

Business and Enterprise

'I never dreamed about success, I worked for it' Estee Lauder

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The intent of the business department is to inspire students to understand the importance of enterprise and the nature of the business world. Students will leave the classroom enriched with a broad and balanced perspective of business, they can develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen and draw on evidence to make informed business decisions and solve business problems.

We aim to give students the skills and abilities to engage positively with the business world. They learn how products and business systems work, the skills that businesses require to thrive, ICT skills and digital technologies that businesses rely on. Students will investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced, and structured arguments, demonstrating their depth and breadth of understanding of business.

Throughout the Business curriculum, students will take a journey that develops their knowledge and skills to evaluate the dynamics of a business. This will lead to an outcome where students enjoy their learning and make excellent progress by applying the knowledge and skills to the subject as well as events faced in their everyday pathways. Students can continue to study business at level 3, building on prior knowledge and developing expertise which will enable them to progress onto degree level courses and the world of employment.

KS4 Curriculum

Term/Length of Unit	Outline	Knowledge and Skills	End points and associated key assessments
<p>Year 10 Autumn Term 1</p>	<p><u>Understanding market research</u></p> <p>Aim: In this section, students are required to study market research and sampling methods</p>	<p><u>Key knowledge taught:</u> Students will develop essential knowledge and understanding of enterprise, marketing and financial concepts, which can be applied to the other units within the qualification.</p> <p>Students will gain an understanding of; target market, and the benefits and types of market segmentation, types of market research including physical and digital primary research, secondary research and types of sampling methods</p> <p><u>Skills developed:</u> Use enterprise and marketing terminology to identify and explain business activity. Apply enterprise and marketing concepts to unfamiliar contexts. Develop problem- solving and decision-making skills relevant to business. Investigate, analyse and evaluate business opportunities and issues.</p>	<p>Assessment1: Test on market research</p> <p>Assessment 2: Key terminology test</p> <p>Continual coursework unit</p>
<p>Year 10 Autumn Term 2</p>	<p><u>Creating a design mix</u></p> <p>Aim: In this section, students are required to study the role of segmentation and creating a customer profile</p>	<p><u>Key knowledge taught:</u> Students will gain an understanding of the need for segmentation to build a customer profile and the benefits and types of market segmentation. Students will identify a customer profile, create a design mix. Review and finalise the design.</p> <p><u>Skills developed</u> Apply enterprise and marketing concepts to unfamiliar contexts. Develop problem-solving and decision-making skills relevant to business. Investigate, analyse and evaluate business opportunities and issues.</p>	<p>Assessment 1: Key terminology test</p> <p>Continual coursework unit</p>

<p>Year 10 Spring Term 1</p>	<p><u>Financial viability</u></p> <p><u>Aims:</u> In this section, students are required to review whether a business proposal is financially viable</p>	<p><u>Key knowledge taught:</u> Students will develop essential knowledge and understanding of financial concepts. They will learn the concepts of costs, revenue, break-even, margin of safety, level of sales and likely profit. Students will learn how to make use of financial equations to solve problems and investigate risk and challenge and how to weigh up risks</p> <p><u>Skills developed</u> Skills: Use of financial calculations to calculate costs based on a given scenario, propose a selling price, calculate revenue, break even following price changes.</p>	<p>Assessment1: Test on what makes a product financially viable</p> <p>Continual coursework unit</p>
<p>Year 10 Spring Term 2</p>	<p><u>Business proposal viability</u></p> <p><u>Aims:</u> In this section, students are required to review whether a business proposal is viable, considering risks and legalities</p>	<p><u>Key knowledge taught:</u> Students will learn about risks when launching a product such as losing money, overspending budgets and loss of investment. Students also consider legalities including copyright, patents and trademarks and the impact on their business proposal</p> <p><u>Skills developed</u> Students combine knowledge of financial viability to their business proposal, using calculations such as breakeven point to determine business proposal viability. Investigate how to minimise risks, to make judgements on the likely success of a business proposal.</p>	<p>Assessment 2: Yr10 Mock (partial paper)</p> <p>Continual coursework unit</p>
<p>Year 10 Summer Term 1</p>	<p><u>Marketing mix and branding</u></p> <p><u>Aims:</u> In this section, students are required to study the marketing mix and advertising and promotion</p>	<p><u>Key knowledge taught:</u> Students will develop a brand identity to target a specific customer profile. Assess the perception of customers of differing brands and the use of logos and straplines to form a brand identity.</p> <p><u>Skills developed</u> Use business terminology to identify and explain differing elements of the marketing mix and how these can</p>	<p>Assessment1: Creating a marketing mix to support a product</p> <p>Assessment 2: Exam based questions on all areas of course</p> <p>Continual coursework unit</p>

		support the development of a product. Be able to evaluate which strategy works best for a range of differing business situations and events, to make justified and informed decisions to familiar and unfamiliar contexts	
Year 10 Summer Term 2	<p><u>Promotional campaign</u></p> <p><u>Aims:</u> In this section students are required to study promotion, the product lifecycle and pricing strategies</p>	<p><u>Key knowledge taught:</u> Students will explain the purpose of a promotional campaign and set promotional objectives, this will be learned through applying a wide range of marketing tools including the marketing mix and advertising methods</p> <p><u>Skills developed</u> Investigate and analyse differing marketing techniques from advertising to pricing strategies and the product life cycle</p>	Continual coursework unit
Year 11 Autumn Term 1	<p>Market and Pitch a Business Proposal</p> <p>In this section, students are required to develop a brand identity and how to market and pitch a business proposal.</p>	<p><u>Key knowledge taught:</u> Students will learn how to identify and develop a brand identity and promotional plan to target a customer profile and how these promotional objectives complement each other.</p> <p>Students to continue with marketing their business proposal through a professional pitch. Students will learn what is a business pitch and how to plan a pitch and the importance of acting on feedback to improve their business pitch</p> <p><u>Skills developed</u> Students will assess a combination of branding and promotional methods to make their design appeal to their customer profile and from analysis of prior market research. Use enterprise and marketing terminology to identify and explain business activity. Apply enterprise and marketing concepts to unfamiliar contexts. Develop</p>	<p>Assignment: Students will complete Tasks 1 - develop a brand identity and Task 2 – be able to plan for a pitch of their assessed assignment</p> <p>Continual coursework unit</p>

		<p>problem- solving and decision-making skills relevant to business. Investigate, analyse and evaluate business opportunities and issues.</p> <p>Students will prepare a script and plan to pitch their product, to an adult audience, inclusive of a 10-minute assessed pitch They will gain crucial skills of professionally pitching, which will help them prepare for both employment situations, like interviews and starting up a business in the future</p>	
Year 11 Autumn Term 2	<p><u>Entrepreneurs and start ups</u></p> <p>Aims: In this section, students are required to study the importance of ownership and capital, leading to how functional areas work within a business to support this structure and enable success</p>	<p><u>Key knowledge taught:</u> Students will consider the ownership forms that a start up business can use and the suitability of them for different people and business types.</p> <p>Students to start preparation work for R069, using prior learning from R067 and R068.</p> <p><u>Skills developed</u> Apply business concepts to familiar and unfamiliar contexts and to develop problem solving and decision-making skills relevant to business.</p>	Revision and recall activities
Year 11 Spring Term 1	<p><u>Review the Pitch of a Business Proposal</u></p> <p>Aims: In this section, students are required to evaluate how to improve a business pitch</p>	<p><u>Key knowledge taught:</u> Students will learn how to review the strengths and weaknesses of a proposal and business pitch and identify future developments</p> <p><u>Skills developed</u> Apply analytical skills to review their business proposal. Review and assess the overall business idea to signpost key areas for future development. Build problem solving and decision-making skills relevant to the business proposal.</p>	<p>Assessment 1: Students will complete Task 4 (reviewing their pitch) of their assessed assignment</p> <p>Assessment 2: Review of overall assignment, to ensure all tasks completed in the time allowed.</p>

<p>Year 11 Spring Term 2</p>	<p><u>Revision – R067</u> <u>Market research, data market segmentation</u></p> <p><u>Aims:</u> In this section, students are required to revise for the summer examinations</p>	<p><u>Key knowledge taught:</u> Students will recap on examination content from year 10 for Enterprise and Marketing concepts and carry out revision in preparation for the summer examination</p> <p><u>Skills developed</u> Use enterprise and marketing terminology to indemnify and explain business activity. Apply enterprise and marketing concepts to unfamiliar context. Develop problem-solving and decision-making skills relevant to business.</p> <p>Investigate, analyse and evaluate business opportunities and issues.</p>	<p>Revision and recall activities</p>
<p>Year 11 Summer Term 1</p>	<p><u>Revision R067</u> <u>Marketing mix, promotion, product life cycle, pricing strategies</u></p> <p><u>Aims:</u> In this section, students are required to revise for the summer examinations</p>	<p><u>Key knowledge taught:</u> Students will recap on examination content from year 10 for Enterprise and Marketing concepts and carry out revision in preparation for the summer examination</p> <p><u>Skills developed</u> Use enterprise and marketing terminology to indemnify and explain business activity. Apply enterprise and marketing concepts to unfamiliar context. Develop problem-solving and decision-making skills relevant to business.</p> <p>Investigate, analyse and evaluate business opportunities and issues.</p>	<p>Assessment 1: Exam based past papers in preparation for the summer exam</p> <p>Revision and recall activities</p>

KS5 Curriculum

<p>Year 12 Autumn Term 1</p> <p>Units 1 and 2 are split between two teachers</p>	<p><u>Unit 1: Exploring Business</u> Section A Understanding the key features of a business</p> <p>The key aim is to compare and contrast two organisations in different sector and industries</p> <p><u>Unit 2 Developing a Marketing Campaign</u></p> <p>Section A Introduction to the principles and purposes of marketing that underpin the creation of a rationale for a marketing campaign</p> <p>The key aim of this objective is to look at the role of marketing and the types of market that a business might operate in.</p> <p>Section B Developing a rationale</p> <p>The key aim is to look at how market research can be used to determine the marketing campaign that is chosen.</p>	<p><u>U1: Key knowledge taught:</u> Exploring the features of different businesses and analyse what makes them successful and investigating how businesses are organised. Ownership, sectors, liability and stakeholders in both profit and not for profit businesses.</p> <p><u>U2: Key knowledge taught:</u> The role of marketing, principles and purposes of marketing, marketing aims and objectives, types of market – mass and niche market, market segmentation. Branding, brand personality, brand image, unique selling point (USP), implications of business size for marketing activity, budgetary constraints, availability of specialist staff, influences on marketing.</p> <p>Students consider the purpose of researching information to identify the needs and wants of customers, identify target markets, along with size, structure and trends in the market.</p> <p>Students learn about primary research methods, to include survey, interview, observation, trials, focus groups as well as secondary research methods. The importance of validity, reliability, appropriateness,</p>	<p>Unit 1 To evaluate and reach a judgement on the key features within two organisations and suggest improvements for both that will lead to their success.</p> <p>Unit 2 To evaluate the methods of marketing that a business is likely to use and assess the internal and external influences that will affect the campaign chosen.</p> <p>A mix of written questions, mock tests etc. Students will complete practise assignments under supervision, to make it similar to the actual exam.</p>
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<p>Year 12 Autumn Term 2</p>	<p><u>Unit 1: Exploring Business</u> Section B Business Organisation</p> <p>The key aim is to compare how two organisations are organised differently and the impact that this can have on their success.</p> <p><u>Unit 2 Developing a Marketing Campaign</u></p> <p>The key aim is to develop a marketing campaign using analysis tools to help make informed decisions and consider</p>	<p><u>U1: Key knowledge taught:</u> Organisation structure and aims and objectives, how structures allow businesses to achieve aims and objectives. Why businesses set goals, what type of goals they set and how this improves performance. How businesses structure themselves and how this helps them to achieve their goals. What makes a business successful – comparing how businesses may measure success.</p> <p><u>U2: Key knowledge taught:</u> The marketing mix, product development: form and function, packaging, branding, pricing strategies:</p>	<p>Unit 1 To evaluate the structures in each organisation and explain how and why they are different, and to consider how and why their aims and objectives might be different.</p> <p>Students will have written assignments to complete.</p> <p>Unit 2 To develop a marketing campaign for a business based on market research findings.</p> <p>Prepare and sit external examination in January</p>

	<p>factors that are likely to affect the campaign chosen i.e. time and budget</p>	<p>penetration, skimming, competitor based, cost plus. Promotional advertising, public relations (PR). Sponsorship, use of social and other media, guerrilla marketing, personal selling, product placement, digital marketing, corporate image. Place, distribution channels: direct to end users (mail/online/auction), retailers, wholesalers. Extended marketing mix: people, physical environment, process.</p> <p>Students will explore marketing campaigns, including content of the marketing message, selection of an appropriate marketing mix, selection of appropriate media, allocation of the campaign budget, timelines for the campaign and how the campaign is to be evaluated.</p> <p>Skills: Research skills, Analysis skills, Evaluation skills, Comparing and contrasting businesses, Writing skills</p>	
<p>Year 12 Spring Term 1</p>	<p>Unit 1: Exploring Business Section C – Understanding how the internal and external environment affects business</p> <p>The key aim is to look at how businesses need to consider their internal and external environment and the impact that this is likely to have on them in a positive and negative way.</p>	<p>U1: Key knowledge taught: Students will investigate the internal and external environments, along with the competitive environment, using a range of situational analysis tools, such as PESTLE, SWOT, Porter’s Five Forces and the 5Cs</p> <p>Skills: Writing skills, Analysis and evaluation, Research skills</p>	<p>Unit 1 To analyse how the internal and external environment is likely to affect businesses and evaluate methods or strategies that could be used to reduce the impact.</p> <p>Students will gain feedback from Learning Aims completed so far and be given time to improve work for resubmission.</p>

<p>Year 12 Spring Term 2</p>	<p><u>Unit 1: Exploring Business</u> Section D – Understanding of different market structures and how they affect businesses</p> <p>The key aim is to compare the different market structures and to think about how demand and supply are affected by changes in the market.</p>	<p><u>U1: Key knowledge taught:</u> The structure of markets, price elasticity, demand and supply. Why businesses supply certain services and what impacts on supply decisions. What actions businesses take in terms of supply and pricing decisions</p> <p><u>Skills:</u> Writing skills, Analysis and evaluation, Research skills.</p>	<p>Unit 1 To analyse how the market structure is likely to affect the prices charged and the output produced by a business, and how this is likely to affect the success of the business</p>
<p>Year 12 Summer Term 1</p>	<p><u>Unit 2</u> Unit 2 – external assessment preparation for retake</p>	<p>Students will gain feedback from Learning Aims completed so far and be given time to improve work for resubmission.</p>	<p>Complete all assignments</p>
<p>Year 12 Summer Term 2</p>	<p><u>Unit 1 Exploring Business</u> Section E – Understanding of how innovation and enterprise has led to business success</p> <p>The key aim is to look at the impact that innovation has had on the success of a business and how it can manifest itself in different ways.</p> <p><u>Unit 3: Personal and Business Finance</u> Section A – Understand the importance of managing personal finance</p> <p>Section B – To explore the personal financial sector</p>	<p><u>U1: Key knowledge taught:</u> How innovation and enterprise contribute to the success of a business. How different businesses use innovation.</p> <p><u>Skills:</u> Presentation skills, Research skills, Analytical and evaluation skills</p>	<p>Unit 1 To analyse the strategies that businesses have used to innovate and look at how this has led to success.</p> <p>Unit 3 To be able to complete extended written answer questions in timed conditions.</p>

	<p>Section C – To understand the purpose of accounting</p>	<p><u>Unit 3: Key knowledge taught</u> Students should look at the functions and roles of money and consider the different ways that someone may use to buy something. Students should consider how people and organisations can manage their personal finance</p> <p>Students should be able to compare the features of financial institutions and look at their function and role. Students should be able to look into the role of accounting and comparing the types of income and expenditure within a business.</p>	
<p>Year 13 Autumn Term 1</p>	<p><u>Unit 3: Personal and Business Finance</u> Section D - To select and evaluate sources of business finance</p> <p>Section E – Break even and cash flow forecasts</p> <p><u>Unit 8: Recruitment</u> Section A How recruitment and selection contribute to the success of the business</p>	<p><u>Unit 3: Key knowledge taught</u> Students should understand why businesses might need finance, and then evaluate the different sources of finance that are available to a particular business.</p> <p>Students should be able to calculate and interpret the break even point for a business and suggest ways that the break even can be improved. Students should identify cash inflows and outflows and consider the impact of having a cash flow forecast.</p> <p><u>Unit 8: Key knowledge taught</u> How and why businesses recruit and select, how and why businesses adhere to ethical and legal recruitment practices. Student learn to analyse recruitment methods and evaluate recruitment processes and how they contribute to business success</p> <p><u>Skills:</u> Research skills, Analysis skills, Grammar, Literacy, Mathematical</p>	<p>To be able to complete extended written answer questions in timed conditions.</p> <p>Externally assessed controlled assessment</p>

<p>Year 13 Autumn Term 2</p>	<p><u>Unit 3: Personal and Business Finance</u> Section F – To compare statements of comprehensive income and financial position and evaluate a business’s performance</p> <p><u>Unit 8: Recruitment</u> Section B: Undertake a recruitment activity to demonstrate the processes leading to a successful job offer</p>	<p><u>Unit 3: Key knowledge taught</u> Students should be able to interpret and understand the use and purpose of a statement of comprehensive income and a statement of financial position. Students should be able to measure the liquidity and efficiency of a business and then consider the potential limitations of the calculation tools that they have used.</p> <p><u>Unit 8: Key knowledge taught</u> Students will investigate job applications and documents used by businesses when recruiting. Students carry out interviews and role play interview skills, as well as evaluating recruitment documents and process</p> <p><u>Skills:</u> Research skills, Analysis skills, Grammar, Literacy, Mathematical</p>	<p>To be able to read a case study and apply knowledge to extended written answers using analysis and evaluation skills to develop valid conclusions and judgements.</p> <p>Externally assessed controlled assessment</p>
<p>Year 13 Spring Term 1</p>	<p><u>Unit 3: Personal and Business Finance</u> Revision</p> <p><u>Unit 8: Recruitment</u> Section C: Reflect on the recruitment and selection process and your individual performance</p>	<p><u>Unit 3: Key knowledge taught</u> Revision activities to prepare for external examination in January</p> <p><u>Unit 8: Key knowledge taught</u> Students will analyse and reflect on recruitment documents and processes and consider development planning. Analysis of processes and future plans and evaluation of recruitment and selection process and career planning</p> <p><u>Skills:</u> Research skills, Analysis skills, Grammar, Literacy, Mathematical</p>	<p>External examination for unit 3</p>

<p>Year 13 Spring Term 2</p>	<p><u>Unit 8: Recruitment</u> Section C- Reflect on the recruitment and selection process and your individual performance</p>	<p><u>Unit 8: Key knowledge taught</u> Ensure all content is covered and completion of assignment tasks</p>	<p>All assignments completed and ready to be moderated</p>
<p>Year 13 Summer Term 1</p>	<p><u>Unit 8: Recruitment</u></p>	<p><u>Unit 8: Key knowledge taught</u> Ensure all content is covered and completion of assignment tasks</p>	<p>All assignments completed and ready to be moderated</p>