements | understanding of how people are supported in business to ensure functional areas operate effectively. |