

Curriculum Intent Statement for **Business (Enterprise)**

At Chase Terrace Academy we aspire for all of our students to achieve greater things than they ever thought possible.

We pride ourselves on being a warm and welcoming school that places community at the heart of everything we do. Our ambitious curriculum is enriching and inclusive, providing challenge and breadth for all. This empowers our students to become compassionate, confident and creative individuals who are resilient, respectful and equipped with a desire to take up a fulfilling role in society and the wider world.

In Business we aspire to enrich students with a varied and deep understanding of business developments, concepts and the impact of technology on our society and environment. This course builds on and uses the knowledge and skills they learn in their GCSEs, particularly in Maths and English. It can also be complementary learning for vocational courses in areas such as digital tools and technologies, creative media production, sport (PE) and technology. This course is different from studying GCSEs, as, by taking part in different types of practical activities such as investigating real SMEs, planning their own enterprise idea and delivering a pitch, it gives them the opportunity to apply their knowledge, skills and the techniques they learn in practical ways.

Year 10 Curriculum Implementation Plan Business (Enterprise)

Term	Knowledge and Skills	Reading, Literacy and Numeracy	Assessment	Connections to Learning
Autumn 1 (Sept-Nov)	Component 1: Exploring Enterprises			
	Learning outcome A: Understand how and why enterprises and entrepreneurs are successful			
	A1 What is an enterprise? <ul style="list-style-type: none"> Size of SMEs to include: <ul style="list-style-type: none"> micro: up to 10 members of staff small: between 11–49 members of staff medium: between 50–249 members of staff. Types of profit-making enterprises to include: <ul style="list-style-type: none"> sole trader, partnership, limited liability partnership (LLP), Ltd, social enterprise that uses some of the profits to reinvest in the enterprise. Features of SMEs to include: 	Reading: <ul style="list-style-type: none"> Regular use of on-screen sources of information Research and online reading and extracts Literacy: <ul style="list-style-type: none"> Extended written responses across units In depth research and referencing of sources Use of spelling and grammar tools 	<ul style="list-style-type: none"> Multiple Choice Question Activities Teacher/pupil questioning Exam style question practice (homework and in class) 	This section underpins all future learning in enterprise and prepares pupils for the assessment at end of this term. Links to Pearson BTEC Level 3 - Unit 1 Social development including political and current affairs awareness Personal development

	<ul style="list-style-type: none"> ○ run by a single individual or small team of people ○ physical location and/or online operation ○ sole employment or as part of a hobby/side hustle ○ existing in one or more sectors of the economy. 	<ul style="list-style-type: none"> • Regular review of in class work focussed on level of written response • Modelling of appropriate level of written response 		
	A2 Sectors and business models in which enterprises operate <ul style="list-style-type: none"> • Different sectors and business models, including: <ul style="list-style-type: none"> ○ Business to Business (B2B) ○ Business to Customer (B2C) ○ social enterprise ○ goods ○ service ○ bricks and clicks and flips ○ e-commerce. • Different industries in which enterprises operate. 	Numeracy: <ul style="list-style-type: none"> • Percentage increase/decrease • Percentage change • Basic interpretation of data • Interpreting charts and graphs • Ratios 		
	A3 Aims and activities of enterprises <ul style="list-style-type: none"> • Aims of enterprises to include: <ul style="list-style-type: none"> ○ making a profit, surviving, breaking-even, expanding, maximising sales, being environmentally friendly, being ethical, satisfying customers, providing a social service. • Impact of activities in supporting the aims of enterprises to include: <ul style="list-style-type: none"> ○ developing and producing goods and services to meet the needs of changes in the market 			

	<ul style="list-style-type: none"> ○ attracting new customers and retaining existing customers through offers and promotions ○ managing business resources: finance, people, technology. • Impact of failing to undertake these activities successfully. 			
	<p>A4 Skills and characteristics of entrepreneurs</p> <ul style="list-style-type: none"> • Reasons why entrepreneurs start their own enterprise to include: to be your own boss, to pursue a hobby, flexibility, to pursue a social mission. • Impact of the skills and characteristics of the entrepreneur in helping to support the aims of the enterprise to include: <ul style="list-style-type: none"> ○ skills: knowledge of industry/sector, technical, interpersonal, communication and presentation, planning and researching, time management, negotiation, prioritising tasks, problem solving, managing risk, leadership and teamwork ○ characteristics: focus, passion, versatility, motivation and dedication, inventiveness, proactiveness, confidence, flexibility and adaptability, resilience and willingness to risk adversity, self-reliance, optimism, vision, resourcefulness, creativity and the capacity to inspire. 			
Autumn 2 (Nov-Jan)	Component 1: Exploring Enterprises Learning outcome B: Understand customer needs and competitor behaviour through market research			

	<p>B1 Market research methods</p> <ul style="list-style-type: none"> • Benefits and drawbacks of a range of primary research methods used by enterprises to include: <ul style="list-style-type: none"> ○ qualitative and quantitative questionnaires and surveys: face-to-face, telephone, post, on a website/social media site ○ visits or observation: looking at and recording how customers and competitors behave in situations in a structured way ○ formal or informal interviews, chats or focus groups: talking to people to find out their views and experiences. • Benefits and drawbacks of a range of secondary research methods used by enterprises to include: <ul style="list-style-type: none"> ○ online research ○ books, journals, trade magazines ○ company materials ○ market and government reports and statistics. 	<p>Reading:</p> <ul style="list-style-type: none"> • Regular use of on-screen sources of information • Research and online reading and extracts <p>Literacy:</p> <ul style="list-style-type: none"> • Extended written responses across units • In depth research and referencing of sources • Use of spelling and grammar tools • Regular review of in class work focussed on level of written response • Modelling of appropriate level of written response 	<ul style="list-style-type: none"> • Multiple Choice Question Activities • Teacher/pupil questioning • Exam style question practice (homework and in class) 	<p>This section underpins all future learning in enterprise and prepares pupils for the assessment at end of this term.</p> <p>Links to Pearson BTEC Level 3 - Unit 2</p> <p>Social development including political and current affairs awareness</p> <p>Personal development</p>
	<p>B2 Understanding customer needs</p> <ul style="list-style-type: none"> • The importance of the information that primary and secondary research methods can provide about customers to include: <ul style="list-style-type: none"> ○ understanding the market: anticipating and identifying customer needs ○ producing products to market that solve a problem or add value for the customers ○ identifying customer expectations: good-value products, rapid response to enquiries, clear and honest information, after-sales service ○ adapting different products to meet customer needs according to age, gender, income, lifestyle and location 	<p>Numeracy:</p> <ul style="list-style-type: none"> • Percentage increase/decrease • Percentage change • Basic interpretation of data • Interpreting charts and graphs • Ratios 		

	B3 Understanding competitor behaviour <ul style="list-style-type: none"> Understanding the market: <ul style="list-style-type: none"> anticipating and identifying competitor behaviour producing products to market that are different from competitors identifying features of the competitors. 			
	B4 Suitability of market research methods <ul style="list-style-type: none"> Suitability of market research methods that could help the enterprise in gaining further information to include: <ul style="list-style-type: none"> finding out further information about their customers and their competitors alternative methods based on the size of the enterprise, cost of research, time and human resources available to undertake research. 			
Autumn 3 (Jan - Mar)	Component 1: Exploring Enterprises Learning outcome C: Understand how the outcomes of situational analyses may affect enterprises			
	C1 PEST (Political, Economic, Social, Technological) analysis <ul style="list-style-type: none"> Recommendations for actions that enterprises could take based on research and analysis of the following factors: <ul style="list-style-type: none"> political: governmental changes, new regulations, changes in taxation economic: consumer confidence in the economy, growth/recession, level of 	Reading: <ul style="list-style-type: none"> Regular use of on-screen sources of information Research and online reading and extracts Literacy: <ul style="list-style-type: none"> Extended written responses across units 	<ul style="list-style-type: none"> Multiple Choice Question Activities Teacher/pupil questioning Exam style question practice 	This section underpins all future learning in enterprise and prepares pupils for the assessment at end of this term. Links to Pearson BTEC Level 3 - Unit 1

	<p>employment, cost of borrowing, cost of energy</p> <ul style="list-style-type: none"> o social: changing consumer behaviour and trends o technological: social media, energy efficiency, technological trends, costs of marketing and selling. • Suitability of recommendations made according to the potential positive and negative impact on costs and revenues. 	<ul style="list-style-type: none"> • In depth research and referencing of sources • Use of spelling and grammar tools • Regular review of in class work focussed on level of written response • Modelling of appropriate level of written response 	(homework and in class)	Social development including political and current affairs awareness
	<p>C2 SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis</p> <ul style="list-style-type: none"> • Impact of the strengths, weaknesses, opportunities and threats based on research, analysis and understanding of enterprises to include: <ul style="list-style-type: none"> o strengths: effective planning and financing, marketing and promoting the enterprise, location, reputation, unique selling point (USP), strong branding, competitive advantage o weaknesses: unforeseen human resources costs (i.e. staff illness), lack of investment, poorly performing product/service, competitive disadvantage o opportunities: growing market trends, developments in technology, gaps in the market, government policy changes, loans and grants, funding, events/holidays, development of additional products and services, adaptations to existing market offering, developing adapted marketing 	<p>Numeracy:</p> <ul style="list-style-type: none"> • Percentage increase/decrease • Percentage change • Basic interpretation of data • Interpreting charts and graphs • Ratios 		

	<p>strategies, amendments to staffing, alternative investment decisions</p> <ul style="list-style-type: none"> ○ threats: competitors, supplier problems, developments in technology, government policy, lack of funding, market changes. • Ability to react to the strengths, weaknesses, opportunities and threats according to the potential positive and negative impact on costs and revenues. 			
Spring	PSA Preparation and Completion			

(Mar – May)	<p>Release of PSA 1 (6 hours monitored preparation time, 5 hours task completion).</p> <ol style="list-style-type: none"> 1. Select and research an appropriate enterprise, exploring the activities, skills and characteristics of the associated entrepreneurs. 2. Investigate the market research methods used by their chosen enterprise. Evaluating and making recommendations for improvement. 3. Analyse PEST and SWOT factors to make supported judgements on strengths, weaknesses opportunities and threats affecting the enterprise.
<p>Summer 2 (May-Jul)</p>	<p>Component 2: Planning and Presenting a Micro-Enterprise Idea Learning outcome A: Choose an idea and produce a plan for a microenterprise idea</p>

	<p>A1 Choosing ideas for a micro-enterprise</p> <ul style="list-style-type: none"> • Generation of ideas and choosing or rejecting ideas that may contribute to the likely success of an enterprise idea: <ul style="list-style-type: none"> ○ own interests/skills audit ○ resources available ○ potential constraints: budget, age constraints – i.e. not able to employ others, not able to have a loan from a lender, not able to rent premises ○ financial forecasts ○ costing and pricing ○ methods of communication and promotion ○ potential customers ○ gaps in the market. • Innovative ideas which are realistic and within budget and could include: <ul style="list-style-type: none"> ○ animal and horticulture ○ art and design ○ cleaning and maintenance ○ creative and speciality crafts ○ entertainment, performing arts and leisure ○ fashion and accessories ○ food and drink ○ hair and beauty ○ holding/hosting events ○ lifestyle ○ mental health and wellbeing ○ sport and exercise ○ sustainable and environmental ○ teaching, educational and coaching ○ technological, digital, social media and e-commerce 	<p>Reading:</p> <ul style="list-style-type: none"> • Regular use of on-screen sources of information • Research and online reading and extracts <p>Literacy:</p> <ul style="list-style-type: none"> • Extended written responses across units • In depth research and referencing of sources • Use of spelling and grammar tools • Regular review of in class work focussed on level of written response • Modelling of appropriate level of written response <p>Numeracy:</p> <ul style="list-style-type: none"> • Percentage increase/decrease • Percentage change • Basic interpretation of data • Interpreting charts and graphs • Ratios 	<ul style="list-style-type: none"> • Multiple Choice Question Activities • Teacher/pupil questioning • Exam style question practice (homework and in class) 	<p>This section links to product design, media and mathematics as well as is an important part of the knowledge needed for the assessment of unit 2</p> <p>Links to BTEC Level 3 Business units 2 and 3.</p>
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	<ul style="list-style-type: none"> ○ writing and publishing <p>Establishing and sustaining sales to target customers.</p> <ul style="list-style-type: none"> ● Resources required: <ul style="list-style-type: none"> ○ physical resources: location, materials, equipment, fixtures and fittings, information technology, stock ○ financial resources: sources of finance, calculation of start-up costs, running costs, and production costs/cost of sales ○ human resources: skills and roles, possible training and development needs ○ how the resources will be obtained/funded. ● Financial information: <ul style="list-style-type: none"> ○ financial planning and forecasting commentary: break-even calculation and 12-month cash flow forecast ○ financial records commentary: profit and loss (forecast statement of comprehensive income). ● Risk assessment: <ul style="list-style-type: none"> ○ description of potential and realistic risks involved: lack of skills, competitors, unexpected costs, sourcing of resources, quality control, lack of customer interest ○ threats posed by competitors: products, customers, customer service, advertising and promotion, success and failures, potential gaps in their offering ○ recommendations as to how risks can be overcome ○ recommendations as to how to ensure quality of products. 			
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	<ul style="list-style-type: none"> • Viability of the plan based on the following considerations: <ul style="list-style-type: none"> ○ financial data ○ safety ○ ethicality ○ legality ○ environmental. 			
Autumn 1 (Year 11)	<p>Component 2: Planning and Presenting a Micro-Enterprise Idea</p> <p>Learning outcome B: Present a plan for the micro-enterprise idea to meet specific requirements</p>			

	B1 Production of presentation <ul style="list-style-type: none"> • Selection of relevant information and logical sequencing of information and ideas. • Use of appropriate written communication skills: <ul style="list-style-type: none"> o use of business terminology o presentation of information and data. • Consistent visual presentation appropriate for the enterprise idea: appropriate colours, use of margins, appropriate use of images and transitions, appropriate font including size and type. 	Reading: <ul style="list-style-type: none"> • Regular use of on-screen sources of information • Research and online reading and extracts 	<ul style="list-style-type: none"> • Multiple Choice Question Activities • Teacher/pupil questioning • Exam style question practice (homework and in class) 	<p>This activity links to all aspects of the curriculum in that it develops student confidence in public speaking. This may be particularly helpful in language orals and links to the demands of future pathways of college and university.</p> <p>Personal development</p>
	B2 Delivery of presentation <ul style="list-style-type: none"> • Methods of recording and delivery • Accurate and effective verbal communication skills: language and tone, pace, volume and projection, use of business terminology. • Engaging non-verbal communication skills: conduct of presenter, positive attitude, well-rehearsed, body language, gestures and eye contact. 	Literacy: <ul style="list-style-type: none"> • Extended written responses across units • In depth research and referencing of sources • Use of spelling and grammar tools • Regular review of in class work focussed on level of written response • Modelling of appropriate level of written response 		
	Assessment: Learning aim B Create and deliver a presentation 'pitch': Task 2a: Presenting your business plan	Numeracy: <ul style="list-style-type: none"> • Percentage increase/decrease • Percentage change • Basic interpretation of data • Interpreting charts and graphs • Ratios 	Provision of: <ul style="list-style-type: none"> • Pitch • Powerpoint slide • Notes • examples of promotional materials • hand-outs, props. 	

(Year 11) Autumn 2	Component 2: Planning and Presenting a Micro-Enterprise Idea Learning outcome C: Review the presentation of the micro-enterprise idea to meet specific requirements Aim: Learners will develop critical thinking skills as they review and reflect on the success of the production and delivery of their presentation, making recommendations for improvements.			
	C1 Review of presentation <ul style="list-style-type: none">● Review of own skills demonstrated in the production and delivery of the presentation, to include: o skills demonstrated: written, summarisation, language and terminology, verbal communication, non-verbal communication, presentation, technical and practical o making supported judgements on strengths and weaknesses based on self-reflection and review:<ul style="list-style-type: none">– what went well– what went less well or did not go to plano recommendations for improvements to the production and delivery of the electronic presentation.	○	○ Multiple Choice Question Activities ○ Teacher/pupil questioning ○ Exam style question practice (homework's and in class)	➤ This activity links to all aspects of the curriculum in that it develops student's metacognitive skills. This may be particularly helpful in preparing for GCSE's and links to the demands of future pathways of college and university. ➤
Autumn 1&2	Component 3: Promotion and finance for business(Part A promotion) Aim: Pupils gain a knowledge of how various methods of promotion are used to draw attention to a firm.			
	A1 Elements of the promotional mix and their purposes. <p>The two basic aspects of advertising are:</p> <ul style="list-style-type: none">➤ Advertising methods: moving image, print, ambient, digital, audio.➤ Sales promotion: providing incentives to customers.➤ Methods: coupons, competitions, money off, loyalty incentives, 'buy one get one free', discounts.➤ Personal selling: face-to-face, by telephone, via email, through video or web conferencing.➤ Public relations activities: promoting a produce/service, brand or enterprise by placing information about it in the media without paying for the time or media space directly➤ Direct marketing to establish an individual relationship between the enterprise and the customer:		○ Multiple Choice Question Activities ○ Teacher/pupil questioning ○ Exam style question practice (homework's and in class)	○ Preparation for end of year external exam(40%) ○ Links to Mathematics ○ Links to AQA A Level Business unit 3.3

	A2 Targeting and segmenting the market Learners will consider why an enterprise targets its market, and the impact this has on promotion. >Types of market: Business to Business (B2B), Business to Consumer (B2C) >Segmenting the market to identify which customers its promotions will target.	<ul style="list-style-type: none"> Multiple Choice Question Activities Teacher/pupil questioning Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> Preparation for end of year external exam(40%) Links to AQA A Level Business unit 3.3
	A3 Factors influencing the choice of promotional methods Learners will consider the factors affecting the choice of promotional method for an enterprise. <ul style="list-style-type: none"> Size of enterprise. Budgetary constraints. Appropriateness for product/service. Target market. 	<ul style="list-style-type: none"> Multiple Choice Question Activities Teacher/pupil questioning Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> Preparation for end of year external exam(40%) Links to Mathematics Links to AQA A Level Business unit 3.3
Spring 1 & 2	Component 3: Promotion and finance for business (Part B Financial records) Aim: Pupils gain a knowledge of how to complete, interpret and check the information on financial documents and statements.		
	B1 Financial documents <ul style="list-style-type: none"> Types: invoices, delivery notes, purchase orders, credit notes, receipts, Statement of account. Importance to a business of accuracy when these documents are being used. 	<ul style="list-style-type: none"> Multiple Choice Question Activities Teacher/pupil questioning Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> Preparation for end of year external exam (40%) Links to Mathematics Links to AQA A Level Business unit 3.5

B2 Payment methods <ul style="list-style-type: none"> ○ Payment methods: cash, credit cards, debit cards, direct debit, payment technologies. ○ Impact on customers and enterprises of using different methods. 	<ul style="list-style-type: none"> ○ Multiple Choice Question Activities ○ Teacher/pupil questioning ○ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ○ Preparation for end of year external exam (40%) ○ Links to Mathematics ○ Links to AQA A Level Business unit 3.5
B3 Sources of revenue and costs <ul style="list-style-type: none"> ○ Income from sales and from assets. ○ Start-up costs and running costs. 	<ul style="list-style-type: none"> ○ Multiple Choice Question Activities ○ Teacher/pupil questioning ○ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ○ Preparation for end of year external exam (40%) ○ Links to Mathematics ○ Links to AQA A Level Business unit 3.5
B4 Terminology in financial statements <ul style="list-style-type: none"> ○ Turnover (net sales) and cost of sales (cost of goods sold). ○ Gross profit, expenses, net profit, retained profit. ○ Fixed assets and current assets. ○ Current liabilities and long-term liabilities. ○ Debtors and creditors. ○ Net current assets. ○ Capital. 	<ul style="list-style-type: none"> ○ Multiple Choice Question Activities ○ Teacher/pupil questioning ○ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ○ Preparation for end of year external exam (40%) ○ Links to Mathematics ○ Links to AQA A Level Business unit 3.5
B5 Statement of comprehensive income <ul style="list-style-type: none"> ○ Learners will complete and interpret a statement of comprehensive income using given figures, and suggest appropriate actions. ○ Statement of comprehensive income: shows the profit or loss of an enterprise over time. ○ Calculate profit/loss using a simple statement of comprehensive income. 	<ul style="list-style-type: none"> ○ Multiple Choice Question Activities ○ Teacher/pupil questioning ○ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ○ Preparation for end of year external exam (40%) ○ Links to Mathematics ○ Links to AQA A Level Business unit 3.5

	B7 Profitability and liquidity <ul style="list-style-type: none"> ○ Learners will interpret statements of comprehensive income and of financial position to calculate ratios. ○ The difference between cash and profit. ○ The difference between liquidity and profitability. ○ Calculate profitability ratios from given formulae: <ul style="list-style-type: none"> ○ gross profit margin percentage (GPM): $(\text{gross profit}/\text{revenue}) \times 100$ ○ net profit margin percentage (NPM): $(\text{net profit}/\text{revenue}) \times 100$. ○ Calculate liquidity ratios from given formulae: <ul style="list-style-type: none"> ○ current ratio: $\text{current assets}/\text{current liabilities}$ ○ liquid capital ratio: $(\text{current assets} - \text{inventory})/\text{current liabilities}$. 	<ul style="list-style-type: none"> ○ Multiple Choice Question Activities ○ Teacher/pupil questioning ○ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ○ Preparation for end of year external exam(40%) ○ Links to Mathematics ○ Links to AQA A Level Business unit 3.5
Summer 1&2	Component 3: Promotion and finance for business (Part C Financial planning and forecasting) Aim: Learners will complete cash flow forecasts, and investigate the effects of positive and negative cashflow on an enterprise. Assessment: Externally assessed exam in May. Learners will be provided with a case study of a small to medium enterprise (SME), and a series of activities to complete. External exam will last 2 hours and be externally assessed.		
	C1 Using cash flow data > Cash – liquid assets of the business; bank balance plus cash in the business.	<ul style="list-style-type: none"> ○ Multiple Choice Question Activities ○ Teacher/pupil questioning ○ Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ○ Preparation for end of year external exam (40%) ○ Links to Mathematics ○ Links to AQA A Level Business unit 3.5
	C2 Financial forecasting <ul style="list-style-type: none"> ○ Purpose of a cash flow forecast ○ To identify money coming in (inflows) and going out (outflows) of the enterprise over time o to determine net current asset requirements and make business decisions. ○ Inflows: sales, capital introduced, loans. ○ Outflows: purchases, running costs. 	<ul style="list-style-type: none"> ○ Multiple Choice Question Activities ○ Teacher/pupil questioning ○ Exam style question practice 	<ul style="list-style-type: none"> ○ Preparation for end of year external exam (40%) ○ Links to Mathematics ○ Links to AQA A Level Business unit 3.5

	(homework's and in class)	
<p>C3 Suggesting improvements to cash flow problems</p> <ul style="list-style-type: none"> ➤ Analysis of cash flow information – considering changes in inflows and outflows over a period and how this affects the enterprise, considering differences between predicted and actual cash flow. ➤ Cash flow problems – not having enough cash to pay employees and suppliers. ➤ Impact of timings of inflows and outflows, and suggested solutions to problems <p>C4 Break-even analysis and break-even point</p> <ul style="list-style-type: none"> ➤ Learners will construct and interpret a break-even chart, and recognise its limitations. 	<ul style="list-style-type: none"> ● Multiple Choice Question Activities ● Teacher/pupil questioning ● Exam style question practice (homework's and in class) 	<ul style="list-style-type: none"> ● Preparation for end of year external exam(40%) ● Links to Mathematics ● Links to AQA A Level Business unit 3.5
Remaining term time to be spent on any resubmissions of coursework		