

# CoDA Curriculum

Design + Innovation  
(Business)



CITY OF DERBY  
ACADEMY

*Improving the life chances of all students*

### Design + Innovation

The Key Stage 3 Design + Innovation curriculum combines the KS3 National curriculum for Design and technology with the KS3 National curriculum for Computing.

For the first 13 weeks of Year 7 learners complete an Introduction to D+I unit, where they experience different subject areas within the faculty. After this they commence a regular carousel rotation program until the end of Year 8, where they do units of work in: Food and Cookery (lunchtime and world foods); Fashion and Textiles (cultural influences: Mexico and Japan); Design and Technology: Material Properties (polymers and metals); Design and Technology: Systems and Devices (mechanisms and electronics); and Information and Computer Technology (e-Safety, computing basics, and Programming).

In Year 9, learners have the opportunity to study a curriculum designed to join the skills and knowledge developed in Years 7 and 8 to those needed for subjects which may be taken in Year 10. The Year 9 units of work are: Food and Cookery (food for life); Fashion and Textiles (clothing and accessories); Design and Technology: Materials (timbers); Computer-Aided Design (Fusion360); and Creative iMedia (visual identity and digital graphics).

The Key Stage 4 Design + Innovation curriculum intends to give learners the skills and knowledge needed to make progress onto the next step following their secondary education, and currently includes qualifications in: Business; Construction; Creative iMedia; Design and Technology; Engineering Manufacture; Fashion and Textiles; and Food and Cookery.

### Business Curriculum Intent

We aim to deliver a curriculum that will give students the skills and knowledge to:

- *concentrate on the key business concepts*
- *Issues and skills involved in starting and running a small business*
- *Provide a framework for students to explore core concepts through the lens of an entrepreneur setting up a business*
- *Examine how a business develops beyond the start-up phase*
- *Focus on the key business concepts, issues and decisions used to grow a business*
- *Emphasis on aspects of marketing, operations, finance and human resources.*
- *consider the impact of the wider world on the decisions a business makes as it grows*

At Key Stage 4 students will follow the specifications:

Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Business.

<b>GCSE in Business will encourage and enable students to:</b>			
<ul style="list-style-type: none"> <li>• know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society</li> <li>• apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts</li> <li>• develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems</li> <li>• develop as effective and independent students, and as critical and reflective thinkers with enquiring minds</li> <li>• use an enquiring, critical approach to make informed judgements</li> <li>• investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business</li> <li>• develop and apply quantitative skills relevant to business, including using and interpreting data.</li> </ul>			
<b>Business contexts - Through studying this qualification students will:</b>			
<ul style="list-style-type: none"> <li>• apply knowledge and understanding to different business contexts. These include businesses ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts</li> <li>• develop an understanding of how these contexts impact on business behaviour</li> <li>• use business terminology to identify and explain business activity</li> <li>• apply business concepts to familiar and unfamiliar contexts.</li> </ul>			
<b>Business decision making - Through studying this qualification students will:</b>			
<ul style="list-style-type: none"> <li>• apply knowledge and understanding to business decision making, including: <ul style="list-style-type: none"> <li>○ the interdependent nature of business activity, influences on business, business operations, finance, marketing and human resources; and how these interdependencies underpin business decision making</li> <li>○ how different business contexts affect business decisions</li> <li>○ the use and limitation of quantitative and qualitative data in making business decisions</li> </ul> </li> <li>• develop problem-solving and decision-making skills relevant to business</li> <li>• investigate, analyse and evaluate business opportunities and issues</li> <li>• make justified decisions using both qualitative and quantitative data, including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills.</li> </ul>			
<b>Students will be taught and assessed on their ability to:</b>			
<b>Theme 1</b>	<b>Investigating small business.</b>	<b>Theme 2</b>	<b>Building a business.</b>
<b>Topic 1.1</b>	Enterprise and entrepreneurship	<b>Topic 2.1</b>	Growing the business
<b>Topic 1.2</b>	Spotting a business opportunity	<b>Topic 2.2</b>	Making marketing decisions
<b>Topic 1.3</b>	Putting a business idea into practice	<b>Topic 2.3</b>	Making operational decisions
<b>Topic 1.4</b>	Making the business effective	<b>Topic 2.4</b>	Making financial decisions
<b>Topic 1.5</b>	Understanding external influences on business	<b>Topic 2.5</b>	Making human resource decisions

# Year 10

Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
End Points (Knowledge and Skills)	<ul style="list-style-type: none"> <li><b>Enterprise &amp; Entrepreneurship, Spotting a business opportunity</b></li> <li>customer needs</li> <li>The dynamic nature of business</li> <li>Risk and reward</li> <li>The role of business enterprise</li> <li>Customer needs</li> <li>Market research</li> <li>Market segmentation</li> </ul>	<b>Putting a business idea into practice</b> <ul style="list-style-type: none"> <li>The competitive environment</li> <li>Business aims and objectives</li> <li>Business revenues, costs and profits</li> <li>Cash and cash flow</li> <li>Sources of business finance</li> </ul> <i>(Mini investigation into local business – cash flow)</i>	<b>Making the business effective</b> <ul style="list-style-type: none"> <li>The options for start-up and small businesses</li> <li>Business location</li> <li>The marketing mix</li> <li>Business plans</li> </ul> <i>(Mini investigation into local business on business location or an element of the marketing mix)</i>	<b>Understanding external influences on business</b> <ul style="list-style-type: none"> <li>Business stakeholders</li> <li>Technology and business</li> <li>Legislation and business</li> </ul> <i>(Mini investigation into a local business on stakeholders or the economy)</i>	<b>Understanding external influences on business</b> <ul style="list-style-type: none"> <li>The economy and business</li> <li>External influences</li> </ul> <b>Growing the business</b> <ul style="list-style-type: none"> <li>Business growth</li> <li>Changes in business aims and objectives</li> </ul>	<b>Growing the business</b> <ul style="list-style-type: none"> <li>Business and globalisation</li> <li>Ethics,</li> <li>The environment and business</li> </ul>
What is assessed	Classwork Unit assessment	Classwork Unit assessment	Classwork Unit assessment	Classwork Unit assessment	Classwork Unit assessment	Classwork Unit assessment
Key Vocabulary	<i>Business</i> <i>Enterprise</i> <i>Entrepreneurship</i> <i>Products</i> <i>Goods</i> <i>Services</i> <i>Demand</i> <i>Obsolete</i> <i>Competitive advantage</i> <i>Customer needs</i> <i>Branding</i> <i>USP</i> <i>Value added</i> <i>Human resources</i> <i>Risk taking</i>	<i>Choice</i> <i>Convenience</i> <i>Customers</i> <i>Focus group</i> <i>Primary research</i> <i>Secondary research</i> <i>Qualitative research</i> <i>Quantitative research</i> <i>Demographics</i> <i>Lifestyle</i> <i>Market segments</i> <i>Competitive environment</i> <i>Innovative</i> <i>Unethical</i>	<i>Aims</i> <i>Objectives</i> <i>SMART objectives</i> <i>Survival</i> <i>Market share</i> <i>Fixed costs</i> <i>Variable costs</i> <i>Total costs</i> <i>Interest</i> <i>Revenue</i> <i>Break-even</i> <i>Break-even chart</i> <i>Margin of safety</i> <i>Cash</i> <i>Cash flow</i> <i>Insolvency</i> <i>Overdraft</i> <i>Overdraft facility</i> <i>Cash flow forecast</i> <i>Closing balance</i> <i>Net cash flow</i> <i>Opening balance</i> <i>Crowdfunding</i> <i>Dividends</i>	<i>Bankrupt</i> <i>Limited liability</i> <i>Private limited company (PLC)</i> <i>Sole trader</i> <i>Unlimited liability</i> <i>Franchising</i> <i>Royalties</i> <i>Entrepreneur</i> <i>Proximity</i> <i>Place</i> <i>Price</i> <i>Product</i> <i>Promotion</i> <i>Business plan</i>	<i>Consumer incomes</i> <i>Economic climate</i> <i>Exchange rate</i> <i>Inflation</i> <i>Interest rate</i> <i>Taxation</i> <i>Unemployment</i> <i>Economic climate</i> <i>Entering markets</i> <i>Exiting markets</i>	<i>Free trade</i> <i>Globalisation</i> <i>Imports</i> <i>Exports</i> <i>Tariffs</i> <i>Trade bloc</i> <i>Ethical considerations</i> <i>Ethics</i> <i>Fair trade</i> <i>Environment</i> <i>Environment considerations</i> <i>Sustainability</i>

			<i>Retained profit</i> <i>Share capital</i> <i>Trade credit</i> <i>Venture capital</i>			
Literacy Skills Developed (Writing/Oracy/Tier 2)	Literacy skills developed through quality teaching and the embedding of high expectations regarding the presentation of books. Key words are provided during theory lesson. Opportunities taken for oracy when appropriate.					
Career Links (Employability Skills, Career Opportunities)	Enterprise Creative business	Data manager Survey interviewing	Business Questionnaire creator Proof reading	Accountancy Administration	Franchising Business planner	
SMSC Links	Products/marketing/service - taking into account cultural sensitivities and localities when promoting goods and services	Business Identifying and understanding customer needs: ● what customer needs are: price, quality, choice, convenience ● the importance of identifying and understanding customers:.	Generating sales in ethical manner business survival. How businesses use market segmentation to target customers: ● identifying market segments: location, demographics, lifestyle, income, age ● market mapping to identify a gap in the market and the competition		Fair Trade, use of cheap labour and materials, competing internationally with countries with lowercapita	All areas: Learners are taught about the Health and safety specific to each curriculum area to keep themselves and others healthy and safe.

# Year 11

Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
End Points (Knowledge and Skills)	<b>Making marketing decisions</b> <ul style="list-style-type: none"> <li>Product</li> <li>Price</li> <li>Promotion</li> <li>Place</li> <li>Using the marketing mix to make business decisions</li> </ul> <i>(Mini topic into one element of the marketing mix – which is most important?)</i>	<b>Making marketing decisions</b> <ul style="list-style-type: none"> <li>Business operations</li> <li>Working with suppliers</li> <li>Managing quality</li> <li>The sales process</li> <li>Importance to business providing good customer service</li> </ul>	<b>Making financial decisions</b> <ul style="list-style-type: none"> <li>Business calculations</li> <li>Understanding business performance</li> </ul> <b>Making People decisions</b> <ul style="list-style-type: none"> <li>Organisational structures</li> <li>Effective recruitment</li> <li>Effective training and development</li> </ul>	<b>Making People decisions</b> <ul style="list-style-type: none"> <li>Motivation</li> <li>How business motivates employees</li> </ul> <i>(Mini topic – design a recruitment pack for a business)</i>	<b>Exam Preparation – revisit:-</b> <ul style="list-style-type: none"> <li>Enterprise and entrepreneurship</li> <li>Spotting a business idea</li> <li>Putting a business idea into practice</li> <li>Making a business effective</li> <li>External influences</li> <li>Marketing decisions</li> <li>Operational decisions</li> <li>Financial decisions</li> </ul>	
What is assessed	Classwork Unit assessment	Classwork Unit assessment	Classwork Unit assessment	Classwork Unit assessment	Classwork Unit assessment	
Key Vocabulary	<i>Aesthetics</i> <i>Economic manufacture</i> <i>Extension strategy</i> <i>Function</i> <i>Product differentiation</i> <i>Product life cycle</i> <i>Profit margins</i> <i>Branding</i>	<i>E-newsletters</i> <i>Promotional strategy</i> <i>Sponsorship</i> <i>Viral advertising</i> <i>Distribution</i> <i>E-tailer</i> <i>Retailer</i> <i>Budget</i>	<i>Batch production</i> <i>Flow production</i> <i>Job production</i> <i>Productivity</i> <i>Automation</i> <i>Flexibility</i> <i>Robots</i> <i>Centralised organisation</i> <i>Decentralised organisation</i> <i>Flat structure</i> <i>Hierarchical structure</i> <i>Organisation chart</i> <i>Communication</i> <i>Barrier to communication</i> <i>Insufficient communication</i> <i>Excessive communication</i>	<i>Flexible hours</i> <i>Freelance contract</i> <i>Permanent contract</i> <i>Remote working</i> <i>Temporary contract</i> <i>Application form</i> <i>CV (curriculum vitae)</i> <i>External recruitment</i> <i>Internal recruitment</i> <i>Job description</i> <i>Person specification</i> <i>References</i> <i>Mentor</i> <i>Training</i> <i>Performance reviews</i> <i>Retention</i> <i>Target setting</i> <i>Autonomy</i> <i>Commission</i> <i>Fringe benefits</i> <i>Job enrichment</i> <i>Job rotation</i> <i>Remuneration</i>	<i>See Key vocabulary</i>	

Literacy Skills Developed (Writing/Oracy/Tier 2)	Literacy skills developed through quality teaching and the embedding of high expectations regarding the presentation of books. Key words are provided during theory lesson. Opportunities taken for oracy when appropriate.					
Career Links (Employability Skills, Career Opportunities)		Psephology Marketing				
SMSC Links	Fair Trade, use of cheap labour and materials, competing internationally with countries with lowercapita		Financial Act Fair dealing Insider dealing	Equality for all No discrimination Conscious of The Equality Act Mindful of LGBTQ+ legislation		