

## KS4 - Year 11 – Enterprise - Curriculum Long Term Planning – 25-26

Year 11 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	Controlled assessment Component 2 Learners to work on a specific project allocated.		Component 3 Learning Aim A – Marketing Activities	Component 3 Learning Aim B – Financial Documents and Statements	Component 3 Learning Aim C – Financial Planning and Forecasting	X
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?	Controlled assessment Component 2  <i>Learners have completed component 1 so are now on component 2. Learners must complete component 2 before they can be entered for component 3 the examination component.</i>  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 September and closes in December to complete the assessment.  Underpinning knowledge needed for (Component 3)  Learners will do 1 week prep and 1 week write up for each task.  Learners will be given tasks to do at home and will be able to write in their books for use in the assessment.	Component 3 is the last component of the Btec course and is the exam component.  Components 1&2 must be completed before component 3  Component 3 draws together concepts learned in components 1&2 along with new information from component 3.  Learning Aim A is the first Learning Aim	Component 3 is the last component of the Btec course and is the exam component.  Components 1&2 must be completed before component 3  Component 3 draws together concepts learned in components 1&2 along with new information from component 3.  Learning Aim B is the second Learning Aim	Component 3 is the last component of the Btec course and is the exam component.  Components 1&2 must be completed before component 3  Component 3 draws together concepts learned in components 1&2 along with new information from component 3.  Learning Aim C is the third Learning Aim	X	
What is the essential knowledge that needs to be remembered?  What are the key facts, skills, and experiences that you want students to remember? What are the	Controlled assessment Component 2  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> Choosing an idea <b>Learning outcome A:</b> Choose an idea and produce a plan for a micro-enterprise idea	<b>Component 3 LAA</b> Learners will identify the different marketing concepts that a SME would use to promote its business.  Learners will identify and explain the following: <ul style="list-style-type: none"><li>• A1 Targeting and segmenting the market – Learners will be able to</li></ul>	<b>Component 3 LAB</b> Learners will identify the different financial documents SME use, the payment methods, revenue and costs and financial statements. Learners will also identify what profitability and liquidity means.  Learners will identify and explain the following:	<b>Component 3 LAC</b> Learners will identify the different financial planning and forecasting techniques used by an SME  Learners will identify and explain the following:  <b>C1 Budgeting</b> Learners will explore the range of budgets used	X	

<p>substantive and disciplinary concepts? Does the 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><b>Task 1b:</b> Planning your chosen micro-enterprise idea (aims, features, pricing, promotion and resources)</p> <p><b>Learning outcome A:</b> Choose an idea and produce a plan for a micro-enterprise idea</p> <p>For task 1a &amp; 1b learner will need to show knowledge of:</p> <ul style="list-style-type: none"> <li>• Ownership of the micro-enterprise</li> <li>• Aims of the micro-enterprise</li> <li>• Features of the product (goods or services) to be sold</li> <li>• Pricing of the product</li> <li>• Methods of promotion</li> <li>• Identifying the target market</li> <li>• Resources required</li> <li>• Financial information</li> <li>• Risk assessment</li> <li>• Viability of the plan</li> </ul> <p>All of this information is to be put on the official Pearson Documentation.</p> <p><b>Task 1b:</b> Planning your chosen micro-enterprise idea (financial planning, forecasting and records)</p> <p><b>Learning outcome A:</b> Choose an idea and produce a plan for a micro-enterprise idea</p> <p><b>Task 2a:</b> Presenting your business plan</p> <p><b>Learning outcome B:</b> Present a plan for the micro-enterprise idea to meet specific requirements</p> <p><b>Task 2b:</b> Reviewing the presentation</p> <p><b>Learning outcome C:</b> Review the presentation of the micro-enterprise idea to meet specific requirements</p>	<ul style="list-style-type: none"> <li>• identify how SME target their specific market.</li> <li>• A2 4Ps of the marketing mix – Learners will be able to identify the 4P's of the Marketing Mix and identify how they relate to the selling of products and services and to the success of the business.</li> <li>• A3 Factors influencing the choice of marketing methods – learners will identify several factors which influence the choice of a selected marketing strategy.</li> <li>• A4 Trust, reputation, and loyalty – Learners will identify the key aspects of brand reputation when attracting new and existing customers.</li> </ul>	<p><b>B1 Financial documents -</b> Learners will complete and interpret financial documents. Learners will explore the purpose, typical format, sequence and the part that each document plays when ordering, checking, recording and paying for goods and/or services.</p> <p><b>B2 Payment methods</b></p> <p>Learners will explore why enterprises use some or all of the following payment methods.</p> <ul style="list-style-type: none"> <li>• Payment methods: cash, credit cards, debit cards, direct debit, payment technologies.</li> <li>• Impact on customers and enterprises of using different payment methods.</li> </ul> <p><b>B3 Revenue and costs</b></p> <p>Learners will explore the sources of revenue and costs for enterprises and how and why they can be minimised/maximised.</p> <p><b>B4 Financial statements</b></p> <p>Learners will complete and interpret financial statements for enterprises. Learners will explore how these financial statements could be of interest to the stakeholders of enterprises.</p>	<p>by enterprises, calculate simple budget figures and comment on the results</p> <ul style="list-style-type: none"> <li>• Expenditure and revenue budgets</li> <li>• Difference between budgeting and budgetary control (checking performance against plan)</li> <li>• Impact of favourable and adverse variance</li> </ul> <p><b>C2 Cash flow</b></p> <p>Learners will explore, complete and interpret cash flow forecasts and statements.</p> <p>They will consider the differences between predicted and actual cash flow.</p> <p><b>C3 Suggesting improvements to cash flow problems</b></p> <p>Learners will explore the effects of positive and negative cash flow on enterprises and their stakeholders, identifying possible issues and suggesting solutions.</p> <p><b>C4 Break-even point and break-even analysis</b></p> <p>Learners will calculate the break-even point and margin of safety, construct and interpret a</p>
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<b>What is the assessment intent and how will you assess?</b>  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?	The assessment comes from the exam board and is split into 5 activities. Each activity covers each of the Learning Aims.  Learners have 10 hours to complete the assessment.  Each assessment has 4 mark bands.  The total for each Learning Aim is 12 marks split in grade boundaries:  Mark band 1 – (1-3) Mark band 2 – (4-6) Mark band 3 – (7-9) Mark band 4 – (10-12)  <b>The total marks are out of 60</b>	Assessment takes place via Do Now and Plenary in class.  Homework is given each week to check understanding.  Each sub-unit of work has an assessment and students will do this once the sub-unit of work is complete.  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.		X	
<b>What should the end point look like</b>	<b>Learning outcome A: Choose an idea and produce a plan for a micro enterprise idea</b> A1 Choosing ideas for a micro-enterprise	Learners will be able to:	Learners will be able to:	Learners will be able to:	X

	<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> <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><b>A2 Plan for a micro-enterprise</b> Learners will draw on research to complete an accurate and realistic business plan for their chosen micro-enterprise idea within a given budget</p> <ul style="list-style-type: none"> <li>• Ownership of the micro-enterprise:</li> <li>• Aims of the micro-enterprise:</li> <li>• Features of the product (goods or services)</li> <li>• Pricing of the product (goods or services) to be sold,</li> <li>• Methods of promotion</li> <li>• Identifying the target market</li> <li>• Resources required</li> <li>• Financial information</li> <li>• Risk assessment:</li> <li>• Viability of the plan</li> </ul> <p><b>Learning outcome B:</b> <b>Present a plan for the micro-enterprise idea to meet specific requirements</b> 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> <b>C1 Review of presentation</b></p> <ul style="list-style-type: none"> <li>• Review of own skills demonstrated in the production and delivery of the presentation</li> </ul>	<p>Understand the term marketing and explain the different elements of the marketing mix. They will also be able to identify the 4 P's of the marketing mix and explain what each refers to.</p> <p>Learners should be able to identify a product and explain a potential marketing strategy for that product.</p> <p>Learners will be able to identify why specific products are marketed the way they are and draw conclusions as to why those marketing campaigns are successful.</p> <p>Learners will be able to identify why certain products and brands have loyalty.</p>	<p>Identify the different financial documents used by SME's. They will also be able to explain who sends and who receives these documents.</p> <p>Learners will be able to complete financial documents based on a set of information.</p> <p>Learners will be able to identify and explain revenue and costs.</p> <p>Learners will be able to identify and explain different financial statements.</p> <p>Learners will be able to identify and explain profitability and liquidity.</p>	<p>Explain how budgeting is important to an SME and its profitability.</p> <p>Learners will be able to identify and explain cash flow and how important is to maintain a good cash flow to prevent liquidity.</p> <p>Learners will be able to identify and explain how to improve cash flow.</p> <p>Learners will be able to identify and explain the term Break even and why break-even analysis is a cornerstone of business planning and finance. Learners will also be able to draw a Break-Even chart with annotation.</p> <p>Learners will be able to identify and explain the different sources of finance for a business both internal and external.</p>	
<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>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> Maths</p>	<b>X</b>		

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