KIMICHI SCHOOL WORCESTER · CURRICULUM JOURNEY

Business Studies

Proposed as a GCSE option — see the curriculum document

How Business Studies builds, year on year, from Lower School A to Upper Seniors

Lower School A
Year 7

- No discrete Business teaching at this stage
- Foundations laid in LIFE (routines, online safety) and in Maths (number, fractions, proportion)

MILESTONE
Number fluency secured

Lower School B
Year 8

- No discrete Business teaching at this stage
- LIFE introduces finance basics and rights; Maths covers percentages, graphs and statistics

MILESTONE
Can read a chart and a percentage

Inters
Year 9

- Foundation year: enterprise, entrepreneurship, business aims and the local economy
- Case-study reading and command words introduced; enterprise project

MILESTONE
GCSE options decision

Lower Seniors
Year 10

- 3.1 Business in the real world; 3.2 Influences on business
- 3.3 Business operations; first full Paper 1 sat

MILESTONE
Half the specification assessed

Upper Seniors
Year 11

- 3.4 Human resources; 3.5 Marketing; 3.6 Finance
- Revision, past papers and quantitative drill

MILESTONE
GCSE Business, two papers

WITH MATHS
Percentages, break-even, profit margin and reading a set of figures.

WITH MUSIC
Venues, streaming, contracts and the economics of being a working musician.

WITH LIFE
Careers, finance, applications and personal organisation.

CONSTANT AT EVERY STAGE
Classes of no more than ten · Music at the heart · Personalised pathways · Every pupil performs · The music industry as the worked example throughout

Every stage builds knowledge, skills, confidence and character — with music enriching learning all the way through.

INTENT — WHY WE TEACH IT

Business is the subject that makes the ordinary adult world legible. Our pupils arrive having spent significant time out of education, and several have been told, one way or another, that the working world is not for them. Business is where a young person learns how a wage is calculated, what a contract is, and what happens to the money when someone streams a song. At a music school it is not optional knowledge: music without business literacy produces exploited musicians. We teach both.

WHY THE SEQUENCE RUNS THIS WAY

Two of the six content areas are examined in both papers, so they are taught first and revisited continually — by the spring of Year 11 every pupil has met them three times, spaced across eighteen months. Operations ends Year 10 because it is the most concrete. Finance is placed late deliberately: it is the most quantitative content and lands when pupils are at their most mathematically mature, immediately before the revision phase.

WHAT IT BUILDS ON, AND WHAT IT LEADS TO

Builds on the finance and careers strands of LIFE and on the percentages, ratio and data handling taught in Maths. Assumes no prior Business. Leads to GCSE Business, and to A level Business or Economics, apprenticeships, and the financial self-management every self-employed musician needs.

HOW IT IS ASSESSED

Two written papers of identical structure, each 1 hour 45 minutes and 50% of the GCSE. No coursework and no controlled assessment — which for a cohort with fragile attendance removes an entire category of risk. Low-stakes retrieval every lesson. One extended-response question per half term from the spring of Year 10, marked against the exam board mark scheme.

ADAPTED FOR OUR PUPILS

Case-study material is issued in advance rather than met cold. Command words are taught explicitly with a modelled sentence stem for each. Extended writing is scaffolded then faded. Calculators throughout, with break-even and margin taught jointly with the Maths teacher so the method matches. All materials on the online platform, so a pupil at home during a period of illness or anxiety keeps pace.

IMPACT — WHAT YOU WOULD SEE

Pupils who can explain how a business they care about actually makes money. Quantitative work attempted rather than left blank — the clearest sign in this subject that confidence has shifted. Extended answers that reach a judgement and support it. Musicians who, at eighteen, can read a contract and recognise a bad deal.

WHAT HELPS AT HOME

Talk about money out loud — what things cost, why a shop closed, how a wage works. If they have a small enterprise of their own, take it seriously and ask about the numbers. Watch the business news together; ten minutes is plenty.