

## KS4 - Year 10 – Enterprise - Curriculum Long Term Planning – 25-26

Year 10Enterprise	HT1 Sept – Oct (8 weeks)	HT1 Sept – Oct (8 weeks)	HT3 (Jan – Feb (6 weeks)	HT4 Feb – Apr (6 weeks)	HT5 Apr – May (6 weeks)	HT6 Jun – Jul (6 weeks)
<b>Topic</b>	<b>Component 1 - Learning Aim A -</b> Characteristics of Business  <b>Component 1 - Learning Aim B – Explore</b> Market Research  <b>Component 1 - Learning Aim C – Investigate</b> factors that contribute to business success	<b>Controlled assessment Component 1</b> Learners to work on a specific project allocated.  Once C.A. is completed deadline 15 <sup>th</sup> May start Component 2  <b>Component 2 – Planning for and Pitching an Enterprise Activity</b> <b>Learning Aim A – Explore ideas and plan for a micro-enterprise</b>	<b>Component 2 – Planning for and Pitching an Enterprise Activity</b> <b>Learning Aim A – Explore ideas and plan for a micro-enterprise</b>	<b>Component 2 – Planning for and Pitching an Enterprise Activity</b> <b>Learning Aim A – Explore ideas and plan for a micro-enterprise</b>	<b>Component 2 – Planning for and Pitching an Enterprise Activity</b> <b>Learning Aim A – Explore ideas and plan for a micro-enterprise</b>	<b>Component 2 – Planning for and Pitching an Enterprise Activity</b> <b>Learning Aim A – Explore ideas and plan for a micro-enterprise</b>
<b>Why this and why now?</b>  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. <b>Learning Aim A is the first section of this component.</b>  <b>Learning Aim B is the second section of this component.</b>  <b>Learning Aim C is the third section of this component.</b>	<b>Controlled assessment Component 1</b>  <b>Why now?</b> 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 January and closes in May to complete the assessment.  Underpinning knowledge needed for (Component 3)	<b>Controlled assessment Component 1</b>  <b>Why now?</b> 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 January 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.  <b>Learning Aim B is the second section of this component.</b>  <b>Learning Aim B - Pitch a micro-enterprise activity</b>	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.  <b>Learning Aim B is the second section of this component.</b>  <b>Learning Aim B - Pitch a micro-enterprise activity</b>	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.  <b>Learning Aim B is the second section of this component.</b>  <b>Learning Aim B - Pitch a micro-enterprise activity</b>
<b>What is the essential knowledge that needs to be remembered?</b>  What are the key facts, skills, and experiences that you want students to remember? What are the substantive and disciplinary concepts? Does the	<b>Learning outcomes</b>  <b>A Understand how and why enterprises and entrepreneurs are successful</b> 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 will look at how innovation and adaptability have helped fill gaps in the market.  They will clearly show the importance of each characteristic in contributing to the success	<b>Controlled assessment Component 1</b> Learners need to ensure they have their notes book to help them with the CA. They are not allowed to use any other material apart from their own notes.  Learners will need to ensure they include information on the following:  <b>Task 1a:</b> The impact of the activities carried out by the selected enterprise to its success  <b>Task 1b:</b> The impact of the skills and characteristics of the entrepreneur associated with a selected enterprise to its success	<b>Controlled assessment Component 1</b> Learners need to ensure they have their notes book to help them with the CA. They are not allowed to use any other material apart from their own notes.  Learners will need to ensure they include information on the following:  <b>Task 1a:</b> The impact of the activities carried out by the selected enterprise to its success  <b>Task 1b:</b> The impact of the skills and characteristics of the entrepreneur associated with a selected enterprise to its success	<b>Learning outcomes</b>  <b>A Choose an idea and produce a plan for a micro-enterprise idea</b> Learners will produce a comprehensive plan that gives details of all elements, including: <ul style="list-style-type: none"> <li>• Explanation of the aim of the enterprise activity</li> <li>• An estimate of the resources required, both physical and financial, and a discussion on</li> </ul>	<b>Learning outcomes</b>  <b>A Choose an idea and produce a plan for a micro-enterprise idea</b> Learners will produce a comprehensive plan that gives details of all elements, including: <ul style="list-style-type: none"> <li>• Explanation of the aim of the enterprise activity</li> <li>• An estimate of the resources required, both physical and financial, and a discussion on</li> </ul>	<b>Learning outcomes</b>  <b>A Choose an idea and produce a plan for a micro-enterprise idea</b> Learners will produce a comprehensive plan that gives details of all elements, including: <ul style="list-style-type: none"> <li>• Explanation of the aim of the enterprise activity</li> <li>• An estimate of the resources required, both physical and financial, and a discussion on</li> </ul>

<p>knowledge selected mean students leave with a good understanding?</p> <p><u>Substantive – key facts</u></p> <p><u>Disciplinary- Methods of subjects</u></p> <p><u>Procedural- Skills</u></p>	<p>of the enterprise, showing clear links and interrelationships between the two.</p> <p><b>B Understand customer needs and competitor behaviour through market research</b></p> <p>Learners will show how the market research methods are used by one SME to meet customer needs and understand competitor behaviour.</p> <p>There will be 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><b>C Understand how the outcomes of situational analyses may affect enterprises</b></p> <p>Learners will evaluate the internal and external factors affecting an SME to decide which are the most significant in 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><b>Task 2:</b> Market research methods - Understand customer needs and competitor behaviour through market research</p> <p><b>Task 3a:</b> PEST analysis - Understand how the outcomes of situational analyses may affect enterprises</p> <p><b>Task 3b:</b> SWOT analysis</p> <p>- Understand how the outcomes of situational analyses may affect enterprises</p>	<p>how these resources are to be obtained/funded</p> <ul style="list-style-type: none"> <li>• An appropriate timescale for the activity, from initial plan through to completion of trading</li> <li>• Methods of promotion, giving reasons why they are appropriate</li> <li>• A risk assessment and contingency plan to overcome any issues identified and ensure quality of the product/service.</li> <li>• Learners will give detailed and valid reasons for the choices made.</li> </ul> <p><b>B Present a plan for the micro-enterprise idea to meet specific requirements</b></p> <p>Learners will deliver a pitch that summarises the key elements of a business plan to an audience logically.</p> <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"> <li>• Presentation skills</li> <li>• Communication skills</li> </ul>
<p><b>What is the assessment intent and how will you assess?</b></p>	<p><b>Approved Assignment Brief Learning Aim A</b></p> <p><b>Approved Assignment Brief Learning Aim B</b></p> <p><b>Approved Assignment</b></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><b>Approved Assignment Brief Learning Aim A</b></p> <p><b>Approved Assignment Brief Learning Aim B</b></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><b>Brief Learning Aim C</b> 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>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><b>The total marks are out of 60</b></p> <p>Marks are moderated to check validity before they are inputted into Edexcel online. Grades are then moderated externally before final award of grade.</p>	<p><b>Approved Assignment Brief Learning Aim C</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 and not be part of the final grade for the assignment.</p>
<p><b>What should the end point look like</b></p> <p>What is the impact of this component on the student's learning? What should the learning now look like via the assessment? Is disciplinary language used?</p>	<p><b>Learning outcome A:</b> <b>Understand how and why enterprises and entrepreneurs are successful</b></p> <ul style="list-style-type: none"> <li>• A1 Size and features of SMEs</li> <li>• A2 Markets, sectors, models and industries in which enterprises operate</li> <li>• A3 Aims and activities of enterprises</li> <li>• A4 Skills and characteristics of entrepreneurs</li> </ul> <p><b>Learning outcome B: Understand customer needs and competitor behaviour through market research</b></p> <ul style="list-style-type: none"> <li>• B1 Market research methods</li> <li>• B2 Understanding customer needs</li> <li>• B3 Understanding competitor behaviour</li> <li>• B4 Suitability of market research methods</li> </ul> <p><b>Learning outcome C: Understand how the outcomes of situational analyses may affect enterprises</b></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 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><b>Learning outcome A: Choose an idea and produce a plan for a micro enterprise idea</b></p> <p>A1 Choosing ideas for a micro-enterprise</p> <ul style="list-style-type: none"> <li>• Generation of ideas and choosing or rejecting ideas that may contribute to the likely success of an enterprise idea</li> <li>• Innovative ideas which are realistic and within budget</li> </ul> <p>A2 Plan for a micro-enterprise</p> <ul style="list-style-type: none"> <li>• Learners will draw on research to complete an accurate and realistic business plan for their chosen micro-enterprise idea within a given budget</li> </ul> <p><b>Learning outcome B:</b></p>

	<ul style="list-style-type: none"> <li>• C1 PEST (Political, Economic, Social, Technological) analysis</li> <li>• C2 SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis</li> </ul>		<p><b>Present a plan for the micro-enterprise idea to meet specific requirements</b></p> <p>Learners will develop skills to produce and deliver an electronic presentation that summarises the business plan.</p> <ul style="list-style-type: none"> <li>• B1 Production of presentation</li> <li>• B2 Delivery of presentation</li> </ul> <p><b>Learning outcome C: Review the presentation of the micro-enterprise idea to meet specific requirements</b></p> <p>C1 Review of presentation</p> <ul style="list-style-type: none"> <li>• Review of own skills demonstrated in the production and delivery of the presentation</li> </ul>
<b>Wider Curriculum Links</b>	<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.</p> <p><b>Curriculum links to:</b></p> <p>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.</p> <p><b>Curriculum links to:</b></p> <p>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.</p> <p><b>Curriculum links to:</b></p> <p>Maths English Geography</p>