

Subject overview: KS4 Enterprise

Subject Rationale (Intent) linked to [whole school curriculum mission](#)

In brief (no more than four sentences)

In Business students' will develop their intellectual curiosity on how the world of business works. This will be developed using a multi faceted approach, as a customer, an entrepreneur and as potential employees of the future. Students will develop their understanding of the crucial interactions that must take place in order for businesses to operate successfully and the role they play in the wider economy and society.

Additional details

The aim of the Business curriculum is to develop students' knowledge and understanding of business concepts, so that they can apply them to different business contexts. These include business ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts and will develop an understanding of how these contexts impact on business behaviour. Students' understanding of the interdependence within business is also developed and how these interdependencies within functional areas affect decision making.

Within Key Stage 4, two routes within business are offered: AQA GCSE Business Studies and Pearson BTEC Tech Award in Enterprise

YEAR 10

TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission)	Main method of assessment?
Term 1:1	<p>Component 1: Exploring Enterprises Learning outcome A: Understand how and why enterprises and entrepreneurs are successful</p> <ul style="list-style-type: none"> ● A1 What is an enterprise? ● A2 Sectors and business models in which enterprises operate ● A3 Aims and activities of enterprises ● A4 Skills and characteristics of entrepreneurs <p>Learning outcome B: Understand customer needs and competitor behaviour through market research</p> <ul style="list-style-type: none"> ● B1 Market research methods ● B2 Understanding customer needs 	<p>This section underpins all future learning in enterprise and provides an introduction into the world of business. Students may have limited prior substantive knowledge and understanding to draw on, therefore this topic begins to set the scene for the Component One PSA.</p> <p>Once students have the substantive knowledge of what an Enterprise is, they can then understand and appreciate the different sectors within which an enterprise may operate and how some enterprises sell B2B and others B2C.</p> <p>Once students have gained a substantive understanding of the main types of enterprise they can then appreciate and develop declarative knowledge of their differing aims and activities, depending on their overall objectives.</p> <p>Delivering skills and characteristics after aims allows students to make connections between how certain skills, such as risk taking can help an entrepreneur achieve specific aims, such as expansion. Students can better appreciate and develop disciplinary knowledge of how specific characteristics are necessary to achieve success in enterprise.</p> <p>To access the topic of market research, students must first develop substantive knowledge of the difference between primary and secondary and the range of methods available.</p> <p>Having understood the different methods of research, students can then appreciate how each method can be used to discover information about the customers, to better meet their needs.</p>	<p>Knowledge tests</p> <p>Teacher questioning</p> <p>Mock PSA Component One: Written Report Task 1a: The impact of the activities carried out by the selected enterprise to its success Task 1b: The impact of the skills and characteristics of the entrepreneur associated with a selected enterprise to its success</p> <p>Knowledge tests</p> <p>Teacher questioning</p>

	<ul style="list-style-type: none"> • B3 Understanding competitor behaviour • B4 Suitability of market research methods 	<p>Having developed substantive knowledge of the different methods of research, students can then appreciate how each method can be used to discover information about the competitors, to ensure they have a USP.</p> <p>Building on the understanding of research methods and what information they can provide regarding customers and competitors, students can apply disciplinary knowledge of how useful certain methods are for an enterprise and can also apply this understanding to make suggestions as to what methods could be more beneficial.</p>	<p>Mock PSA Component One: Written Report Task 2: Market research methods</p>
Term 1:2	<p>Learning outcome C: Understand how the outcomes of situational analyses may affect enterprises</p> <ul style="list-style-type: none"> • C1 PEST (Political, Economic, Social, Technological) analysis • C2 SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis 	<p>Now that learners have substantive knowledge of how an enterprise operates and exists and the INTERNAL factors that can influence its success, they can next begin to appreciate how the EXTERNAL factors can also impact on the decision making and overall success of the enterprise.</p> <p>Once students have substantive knowledge of how external PEST factors could impact an enterprise, they can then anticipate how such factors can create opportunities and threats for an enterprise. An appreciation of internal strengths and weaknesses comes from an understanding of the main aims of the enterprise.</p>	<p>Knowledge tests</p> <p>Teacher questioning</p> <p>Mock PSA Component One: Written report Task 3a: PEST analysis Task 3b: SWOT analysis</p>
Term 2:1	<p>Component One PSA: Exploring Enterprises PSA released in January and must be completed by May.</p>	<p>Students are only able to access all 60 marks within the PSA if they have developed substantive and disciplinary knowledge of all the content for A1, A2, A3, A4, B1, B2, B3, B4, C1 and C2. They must apply this knowledge and understanding to the PSA scenario.</p>	<p>Component One PSA: Exploring Enterprises</p>
Term 2:2	<p>Component One PSA: Exploring Enterprises</p>	<p>Students are only able to access all 60 marks within the PSA if they have substantive and disciplinary knowledge of all the content for A1,</p>	<p>Component One PSA:</p>

	PSA released in January and must be completed by May.	A2, A3, A4, B1, B2, B3, B4, C1 and C2. They must apply this knowledge and understanding to the PSA scenario.	Exploring Enterprises
Term 3:1	<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> <p>A2 Plan for a micro-enterprise</p>	<p>To begin this second PSA, students must generate 2 possible enterprise ideas, based on their interests and hobbies. Little prior knowledge is required, they must just reflect on their own skills and interests.</p> <p>This first section draws on substantive knowledge from Component One, A1 and A2 - the ownership and aims of the enterprise. This prior understanding will enable students to consider the important features of a product or service and therefore the resources required. Once the target market is identified, suitable methods of pricing and promotion can then be considered. Once the product / service is fully resources and a marketing strategy is planned, students are then able to evaluate the risks and viability of their enterprise idea.</p>	<p>Mock PSA Component Two: Written report Task 1a: Choosing an idea</p> <p>Mock PSA Component Two: Written report Task 1b: Planning your chosen micro-enterprise idea.</p>
Term 3:2	<p>Learning outcome B: Present a plan for the micro-enterprise idea to meet specific requirements</p> <p>B1 Production of presentation</p> <p>B2 Delivery of presentation</p> <p>C1 Review of presentation</p>	<p>This activity links to all aspects of the curriculum in that it develops student's confidence in public speaking. This may be particularly helpful in preparing students for the demands of future pathways of college and university.</p> <p>Students can draw on IT skills from KS3 to create a professional Google Slides presentation and must deliver this in a professional manner. This task requires greater maturity and is therefore delivered at the end of Year 10 as a practice task and then formally assessed in Year 11.</p> <p>This activity develops students' metacognitive skills and requires the cognitive maturity and self awareness to reflect back on their own performance and be self critical. It can only be completed following the presentation task so therefore has to be the final stage of Component 2.</p>	<p>Mock PSA Component Two: Written report Task 2a: Presenting your business plan</p> <p>Mock PSA Component 2: Written Report: Task 2b: Reviewing the presentation</p>

YEAR 11

TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission)	Main method of assessment?
Term 1:1	Component Two PSA: Planning and Presenting a Micro-Enterprise Idea PSA released in September and must be completed by December.	Students are only able to access all 60 marks within the PSA if they have developed substantive and disciplinary knowledge of all the content for A1, A2, B1, B2 and C1. They must apply this knowledge and understanding to the PSA scenario.	Component Two PSA: Planning and Presenting a Micro-Enterprise Idea
Term 1:2	Component Two PSA: Planning and Presenting a Micro-Enterprise Idea PSA released in September and must be completed by December.	Students are only able to access all 60 marks within the PSA if they have substantive and disciplinary knowledge of all the content for A1, A2, B1, B2 and C1. They must apply this knowledge and understanding to the PSA scenario.	Component Two PSA: Planning and Presenting a Micro-Enterprise Idea
Term 2:1	<p>Component 3: Promotion and finance for business</p> <p>A2 The 4 P's of the marketing mix</p> <p>A1 Targeting and segmenting the market</p> <p>A3 Factors influencing the choice of promotional methods</p> <p>A4 Trust, reputation and loyalty</p>	<p>When considering promotion, learners must first develop substantive knowledge of the different methods of promotion that can be used by an enterprise. This can link back to Component 2; Planning a micro enterprise idea, in which students had to consider which methods of promotion they could use to promote their enterprise.</p> <p>Once learners understand the methods of promotion, they can then appreciate how these can be targeted at specific segments of the market. This links back to Component One, A2 - sectors and business models. Students will already have an understanding of B2B and B2C sectors.</p> <p>Students need to link back to their prior learning and substantive knowledge in Component 2 regarding resources such as finance and how this can impact on choice of promotion. Students can only consider factors influencing choice of promotion once they fully understand the different methods available and how these must be matched to the desired target market.</p> <p>Students can draw on prior substantive knowledge from Component One relating to the aims of an enterprise and will be better able to appreciate the importance of maintaining a strong reputation and the impact this can have</p>	<p>Knowledge tests</p> <p>Multiple Choice Question Activities</p> <p>Teacher/pupil questioning</p> <p>Exam style question practice (homework's and in class)</p> <p>Mock exam practice</p>

	<p>B Financial documents and statements</p> <ul style="list-style-type: none"> ● B1 Financial documents ● B2 Payment methods ● B3 Revenue and costs ● B4 Financial statements ● B5 Profitability and liquidity 	<p>on sales / profits.</p> <p>Learners will have limited prior knowledge to draw on related to financial documents. Therefore it is important to begin by ensuring they have a strong substantive knowledge and understanding of the different financial documents an enterprise will have to complete.</p> <p>Having understood the various financial documents an enterprise must complete, learners can then build further disciplinary knowledge and relate the various payment methods that can be used to settle invoices etc.</p> <p>Although students will have considered the need for finance, this is the first time they are introduced to the actual concept of revenue and the different types of cost that an enterprise may face. Their knowledge from Components One and Two will enable them to draw on a range of possible costs and these can be divided into start-up and running costs.</p> <p>Learners must first develop substantive knowledge to understand the difference between revenue and cost, before they can use this knowledge to complete financial statements such as profit and loss or balance sheets.</p> <p>Having understood how to complete a financial statement, learners can then analyse the financial position of an enterprise using profitability and liquidity ratios. This can only be achieved once learners are comfortable with the previous concepts of revenue, costs and profit / loss.</p>	
<p>Term 2:2</p>	<p>C Financial planning and forecasting</p> <ul style="list-style-type: none"> ● C1 Budgeting ● C2 Cash flow ● C3 Suggesting improvements to cash flow problems ● C4 Break-even point and break-even analysis 	<p>Learners can only understand the concept of budgeting having already gain substantive knowledge of revenue and costs in B3, as this allows them to appreciate the need to forecast for different types of expenditure.</p> <p>Creating a cash flow forecast follows on from budgeting as having planned the expenditure, learners must now predict the expenditure and also the revenue income.</p> <p>Having created a cash flow forecast and understood the concept of being in a cash flow deficit, learners are then able to develop disciplinary knowledge and appreciate how action can be taken to prevent such cash flow problems from occurring.</p> <p>Having understood the concepts of revenue and costs, learners are then better able to distinguish between the different types of costs (fixed and</p>	

	<ul style="list-style-type: none"> • C5 Sources of business finance 	<p>variable) and can use this to calculate break-even point.</p> <p>Sources of finance is taught once students have an appreciation and understanding of the main areas of financial planning and forecasting, as it is important to consider the financial stability of the enterprise when selecting the most suitable source of finance for them to access.</p>	
Term 3:1	Component 3: Promotion and finance for business External exam		External exam
Term 3:2			