



The Royal School

Wolverhampton

Curriculum 2025

Business & Economics

Curriculum Concepts

Subject Business and Economics

Intent

At The Royal School, our curriculum is designed to foster a lifelong love of learning and to nurture pupils who are confident, knowledgeable, and empathetic. Grounded in our school values —**Respect, Trust, Community, Initiative and Risk**— our intent is to provide a high-quality education where every child knows more, remembers more, and applies their knowledge confidently. Our curriculum is carefully sequenced to ensure concepts are introduced logically, with foundational knowledge underpinning more complex ideas. We prioritise knowledge and memory building through planned opportunities for retrieval, consolidation and progression. Pupils revisit key concepts frequently, supporting long-term retention and understanding.

We are committed to ensuring that all children immerse themselves in their learning. Through diverse representation and a focus on cultural capital, we encourage empathy, inclusion, and global citizenship. Every child, regardless of background or ability, is supported to meet ambitious expectations through adaptive teaching and inclusive strategies that promote challenge and achievement for all. Our curriculum is purposefully designed to engage, inspire and challenge, cultivating learners who are resilient, reflective, and equipped to thrive in modern society.

Implementation

To support staff in developing long-term, medium-term, and short-term curriculum and lesson planning, we have identified key curriculum concepts that underpin effective teaching and learning. Below is a summary of these concepts with brief explanations:

Sequencing & Progression: Curriculum content is thoughtfully ordered across and within year groups. Long- and medium-term plans ensure coherence, while individual lessons and ‘The Royal Way’ framework scaffold learning effectively. Subject leaders oversee sequencing to ensure continuity and progression. Proper sequencing ensures that foundational concepts are mastered before introducing more complex ideas, thereby building upon prior knowledge. This structured approach supports cumulative learning and prevents cognitive overload.

Adaptive teaching & Assessment: Effective assessment strategies include both **formative assessments** (ongoing checks for understanding during instruction) and **summative assessments** (evaluations at the end of instructional units). Aligning assessments with learning objectives ensures that they accurately measure intended outcomes. Pupil progress is regularly reviewed, with targeted interventions delivered as needed. Adaptive teaching ensures that instruction is responsive to the varying needs, abilities, and learning styles of students. This approach involves ongoing assessment, flexible grouping, live feedback, questioning, informal checks, and formal reviews. These are used to identify gaps and adapt teaching responsively to support and challenge. Effective adaptive teaching fosters inclusivity, helping all students to progress at their own pace while achieving high expectations.

Retrieval Practice & Interleaving: We embed retrieval throughout lessons using ‘Think Backs’, ‘Do Now’ activities at the start of lessons, low-stakes quizzes and working walls. These strategies reinforce prior learning and strengthen memory pathways, promoting deep understanding and knowledge fluency. Interleaving is an instructional strategy that alternates between different topics or skills within a single learning session. Unlike traditional blocked practice, where one topic is practiced extensively before moving to the next, interleaving mixes multiple topics, enhancing discrimination between concepts and improving retention. This approach challenges learners to continually retrieve and apply different information, strengthening memory and understanding.

Engagement: Engagement encompasses the strategies employed to capture and maintain students' attention, interest, and active participation in the learning process. High levels of engagement are associated with improved comprehension and retention. Techniques to enhance engagement include interactive activities, real-world applications, collaborative learning, and incorporating student interests into lessons. We hook learners through exciting experience days, curriculum-linked enrichment, and content pitched to meet and build upon pupils' current understanding. Strong relationships and positive learning behaviours ensure high levels of participation and enthusiasm.

Challenge & Aspiration: Challenge involves designing tasks and questions that stretch students' thinking and push them beyond their comfort zones. It is important to balance support and challenge to ensure all students are appropriately stimulated and motivated to progress. Tasks are designed to stretch thinking through resilience, modelling, scaffolding, and high expectations. Learners are encouraged to persevere, question deeply, and embrace productive struggle. Aspiration in the curriculum encourages students to develop a growth mindset. It involves exposing students to ambitious goals, inspiring role models, and future pathways that foster motivation and ambition. A curriculum that promotes aspiration helps students understand the value of perseverance and lifelong learning.

Context: Contextual learning connects curriculum content to real-world applications, making learning more meaningful and relevant for students. Providing context helps learners see the purpose behind what they are studying, whether through cross-curricular links, historical or cultural perspectives, or practical, real-world scenarios. This approach enhances engagement and retention.

Personal Development: Personal development in the curriculum focuses on fostering students' social, emotional, and character growth alongside academic learning. It includes promoting resilience, self-awareness, emotional intelligence, and a sense of responsibility. A well-rounded curriculum should encourage students to develop key life skills, confidence, and independence, preparing them for future challenges in education, work, and personal life.

In Senior School our curriculum is structured in learning cycles. Each cycle lasts for 7 weeks and includes at least one assessment followed by a review where re-teaching or stretch and challenge opportunities, tailored to the needs of the pupils can take place. There are 5 learning cycles per year.

Impact

The impact of our curriculum is measured not only in outcomes but in how pupils grow as learners and individuals. Pupils develop secure knowledge, transferable skills, and the confidence to apply their learning. They are engaged, resilient, and motivated, with the capacity to meet challenges and adapt to new contexts.

Progress is tracked over time through assessment data, lesson drop-ins, pupil voice, and work scrutiny. By integrating these concepts into curriculum planning The Royal intend to create structured, dynamic, and effective learning experiences that cater to the varied needs of our pupils. A well-designed curriculum ensures progression, engagement, and long-term success in learning. Our ambition is that all children leave The Royal School with the knowledge, behaviours, and attitudes to succeed academically, socially, and emotionally — prepared for the next stage of their education and life beyond.

GCSE Business Learning Journey

Cambridge Nationals Level 2 Business Studies Learning Journey



Exam & Post-16 Destination

Exam Period

Task 2i - Product Proposal Review

Task 2h - Review of Pitch

Task 2g - Professional Pitch

Task 2f - Pitch Improvements

Task 2e Practice Pitches

Task 2d - Panel Questions

Task 1b - Creating a Brand

Task 1a - What is Branding?

Task 1c - Promotional Objectives

Task 1d - Promotional Plan

Task 2a - Pitch Considerations

Task 2b - Planning a Pitch

Task 2c - Pitch Visual Aids

RO66 Design a Business Proposal

Functional Areas

Business Plan

YEAR 11

Sources of finance

Ownership

Customer Service

Fixed, Variable costs, revenue, profit and break-even

Customer Feedback

Product lifecycle and Extension Strategies

Production Differentiation

External Factors

Pricing Strategies

Advertising and promotional Methods

RO64 Enterprise and Marketing Concepts

YEAR 10

Market Research

Market and Customer Segmentation

Task 4d - Product Viability

Task 4c - Risk Assessment

Task 4b - Pricing Strategy

Task 4a - Calculating Total Costs and Sales Estimates, Profits and Break-even

Task 2d - Market Research Analysis

Task 2c - Conduct Market Research

Task 2b - Sampling Methods

Task 2a - Market Research Intro

Task 3a - Draft Product Idea

Task 3b - Product Design Review

Task 3c - Product self and per assessment

Task 3d - Product Improvements

RO65 Design a Business Proposal

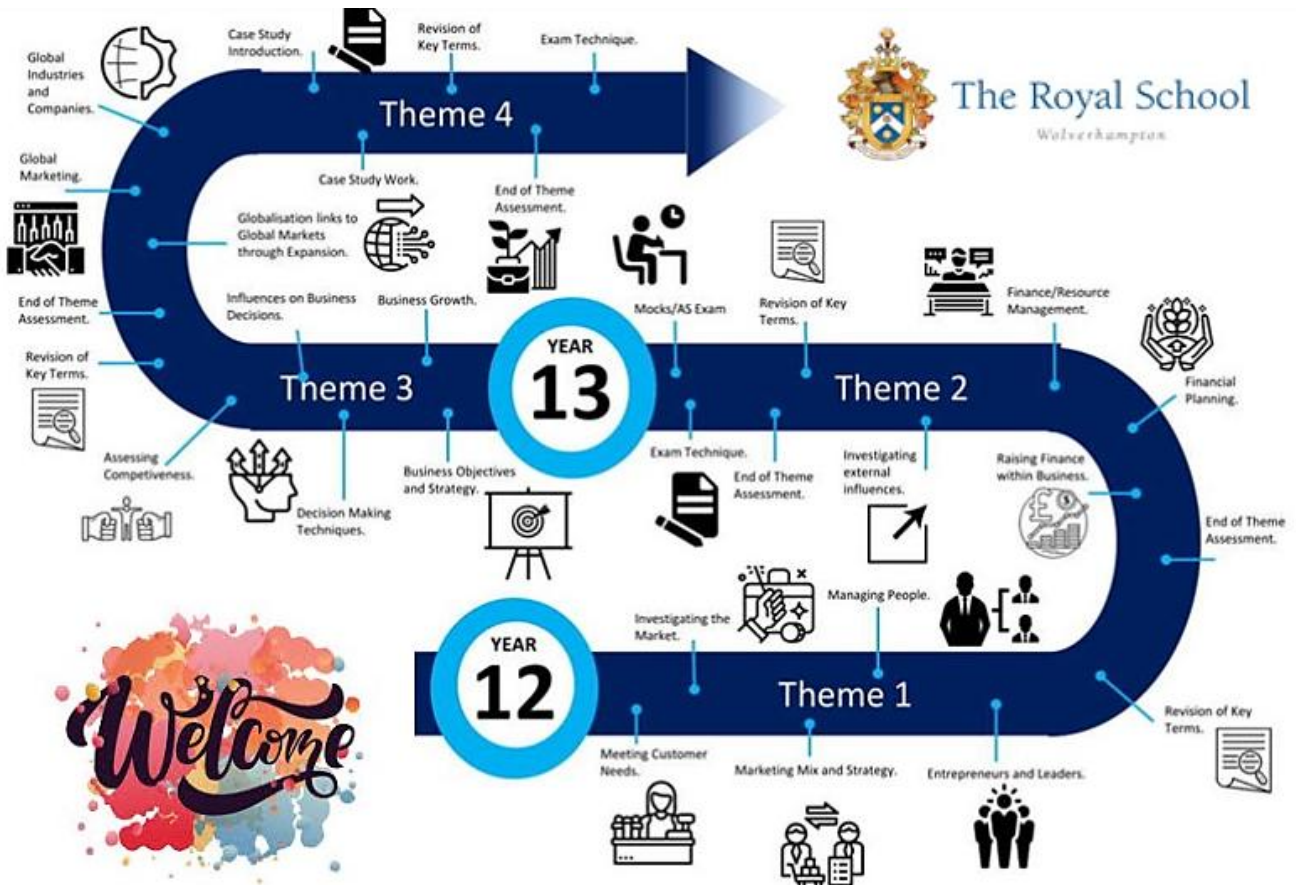
YEAR 9

Task 1b - Customer Profile

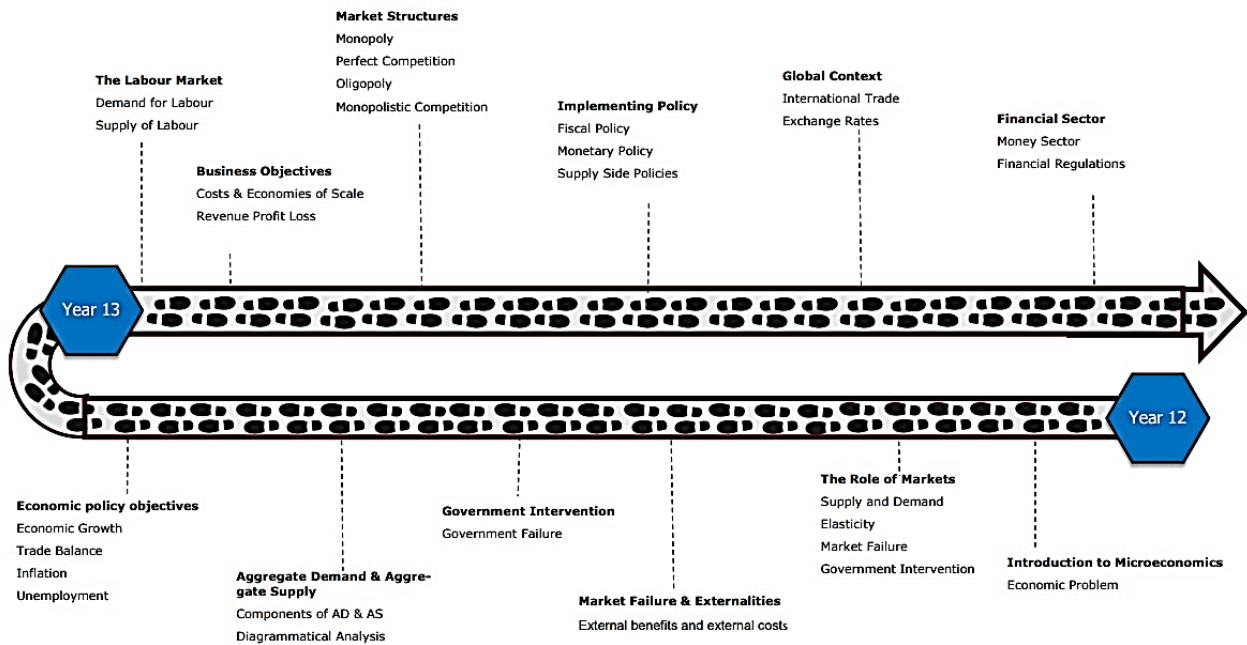
Task 1a - Market Segmentation



A-level Business – Learning Journey



A-level Economics – Learning Journey



How Business and Economics enables all students to thrive and achieve

How inclusive lessons have been planned
<ul style="list-style-type: none"> • Sequencing of lessons which enables learners to grasp foundational topics before progressing to the mastery • Use of scaffolding • A range of varied tasks to help suit the needs of all learners which may include use of different stimuli, support materials, videos, knowledge booklets and group work • Allowing all learners to participate in a lesson through cold calling or think pair share • Access to writing frames, WAGOLLS and examiner reports
How an inclusive environment has been created
<ul style="list-style-type: none"> • Complex tasks are broken down into smaller, manageable steps with guided to help all learners build confidence and success. • All learners given opportunity to present or showcase work • A variety of questioning techniques used to involve all learners, ensuring that everyone has the opportunity to contribute and deepen their understanding. • Positive relationships are foster early
How the curriculum has been considered for pupils with additional needs
<ul style="list-style-type: none"> • Teachers know their learners • Flexibility and use of adaptive teaching • Ensure learners know the course journey

Adaptive teaching strategies

How learners are supported with literacy
<ul style="list-style-type: none"> • A key words wall which includes Tier 1, Tier 2 and Tier 3 vocabulary • A list of banned words in Business and Economics with alternatives • Access to a wide selection of text books • A Working WAGOLL Wall
How learners are supported to retain vocabulary
<ul style="list-style-type: none"> • Through retrieval practise • Encourage use of vocabulary when answering exam questions
How learners are supported with numeracy
<ul style="list-style-type: none"> • A list of formulas provided at the start of the Year • Regular recall of formulas which are revisited during the Do Now
How learners are supported to develop conceptual understanding
<ul style="list-style-type: none"> • Using a variety case studies from a range of industries • Showcasing business in action through newspaper articles and news reports • Inviting local business owners to talk to students about their own experiences
How teaching is adapted for learners who struggle with attention
<ul style="list-style-type: none"> • Provide regular live feedback • Adopt activities such as group work, role-plays, or quizzes (low stakes) to engage • Reduce cognitive overload through deliberate planning for effective scaffolding
How teaching is adapted for learners who struggle with change and transition
<ul style="list-style-type: none"> • Use of low stakes questioning • Project based learning • Provide clear structure and routine particularly through the Seriously Strong Starts phase • Be clear about what learners should expect in the not so distant future

SUBJECT KS3 Curriculum Mapping

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/840002/Secondary_national_curriculum_corrected_PDF.pdf

National curriculum content	Year 7	Year 8	Year 9 (GCSE foundation year)
Aims:			
Subject Content:			

RSW All Through SUBJECT Curriculum map

(If you have developed one pop it here, if not delete this section)

Key Stage	Year							
		Topic	Topic	Topic	Topic	Topic	Topic	Topic
EYFS	R							
KS1	1							
	2							
KS2	3							
	4							
	5							
	6							
KS3	7							
	8							
KS4	9							
	10							
	11							
KS5	12							
	13							

GCSE & A Level Business Curriculum Map 2025 - 2026

	Year 9 GCSE	Year 10 GCSE	Year 11 GCSE	Year 12 AGCE	Year 13 AGCE
Learning Cycle 1	1.1 Enterprise and Entrepreneurship	2.1 Methods of Business Growth	Various Topics requiring responses to 6, 9 and 12 Marker Questions Theme 1	Theme 1.1 & Theme 2.1 (Meeting customer needs & Raising Finance)	Theme 3.1 & Theme 4.1 (Business Obj/Strategy & Globalisation)
Learning Cycle 2	1.2 Spotting a Business Opportunity	2.2 Making Marketing Decisions	Theme 1 Paper	Theme 1.2 & Theme 2.2 (The Market & Financial Planning)	Theme 3.2 & Theme 4.2 (Business Growth & Global Markets)
Learning Cycle 3	1.3 Putting a Business Idea into Practice	2.3 Making Operational Decisions	Various Topics requiring responses to 6, 9 and 12 Marker Questions Theme 2	Theme 1.3 & Theme 2.3 (Marketing Mix & Managing Finance)	Theme 3.3 & Theme 4.3 & 4.4 (Decision Making Techniques & Global Marketing & MNCs)
Learning Cycle 4	1.4 Making the Business Effective	2.4 Making Financial Decisions	Theme 2 Paper	Theme 1.4 & Theme 2.4 (Managing People & Resource Management)	Theme 3.4 & 3.5 (Influences on Business Decisions & Assessing competitiveness)
Learning Cycle 5	1.5 Understanding the External Influences of Business	2.5 Making Human Resource Decisions	GCSE exams followed by A level bridging work	AS Paper (covering Theme 1 and 2)	A level/BTEC exams followed by University bridging work

NB. The detailed SOW, assessments and lessons for each learning cycle should be placed in the correct folder in the subject team.

Level 2 Cambridge Nationals Business Curriculum Map 2025 – 2026

	Year 9	Year 10	Year 11		
Learning Cycle 1	Market Segmentation	Revenues, costs and Profits	Branding		
Learning Cycle 2	Market Research	Product Life Cycle	External Exam		
Learning Cycle 3	Product Ideas	External Factors	Planning an Idea		
Learning Cycle 4	Product Development	Pricing Strategies	Pitching an Idea		
Learning Cycle 5	Review	Ownership	External resit exams		

Level 3 BTEC Business Curriculum Map 2025 – 2026

				Year 12 BTEC	Year 13 BTEC
Learning Cycle 1				Unit 1 Coursework – Assignment 1 Unit 3 Finance	Unit 1 coursework – Assignment 1 Unit 2 Marketing
Learning Cycle 2				Unit 1 Coursework – Assignment 1 Unit 3 Finance	Unit 1 coursework – Assignment 2 Unit 2 Marketing
Learning Cycle 3				Unit 1 Coursework – Assignment 2 Unit 3 Finance	Unit 1 Coursework – Assignment 2 BTEC exam - Unit 3 Finance 2 nd attempt
Learning Cycle 4				Unit 1 Coursework – Assignment 3 Unit 3 Finance	Unit 1 Coursework – Assignment 3 BTEC exam – Unit 2 Marketing
Learning Cycle 5				BTEC Unit 3 External Examination	

NB. The detailed SOW, assessments and lessons for each learning cycle should be placed in the correct folder in the subject team.

A Level Economics Curriculum Map 2024-25

	Year 9	Year 10	Year 11	Year 12 AGCE	Year 13 AGCE
Learning Cycle 1				Scarcity, choice and potential conflicts Business Growth	Globalisation Economic factors in Business Expansion Competition & Market Power
Learning Cycle 2				Enterprise, business and the economy Firms, consumers & elasticities of demand	Impact of Globalisation on Global Companies, National & Local Economies Market Power and Market Failure
Learning Cycle 3				Introducing the Market Productive Efficiency Life in a Global Economy	Global Labour Markets Market Failure Across the Economy
Learning Cycle 4				Role of credit in the Economy Economic Cycle	Inequality and Redistribution Risk & the Financial Sector.
Learning Cycle 5				Market Failure Revenues Macroeconomic Policies	A level exams followed by University bridging work

NB. The detailed SOW, assessments and lessons for each learning cycle should be placed in the correct folder in the subject team.

SUBJECT Assessment Calendar 2025-26

	Year 9	Year 10	Year 11	Year 12	Year 13
Learning Cycle 1	Wc 15 th September	Wc 22 nd September	Wc 6 th October	Wc 29 th September	Wc 29 th September
Learning Cycle 2	Wv 10 th November	Wv 17 th November	3-14 Nov Mock exams	5-9 Jan Mock exams	5-9 Jan Mock exams
Learning Cycle 3	Wc 19 th January	Wc 2 nd February	23 Feb – 6 Mar Mock exams	Wc 23 rd February	Wc 2 nd March
Learning Cycle 4	Wc 23 rd March	13-24 April Mock exams	Wc 27 th April	Wc 20 th April	Wc 20 th April
Learning Cycle 5	Wc 1 st June	Wc 15 th June	GCSE/BTEC exams	15-19 June mock exams	A level/BTEC exams

NB. The assessments and mark scheme for each learning cycle should be placed in the correct folder in the subject team.

Calendared School Mocks

KS3 Assessment Criteria

Pupils in years 9 will be assessed on their knowledge, understanding and skills of the curriculum. GCSE grades will be used in years 10 and 11. Each assessment should have the following matrix showing exactly where pupils have met each criteria.

Year 9	WB – Working below end of year expectations	WT – Working towards end of year expectations	WAT – Working at end of year expectations	WA – Working above end of year expectations
Knowledge AO1	I can identify a number of keywords relating to a limited topic range	I can identify keywords relating to topic areas	I can define keywords in relation to a range of topic areas	I am demonstrating knowledge of basic key concepts
Application AO2	I can use the business name in my answers	I can apply one area business theory to a small number of business contexts.	I can apply a limited amount of business theory to a small number of business contexts	I can show some knowledge and understanding of business concepts and issues to a variety of contexts
Analysis AO3a	I can make some links with keyword and use the connective: whereas	I can use my knowledge to show limited application and use a range of connectives: whereas, this can lead to, on the other hand.	I can show some analysis using a wide range of connectives in accordance with the strand method	I can demonstrate some analysis and form a
Analysis AO3b	I can start to think of competing arguments	I can make clear competing arguments using the term 'However	Where appropriate, I can suggest recommendations	I can make an evaluation from the evidence to make a judgement and conclusion.
Cognitive Skills	I can use key knowledge and begin to relate to an exam question	I can use key knowledge and relate to an exam question	I can read a case study and find relevant knowledge points	I can read a case study and think critically about the effects of decisions
Quantitative Skills	I can use basic maths skills to add and subtract	I am able to calculate sales & profit	I can use the correct formula to calculate % change	I can use the correct formula to calculate BEP & MOS