




	Year:	10	Subject:	Business	Spring 2	Summer 1	Summer 2
Intent	Subject Concepts (Substantive knowledge)		Learning Aim A: Explore ideas for and plan for a micro-enterprise activity.	<p>A1 Generating ideas for micro- enterprise activity.</p> <p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Know different brands.</li> <li>Know different entrepreneurs.</li> <li>Know the different size and scale of businesses.</li> </ul> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>Understanding of the term: Gap in the market</li> <li>Understanding of why entrepreneurs start an enterprise.</li> <li>Identifying the resources required to start up an enterprise.</li> </ul> <p>Links to component 1 LAA</p>	<p>A2 Resources required to operate an enterprise.</p> <p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Understanding of resources required for different businesses.</li> <li>Know the difference between physical and human resources.</li> <li>Understanding of financial resources required to start an enterprise</li> </ul> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>Explain the physical resources for their chosen enterprise idea.</li> <li>Identify and explain which promotional mix is needed for their chosen enterprise.</li> <li>The financial resources required to start up the enterprise and running costs.</li> </ul>	<p>Component 3: Promotion &amp; finance for enterprise</p> <p>Learning aim A: Promotion</p> <p>A1 Elements of the promotional mix and their purposes</p> <p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Basic understanding of promotion</li> <li>Can give examples of different promotions.</li> <li>Can give at least two types of promotion methods.</li> </ul> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>What is Promotion?</li> <li>Why promotion is important.</li> <li>How promotion is used in different businesses.</li> </ul>	
			Learning Aim B: Pitching a micro-enterprise activity.	<p>A1 Skills Audit</p> <p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Understanding of the term skills.</li> <li>Able to identify the skills of a well-known entrepreneur.</li> <li>Recall the skills of the entrepreneur researched in component one.</li> </ul> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>Identify personal skill set.</li> <li>Link personal skills to possible enterprise ideas.</li> <li>Identify personal skills that need improving linked to possible enterprise ideas.</li> </ul> <p>Links to component 1 LAA</p>	<p>A2 Financial Documents</p> <p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Breakeven formula</li> <li>Cashflow formula's</li> <li>Fixed and variable cost</li> </ul> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>Explanation of when the enterprise will breakeven.</li> <li>Created a predicted cashflow forecast.</li> <li>Prepare a profit and loss statement.</li> </ul>	<p>A2 Targeting and segmenting the market</p> <p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Know what a market is.</li> <li>Can give examples of different customer types.</li> </ul> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>The difference between B2B and B2C</li> <li>Understand the different types of market segments.</li> <li>Know how different businesses segment the market.</li> </ul>	
			Learning Aim B: Presenting a business pitch.	<p>A2 Plan for a micro-enterprise activity.</p> <p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Know the different methods used in market research.</li> <li>The difference between primary and secondary.</li> <li>The difference between using quantitative and qualitative data</li> </ul> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>How to organise market research.</li> <li>How to carry out market research</li> <li>How to analyse the data.</li> <li>From data students will identify the product and pricing.</li> </ul>	<p>B1 Pitching an enterprise idea.</p> <p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Product or service specification's</li> <li>Pricing strategies</li> <li>Promotional activities</li> </ul> <p>Take Away Learning</p> <ul style="list-style-type: none"> <li>Completed business plan.</li> <li>Completed power point.</li> <li>Notes are completed and fit for purpose.</li> </ul>	<p>A3 Factors influencing the choice of promotional methods</p> <p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Understanding of promotion</li> <li>How businesses segment their customers.</li> <li>Components of the promotional mix.</li> </ul> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>The advantages and disadvantages of elements of the promotional mix.</li> <li>How different businesses use the promotional mix depending on the nature of the business.</li> <li>Able to identify a promotional mix that suits business activities.</li> </ul>	
			Learning Aim C: Using feedback and review to identify possible changes to the pitch.	<p>A2 Aims and objectives.</p> <p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>SMART objectives</li> <li>Difference between non-financial and financial aim.</li> <li>Difference between aim and objective.</li> </ul> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>Explanation of the chosen aim of the enterprise.</li> <li>Explanation of the chosen objectives.</li> <li>Description of the product/service.</li> </ul>	<p>B2 Presenting a business pitch</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> <li>Seen a pitch on Dragons Den</li> <li>Understanding of the reasons for a business pitch.</li> <li>Basic presentation skills</li> </ul> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>The professional behaviour required for a successful pitch.</li> <li>Understanding of the needs of the audience.</li> <li>Identify and display the communication skills for a successful pitch.</li> </ul>	<p>Learning aim B: Financial records</p> <p>B1 Financial documents</p> <p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>The importance of accuracy.</li> <li>How promotion can improve sales.</li> </ul> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>The order of the flow of financial documents</li> <li>How each document works in a business</li> </ul>	
			Preparing for component 3 Promotion and Business finance.	<p>A2 Identify the target market.</p> <p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Meaning of segmentation</li> <li>Categories of segmentation</li> <li>Meaning of niche and mass market</li> </ul> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>Identifying who is the target market.</li> </ul>	<p>C1 Reviewing the plan and pitch</p> <p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>How to use feedback</li> <li>How to give feedback</li> <li>Communication skills</li> </ul> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>Analyses of presentation</li> <li>Evaluation on presentation</li> </ul>	<p>B2 Payment methods</p> <p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>How products/services are bought</li> <li>The role in technology.</li> </ul> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>Different payments used to buy products or services.</li> </ul>	

			<ul style="list-style-type: none"> <li>• How products will reach market.</li> <li>• Methods of communication</li> </ul>			<ul style="list-style-type: none"> <li>• Impact of payment methods on a business.</li> </ul>
	<b>Disciplinary Knowledge</b>		<ul style="list-style-type: none"> <li>• Know how to use the SMART objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Breakeven and cashflow formulas</li> <li>• Business plan template.</li> </ul>		<ul style="list-style-type: none"> <li>• Knowledge Organiser</li> <li>• Formula booklet</li> <li>• Keywords</li> </ul>
<b>Implementation</b>	<b>Common Misconceptions</b>		<ul style="list-style-type: none"> <li>• The difference between skills and traits.</li> <li>• Segmentation is just not B2C and B2B.</li> </ul>	<ul style="list-style-type: none"> <li>• Profit is the most important factor in business survival, when Infact cashflow is.</li> <li>• The difference between Marketing mix and promotional mix.</li> </ul>		<ul style="list-style-type: none"> <li>• Advertising does not mean the same as promotion. Advertising is just one component of promotion.</li> <li>• Customer is different from a consumer</li> </ul>
	<b>Enabling or Adapting the Curriculum</b>	<b>SEND Students</b>	<ul style="list-style-type: none"> <li>• Clear, calm, and consistent routines.</li> <li>• Give positive direction and use praise.</li> <li>• Define keywords.</li> <li>• Will struggle identify their own skill set and write them in a business plan. – Refer back to component 1 LAA and show the example of the entrepreneur’s skill set they researched. Allow students time to talk through their skill set with TA and record them on white board. Give students a list of skills and see if they link any to enable student.</li> <li>• Organising and carrying out market research is a sizeable task; therefore, many can struggle with the volume of work involved. - Clear action plan with small and achievable tasks. Examples of questionnaires and methodology. One to one support from either peers, TA, or teacher.</li> <li>• Understanding how to segment their market will be difficult for them to identify because of the size of the enterprise. This will not be the generic segmentation studied in component 1. Increased level of support will be required, one to one support by either peer or TA/teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear, calm, and consistent routines.</li> <li>• Give positive direction and use praise.</li> <li>• Define keywords.</li> <li>• Normally, students can identify and explain 1 type of promotion, but will find it difficult to put together a promotional mix. To enable students to write a valid promotional mix that fits in with their budget. – Recap, the different types of promotion, with cost and reach. Show visuals and discuss the advantages and disadvantages of each. We will use the white boards to write down their ideas.</li> <li>• Most students believe a pricing strategy is the price of a product or service, they fail to understand it’s a strategy to meet customers’ needs or to compete. – adapt the number of options available and recap on just three strategies, instead on the six we cover in lesson. Show visuals on these strategies with examples. Discuss and write notes on the white boards to enable students to write their reasons for pricing strategy.</li> <li>• Presenting a pitch with a PP presentation can limit the students’ progress as they are not sure what to put in their presentation. – To enable students to create a fit for purpose presentation, we will give the students a PP template with the headings on. Example of presentations from past students.</li> <li>• Students can decide whether to pitch their idea in the classroom or set up their iPad and record themselves. This will enable the student to fill comfortable in an environment of their choice.</li> <li>• Creating financial documents can also be challenging for students as a lot of information researched will need to be entered into the cashflow statement. – To enable students to be successful they will need to follow a logical plan. Students will have all the formulas coloured coded and matched with the part of the statement where the formula is needed. The statement will be taught in three parts and then added together like building blocks.</li> <li>• Further support will include one to one with peer or teaching staff. Each student will have a knowledge organiser for each learning component.</li> </ul>		<ul style="list-style-type: none"> <li>• Clear, calm, and consistent routines.</li> <li>• Give positive direction and use praise.</li> <li>• Define keywords.</li> <li>• Students know the elements of the promotional mix but struggle to link a valid promotional mix to a business. – To enable the student to become successful, show visuals of different promotional techniques and their advantages and disadvantages. Show example of students work from the past. Refer back to their knowledge organiser. One to one support with peer of teaching staff. Adapt outcomes by asking for less promotional ideas, this will allow students more time.</li> <li>• Students can be confused with the number of methods used for payment. To enable students to be successful show student’s visuals of debit and credit cards for example. Use the visuals in a top trump game to highlight the benefits of different payments, this will also support students with their analysis.</li> <li>• For students to achieve the best results they will have a bank of keywords which they have practised, connective words and a checklist of points students need to cover. Teacher will use mini wipe boards to support students with sentence starters or ideas they want record and discuss with peer or teacher.</li> </ul>
		<b>Disadvantaged Students</b>		<ul style="list-style-type: none"> <li>• Many will not have family working in businesses or discussions around businesses and the economy at home. – invite in outside speakers, Show a Dragons Dens episode in lesson, young enterprise competition.</li> </ul>	<ul style="list-style-type: none"> <li>• Many will not have family working in businesses or discussions around businesses and the economy at home. – invite in outside speakers, Show a Dragons Dens episode in lesson, young enterprise competition.</li> </ul>	

			<ul style="list-style-type: none"> <li>• Purchase revision guides.</li> <li>• Laptops provided to all students, therefore more access to pod casts and BBC Bitesize.</li> <li>• Archived video recordings of businesses in the local area, compiled by the business department to support students with their research.</li> <li>• Show visuals of different types of promotion.</li> <li>• One to one support.</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase revision guides.</li> <li>• Laptops provided to all students, therefore more access to pod casts and BBC Bitesize.</li> <li>• Archived video recordings of businesses in the local area, compiled by the business department to support students with their research.</li> <li>• Show visuals of different types of promotion.</li> <li>• One to one support.</li> </ul>	<ul style="list-style-type: none"> <li>• speakers, Show a Dragons Dens episode in lesson, young enterprise competition.</li> <li>• Purchase revision guides.</li> <li>• Laptops provided to all students, therefore more access to pod casts and BBC Bitesize.</li> <li>• Archived video recordings of businesses in the local area, compiled by the business department to support students with their research.</li> </ul>										
	<b>More Able Students</b>		<ul style="list-style-type: none"> <li>• Research and explain the comparisons of two well-known entrepreneurs. This will give students a solid understanding of which qualities supported their business success.</li> <li>• Use more than one method of primary and secondary research to support your enterprise idea. This will enable students to understand the benefits of researching across a wider audience.</li> </ul>	<ul style="list-style-type: none"> <li>• To deepen students learning – Research, well known brands marketing campaigns and identify the elements of the promotional mix and which had the biggest impact on sales.</li> <li>• Students are encouraged to widen their understanding by reading the financial company report of a PLC company, paying particular interest to cashflow.</li> <li>• Read the economist and their article on pricing strategies. They will learn from this the impact of good pricing strategies on sales.</li> <li>• Use exemplar work to get a clear picture of how to give constructive reflect.</li> </ul>	<ul style="list-style-type: none"> <li>• To enhance student understanding of the different payment methods – Students will research next generation of payment methods and how they could look compared to what we have now.</li> <li>• Challenge students by giving students a level 3 A level questions on personal finance and payments methods.</li> </ul>										
	<b>Literacy/Numeracy Skills</b> 	<b>LITERACY</b>													
		<b>Reading:</b>	<ul style="list-style-type: none"> <li>• Logica, using skills to respond to the external environment. Source - Business Times 100</li> </ul>	<ul style="list-style-type: none"> <li>• Logica, using skills to respond to the external environment. Source - Business Times 100</li> </ul>	<ul style="list-style-type: none"> <li>• Logica, using skills to respond to the external environment. Source - Business Times 100</li> </ul>										
		<b>Writing:</b>	<ul style="list-style-type: none"> <li>• Business plan</li> </ul>	<ul style="list-style-type: none"> <li>• Risk assessment and presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Exam questions using the BLT and PECAN strategies to support all students.</li> </ul>										
		<b>Oracy:</b>	<ul style="list-style-type: none"> <li>• Feedback to teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Pitch and presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal feedback in class</li> </ul>										
	<b>NUMERACY</b>	<ul style="list-style-type: none"> <li>• Collecting Data</li> </ul>	<ul style="list-style-type: none"> <li>• Breakeven and cashflow</li> <li>• Working out fixed and variable costs</li> <li>• Working out profit margins</li> </ul>	<ul style="list-style-type: none"> <li>• Calculators and formula sheets.</li> </ul>											
<b>Digital Strategy</b> 		<ul style="list-style-type: none"> <li>• iPad for research.</li> </ul>	<ul style="list-style-type: none"> <li>• iPad for recording pitches.</li> </ul>	<ul style="list-style-type: none"> <li>• iPad for recording pitches.</li> </ul>											
<b>Home Learning</b>		<ul style="list-style-type: none"> <li>• Logica, using skills to respond to the external environment. Task sheet. Source - Business Times 100</li> </ul>	<ul style="list-style-type: none"> <li>• Logica, using skills to respond to the external environment. Task sheet. Source - Business Times 100</li> </ul>	<ul style="list-style-type: none"> <li>• Logica, using skills to respond to the external environment. Task sheet. Source - Business Times 100</li> </ul>											
<b>Impact</b>	<b>Composite Assessment</b>														
	<ul style="list-style-type: none"> <li>• Explore ideas for and plan for a micro-enterprise activity.</li> <li>• Business plan</li> <li>• Presenting a pitch</li> </ul>	<table border="1"> <tr> <td>Date:</td> <td>31/1/24</td> <td>Content:</td> <td>Research findings and a report on reasons for choosing enterprise idea.</td> </tr> </table>	Date:	31/1/24	Content:	Research findings and a report on reasons for choosing enterprise idea.	<table border="1"> <tr> <td>Date:</td> <td>29/2/24</td> <td>Content:</td> <td>Write a business plan on chosen enterprise idea.</td> </tr> </table>	Date:	29/2/24	Content:	Write a business plan on chosen enterprise idea.	<table border="1"> <tr> <td>Date:</td> <td>19/4/24</td> <td>Content:</td> <td>Presenting pitch and evaluation.</td> </tr> </table>	Date:	19/4/24	Content:
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