

Year 10

Term	1	2	3	4	5	6
Topic Title	Component 1: Exploring Enterprises. Learning aim A: Examine the characteristics of enterprises.	Component 1: Exploring Enterprises. Learning aim A: Examine the characteristics of enterprises. (until November) Component 3: Promotion and Finance for Enterprise, Learning Aim A. Promotion	Component 3: Promotion and Finance for Enterprise, Learning Aim A. Promotion Learning Aim B: Financial records	Component 3. Promotion and Finance Learning Aim B: Financial records	Component 3. Promotion and finance Learning Aim C: Financial planning and forecasting	Component number 1 : Exploring Enterprises. Learning Aim B: Explore how market research helps enterprises to meet customer needs and understand competitor behaviour
Rationale	Learners examining local SMEs helps set the foundations of this course. It allows students to carry out research that provides contact beyond desk based research. Learning aim A allows learning to identify the reasons why businesses are successful and the reasons why enterprises start up. This learning aim forms a base for the other components to be delivered.	In November, the students will move onto the external examined element of this course, this allows students to take their exam in May (year 10) and provides them with a resit opportunity in February (year 11).	Learning aim B follows on from learning aim A. Students are now studying the financial documents needed for their exam but also to complete component 2.	Learning aim B follows on from learning aim A. Students are now studying the financial documents needed for their exam but also to complete component 2.	Learning aim C follows on from learning aim A & B. Students are studying the financial documents needed for their exam but also to complete component 2.	This unit leads on from component 1 learning aim A, students will continue to use the same businesses to see how they carry out market research, understand what their customers want as well as who their main competitors are.
Prior knowledge	As a qualification designed to be used in Key Stage 4, there are no formal entry requirements. It is assumed that learners are studying GCSEs and other BTEC Tech Award qualifications alongside this qualification.	As a qualification designed to be used in Key Stage 4, there are no formal entry requirements. It is assumed that learners are studying GCSEs and other BTEC Tech Award qualifications alongside this qualification.	As a qualification designed to be used in Key Stage 4, there are no formal entry requirements. It is assumed that learners are studying GCSEs and other BTEC Tech Award qualifications alongside this qualification.	As a qualification designed to be used in Key Stage 4, there are no formal entry requirements. It is assumed that learners are studying GCSEs and other BTEC Tech Award qualifications alongside this qualification.	Knowledge gained from Component 3 Learning Aim B - liquidity and profitability, revenue and costs. Also links back to previous topic where students are required to look at the margin of safety and how that links to break-even	As a qualification designed to be used in Key Stage 4, there are no formal entry requirements. It is assumed that learners are studying GCSEs and other BTEC Tech Award qualifications alongside this qualification.
Key knowledge/skills development	Students will develop knowledge and understanding of the different types of enterprise and their ownership, looking at the characteristics of small and medium enterprises (SMEs) and entrepreneurs with reasons for levels of success. Students need to understand the importance of having a clear focus on the customer and the importance of meeting their needs. Transferable skills will be developed, such as research and data analysis.	AO1 knowledge and understanding of elements of promotion and financial records. AO2 Interpret, apply and use information to a given enterprise. AO3 Make connections between different factors influencing a given enterprise. AO4 Be able to advise and provide recommendations to a given enterprise on ways to improve its performance	AO1 knowledge and understanding of elements of promotion and financial records. AO2 Interpret, apply and use information to a given enterprise. AO3 Make connections between different factors influencing a given enterprise. AO4 Be able to advise and provide recommendations to a given enterprise on ways to improve its performance	AO1 knowledge and understanding of elements of promotion and financial records. AO2 Interpret, apply and use information to a given enterprise. AO3 Make connections between different factors influencing a given enterprise. AO4 Be able to advise and provide recommendations to a given enterprise on ways to improve its performance	AO1 knowledge and understanding of elements of promotion and financial records. AO2 Interpret, apply and use information to a given enterprise. AO3 Make connections between different factors influencing a given enterprise. AO4 Be able to advise and provide recommendations to a given enterprise on ways to improve its performance	It is important to develop relevant skills in market research and to analyse and be able to interpret your findings to support your understanding of customers and competitors. Transferable skills will be developed, such as research and data analysis.
National Curriculum/specification links	A1: What is an enterprise? A2: Types and characteristics of SMEs A3: The purpose of enterprises	A4: Entrepreneurs, A1 Elements of the promotional mix and their purposes. A2 Targeting and segmenting the market.	A3 Factors influencing the choice of promotional methods A1 Elements of the promotional mix and their purposes B1 Financial documents, B2 Payment methods, B3 Sources of revenue and costs	B4 Terminology in financial statements, B5 Statement of comprehensive income, B6 Statement of financial position, B7 Profitability and liquidity	C1 Using cash flow data, C2 Financial forecasting, C3 Suggesting improvements to cash flow problems, C4 Break-even analysis and break-even point, C5 Sources of business finance	B1 Customer needs, B2 Using market research to understand customers, B3 Understanding competitors
Literacy	Looking at the origin of the word enterprise and the understanding of what makes an entrepreneur	Complete case studies and ask Viper questions		Reading, comprehension and exam style questions. Viper questions asked in relation to profitability and liquidity	Reading, comprehension and exam style questions. Viper questions asked in relation to sources of business finance	
Numeracy			Highlight links of mathematical terms and their meanings. Standard methods for calculating total costs and revenue	Highlight links of mathematical terms and their meanings. Standard methods for calculating percentage change, profit, loss & cash flow	Use of graphing techniques and interpreting line graphs in break-even	
STEM	Pupils undertake a challenge to introduce then to enterprise. This has included a new type of cereal and the food box challenge - STEM skills include creativity, communication and collaboration		Pupils have to investigate different parts of financial statements and be able to organise them so that relevant calculations can be performed - problem solving skills		Break-even charts use quantitative data which also needs to be analysed. Pupils assess how changes in costs and revenue will impact the break-even point.	
Cross curricular links	Math's and numeracy component 1, 2 and 3. Literacy and presentation skills, component 2.	Math's and numeracy component 1, 2 and 3. Literacy and presentation skills, component 2. English links with component 3 where students need to write extended responses in their exam	Math's and numeracy component 1, 2 and 3. Literacy and presentation skills, component 2. English links with component 3 where students need to write extended responses in their exam	Maths and numeracy component 1, 2 and 3. Literacy and presentation skills, component 2. English links with component 3 where students need to write extended responses in their exam	Maths and numeracy component 1, 2 and 3. Literacy and presentation skills, component 2. English links with component 3 where students need to write extended responses in their exam	Maths and numeracy component 1, 2 and 3. Literacy and presentation skills, component 2.
Key vocabulary	Budgets, profit, innovation, private and public sector, sole trader, partnership, LTD, market, ethical, social enterprises, entrepreneurs	Media, medium, promotional mix, advertising, sales promotions, personal selling, PR, B2B markets, B2C markets, market segmentation, budget,	Assets, capital, start-up and running costs, cost of sales, gross profit	Assets, liabilities, capital, income statement, statement of financial position, cash, profit, liquidity, profit margins, current ratio, liquid capital ratio.	Cash inflows and outflows, cash flow forecast & statement, sales, purchases, net cash flow, break-even, contribution per unit, working capital, retained profit, overdraft, trade credit, loans, venture capital	Market research, qualitative & quantitative market research, primary and secondary research, focus group, competitors, USP.

Year 11						
Term	1	2	3	4	5	6
Topic Title	Component 1: Exploring Enterprises. Learning Aim C: Investigate the factors that contribute to the success of an enterprise	Component 2: Planning for and Pitching an Enterprise Activity. Learning aim A: Explore ideas and plan for a micro-enterprise activity	Component 2: Planning for and Pitching an Enterprise Activity. Learning aim B: Pitch a micro-enterprise activity	Component 2: Planning for and Pitching an Enterprise Activity. Learning aim B: Pitch a micro-enterprise activity	Component 2: Planning for and Pitching an Enterprise Activity. Learning aim C: Review own pitch for a micro-enterprise activity.	
Rationale	Learning aim C leads on from learning aims A and B where students will continue to use the same businesses to investigate what makes a business successful.	Components 1 and 3 will be used to help complete component 2 where students are planning their own ideas for an enterprise	Components 1 and 3 will be used to help complete component 2 where students are using their plans to create a business plan. The finance studied in component 3 is directly used as students are required to draw up financial documents	Components 1 and 3 will be used to help complete component 2 where students are using their plans to create a business plan. The finance studied in component 3 is directly used as students are required to draw up financial documents	The final learning aim links to learning aims A and B of component 2 as students need to review their business plan and presentations from learning aim B.	
Prior knowledge	Links with learning aim A and the reasons why entrepreneurs start their own business. Also links with Learning aim B where students learn about collecting primary and secondary market research	This links with enterprise and entrepreneurs from component 1, learning aim A. Financial forecasts links back to component 3, learning aim A.	Links to the planning involved in learning aim A. Costs relate to the prior knowledge gained in component 3	Links to the planning involved in learning aim A. Costs relate to the prior knowledge gained in component 3	Links to the planning and pitching involved with learning aims A and B	
Key knowledge/skills development	Students will develop knowledge and understanding of the different types of enterprise and their ownership, looking at the characteristics of small and medium enterprises (SMEs) and entrepreneurs with reasons for levels of success. Students need to understand the importance of having a clear focus on the customer and the importance of meeting their needs. Transferable skills will be developed, such as research and data analysis.	Learners will develop their knowledge and understanding of the skills required to plan for a Micro-enterprise activity. Students will use their experience from exploring enterprises to independently generate ideas and choose one idea for a realistic micro-enterprise. They will draw on their exploration of enterprises to draw up an implementation plan for their chosen idea.	Learners will demonstrate own skills by pitching an individual summary of the final plan to an audience. Presentation and communication skills are important and students will consider professional behaviour, be well rehearsed and prepared, considerate of the needs and interests of the audience think about their body language, gestures and eye contact and their use of business terminology	Learners will demonstrate own skills by pitching an individual summary of the final plan to an audience. Presentation and communication skills are important and students will consider professional behaviour, be well rehearsed and prepared, considerate of the needs and interests of the audience think about their body language, gestures and eye contact and their use of business terminology	Learners will develop critical thinking skills as they review and reflect on the success of their business plan and pitch, to include their presentation and communication skills. Students will reviewing their plan and personal performance, reflecting on feedback gathered from others before recommending improvements.	
National Curriculum/specification links	C1 Internal factors, C2 External factors, C3 Situational analysis, C4 Measuring the success of an SME	A1 Generating ideas for a micro-enterprise activity, A2 Plan for a micro-enterprise activity,	B1 Pitching a micro-enterprise activity, B2 Presenting a business pitch	B1 Pitching a micro-enterprise activity, B2 Presenting a business pitch	C1 Using feedback and review to identify possible changes to the pitch	
Literacy	Defining key terms relating to the economy, for example inflation, GDP, taxation & legislation	Complete case studies and ask Viper questions about successful enterprise ideas		Writing a business plan using correct business terminology which can be used to support the presentations performed by the pupils		
Numeracy			Highlight links of mathematical terms and their meanings. Standard methods for calculating percentage change, profit, loss & cash flow	Highlight links of mathematical terms and their meanings. Standard methods for calculating percentage change, profit, loss & cash flow		
STEM		Creativity is used where pupils have to come up with their own business idea. Problem solving is used to identify potential issues with the business ideas pupils are researching.	Communication is an imperative skill which will be used when pupils are presenting their business pitch as they are assessed on all aspects of their presentations	Communication is an imperative skill which will be used when pupils are presenting their business pitch as they are assessed on all aspects of their presentations	Reflectivity will take place as pupils use the feedback received to suggest possible changes that could be made to their presentations.	
Cross curricular links	Maths and numeracy component 1, 2 and 3. Literacy and presentation skills, component 2.	Maths and numeracy component 1, 2 and 3. Literacy and presentation skills, component 2.	Maths and numeracy component 1, 2 and 3. Literacy and presentation skills, component 2.	Maths and numeracy component 1, 2 and 3. Literacy and presentation skills, component 2.	Maths and numeracy component 1, 2 and 3. Literacy and presentation skills, component 2.	
Key vocabulary	Demand, interest. Loan, taxation, economy, legislation, SWOT analysis, PEST analysis, liquidity	Innovation, Break-even, revenue, price, market segment, demographic, market segment, promotion, risk averse	Promotional material, trading, transactions, expenses, financial records, cash flow, break-even, communication	Promotional material, trading, transactions, expenses, financial records, cash flow, break-even, communication	Evaluating performance, gathering feedback	