



Retail Business

Year 9

What are the aims and intentions of this curriculum?

The aim of our Key Stage 4 Curriculum is to enable learners to propose business solutions for a range of issues in the retail sector and apply their knowledge and understanding of retail operations to propose responses to change. This unit will:

- Ensure students learn about the issues faced by retailers in today's highly competitive market.
- Ensure students gain knowledge of the retail sector and how its retailers organise their businesses to respond to change.
- Ensure students use their knowledge and understanding gained to recommend how different types of retailers can respond to issues.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Summer 2	<p>AC1.1 DESCRIBE FORMS OF RETAIL BUSINESSES</p> <p>AC1.2 ASSESS FORMS OF OWNERSHIP FOR RETAIL BUSINESSES</p> <p>AC1.3 THE DIFFERENT SCALE OF RETAIL BUSINESSES</p>	<p>Forms of retail businesses</p> <ul style="list-style-type: none"> • Stores/shops • Online retailing • Multi-channels • Hybrid • Concessions • Temporary shops • Markets • Franchises <p>Forms of ownership</p> <ul style="list-style-type: none"> • Sole traders • Partnerships • Limited companies • Co-operatives • Not for profit <p>Different scale of retail businesses:</p> <ul style="list-style-type: none"> • Local • National • Global 	<ul style="list-style-type: none"> • Know the distinctions between the various forms of retail businesses. • Be able to identify the various forms of ownership of the most prominent Retailers in the UK. • Identify the forms of ownership of Retailers based on their characteristics. • Career Links: • Entrepreneur • Retail • Management • PSHE Respectful relationships between employee and employer, and between business owners and customers 	<p>FORMATIVE:</p> <ul style="list-style-type: none"> • Weekly homework • Peer/group class activities • In class differentiated individual activities • Spellings and word searches <p>SUMMATIVE:</p> <ul style="list-style-type: none"> • Projects (Individual and/or group) • Video analysis • Monthly tests

Autumn 1	Alliance Challenge Transitioning			
	<p>AC1.4 SUGGEST OBJECTIVES AND AIMS OF RETAIL BUSINESSES</p> <p>AC1.5 FUNCTIONAL AREAS OF RETAIL BUSINESSES</p>	<p>Objectives</p> <ul style="list-style-type: none"> • Financial, e.g. increase profit/turnover • Social, e.g. ethical trading • Business, e.g. growth • Retail specific, e.g. establish 'click and collect' <p>Different functional areas</p> <ul style="list-style-type: none"> • Purchasing • Logistics • Warehousing • Sales • Customer service • Marketing • Finance • Human resources • Administration • ICT <p>Online functional areas</p>	<ul style="list-style-type: none"> • Know the various objectives of Retail businesses • Calculate profits, breakeven, revenue and costs. <p>Career links: Retail management Entrepreneur PSHE Respectful relationships between employee and employer, and between business owners and customers</p>	<p>FORMATIVE:</p> <ul style="list-style-type: none"> • Weekly homework • Peer/group class activities • In class differentiated individual activities • Spellings and word searches <p>SUMMATIVE:</p> <ul style="list-style-type: none"> • Projects (Individual and/or group) • Video analysis • Monthly tests
Autumn 2	<p>AC2.2 EXPLAIN THE EFFECT OF LOCATION CHARACTERISTICS ON RETAIL BUSINESSES IN DIFFERENT LOCATIONS</p> <p>AC2.3 SUGGEST METHODS USED BY RETAIL BUSINESSES TO ACHIEVE OBJECTIVES</p>		<ul style="list-style-type: none"> • Be able to distinguish the features of the various locations of Retail businesses. • Understand the factors that determine the location for various Retail Businesses. • Identify and discuss the various methods used by Retail 	<p>FORMATIVE:</p> <ul style="list-style-type: none"> • Weekly homework activities. • Peer/group class activities • In class differentiated individual activities • Spellings and word searches <p>SUMMATIVE:</p>

			<p>Businesses to achieve their individual and unique objectives. Career Links: Entrepreneur Retail Management</p> <p>PSHE Respectful relationships between employee and employer, and between business owners and customers</p>	<ul style="list-style-type: none"> • Projects (Individual and/or group) • Video analysis • Monthly tests
<p>Spring 1 & Spring 2</p>	<p>AC3.1 ANALYSE SITUATIONS</p> <p>AC3.2 INTERPRET DATA</p>	<p>Interpret</p> <ul style="list-style-type: none"> • Manipulate data using mathematical techniques • Evaluate data <ul style="list-style-type: none"> ○ relevance ○ source <p>Data</p> <ul style="list-style-type: none"> • Size of sector • Ownership • Footfall • Sales • Relationships between footfall and sales • New forms of retailing 	<ul style="list-style-type: none"> • Interpret Retail business data in terms of their objectives • Use mathematical tools to evaluate data relating to Retail Businesses <ul style="list-style-type: none"> • Know the data terms used by retailers <p>Career links: Retail management Entrepreneur</p> <p>PSHE Respectful relationships between employee and employer, and between business owners and customers</p>	<p>FORMATIVE:</p> <ul style="list-style-type: none"> • Weekly homework activities. • Peer/group class activities • In class differentiated individual activities • Spellings and word searches <p>SUMMATIVE:</p> <ul style="list-style-type: none"> • Projects (Individual and/or group) • Video analysis • Monthly tests
<p>Summer 1</p>		<p>Review</p> <ul style="list-style-type: none"> • Summarise different options 	<p>EXAM PREPARATION</p>	<p>EXAM PREPARATION</p>

AC3.3 REVIEW OPTIONS FOR SOLUTIONS TO ISSUES

EXAM PREPARATION

- Give advantages/disadvantages of different options
- Use supporting information

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