



CURRICULUM PLAN

ENTERPRISE

BRAMHALL HIGH SCHOOL

Curriculum Intent

Enterprise is an important part of the business sector and plays a major role in the UK's global economic status. The role of entrepreneurs is to help create wealth for the nation and its citizens through the creation of enterprises that innovate and grow the economy. According to 2019 data, there are nearly six million such businesses in the UK, employing around 16.6 million people. Small and medium-sized enterprises (SMEs) account for 99.9 per cent of the business population in the UK and account for three-fifths of the employment and around half of the turnover in the UK private sector, worth around £2.2 trillion.

Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this vital sector. Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Enterprise and Entrepreneurship, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the business sector.

YEAR 10

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	<p>Understand how and why enterprises and entrepreneurs are successful Learners will explore the activities enterprises undertake and the characteristics and skills of the entrepreneurs that run them.</p> <p>Size and features of SMEs</p> <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"> o 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: <ul style="list-style-type: none"> o run by a single individual or small team of people o physical 		<p>Bramhall SMEs assessment</p> <p>Formal Report in to Bramhall and its SMEs</p>	<p>Learners research a B2C and B2B enterprise, such as Virtu Conservation Housekeeping (Virtu Cleaning and Housekeeping (conservation-housekeeping.co.uk)) to find out about the enterprise's history and the services it offers.</p> <p>Learners to research Century IT Services (IT Support Services in Southampton, Winchester, Portsmouth, Eastleigh (century-it.co.uk)), discussing the advantages of having a limited liability partnership as an IT consultancy enterprise. Learners to research further enterprises that the categories in the specification content.</p> <p>Learners to research Nuoi Foods (Nuoi Foods – Full of Nature's Goodness) and Munchy Seeds (Munchy Seeds – The perfect healthy snacks for all the family). Learners note the similarities and 2 differences between the enterprises and, as a pair, try to think of ideas for a new food enterprise for their local area.</p>	<p>Sole trader</p> <p>Partnership</p> <p>Limited Liability Partnership</p> <p>Social Enterprise</p>

	<p>location and/or online operation o sole employment or as part of a hobby/side hustle o existing in one or more sectors of the economy. Markets, sectors, models and industries in which enterprises operate</p> <ul style="list-style-type: none"> • Different sectors and business models, including: o markets: – Business to Business (B2B) – Business to Customer (B2C) o sector: – goods – services o models: – bricks and clicks and flips – e-commerce. • Different industries in which enterprises operate 				<p>B2B B2C Goods Services Bricks and click E- commerce</p>
<p>Term 1b</p>	<p>Aims of enterprises to include: making a profit, surviving, breaking-even, expanding, maximising sales, being environmentally friendly, being ethical, satisfying customers, providing a social service.</p> <ul style="list-style-type: none"> • Impact of activities in supporting the aims of enterprises to include: developing and producing goods and services to meet the needs of changes in the market attracting new customers and 			<p>Learners visit the website of Parravani’s Ice Cream (Parravani's Ice Cream Celebrating 123 years of Norfolk Ice Cream. (parravanis.co.uk) to find out how the founder set up the enterprise and how his passionate mind-set led to its success and therefore achieving the aims.</p> <p>Learners research Deb’s Pantry (Debs' Pantry - A vegan bakery specialising in home-made cakes and sweet treats in the West Midlands. (debs-pantry.co.uk) to find out how it is different from other bakeries and the skills and characteristics of the entrepreneurs have helped them be successful.</p>	<p>Profit Survival Breaking even Ethical Social service</p>

	<p>retaining existing customers through offers and promotions o managing business resources: finance, people, technology.</p> <ul style="list-style-type: none"> ● Impact of failing to undertake these activities successfully. <p>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: 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, 		<p>Skills and Qualities of an entrepreneur</p>	<p>Videos on YouTube of focus groups in progress – for example, Our Favorite Funny Focus Group Videos - Food & Drink Resources (foodanddrinkresources.com) and Campden BRI Consumer Panel - YouTube. The University of Derby has a video explaining how focus groups work (What makes a good focus group? - Advanced qualitative methods - YouTube_)</p>	<p>Flexibility Interpersonal Time management Negotiation Versatility Motivation Dedication Proactiveness Adaptability Resilience Risk Adversity Self-reliance Resourcefulness</p>
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	resilience and willingness to risk adversity, self-reliance, optimism, vision, resourcefulness, creativity and the capacity to inspire.				
Term 2a	Understand customer needs and competitor behaviour through market research Learners will explore the market research methods used by enterprises and their importance in understanding customer needs and competitor behaviour.				
Term 2b	Market research methods <ul style="list-style-type: none"> ● Benefits and drawbacks of a range of primary research methods used by enterprises ● Benefits and drawbacks of a range of secondary research methods used by enterprises Understanding customer needs <ul style="list-style-type: none"> ● The importance of the information that primary and secondary research methods can provide about customers 		Devise a questionnaire Assessment on secondary research Importance of satisfied customers	Learners should be shown some SME News programmes and articles to highlight changes in consumer tastes. Changing tastes towards a more plant-based diet could be considered as can consumers tastes to try and avoid single use plastic and how these have impacted enterprises. The following websites may be useful: https://www.thefoodmarketingexperts.co.uk/shift-to-non-plastic-for-small-and-start-up-brands/ And https://www.forbes.com/sites/christophermarquis/2021/03/02/plant-based-foods-are-our-future-andentrepreneurs-are-helping-us-make-the-shift/?sh=2c35dada51f5	Primary Secondary Competitive advantage PEST Analysis SWOT Analysis

	<p>Understanding competitor behaviour</p> <ul style="list-style-type: none"> ● Understanding the market: anticipating and identifying competitor behaviour , producing products to market that are different from competitors identifying features of the competitors. Competitive advantage: the ability to meet customer needs better than competitors on quality, price, features, customer service, availability, convenience. Suitability of market research methods ● Suitability of market research methods that could help the enterprise <p>Understand how the outcomes of situational analyses may affect enterprises Learners will carry out research into internal and external factors for use in a PEST and SWOT analysis to help them understand how these factors affect enterprises. PEST (Political, Economic, Social, Technological) analysis</p>		<p>Why buy a particular product?</p> <p>Value of a brand</p> <p>KFC Case Study</p> <p>Secondary Market Research assessment</p> <p>Fashion trends for the teenage market</p>	<p>Podcasts/Websites www.femalebootcamp.co.uk Graystone Action Sports Case Study Skills for Growth SME Virtu Cleaning and Housekeeping (conservation-housekeeping.co.uk) https://www.century-it.co.uk/ Nuoi Foods – Full of Nature's Goodness Munchy Seeds – The perfect healthy snacks for all the family Your Own Place – preventing homelessness Parravani's Ice Cream Celebrating 123 years of Norfolk Ice Cream. (parravanis.co.uk) https://debs-pantry.co.uk/ Our Favorite Funny Focus Group Videos - Food & Drink Resources (foodanddrinkresources.com) Campden BRI Consumer Panel - YouTube What makes a good focus group? - Advanced qualitative methods - YouTube https://www.tripadvisor.co.uk/ www.youtube.com/watch?v=kcSlhAOcO0E</p>	<p>Political Economic Social Technological Trends</p>
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	<ul style="list-style-type: none"> ● Recommendations for actions that enterprises could take based on research and analysis of the following factors: political: governmental changes, new regulations, changes in taxation economic: consumer confidence in the economy, growth/recession, level of employment, cost of borrowing, cost of energy social: changing consumer behaviour and trends 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. <p>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: strengths: effective planning and financing, marketing and 		<p>PEST is for POLITICAL assessment</p>		<p>Strengths Weaknesses Opportunities Threats Human Resources Branding Strategies Policy</p>
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<p>promoting the enterprise, location, reputation, unique selling point (USP), strong branding, competitive advantage , weaknesses: unforeseen human resources costs (i.e. staff illness), lack of investment, poorly performing product/service, competitive disadvantage 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 strategies, amendments to staffing, alternative investment decisions , threats: competitors, supplier problems, developments in technology, government policy, lack of funding, market changes.</p> <ul style="list-style-type: none"> ● Ability to react to the strengths, weaknesses, opportunities and threats according to the potential 		<p>PEST – P is for POLITICAL</p>		
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	positive and negative impact on costs and revenues.				
Term 3a	Component 1 – formal assessment under supervision of exam board set task		All students have 6 hours of preparation time to prepare resources and plan their analyses. They then have 5 hours under high level of supervision (exam conditions) to produce 5 separate tasks under the whole component.	Students need to engage with a local business, communicate with the owner and carry out extensive research in to their enterprise Specific focus: <ul style="list-style-type: none"> • Aims and objectives of the business • Skills and characteristics of the entrepreneur • Primary and secondary market research • PEST Analysis • SWOT Analysis 	

<p>Term 3b</p>	<p>Learners will generate two realistic ideas for a micro-enterprise and choose one of these to plan within budget. They will individually present their business plan for their idea and review the production and delivery of their presentation to make recommendations for improvements. Learners need to be creative in order to be entrepreneurial and enterprising. This is a practical component where learners will have the opportunity to plan and present their own enterprise idea. The importance of enterprise planning is paramount for learners to understand and how this is then put into practice. They will consider how the planning will help the idea to succeed through working out how it can harness physical, financial and human resources. Learners will research to generate two ideas before choosing one realistic idea to plan for a micro-enterprise. There are specific</p>			<p>Visit to another town centre to study differences between local area and this one (Wilmslow?)</p> <p>Students encouraged to visit other shopping areas and note differences with SMEs</p>	<p>Micro Business plan Loans</p>
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	<p>requirements that they need to consider when planning their idea. This will be a micro-enterprise that they could start at the age of 14– 16 years, i.e., they are not able to legally rent premises, employ anybody or get a loan from a lender. They will have the opportunity to plan how best to set up the chosen enterprise, considering costs they may incur and the financial documents that would be required by potential investors.</p>				
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YEAR 11

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	Learners will need to take responsibility for producing and then delivering a presentation for their idea using knowledge of business, and demonstrating entrepreneurial characteristics, qualities and skills. The delivery of their presentations will need to be recorded but it does not have to be in front of a live audience. Learners will then watch their recordings of their presentation and make justified recommendations for its improvement				Skills Characteristics Qualities
Term 1b	Format of internal assessment The internally assessed – externally moderated units are designed to demonstrate the application of the aligned conceptual knowledge, for which they are assessed. The Pearson-set Assignments (PSA) provides clear guidance for each assignment, the given format of the assessment is stated, e.g.,		Component 2 Assessment	Visit to Trafford Centre to study marketing methods of major brands	

	<p>practical assessment / presentation. This provides a potential opportunity to develop wider skills, individual learner decisions and in some cases industry specific approaches within the guidance within the PSA</p>				
Term 2a	<p>Component 3 Learners will explore how and why enterprises may target their markets, understanding market segmentation and the four Ps of marketing.</p> <p>Learners will also explore the factors influencing the choice of marketing methods in terms of competition, cost and appropriateness to their target market.</p> <p>Learners can use the SMEs from component 1 and their social media presence to aid this. Learners can consider their own loyalty towards certain businesses, products and brands and explore why and how trust,</p>		<p>Market Segmentation</p> <p>Methods of Promotion</p> <p>Assets and Liabilities</p> <p>Cash Flow Forecasts</p> <p>Break Even Exercise</p> <p>Sources of Finance</p>		<p>Segmentation</p> <p>4Ps of Marketing</p> <p>Competition</p> <p>Costs</p> <p>Brand Loyalty</p>

	<p>reputation and loyalty are retained with customers.</p> <p>Learners can discuss the different types of financial documents used by SMEs.</p>				
Term 2b	<p>Learners can use previous learning from component two on budgeting and break-even analysis.</p> <p>Learners could be given different budgets and calculate simple budget figure and comment on the results.</p> <p>Learners can be given case study and worked examples to create a cash flow for an SME and produce appropriate cash flow forecasts, suggesting improvements.</p> <p>Learners can be given examples of internal and external sources of finance and categorise these.</p>				<p>Budgeting Forecasting Profit and Loss accounts</p>

<p>Term 3a</p>	<p>Exam Preparation</p> <p>A financial plan outlining the sources of finance the business should use at start-up and for ongoing trading. A nominal start-up cost could be provided as the basis for this.</p> <p>A comprehensive promotion plan for the opening of the business.</p> <p>A series of financial documents for a series of business transactions</p> <p>A profile of the target market.</p> <p>A financial overview containing average prices, variable costs per unit, total fixed costs, projected sales figures for one month, profit projections for one month.</p> <p>A cash flow forecast for a six-month trading period (partial information required).</p> <p>A break-even chart for one month's trading.</p> <p>Projected financial statement (partially complete), statement</p>		<p>Business Plan</p> <p>Marketing plan</p> <p>Break Even</p>		<p>Business plans</p> <p>Marketing plans</p> <p>Break even</p> <p>Margin of safety</p> <p>Fixed costs</p> <p>Variable costs</p>
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	of comprehensive income and statement of financial position.				
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