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KS4 - Year 10 – Enterprise - Curriculum Long Term Planning –

Year 10 Enterprise	HT1 Sept – Oct (8 weeks)	HT2 Nov – Dec (7 weeks)	HT3 (Jan – Feb (6 weeks)	HT4 Feb – Apr (6 weeks)	HT5 Apr – May (6 weeks)	HT6 Jun – Jul (6 weeks)
Topic	Component 1 - Learning Aim A – Characteristics of Business (8 Weeks)	Component 1 - Learning Aim B – Explore Market Research (7 Weeks)	Component 1 - Learning Aim C – Investigate factors that contribute to business success (6 Weeks)	Controlled assessment Component 1 Learners to work on a specific project allocated.	Component 2 – Planning for and Pitching an Enterprise Activity Learning Aim A – Explore ideas and plan for a micro-enterprise (6 Weeks)	Component 2 – Planning for and Pitching an Enterprise Activity Learning Aim B - Pitch a micro-enterprise activity (6 Weeks)
Why this and why now? What is the content doing here? How does it integrate to prior learning or prepare students for future learning? Is it an opportunity for cumulative learning or to achieve proficiencies? Does it provide a step to collective sufficiency?	Component 1 is the first component of the Btec course. Component 1 also allows the learners to gain further knowledge that will be used in components 2&3. Learning Aim A is the first section of this component.	Component 1 is the first component of the Btec course. Component 1 also allows the learners to gain further knowledge that will be used in components 2&3. Learning Aim B is the second section of this component.	Component 1 is the first component of the Btec course. Component 1 also allows the learners to gain further knowledge that will be used in components 2&3. Learning Aim C is the third section of this component.	Controlled assessment Component 1 Why now? Learners must complete CA in controlled conditions and within the time frame agreed by the exam board. There is a finite amount of time to do this. The window opens in February and closes in May to complete the assessment. Underpinning knowledge needed for (Component 3)	Component 2 is the second component of the Btec course. Component 2 also allows the learners to gain further knowledge that will be used in components 3. Learning Aim A is the first section of this component. Learning Aim A - Explore ideas and plan for a micro-enterprise	Component 2 is the second component of the Btec course. Component 2 also allows the learners to gain further knowledge that will be used in components 3. Learning Aim B is the second section of this component. Learning Aim B - Pitch a micro-enterprise activity
What is the essential knowledge that needs to be remembered?	Component 1 LA.A Learners will show that they understand how far the characteristics of a selected local SME and its owners contribute to its levels of success. They	Component 1 LA.B Learners will show how the market research methods are used by two SMEs to meet customer needs and understand competitor behaviour.	Component 1 LA.C Learners will evaluate the internal and external factors affecting an SME to decide which are the most significant in	Controlled assessment Component 1 Learners need to ensure they have their notes book to help them with the CA. They are not allowed to	Learning Aim A: Learners will produce a comprehensive plan that gives details of all elements, including: • Explanation of the aim of the enterprise activity	Learning Aim B: learners will deliver a pitch that summarises the key elements of a business plan to an audience logically.

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<p>What are the key facts, skills, and experiences that you want students to remember? What are the substantive and disciplinary concepts? Does the knowledge selected mean students leave with a good understanding? <u>Substantive – key facts</u> <u>Disciplinary- Methods of subjects</u> <u>Procedural- Skills</u></p>	<p>will carefully consider the purpose of the SME and each of its characteristics, including the number of people who run the enterprise, the number of people it employs, the type of ownership and whether the enterprise operates physically, online, or both.</p> <p>They will also consider how the characteristics of the entrepreneur running the SME have contributed to its success, such as how innovation and adaptability have helped fill gaps in the market.</p> <p>They will clearly show the importance of each characteristic in contributing to the success of the enterprise, showing clear links and interrelationships between the two, and they will be able to select which characteristics are most important, supporting this with relevant reasons and examples.</p>	<p>There will be some analysis of the appropriateness of the methods used and learners will assess how effective these methods are in providing sufficient information for one of the SMEs to be able to meet customer needs and understand how their competitors behave.</p>	<p>affecting the success of an SME.</p> <p>Their work will include a situational analysis in the form of a SWOT and PEST analysis.</p> <p>They will refer to measures of success used by SMEs to determine to what extent the SME is making a profit and meeting customer needs.</p> <p>There should be supporting evidence to justify the comments made.</p>	<p>use any other material apart from their own notes.</p> <p>Learners will need to ensure they include information on the following:</p> <p>Task 1a: The impact of the activities carried out by the selected enterprise to its success</p> <p>Task 1b: The impact of the skills and characteristics of the entrepreneur associated with a selected enterprise to its success</p> <p>Task 2: Market research methods - Understand customer needs and competitor behaviour through market research</p> <p>Task 3a: PEST analysis - Understand how the outcomes of situational analyses may affect enterprises</p> <p>Task 3b: SWOT analysis - Understand how the outcomes of situational analyses may affect enterprises</p>	<ul style="list-style-type: none"> • An estimate of the resources required, both physical and financial, and a discussion on how these resources are to be obtained/funded • An appropriate timescale for the activity, from initial plan through to completion of trading • Methods of promotion, giving reasons why they are appropriate • A risk assessment and contingency plan to overcome any issues identified and ensure quality of the product/service. • Learners will give detailed and valid reasons for the choices made. 	<p>Learners will present a persuasive pitch by supporting all key elements of the plan, with carefully selected reasons for their choices.</p> <p>Learners will also demonstrate effective:</p> <ul style="list-style-type: none"> • Presentation skills • Communication skills
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<p>What is the assessment intent and how will you assess?</p> <p>What types of assessments and question stems are being used to demonstrate students are learning and progressing to produce ever higher standards of work? What formative assessment is there for component learning and summative for composite learning?</p>	<p>Approved Assignment Brief Learning Aim A</p> <p>To assess progress against specified criteria of Learning Aim A of Component 1.</p> <p>Mark band 1-4 Total of 12 marks available</p> <p>Assessment takes place via Do Now and Plenary in class.</p> <p>Homework is given each week to check understanding.</p> <p>Summative assessment takes place at the end of the unit of work. This is to check understanding and not be part of the final grade for the assignment.</p>	<p>Approved Assignment Brief Learning Aim B</p> <p>To assess progress against specified criteria of Learning Aim B of Component 1</p> <p>Mark band 1-4 Total of 12 marks available</p> <p>Assessment takes place via Do Now and Plenary in class.</p> <p>Homework is given each week to check understanding.</p> <p>Summative assessment takes place at the end of the unit of work This is to check understanding and not be part of the final grade for the assignment.</p>	<p>Approved Assignment Brief Learning Aim C</p> <p>To assess progress against specified criteria of Learning Aim C of Component 1</p> <p>Mark band 1-4 Total of 12 marks available</p> <p>Assessment takes place via Do Now and Plenary in class.</p> <p>Homework is given each week to check understanding.</p> <p>Summative assessment takes place at the end of the unit of work This is to check understanding and not be part of the final grade for the assignment.</p>	<p>The assessment comes from the exam board and is split into 5 activities. Each activity covers each of the Learning Aims.</p> <p>Learners have 10 hours to complete the assessment.</p> <p>Each assessment has 4 mark bands.</p> <p>The total for each Learning Aim is 12 marks split in grade boundaries:</p> <p>Mark band 1 – (1-3)</p> <p>Mark band 2 – (4-6)</p> <p>Mark band 3 – (7-9)</p> <p>Mark band 4 – (10-12)</p> <p>The total marks are out of 60</p>	<p>Approved Assignment Brief Learning Aim A</p> <p>To assess progress against specified criteria of Learning Aim A of Component 1.</p> <p>Mark band 1-4 Total of 12 marks available</p> <p>Assessment takes place via Do Now and Plenary in class.</p> <p>Homework is given each week to check understanding.</p> <p>Summative assessment takes place at the end of the unit of work This is to check understanding and not be part of the final grade for the assignment.</p>	<p>Approved Assignment Brief Learning Aim B</p> <p>To assess progress against specified criteria of Learning Aim B of Component 1</p> <p>Mark band 1-4 Total of 12 marks available</p> <p>Assessment takes place via Do Now and Plenary in class.</p> <p>Homework is given each week to check understanding.</p> <p>Summative assessment takes place at the end of the unit of work ding and not be part of the final grade for the assignment.</p>
<p>What should the end point look like</p> <p>What is the impact of this component on the student's learning? What should the</p>	<p>Learners will have a clear understanding of what an SME is.</p> <p>Learners will have an understanding and be able to identify aspects of SME's that make them successful.</p>	<p>Learners can identify how market research is used as a tool to keep an SME competitive in the market. They will be able to identify the methods used by the SME.</p> <p>Learners will understand the different aspects of</p>	<p>Learners will be able to identify both internal and external factors that can affect an SME.</p> <p>Learners will be able to explain how the factors affect their target SME and contribute to its success.</p>	<p>Learners will be able to identify both internal and external factors that can affect an SME.</p> <p>Learners will be able to explain how the factors affect their target SME and contribute to its success.</p>	<p>Learners will be able to use knowledge gained in Component 1 to identify a prospective Micro Enterprise.</p> <p>Learners will be able to estimate what resources will be needed, timescales, promotional</p>	<p>Learners will be able to pitch their enterprise using a variety of communication methods both written and verbal.</p> <p>Learners will have developed IT skills that will allow them to present their project.</p>

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<p>learning now look like via the assessment? Is disciplinary language used?</p>	<p>Learners will be able to identify entrepreneurial characteristics of the owners of the SME.</p>	<p>market research including types of MR.</p> <p>Learners will understand demographic and psychographic segmentation.</p> <p>Learners will be able to identify how competitors behave and how they impact on the target SME.</p>	<p>Learners will be able to create a PEST and a SWOT for any given SME.</p>	<p>Learners will be able to identify and explain key characteristics of entrepreneurs.</p> <p>Learners will be able to identify key marketing methods used by SME's.</p> <p>Learners will be able to identify and explain key internal and external factors that can affect an SME's success.</p>	<p>methods, and contingencies for their Micro Enterprise</p> <p>Learners need to be able to create a business plan for their enterprise idea. A template must be used which is in the Pearson Set Assignment. Learners will need to know the different types of ownership (either sole trader or social enterprise) that they want to be and the aims.</p>	<p>Learners will have developed interpersonal skills which will allow them to present their project verbally.</p>
<p>Wider Curriculum Links</p>	<p>The learning will link to current affairs – GREAT Lives, and the world outside of school. Numeracy and Literacy skills will be used as well as references to technological developments, historical events, and geographical areas. Curriculum links to: Maths English Geography</p>	<p>The learning will link to current affairs – GREAT Lives, and the world outside of school. Numeracy and Literacy skills will be used as well as references to technological developments, historical events, and geographical areas. Curriculum links to: Maths English Geography</p>	<p>The learning will link to current affairs – GREAT Lives, and the world outside of school. Numeracy and Literacy skills will be used as well as references to technological developments, historical events, and geographical areas. Curriculum links to: Maths English Geography</p>	<p>The learning will link to current affairs – GREAT Lives, and the world outside of school. Numeracy and Literacy skills will be used as well as references to technological developments, historical events, and geographical areas. Curriculum links to: Maths English</p>	<p>The learning will link to current affairs – GREAT Lives, and the world outside of school. Numeracy and Literacy skills will be used as well as references to technological developments, historical events, and geographical areas. Curriculum links to: Maths English</p>	<p>The learning will link to current affairs – GREAT Lives, and the world outside of school. Numeracy and Literacy skills will be used as well as references to technological developments, historical events, and geographical areas. Curriculum links to: Maths English Geography</p>

Component 2 Learning Aim C will be first ½ term in Year 11

Component 2 Assessment will take place in second ½ term in Year 11

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