

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 11 Curriculum Implementation Plan Business (Enterprise)

Term	Knowledge and Skills	Reading, Literacy and Numeracy	Assessment	Connections to Learning
Component 2: Planning and Presenting a Micro-Enterprise Idea				
Learning outcome B: Present a plan for the micro-enterprise idea to meet specific requirements				
Autumn 1 (Year 11)	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 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 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>B2 Delivery of presentation</p> <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. 	<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 	<p>(homework and in class)</p>	Personal development
	<p>Assessment: Learning aim B Create and deliver a presentation 'pitch': Task 2a: Presenting your business plan</p>	<p>Numeracy:</p> <ul style="list-style-type: none"> • Percentage increase/decrease • Percentage change • Basic interpretation of data • Interpreting charts and graphs • Ratios 	<p>Provision of:</p> <ul style="list-style-type: none"> • Pitch • Powerpoint slide • Notes • examples of promotional materials • hand-outs, props. 	
<p>(Year 11) Autumn 2</p>	<p align="center">Component 2: Planning and Presenting a Micro-Enterprise</p> <p align="center">Idea Learning outcome C: Review the presentation of the micro-enterprise idea to meet specific requirements</p> <p align="center">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.</p>			

	<p>C1 Review of presentation</p> <ul style="list-style-type: none"> ● Review of own skills demonstrated in the production and delivery of the presentation, to include: <ul style="list-style-type: none"> ○ skills demonstrated: written, summarisation, language and terminology, verbal communication, non-verbal communication, presentation, technical and practical ○ 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 plan ○ recommendations for improvements to the production and delivery of the electronic presentation. 	<ul style="list-style-type: none"> ○ 	<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"> ➤ 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. ➤
<p>Autumn 1&2</p>	<p>Component 3: Promotion and finance for business(Part A promotion)</p> <p>Aim: Pupils gain a knowledge of how various methods of promotion are used to draw attention to a firm.</p>			
	<p>A1 Elements of the promotional mix and their purposes.</p> <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: 	<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 	

	<p>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.</p>	<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
	<p>A3 Factors influencing the choice of promotional methods Learners will consider the factors affecting the choice of promotional method for an enterprise.</p> <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
<p>Spring 1 & 2</p>	<p>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.</p>		
	<p>B1 Financial documents</p> <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

<p>B2 Payment methods</p> <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
<p>B3 Sources of revenue and costs</p> <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
<p>B4 Terminology in financial statements</p> <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
<p>B5 Statement of comprehensive income</p> <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
<p style="text-align: center;">Component 3: Promotion and finance for business (Part C Financial planning and forecasting)</p> <p style="text-align: center;">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.</p>			
Summer 1&2			
	C1 Using cash flow data <ul style="list-style-type: none"> ➢ 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
<p>Remaining term time to be spent on any resubmissions of coursework</p>		