



SAINT JOHN WALL CATHOLIC SCHOOL

A Catholic School For All



Departmental Schemes of Work

Curriculum Intent: “To educate each and every unique child in our care to hear and respond to what God calls them to be”.



KS4 BTEC Enterprise (Business)

Proverbs 23:7

For as he thinketh in his heart, so is he. If you believe that you will build a thriving business in your heart, you will.

Pearson BTEC Level 1/ 2 Tech Award in Enterprise

Sequencing of topics

Component Number	Component Name	Description	Course %
1	Exploring Enterprises	internal Centre-assessed tasks	30
2	Planning for and Pitching an Enterprise Activity	internal. Centre-assessed tasks	30
3	Promotion and Finance for Enterprise	External assessment set and marked by Pearson, completed under supervised conditions. 2 hours, 60 marks. 1 resit allowed	40

	Y9		Y10		Y11			
AUT1	COMP1	COMP1	AUT1	COMP2	COMP3	AUT1	COMP3	COMP3
AUT2	COMP1	COMP3	AUT2	COMP2	COMP3	AUT2	COMP3	COMP3
SPR1	COMP1	COMP3	SPR1	COMP2	COMP3	SPR1	EXAM 2	COMP3
SPR2	COMP1	COMP3	SPR2	COMP2	COMP3	SPR2		
SUM1	COMP1	COMP3	SUM1	EXAM 1	COMP3	SUM1		
SUM2	COMP1	COMP3	SUM2	COMP2	COMP2	SUM2		

Calendared assessments

- External Exam can be sat twice: 1st attempt June Series Y10 - 2nd attempt Jan Series Y11
- Exam style tests completed 1 per 1/2 term OR use current Coursework grade to report progress
- ½ term completion of Specific Units listed above.
- When there is a Whole School assessment, questions related to Enterprise concepts related to Exam taught to date

Personal Development
(Cross curricular, SJW Values, SMSCV, cultural capital, Career Link)

Component	Cross curricular	SJW Values	SMSCV	Cultural Capital	Vocations/Careers
1	<p>Maths – quantitative research</p> <p>Geography – external factors, economy, resources, environment</p>	<p>Attentive and Discerning – What makes individuals successful in business and do I have those traits?</p> <p>Eloquent and Truthful – What external factors contribute to success and how do people affect these?</p>	<p>Spiritual - enjoy learning about themselves, others, world around them</p> <p>Moral - views about moral & ethical issues & others views</p> <p>BAME Industry Leader: Tej Lalvani - CEO of Vitabiotics</p>	<p>Looking at and selecting a local Business to analyse</p> <p>Looking at how social and political pressures can influence enterprises to consider wider ethical responsibilities.</p> <p>Conducting a PEST (Political, Economic, Social and Technological) analysis – identifies all political, economical, social and technological factors that might affect an enterprise,</p>	<p>Market Research Analysts - https://nationalcareers.service.gov.uk/job-profiles/market-research-executive</p> <p>Entrepreneur - https://www.prospects.ac.uk/jobs-and-work-experience/self-employment/what-is-an-entrepreneur</p> <p>Chief executive - https://nationalcareers.service.gov.uk/job-profiles/chief-executive</p>
2	<p>Maths – costings, financial aims</p> <p>Media – considering the methods/appearance of communicating with audience</p> <p>IT - use of visual aids, e.g. computer projection/ slideshow with speaker notes, handouts for audience, when pitching</p>	<p>Grateful and Generous – are thankful for the gifts you have and willing to share them with others?</p> <p>Attentive and Discerning – Are you able to reflect on your own performance and see the ways you can improve?</p> <p>Eloquent and Truthful – What can you do to be eloquent in the messages you give others?</p>	<p>Spiritual - know/respect others faiths, feelings, values. Reflect on their experiences</p> <p>Social - use social skills in different contexts/people</p> <p>BAME Industry Leader: Nimisha Brahmhatt Management consultant, investor & entrepreneur</p>	<p>Pitching an idea to an audience, potentially an outside speaker/entrepreneur.</p> <p>Making use of technology to support the presentation.</p>	<p>Sales Representative - https://nationalcareers.service.gov.uk/job-profiles/sales-representative</p> <p>Business development manager - https://nationalcareers.service.gov.uk/job-profiles/business-development-manager</p> <p>Digital Marketer - https://nationalcareers.service.gov.uk/job-profiles/digital-marketer</p>

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Maths – finance and accountancy, calculating values and ratios

Media – aspects of advertising

Prophetic and Intentional – How can the decisions I make and recommend help others in their future?

Moral - understand consequences of their behaviour

Cultural - respect and learn about different faiths and cultural diversity in local/national/global communities

BAME Industry Leader:
Rakesh Shaunak - Chairman of MacIntyre Hudson Accountants

Looking at different groups of people; Demographics: age, race, religion, gender, family size, ethnicity, income, education level, socio-economic group; geographic: location; psychographic: social class, attitudes, lifestyle and personality characteristics

Looking at the real value of money and how to manage it through financial forecasting.

Accountant - <https://nationalcareers.service.gov.uk/job-profiles/accounting-technician>

Financial adviser - <https://nationalcareers.service.gov.uk/job-profiles/financial-adviser>

Book Keeper - <https://nationalcareers.service.gov.uk/job-profiles/bookkeeper>

Progression model	Over the 3 Year Course		
	Component	What knowledge will pupils develop? <i>(Including key terminology)</i>	What skills will pupils develop? <i>(Including literacy & Numeracy)</i>
	1	LAA: Examine the characteristics of enterprises A1 What is an enterprise? A2 Types and characteristics of SMEs A3 The purpose of enterprises A4 Entrepreneurs	<ul style="list-style-type: none"> • Be able to describe the purpose of the SMEs and how they achieve their purpose. • Be able to describe the characteristics of the SMEs, including size, ownership type, products or services, location. • Be able to describe the characteristics of the entrepreneurs. • Be able to analyse the importance of the SMEs and entrepreneurs' characteristics in meeting their purpose. • Be able to assess how far these characteristics contribute to the levels of success.
		LAB: Explore how market research helps enterprises meet customer needs and understand competitor behaviour B1 Customer needs B2 Using market research to understand customers B3 Understanding competitors	<ul style="list-style-type: none"> • Be able to explain how the selected SMEs use both primary and secondary research and how the data can be presented following research; clearly differentiating between qualitative and quantitative research. • Be able to discuss how well the methods selected by the SMEs have been designed to meet customer needs and how competitor behaviour can affect SMEs. • Be able to assess how effectively the methods selected have been in meeting the needs of the customer and understanding competitor behaviour for one of the SMEs .
		LAC: Investigate the factors that contribute to the success of an enterprise C1 Internal factors C2 External factors C3 Situational analysis C4 Measuring the success of an SME	<ul style="list-style-type: none"> • Be able to look at external factors, the laws protecting both the SME and the customer should be considered. Situational analysis will be used to identify the range of success factors. • Be able analyse the internal and external factors and evaluate which are the most significant factors currently affecting the success of the chosen SME
	2	Learning aim A: Explore ideas and plan for a micro-enterprise activity A1 Generating ideas for a micro-enterprise activity A2 Plan for a micro-enterprise activity	<ul style="list-style-type: none"> • Be able to individually produce a realistic plan for a micro-enterprise activity, having explored a range of ideas and considered their skills. • Be able to Prepare a plan supported by research, to include: <ul style="list-style-type: none"> • the product or service to be sold and its selling price • setting appropriate aims • identification of the target market • an estimation of the resources needed and how to obtain them • an appropriate timescale for the activity • selecting an appropriate method of promotion communication • carrying out a risk assessment and identifying contingency plans to overcome any issues identified • producing initial financial forecasts to include break-even, forecast profit/loss and cash flow forecasts.
		Learning aim B: Pitch a micro-enterprise activity B1 Pitching a micro-enterprise activity B2 Presenting a business pitch	<ul style="list-style-type: none"> • Be able to carry out an individual pitch of their final plan to an audience. The audience could include teachers and peers. • Be able to prepare a pitch of a final plan, to include: <ul style="list-style-type: none"> • a summary of the final plan, clearly showing all elements of the plan

			<ul style="list-style-type: none"> • speaker notes • handouts for the audience. • being able to anticipating audience questions and preparing potential replies.
		Learning aim C: Review own pitch for a micro-enterprise activity C1 Using feedback and review to identify possible changes to the pitch	<ul style="list-style-type: none"> • be able to individually reflect and evaluate whether their plan and pitch were successful and suggest improvements. • Be able to review the plan and its contents • Be able to review the pitch, to include the skills demonstrated.
	3	A Promotion A1 Elements of the promotional mix and their purposes A2 Targeting and segmenting the market	Be able to discuss the different methods of promotion used by enterprises, their suitability for different sizes of enterprise, including the factors they consider when choosing the most appropriate. Be able to consider why an enterprise targets its market, and the impact this has on promotion.
		B Financial records B1 Financial documents B2 Payment methods B3 Sources of revenue and costs B4 Terminology in financial statements B5 Statement of comprehensive income B6 Statement of financial position B7 Profitability and liquidity	Be able to complete, interpret and check the information on financial documents and statements. Types: invoices, delivery notes, purchase orders, credit notes, receipts, statement of account. Be able to complete and interpret a statement of comprehensive income using given figures, and suggest appropriate actions. Be able to interpret statements of comprehensive income and of financial position to calculate ratios.
		C Financial planning and forecasting C1 Using cash flow data C2 Financial forecasting C3 Suggesting improvements to cash flow problems C4 Break-even analysis and break-even point C5 Sources of business finance	Be able to complete cash flow forecasts, and investigate the effects of positive and negative cash flow on an enterprise. Be able to construct and interpret a break-even chart, and recognise its limitations. Be able to consider why enterprises may plan different sources of finance for different purposes or at different stages and the relevance of each source.

Development homework

- 1 Booklet per unit LAA
- Keyword definitions/dual coding fill in
 - Career research tasks
 - Famous person to do with that topic research tasks
 - Exam style questions / practice tasks related to the content of the topic
 - Page for pupil to create knowledge Organiser for topic

Topic Title/ Question:				
Lesson	Big questions/ learning objective/ key knowledge	Key skills <i>Literacy (including vocabulary and reading)</i> <i>Numeracy</i>	Resources	Personal Development <i>(Cross curricular, Jesuit Values, SMSCV, cultural capital, T&L priorities)</i>
1	[lesson objective/ enquiry question] [Key knowledge/Big Questions]			
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