



The Sutton Academy

# Knowledge Rich Curriculum Plan

Year 13 Business

Unit 2: Working in Business

Business Year 13	Unit 2: Working in Business				
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Assessment	
Lesson: The Authority Protocols	<ul style="list-style-type: none"> <li>Students will know that how authority works within the workplace including how this relates to which employees are able to make decisions.</li> <li>Students will know how organisational structures and charts can be used to determine who has the authority over decisions made by a business.</li> </ul>	<p>Tier 2  <b>Operatives:</b> a worker, especially one in a manufacturing industry.            Tier 3  <b>Protocols:</b> a rule or procedure that must be followed.  <b>Authority Protocols:</b> the procedures that employees or managers within a business hierarchy have to follow when making decisions, communicating with stakeholders and making payments.  <b>Stakeholder:</b> a person or an organisation with an interest in the business. Chain of  <b>Command:</b> an organisation's hierarchy of reporting relationships; who reports to whom and the level of authority each person has.</p>	<ul style="list-style-type: none"> <li><i>Students need to already know that authority is held with those employees higher up the hierarchy on an organisational structure/chart.</i></li> <li><i>Students need to already know how to respond to those with authority over decision making due to the relationships that they will have with staff within school.</i></li> </ul>		
Lesson: The Confidentiality Protocols	<ul style="list-style-type: none"> <li>Students will know that an organisation must have procedures in place in order to maintain confidentiality and have systems in place to store data and documents.</li> <li>Students will know how to consider the impacts breaching confidentiality could have on a business.</li> </ul>	<p>Tier 2  <b>Confidential:</b> intended to be kept secret.  <b>Agreements:</b> a negotiated and typically legally binding arrangement between parties as to a course of action            Tier 3  <b>Confidentiality Protocols:</b> procedures an organisation puts in place to maintain confidentiality.  <b>Non-Disclosure Agreement (NDA):</b> a contract in which an employee agrees not to disclose confidential business information that is shared with them.</p>	<ul style="list-style-type: none"> <li><i>Students need to already know that NDAs exist for celebrities so that personal information is not discussed.</i></li> <li><i>Students need to already know how passwords can be used to ensure that information is kept private.</i></li> </ul>		
Lesson: The Constraints on Document Content	<ul style="list-style-type: none"> <li>Students will know that businesses will have constraints in place that set out what can and cannot be included in business documents.</li> <li>Students will know how to distinguish between voluntary and legal constraints on a business's document control.</li> </ul>	<p>Tier 2:  <b>Legislation:</b> Legislation is a law or a set of laws that have been passed by Parliament            Tier 3  <b>Plagiarism:</b> using someone else's work and passing it off as your own.</p>	<ul style="list-style-type: none"> <li><i>Students need to already know that laws are in place for businesses to ensure that consumers and employees are treated fairly.</i></li> <li><i>Students need to already know how to ensure that work created is not plagiarised.</i></li> </ul>		

Business Year 13	Unit 2: Working in Business			
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Assessment
Lesson: The Checking Protocols	<ul style="list-style-type: none"> <li>Students will know that checking of documents and checking of arrangements is important to maintain consistency across a business.</li> <li>Students will know how poor checking of protocols can impact negatively on businesses.</li> </ul>	<p>Tier 2 <b>Arrangements:</b> a plan or preparation for a future event.</p> <p>Tier 3 <b>Checking Protocols:</b> procedures that are in place to ensure documents or arrangements are accurate, clear and contain all necessary information.</p>	<ul style="list-style-type: none"> <li><i>Students need to already know that it is important for a business to set and follow protocols in order to maintain efficiency and reputation.</i></li> <li><i>Students need to already know how important it is for businesses to check for quality.</i></li> </ul>	
Lesson: The IT Security Protocols	<ul style="list-style-type: none"> <li>Students will know that IT security protocols involve procedures that are put in place to ensure IT equipment and software is used in an appropriate and secure way.</li> <li>Students will know how to identify the consequences that a business may face of inappropriate use of IT.</li> </ul>	<p>Tier 2 <b>Networks:</b> Computer network, two or more computers that are connected with one another for the purpose of communicating data electronically.</p> <p>Tier 3 <b>IT Security Protocols:</b> procedures put in place in relation to the appropriate and secure use of IT equipment and software.</p>	<ul style="list-style-type: none"> <li><i>Students need to already know that screensavers, locked screens and screensavers are used across school to protect information.</i></li> <li><i>Students need to already know how IT security protocols are used so that other students cannot change documents of theirs.</i></li> </ul>	
Lesson: The Employment Protocols	<ul style="list-style-type: none"> <li>Students will know that health and safety legislation, equal opportunities legislation, contractual agreements and minimum professional standards for behaviour need to be adhered to by the business and its employees.</li> <li>Students will know how a business may face legal action if they do not abide by employment laws.</li> </ul>	<p>Tier 2 <b>Act:</b> An Act of Parliament creates a new law or changes an existing law. An Act is a Bill that has been approved by both the House of Commons and the House of Lords and been given Royal Assent by the Monarch. Taken together, Acts of Parliament make up what is known as Statute Law in the UK.</p> <p><b>Duty:</b> a moral or legal obligation; a responsibility.</p> <p>Tier 3 <b>Employment Protocols:</b> the procedures relating to employer and employee responsibilities within a business.</p>	<ul style="list-style-type: none"> <li><i>Students need to already know that it is important to make sure employees feel safe at work.</i></li> <li><i>Students need to already know how failure to follow equal rights as a business can not only impact the business in financial ways, but through negative publicity.</i></li> </ul>	
Lesson: 2.1 The Factors that Influence Meeting Arrangements	<ul style="list-style-type: none"> <li>Students will know that meeting criteria, personal availability, venue/room and resource packs are all important factors to consider when arranging a meeting.</li> <li>Students will know how business costs play a role when organising business meetings.</li> </ul>	<p>Tier 2 <b>Participant:</b> a person who takes part in something.</p> <p>Tier 3 <b>Personnel:</b> people employed in an organisation.</p>	<ul style="list-style-type: none"> <li><i>Students need to already know that meetings happen in order to discuss details such as those needed to run a project.</i></li> <li><i>Students need to already know how meeting with employees can make them feel a part of the business decision making and can cause empowerment.</i></li> </ul>	

Business Year 13	Unit 2: Working in Business			
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Assessment
Lesson: 2.2 The Factors that Influence Business Travel Arrangements	<ul style="list-style-type: none"> <li>Students will know that in order to arrange a meeting they must first consider the travel criteria for the meeting and identify the most appropriate modes of transport that meet the timetable of events.</li> <li>Students will know how calculate and compare costs of travel arrangements for meetings.</li> </ul>	Tier 2 <b>Accommodation:</b> a room, group of rooms, or building in which someone may live or stay Tier 3 <b>CEO:</b> a chief executive officer, the highest-ranking person in a company or other institution, ultimately responsible for taking managerial decisions.	<ul style="list-style-type: none"> <li><i>Students need to already know that the type of business and its budget will determine travel arrangements.</i></li> <li><i>Students need to already know how to check personnel availability before considering the criteria for travel arrangements.</i></li> </ul>	
Lesson: 2.3 The Factors that Influence Business Accommodation Arrangements	<ul style="list-style-type: none"> <li>Students will know that the criteria for the accommodation and which personnel that require accommodation are essential to consider when arranging accommodation for meetings.</li> <li>Students will know how to calculate and compare costs for accommodation.</li> </ul>	Tier 2 <b>Accessible:</b> (of a place) able to be reached or entered. <b>Dietary Requirements:</b> when someone has particular needs from any food that is to be consumed. Tier 3 <b>Payment:</b> the action or process of paying someone or something or of being paid.	<ul style="list-style-type: none"> <li><i>Students need to already know that businesses must decide if their staff have access arrangements due to disabilities or allow the likes of any food intolerances.</i></li> <li><i>Students need to already know how to calculate and compare costs of different options which can then be applied to accommodation.</i></li> </ul>	
Lesson: 3.1 The Purpose, Interpretation and Completion of Business Documents	<ul style="list-style-type: none"> <li>Students will know that a business must record and process transaction documents, employee documents and several other internal documents.</li> <li>Students will know how to identify these internal documents and fill out any missing entries from the forms.</li> </ul>	Tier 2 <b>Omission:</b> a person or thing that has been left out or excluded. <b>Reprographics:</b> used to describe equipment or systems for copying text or pictures. Tier 3 <b>E &amp; OE:</b> errors and omissions excepted. This is sometimes printed on documents to reduce legal liability in case of errors. <b>COD:</b> cash on delivery, i.e. payment must be made upon delivery.	<ul style="list-style-type: none"> <li><i>Students need to already know that businesses can give their customers a credit note, whether B2B or B2C, to identify that something is owed to the customer.</i></li> <li><i>Students need to already know how calculate travel costs which can then be used on a travel expenses claim form.</i></li> </ul>	
Lesson: 3.2 The Purpose and Interpretation of other Business Documents	<ul style="list-style-type: none"> <li>Students will know that a business must consider and/or process documents such as; bank statements, budget variance reports, delivery notes, goods received notes, payslips, receipts, remittance advice and request for repair forms.</li> <li>Students will know how calculate an adverse or favourable budget variance.</li> </ul>	Tier 2 <b>Variance:</b> the fact or quality of being different, divergent, or inconsistent. <b>PAYE:</b> Pay as you earn (PAYE) refers to a repayment or withholding scheme that incrementally makes deductions as pay checks are received. Tier 3 <b>Favourable Variance:</b> were the actual figure is better than the budget figure. <b>Adverse Variance:</b> were the actual figure is worse than the budgeted figure.	<ul style="list-style-type: none"> <li><i>Students need to already know that a budget is something businesses or individuals must try to stick to when spending.</i></li> <li><i>Students need to already know how calculate differences in figures.</i></li> </ul>	

Business Year 13	Unit 2: Working in Business			
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Assessment
<b>Lesson: 3.3 How to Make Payments and the Advantages and Disadvantages of Each Payment Method</b>	<ul style="list-style-type: none"> <li>Students will know that there are six different types of payment method a business can either use or request for their customers to use.</li> <li>Students will know how to identify the advantages and disadvantage for each method of payment of how these differ depending on whether it is the business or customer who is advantaged/disadvantaged.</li> </ul>	<p>Tier 2  <b>Instantaneous:</b> occurring or done instantly.  <b>Convenience:</b> the state of being able to proceed with something without difficulty.</p> <p>Tier 3  <b>Cheque:</b> A document requesting payment to be made from the payer's account to the payees.  <b>Credit Card:</b> A payment card used to purchase goods; enabling users to buy now and pay later.  <b>Debit Card:</b> A bank card allowing payments to be made from the payer's bank account.  <b>Paying-in Slip:</b> is used to pay cash or cheques into bank accounts.</p>	<ul style="list-style-type: none"> <li><b>Students need to already know that businesses need to pay for items/components/materials that they order and that they must also consider how their customers may wish to make payment for goods/services.</b></li> <li><b>Students need to already know how debit cards are used to pay for items in retail stores.</b></li> </ul>	
<b>Lesson: 3.4 The Purpose, Completion and Checking of Meeting Documentation</b>	<ul style="list-style-type: none"> <li>Students will know that on completion of meeting arrangements, a notice of meeting, an agenda, minutes and conference documentation must be created.</li> <li>Students will know how to set out a meeting agenda and how this forms the structure for the meeting discussions and minutes taken.</li> </ul>	<p>Tier 2  <b>Apologies:</b> a regretful acknowledgement of an offence or failure and can be used when someone is unable to attend. <b>Board Meeting:</b> a board meeting is a meeting of the directors. It must be distinguished from a general meeting, which is a meeting of the members (shareholders) of a company.</p> <p>Tier 3  <b>Minutes:</b> this is a record of what has been discussed and agreed in a meeting.  <b>Notice of Meeting:</b> a document informing participants of the date, time, location and purpose of a meeting.  <b>Agenda:</b> this contains a list of items for discussion in a meeting.  <b>Conference of Documentation:</b> this could include leaflets and brochures, invites, instructions, evaluation forms, attendance registers, staff help sheets, presentation slides, prompt cards and handouts etc.</p>	<ul style="list-style-type: none"> <li><b>Students need to already know that meetings and business discussions need structure and also need to be recorded for future reference.</b></li> <li><b>Students need to already know how to make notes after a discussion has taken place.</b></li> </ul>	

Business Year 13	Unit 2: Working in Business			
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Assessment
Lesson: 4.1 The Reasons for Prioritising Business Tasks	<ul style="list-style-type: none"> <li>Students will know that workload, conflicting demands on time and the importance of meeting deadlines all influence business decisions.</li> <li>Students will know how to analyse which of the three factors are more important than others when making business decisions.</li> </ul>	<p>Tier 2  <b>Deadlines:</b> the latest time or date by which something should be completed</p> <p>Tier 3  <b>Interim Deadline:</b> is a deadline set before the final deadline for business tasks.  <b>Workload:</b> the amount of work to be done by someone or something.</p>	<ul style="list-style-type: none"> <li><i>Students need to already know that businesses may have many tasks that need to be completed at the same time.</i></li> <li><i>Students need to already know how to manage their own deadlines an workload for different subjects in their studies.</i></li> </ul>	
Lesson: 4.2 The Factors that Influence Task Prioritisation	<ul style="list-style-type: none"> <li>Students will know that there are 11 key factors to consider when prioritising business tasks.</li> <li>Students will know how to rank a list of given tasks deciding which tasks are more important than others and therefore either need to be completed first or require more resources than others.</li> </ul>	<p>Tier 2  <b>Interactivity;</b> the process of two people or things working together and influencing each other.</p> <p>Tier 3  <b>Delegation:</b> the action or process of delegating or being delegated.</p>	<ul style="list-style-type: none"> <li><i>Students need to already know that different businesses will need to prioritise some tasks before others and that resources are limited.</i></li> <li><i>Students need to already know how to make decisions using analysis and justifying these decisions.</i></li> </ul>	
Lesson: 4.3 How to use Information to Inform Prioritisation	<ul style="list-style-type: none"> <li>Students will know that businesses must consider internal sources, external sources and data sources for to inform business decisions.</li> <li>Students will know how to use internal sources, external sources and data sources to analyse and justify decisions made for given business case studies.</li> </ul>	<p>Tier 2  <b>Numerical:</b> relating to or expressed as a number or numbers.</p> <p>Tier 3  <b>The Economy:</b> the state of a country or region in terms of the production and consumption of goods and services and the supply of money.  <b>Tabular:</b> data presented in tables or spreadsheets.</p>	<ul style="list-style-type: none"> <li><i>Students need to already know that a business has more control over internal factors than it does external factors.</i></li> <li><i>Students need to already know how data gathered in the likes of graphs and tables can make it easier for businesses to make decisions.</i></li> </ul>	
Lesson: 4.4 How to Assign Priorities and Identify Appropriate Actions to Complete Tasks in Accordance with their Priority	<ul style="list-style-type: none"> <li>Students will know that low, medium or high is given to the importance of a task in order to decide whether it is a priority.</li> <li>Students will know how to identify low, medium and high priority events from given business case studies.</li> </ul>	<p>Tier 2  <b>Recall:</b> A product recall is the process of retrieving and replacing defective goods.</p> <p>Tier 3  <b>Self-appraisal:</b> An employee's own judgment about the quality of their work, or the process of judging your own work.</p>	<ul style="list-style-type: none"> <li><i>Students need to already know that a business must priorities as resources are finite.</i></li> <li><i>Students need to already know how to gather internal and external sources of data in order to inform a decision.</i></li> </ul>	
Lesson: 4.5 Need to Change Priorities when Necessary	<ul style="list-style-type: none"> <li>Students will know that the business environment constantly changes, therefore priorities may need to change.</li> <li>Students will know how to identify when priorities may need to change for given situations in a case study.</li> </ul>	<p>Tier 2  <b>Contamination:</b> The action or state of making or being made impure by polluting or poisoning.</p> <p>Tier 3  <b>Delegation:</b> Delegation involves the assignment to others of the authority for particular functions, tasks, and decisions.</p>	<ul style="list-style-type: none"> <li><i>Students need to already know that businesses may need organise staff to respond to changing events.</i></li> <li><i>Students need to already know how to prioritise tasks for given business case studies.</i></li> </ul>	

Business Year 13	Unit 2: Working in Business				
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Assessment	
		<p><b>Subordinates:</b> A person under the authority or control of another within an organisation</p>			
<p><b>Lesson: 5.1 Characteristics which Inform the Design of Business Communications</b></p>	<ul style="list-style-type: none"> <li>Students will know that clear and informative communication is key to the smooth running and success of a business.</li> <li>Students will know how relevant resources, content and available resources are when selecting communication methods.</li> </ul>	<p>Tier 2 <b>Inform:</b> Give (someone) facts or information; tell. Tier 3 <b>Audience:</b> The people or other businesses that communication is aimed towards.</p>	<ul style="list-style-type: none"> <li><i>Students need to already know that a business has functional areas that include the likes of Marketing and Finance.</i></li> <li><i>Students need to already know how important available resources are when making business decisions.</i></li> </ul>		
<p><b>Lesson: 5.2 How the Characteristics of Business Communications Design Impact on the Use of Resources</b></p>	<ul style="list-style-type: none"> <li>Students will know that the quality of resources used to create the method of communication will be dependent on who it is being produced for.</li> <li>Students will know how to determine what quality of paper or whether coloured printing should be used for a certain audience.</li> </ul>	<p>Tier 2 <b>Request:</b> An act of asking politely or formally for something. Tier 3 <b>Consumables:</b> Resources that will be used and replaced on a regular basis, e.g. printer cartridges, stamps and paper.</p>	<ul style="list-style-type: none"> <li><i>Students need to already know that both hard and electronic copies of letters can be sent out.</i></li> <li><i>Students need to already know how to consider available resources when creating communications.</i></li> </ul>		
<p><b>Lesson: 5.3 How and When to use Different Types of Communication</b></p>	<ul style="list-style-type: none"> <li>Students will know when is appropriate to use verbal, written, or electronic communication.</li> <li>Students will know how to create marketing and recruitment documents and know when is information missing from them.</li> </ul>	<p>Tier 2 <b>Reports:</b> An account given of a particular matter, especially in the form of an official document, after thorough investigation or consideration by an appointed person or body. <b>Communication:</b> The imparting or exchanging of information by speaking, writing, or using some other medium. Tier 3 <b>Recruitment:</b> Recruitment refers to the process of identifying, attracting, interviewing, selecting, hiring and onboarding employees. <b>Marketing:</b> Marketing refers to activities a company undertakes to promote the buying or selling of a product or service.</p>	<ul style="list-style-type: none"> <li><i>Students need to already know what the Marketing function are responsible for.</i></li> <li><i>Students need to already know how to create different types of communication such as letters and emails.</i></li> </ul>		

Business Year 13	Unit 2: Working in Business				
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Assessment	
<b>Lesson: 5.4 How to review business communications to make sure they are fit for purpose</b>	<ul style="list-style-type: none"> <li>Students will know the tone and layout of communications will be different depending on the audience.</li> <li>Students will know how to decide which information is relevant/irrelevant when deciding whether communications are fit for purpose.</li> </ul>	<p>Tier 2</p> <p><b>Font:</b> A font is a set of printable or displayable text characters in a specific style and size.</p> <p><b>Tone:</b> The general character or attitude of a place, piece of writing, situation, etc.</p> <p>Tier 3</p> <p><b>Press Release:</b> An announcement that issues information to the media, e.g. regarding an award or new innovation.</p>	<ul style="list-style-type: none"> <li><i>Students need to already know that corporate colours are important to use on business documents so that people trust the document more.</i></li> <li><i>Students need to already know how important it is to review information before it is released to the public or other staff members.</i></li> </ul>		