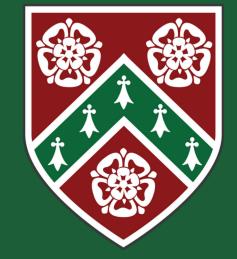# HONLEY HIGH SCHOOL
CURRICULUM GUIDE 2023-2024

ICT &
BUSINESS STUDIES

HEAD OF DEPARTMENT: MR Y PATEL
Contact: y.patel@honley.tlt.school

STRIVE FOR THE HIGHEST

ICT/Computing Year 7

AUTUMN 1

Introduction to the network: This 3-lesson unit is an introduction for Students on how to use and respect our ICT equipment and policy.	**Data representation:** Students will be introduced to how data is stored and processed by computers. They will learn about binary numbers and conversion between binary and denary. Students will also be introduced to logic gates.

Prior Learning
Students should have some knowledge of appropriate use of ICT, but this will vary.

AUTUMN 2

Bebras: Bebras enables Students to learn about decomposition, pattern recognition, abstraction and algorithms and the role each concept plays in computational thinking (problem solving). All Students will take part in the national Bebras challenge.
E-Safety: Students will learn how the web works, how to be safe and responsible online, gain an understanding of the dangers that exist when using the web and look at security risks and how they can be prevented.
Scratch: An introduction to programming using Scratch. Students will create games of increasing complexity whilst learning the principles of sequencing, selection and iteration, using variables and a range of functions within Scratch.

Prior Learning
Students should have some knowledge of e-safety issues and how to stay safe online, but this will vary.
Students should have had an introduction to programming in KS2. Many will have previously used Scratch.

SPRING 1

Scratch continued: An introduction to programming using Scratch. Students will create games of increasing complexity whilst learning the principles of sequencing, selection and iteration, using variables and a range of functions within Scratch.

Prior Learning
Students should have had an introduction to programming in KS2. Many will have previously used Scratch.

SPRING 2

Spreadsheets: A series of lessons introducing spreadsheets, and developing skills in the use of formulas, functions and effective formatting.
E-Safety: Students will learn how the web works, how to be safe and responsible online, gain an understanding of the dangers that exist when using the web and look at security risks and how they can be prevented.

Prior Learning
Some students may have used spreadsheets in KS2, but skills and knowledge are likely to be limited. The e-safety lesson builds on prior learning in Year 7

SUMMER 1

Spreadsheets continued: A series of lessons introducing spreadsheets, and developing skills in the use of formulas, functions and effective formatting.
E-Safety: Students will learn how the web works, how to be safe and responsible online, gain an understanding of the dangers that exist when using the web and look at security risks and how they can be prevented.

Prior Learning
Some students may have used spreadsheets in KS2, but skills and knowledge are likely to be limited. The e-safety lesson builds on prior learning in Year 7

SUMMER 2

Microbits: This unit builds on students knowledge and skills acquired through learning programming in Scratch. The BBC microbit is a pocket-sized computer that demonstrates how software and hardware work together.

Prior Learning
This is the first time that students will be exposed to Microbits, however they will have learnt blocks programming through learning Scratch.

CAREERS LINKS

Cyber Security, ICT Teacher, Graphic Designer, Games Developer, Web Programmer

CHARACTER LINKS

Across the academic year, students are encouraged to develop respect for their own and peers' work (moral virtues), as well as confidence and perseverance to ascertain new skills (performance virtues)

KEY ASSESSMENT DATES

Autumn 1: Unit 7.1 Data representation
Autumn 2: Unit 7.2 Bebras (National Computing competition)
Spring 1: Unit 7.3 Scratch
Summer 1: Unit 7.4 Spreadsheets;
EOY assessment
Summer 2: Unit 7.5 Microbits

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST

ICT/Computing Year 8

AUTUMN 1

Introduction to the network: This stand alone lesson is an introduction for students on how to use and respect our ICT equipment and policy.

Python: Students will develop on their previous learning of the three programming constructs sequence, selection and iteration. Students will be able to apply computational thinking using decomposition and problem-solving skills and techniques, to come to a desired solution for a given problem.

Prior Learning
Scratch programming in Year 7.

AUTUMN 2

Bebras: During the delivery of the Data representation unit the Bebras window opens – there will be a three-lesson recap of Bebras. Bebras enables Students to learn about decomposition, pattern recognition, abstraction and algorithms and the role each concept plays in computational thinking (problem solving). All Students will take part in the national Bebras challenge. They will complete tasks at an intermediate level.
E-Safety Recap: Stand alone lesson recapping the importance of e-safety
Data Representation: Learning how computers store and represent data. In this unit we will cover how to execute key unit conversions including, converting from binary digits to denary, binary to hexadecimal and hexadecimal to denary. Students will also identify how many bits there are in a given binary digit number and how to identify an overflow error during binary addition calculations and binary shifting.

Prior Learning
During KS2 computing curriculum, students have had a basic introduction to binary and computing logic. Students have also completed the Bebras challenges in Years 7 & 8.

CHARACTER LINKS
Across the academic year, students are encouraged to develop respect for their own and peers' work (moral virtues), as well as confidence and perseverance to ascertain new skills (performance virtues)

SPRING 1

Data Representation continued…
Learning how computers store and represent data. In this unit we will cover how to execute key unit conversions including, converting from binary digits to denary, binary to hexadecimal and hexadecimal to denary. Students will also identify how many bits there are in a given binary digit number and how to identify an overflow error during binary addition calculations and binary shifting. Students will also learn about network topologies in a stand-alone lesson prior to half term. This is part of unit 8.0 which is taught across the academic year

Prior Learning
During KS2 computing curriculum, students have had a basic introduction to binary and computing logic.

SPRING 2

E-Safety Recap: Stand alone lesson recapping the importance of e-safety
Multimedia: A project giving the opportunity to combine multimedia components to create a digital product. Students will analyse published multimedia products and develop their own multimedia products incorporating a wide variety of features, including animation and high-quality graphics.

Prior Learning
Multimedia skills in PowerPoint. Programming skills from Year 7 Scratch and Microbits unit.

KEY ASSESSMENT DATES
Autumn 1: Unit 8.1 Python
Autumn 2: Unit 8.2 Bebras
Spring 1: Unit 8.3 Data representation
Summer 1: Unit 8.4 Multimedia & EOY assessment
Summer 2: Unit 8.5 Flowgorithm

SUMMER 1

Multimedia continued….
A project giving the opportunity to combine multimedia components to create a digital product. Students will analyse published multimedia products and develop their own multimedia products incorporating a wide variety of features, including animation and high-quality graphics.
E-Safety Recap: Stand alone lesson recapping the importance of e-safety
EOY Assessment - Students will also complete part of their EOY assessment this half term

Prior Learning
Multimedia skills in PowerPoint. Programming skills from Year 7 Scratch and Microbits unit.

SUMMER 2

EOY Assessment: students will complete the second part of their EOY assessment
Flowgorithm: Students will develop on their previous learning from the Python unit and continue building their knowledge and understanding of the three programming constructs sequence, selection and iteration. Students will be able to apply computational thinking using decomposition and problem-solving skills and techniques, to come to a desired solution for a given problem.

Prior Learning
Previous knowledge on design and development of multimedia products from the multimedia unit.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST

ICT/Computing Year 9

AUTUMN 1

Introduction to the network & E-Safety recap: This stand-alone lesson is an introduction for Students on how to use and respect our ICT equipment and policy.

Advanced Python: Students will build on their basic understanding of the Python programming language. Through a series of six lessons Students will be provided with a recap of prior knowledge and then be introduced to lists.

Prior Learning
E-safety at the beginning of each academic year. Students have experience of scratch, micro: bits, data representation etc all of which link to computational thinking. Experience of Python programming in Y8

AUTUMN 2

Bebras: During the delivery of the Advanced Python unit the Bebras window opens – there will be a three-lesson recap of Bebras. Bebras enables Students to learn about decomposition, pattern recognition, abstraction and algorithms and the role each concept plays in computational thinking (problem solving). All Students will take part in the national Bebras challenge. They will complete tasks at an intermediate level.

Advanced Python continued: Students will build on their basic understanding of the Python programming language. Through a series of six lessons Students will be provided with a recap of prior knowledge and then be introduced to lists.

Prior Learning
Experience of Python programming in Y8. Students have completed Bebras assessments in Y7/Y8

SPRING 1

Photoshop: Students will learn about graphic design, graphic creation and manipulation through the use of Photoshop. Students will be able to distinguish between bitmap and vector graphics, identify client requirements and target audience, understand and apply correct resolution to graphics and plan, design, create and manipulate graphics using standard tools, layers and effects.

Prior Learning
Students have used Fireworks in Y8, and so have some experience of image manipulation software.

SPRING 2

Photoshop continued: Students will learn about graphic design, graphic creation and manipulation through the use of Photoshop. Students will be able to distinguish between bitmap and vector graphics, identify client requirements and target audience, understand and apply correct resolution to graphics and plan, design, create and manipulate graphics using standard tools, layers and effects.
E-safety recap: Recap some of the key features of e-safety

Prior Learning
Students have used Fireworks in Y8, and so have some experience of image manipulation software.

SUMMER 1

Data representation: Logic gates, binary and hexadecimal conversion building on the data representation unit completed in Year 8.

Microsoft Excel: See below

Prior Learning
Experience of data representation in Y8

SUMMER 2

Microsoft Excel: Students will revisit spreadsheets, building on their learning in the Year 7 Office unit. This unit focuses on spreadsheet skills for Students to be will equipped in later study and in life beyond school, including effective use of formulas, a range of functions and advanced formatting features.

Prior Learning
Spreadsheet unit in Y7

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST

Computing Year 10

AUTUMN 1

1.1 Systems Architecture – 1.2 Memory and Storage: Purpose of the CPU, the fetch-execute cycle, common CPU components and their function, ALU, CU, Cache, Registers, Von Neumann architecture, MAR, MDR, Program Counter, and Accumulator memory. How common characteristics of a CPU can affect the performance of a CPU. Topic 1.2 covers storage (sizes and devices). Data representation and conversions – binary, denary, hexadecimal, binary addition, and binary shifting. Discuss the relationship between the number of bits per character in a character set, and the number of characters which can be represented in ASCII or Unicode.

Prior Learning
Students will have been introduced to the basics of how computers work and how files are saved as part of KS3 topics

AUTUMN 2

1.2 Memory and Storage – 1.3 Computer Network, Connections and Protocols: By the end of this topic, Students will have studied: Types of networks, LAN, WAN and factors that affect the performance of a network. The different roles of computers in a client-server and peer-to-peer server network; the hardware needed to connect stand-alone computers to a LAN including, wireless access points, routers, switches, NIC and transmission media. Students will develop their understanding of the internet as a worldwide collection of computer networks: DNS, Hosting, The Cloud, Web servers and clients. Star and Mesh network topologies. Modes of connection: Wired (Ethernet), Wireless (Wi-Fi, Bluetooth). Encryption. IP addressing and MAC addressing. Standards. Common protocols including TCP/IP, HTTP, HTTPS, FTP, POP, IMAP, SMTP and the concept of layers over a network.

Prior Learning
During KS3 students have been introduced to storage and memory works, this unit will be developing Students understanding further

SPRING 1

1.4 Network security Forms of attack – 1.5 System Software: By the end of this topic, Students will have studied: malware, social engineering (e.g., phishing, people as the 'weak point'), brute-force attacks, and denial of service attacks, data interception and theft, and the concept of SQL injection. You will explore common prevention methods: penetration testing, anti-malware software, firewalls, user access levels, passwords, encryption, and the need for physical security. For 1.5 Students will study purpose and functionality of operating systems, user interface, memory management and multitasking, encryption, and usability of computer systems.

Prior Learning
During KS3 Students will have been introduced to the basics of computer networking, LAN/WAN and different network topologies

SPRING 2

1.6 Ethical, legal, cultural and environmental & 2.1 Algorithms: By the end of this topic, Students will have studied the impact of digital technology on individuals and the impact of digital technology on wider society, including ethical issues, legal issues, cultural issues, environmental issues and privacy issues. Students will explore the legislation relevant to Computer Science, including: the Data Protection Act 2018, Computer Misuse Act 1990, Copyright Designs and Patents Act 1998 Software licences (i.e., open source and proprietary).

Prior Learning
Students will have been introduced to cyber security in KS3 and an understanding of different malware and measures to protect a computer system.

SUMMER 1

2.1 Algorithms : Principles of computational thinking, including Abstraction, Decomposition and algorithmic thinking. Identify the inputs, processes, and outputs for a problem and create structure diagrams. Create, interpret, correct, and refine algorithms using pseudocode, flowcharts with reference to a high-level programming language such as python. Identify common programming errors including, syntax and logic errors. Apply rules of standard searching algorithms such as binary search, linear search to conduct searchers on a set of given data. Use of variables, constants, operators, inputs, outputs and assignments. Basic programming constructs sequence, selection and iteration.

Prior Learning
During KS3, students will have had a basic understanding of system software and the role of an operating system.

SUMMER 2

2.1 Algorithms, Revision and Python Programming
Continuation of topic 2.1 and revision and Python programming practice for Topic 1.

Prior Learning
Students will have looked at the ethical and environmental issues surrounding computing at KS3

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST

Computing Year 11

AUTUMN 1

2.1 Algorithms – 2.2 Programming Fundamentals

Principles of computational thinking, including: Abstraction, Decomposition and algorithmic thinking. Identify the inputs, processes, and outputs for a problem and create structure diagrams. Create, interpret, correct, and refine algorithms using pseudocode, flowcharts with reference to a high-level programming language such as python. Use of variables, constants, operators, inputs, outputs and assignments. Use of the three basic programming constructs used to control the flow of a program: sequence, selection, Iteration (count and condition-controlled loops), the common arithmetic operators, the common Boolean operators AND, OR and NOT. Understand and identify the correct application of data types: Integer, Real, Boolean, Character, String, and Casting

Prior Learning
Students will have been introduced to text-based programming in KS3 and gained programming skills in Year 10

AUTUMN 2

2.3 Producing Robust Programs – 2.4 Boolean Logic

Defensive design considerations, anticipating misuse, authentication, input validation, Maintainability, naming conventions, Indentation and the need for commenting during coding. The purpose of testing, types of tests: Iterative, Final/terminal. Students will identify syntax and logic errors, selecting and using suitable test data: Normal, Boundary, Invalid, and Erroneous. Simple logic diagrams using the operators AND, OR and NOT along with truth tables. Students will enhance their understanding of operators by combining Boolean operators

Prior Learning
Text-based programming in KS3
Programming skills in Year 10
Algorithms and flowcharts in KS3

SPRING 1

2.5 Programming languages & Programming Practice in Python

Characteristics and purpose of different levels of programming language (High-level languages and low-level languages). Generations of languages, Tools and facilities of an IDE. Purpose and need for compilers, translators, and editors.
Developing key skills in programming and using knowledge of decomposition Students will have the opportunity to complete programming challenges in Python and embed their understanding and knowledge of the key programming concepts sequence, selection and iteration.

Prior Learning
Programming in unit 2.2 and KS3.
Students will have no prior knowledge of logic gates

SPRING 2

Algorithm and Programming Practice

Developing key skills in programming and using knowledge of decomposition Students will have the opportunity to complete programming challenges in Python and embed their understanding and knowledge of the key programming concepts sequence, selection and iteration

Prior Learning
Students have covered programming throughout KS3, programming concepts in Year 10 and some high-level programming in Year 11

SUMMER 1

Revision and Exam Practice

Revision covering all of topic 1 and topic 2 – exam techniques on approaching higher mark questions and algorithm questions

Prior Learning
Revision of topics 1 and 2

CAREERS LINKS

Cyber security, ICT teacher, graphic designer, games developer, web programmer

CHARACTER LINKS

Across the academic year, students are encouraged to develop respect for their own and peers' work (moral virtues), as well as confidence and perseverance to ascertain new skills (performance virtues)

KEY ASSESSMENT DATES

Autumn 1: End of unit Test for 1.1
Autumn 2: End of unit Test for 1.2
Spring 1: End of unit Test for 1.3
Spring 2: End of unit Test for 1.5
Summer 1: End of unit Test for 1.6
Summer 2: End of unit Test for 1.6 & computing component 1 mock exam

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST

iMedia Year 10

AUTUMN 1

Unit R094
Students are introduced to their first coursework which is worth 25% of their final grade: R094 creating a visual identity and digital graphics. Students will learn how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include Develop visual identity, plan digital graphics for products, create a visual identity and create a digital graphic. Students will start their NEA during this half term

Prior Learning
In Y9, Students complete a multimedia unit which covers a review of interactive multimedia products.

AUTUMN 2

Unit R094 NEA
Students will work towards completing their R094 coursework during this half term.

Prior Learning
In Y9, Students complete a Photoshop unit of work where they design/plan a digital product to meet a specific client brief.

SPRING 1

R094 NEA
Students will complete their R094 coursework during this half term.

Prior Learning
In Y9, Students touch upon the media/multimedia industry through discussions/specific units

SPRING 2

Unit R093
This is assessed by taking an exam in January of Year 11 and is worth 40% of their final grade. In this unit, Students will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include pre-production planning and distribution considerations

Prior Learning
In Y9, Students touch upon the media/multimedia industry through discussions/specific units

SUMMER 1

Unit R093
This is assessed by taking an exam in January of Year 11 and is worth 40% of their final grade. In this unit Students will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include pre-production planning and distribution considerations

Prior Learning
In Y9, Students touch upon the media/multimedia industry through discussions/specific units

SUMMER 2

Unit R093
This is assessed by taking an exam in January of Year 11 and is worth 40% of their final grade. In this unit Students will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include Pre-production planning and distribution considerations

Prior Learning
In Y9, Students touch upon the media/multimedia industry through discussions/specific units

CAREERS LINKS
Cyber Security, ICT Teacher, Graphic Designer, Games Developer, Web Programmer

CHARACTER LINKS
Across the academic year, students are encouraged to develop respect for their own and peers' work (moral virtues), as well as confidence and perseverance to ascertain new skills (performance virtues)

KEY ASSESSMENT DATES
Year 10 coursework is completed between October and July

R093 Mock Summer 2024

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST

iMedia Year 11

AUTUMN 1

Unit R096 and NEA
Students learn about the difference between evidence for R094 and R096.
Students will then commence their NEA.

Prior Learning
In Y10, Students completed R094 where they reviewed graphics and created pre-planning docs.

AUTUMN 2

Unit R096 NEA
Students continue with the production of R096 NEA.

Prior Learning
In Y10, Students completed R094 where they interpreted a client brief, identified target audience, created a mind-map, mood board etc.

SPRING 1

Unit R093
This is assessed by taking an exam in January of Year 11 and is worth 40% of their final grade. In this unit, Students will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include pre-production planning and distribution considerations

Prior Learning
In Y9, Students touch upon the media/multimedia industry through discussions/specific units

SPRING 2

Unit R093
This is assessed by taking an exam in January of Year 11 and is worth 40% of their final grade. In this unit, Students will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include pre-production planning and distribution considerations

Prior Learning
In Y9, Students touch upon the media/multimedia industry through discussions/specific units

SUMMER 1

Unit R093
Students will recap/revise key content from R093 and have the opportunity to complete plenty of exam practice.

Prior Learning
In Y9, Students touch upon the media/multimedia industry through discussions/specific units

CAREERS LINKS
Cyber Security, ICT Teacher, Graphic Designer, Games Developer, Web Programmer

CHARACTER LINKS
Across the academic year, students are encouraged to develop respect for their own and peers' work (moral virtues), as well as confidence and perseverance to ascertain new skills (performance virtues)

KEY ASSESSMENT DATES
Y11 coursework is assessed between October 2023 & April 2024

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST

Enterprise & Marketing Year 10

AUTUMN 1

Introduction
Learners are introduced to the purpose of enterprise and the role of entrepreneurs. They consider risks and rewards of business activity.
Unit R068
Topic Area 1: Market Research: Learners will understand the purpose of market research for businesses. They will understand a range of primary and secondary methods of market research and the merits of both quantitative and qualitative data

Prior Learning
Learners will have some knowledge of business activity to draw on from their life's experience.

AUTUMN 2

Topic Area 1 (continued): Learners will select, carry out and review results of appropriate methods of market research for their coursework task.
Topic Area 2: Market Segmentation: Learners will apply market segmentation to build a customer profile.
Topic Area 3: Product Proposal: Learners will use their knowledge of the design mix and results of their market research to produce designs for a new product.

Prior Learning
Learners will have some knowledge of business activity to draw on from their life's experience.

SPRING 1

Topic Area 3 (continued): Learners will review their design proposals following feedback.
Unit R067
Topic Area 3: Financial calculations: Learners will understand and calculate revenue; fixed, variable and total costs; and profit. Learners will be able to calculate the break-even level of output, and also understand the importance of cash.

Prior Learning
Learners will have some knowledge of calculating profit. In year 9, learners are introduced to fixed and variable costs.

SPRING 2

Topic Area 4: Marketing Mix (Price): Learners will understand different pricing strategies.
Unit R068
Topic Area 4: Review whether a business proposal is financially viable. Learners will calculate costs, revenue, break-even and profit relating to their business proposal. They will also apply a pricing strategy and review the financial viability of the proposal.

Prior Learning
Learners will apply knowledge from Unit R067

SUMMER 1

Topic Area 5: Review the likely success of the business proposal: Identify risks and challenges when launching a new product and understand how risks and challenges can be minimised/overcome.
Unit R067
Topic Area 4: Marketing Mix (Promotion): Learners will understand the relative advantages and disadvantages of different types of advertising medium. They will also consider the appropriateness of different sales promotion techniques.

Prior Learning
Learners will have knowledge and experience of some methods of promotion.

SUMMER 2

Unit R069
Topic Area 1: Develop a brand identity to target a specific customer profile: Learners will understand brand personality, brand identity and brand image; and the reasons that branding is used. They will understand branding methods and produce a competitor analysis.
Topic Area 2: Create a promotional campaign for a brand and product: Learners will explain the objective of a promotional campaign and create a plan for a promotional campaign.

Prior Learning
Learners will have some knowledge of established brands.

CAREERS LINKS

Self-employed; Business owner; Working within any business organisation; Accountancy and finance; Human resources

CHARACTER LINKS

Learners consider the qualities required of successful entrepreneurs, including hard-work and resilience. They also consider the ethical and environmental impact of business activity. Learners also develop a greater understanding of the world they live in.

KEY ASSESSMENT DATES

Summative assessment each half term.

R068 coursework submission in May

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST

Business Year 11

AUTUMN 1

Theme 2: Building a Business (continued):
Topic 2.2: Making Marketing Decisions: Students further investigate the marketing mix. For Product, Students consider the Design Mix and the phases of the Product Life Cycle For Price, Students consider different. pricing strategies, and the influence of technology, competition, market segment, and the product life cycle on these. For Price, Students consider different pricing strategies, and the influence of technology, competition, market segment, and the product life cycle on these. For Promotion, Students consider a range of promotion strategies. For Place, Students compare different channels of distribution, and consider the advantages and disadvantages of retailing and e-tailing. Students understand how elements of the marketing mix influence each other, and how the marketing mix is used to make business decisions.
Topic 2.3 Making Operational Decisions: **Students** explain different types of production. Students understand the importance of working with suppliers and effective stock control.

Prior Learning
Students may have some knowledge of business activity to draw on from their life's experience, e.g. Use of retail outlets and online shopping, and technology changes.

AUTUMN 2

Topic 2.3 continued…
Students consider quality management and the sales process.
Topic 2.4: Making Financial Decisions: Students will calculate and interpret gross and net profit margins and the average rate of return. Students will compare and discuss business performance.

Prior Learning
Topic 1.3 introduces Students to financial calculations – costs, revenue, profit, break-even.

SPRING 1

Topic 2.5: Making Human Resource Decisions: Students will understand different types of organisational structures. Students will understand the importance of effective recruitment, training and development. Students will also understand the importance of motivation and be able to explain methods used to motivate employees.

Prior Learning
Students will have some knowledge of the organisational structure of the school, and different roles and responsibilities.

SPRING 2

Revision and Exam Practise

Prior Learning
Revision of Themes 1 and 2

SUMMER 1

Revision and Exam Practise

Prior Learning
Revision of Themes 1 and 2

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST