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**Knowledge Rich Curriculum Plan**

Year 10 Business and Enterprise

Unit: Component 2- Planning for and Pitching an Enterprise Activity



| **Business and Enterprise****Year 10** | **Unit: Component 2- LOA Planning for and Pitching an Enterprise Activity** |  |  |  |
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| **Lesson/Learning Sequence**  | **Intended Knowledge:***Students will know that…* | **Tiered Vocabulary**  | **Prior Knowledge:***In order to know this, students need to already know that…* | **Assessment**  |
| **Lesson: Choosing ideas for a micro enterprise**  | * Students will know where ideas for enterprises come from.
* Students will know how generate ideas for a micro enterprise.
 | **Tier 2****Constraints-** a limitation or restriction.**Tier 3****Side Hustles-** are enterprises that are launched and run alongside a full-time job, or full-time education**Skills Audit-** Identifying your skills can help you to work out whether your idea is likely to be successful or not**Gap in the market-** is a group of customers whose needs are not currently being met. | * ***Students look at gaps in the market when looking at target markets in Component 3.***
* ***Students will consider why entrepreneurs in Component 1 set up their enterprises, which will help when setting up their own.***
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| **Lesson: Structure, aims and objectives 1** | * Students will know that a micro enterprise is likely to be a sole trader or a social enterprise.
* Students will know how to set aims which are both financial and non-financial for their enterprise.
 | **Tier 2****Generate-** produce or create.**Sufficient-** enough; adequate.**Tier 3** **Sole traders-** are single enterprise owners. **Social enterprises-** run like other types but use some of their profits to benefit society.**Aims-** help an enterprise set operational targets in order to measure and support success. **Financial Aims-** are oriented around money**Non-financial aims-** are as important as financial ones but are not linked to money**SMART aims-** are a way to set measurable goals that can be reviewed and checked to ensure they are being met. They should be Specific, Measurable, Achievable, Realistic and Timed.  | * ***Students will have already looked at Business ownership when researching their chosen businesses in Component 1.***
* ***Students will have looked at aims and objectives in Component 1 and looked at what businesses do to help achieve these aims.***
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| **Lesson: Marketing**  | * Students will know what marketing decisions are appropriate for given enterprises.
* Students will know how to analyses the decisions that they have made when creating a Marketing Mix for given businesses.
 | **Tier 2****Premium-** a sum added to an ordinary price or charge.**Skimming-** the removal of a substance from the surface of a liquid.**Tier 3****USP-** The relevant benefits and features of a product set it apart from other products being sold. **Target Market-** is who an enterprise wants to sell its products to. **Competitive Pricing**- involves charging a similar price to competitors.**Price Skimming**- Enterprises set a high price initially and then reduce it over time.**Penetration pricing**- involves setting an initially low price, and then gradually increasing it over time. **Cost-plus pricing**- involvescalculating the cost of making a good or service. **Premium pricing**- always keeps prices high. | * ***Students look at the Marketing Mix in Component 3.***
* ***Students look at the different pricing strategies in Component 3.***
* ***Students learn about promotional methods and their suitability in Component 3.***
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| **Lesson: Finance**  | * Students will know that enterprises need to consider in the planning what physical, financial and human resources are needed to operate.
* Students will know how to interpret and amend cash-flow forecasts and profit and loss accounts.
 | **Tier 2****Visibility-** the state of being able to see or be seen.**Workload-** the amount of work to be done by someone or something.**Tier 3****Human Resources-** Enterprises often need people to help them manage their workload**Physical resources-** These are tangible items used in an enterprise. **Financial resources**- are the different sources of finance for your enterprise idea.**Start-up costs**- An initial outlay may be needed to start the enterprise **Running costs**- Operating costs keep the enterprise running. They include stock, wages and overheads such as a mobile phone bill**Production/Cost of sales**- These costs are directly linked to production, the more you make, the more it will cost to produce**Revenue:** How much money an enterprise has generated. It is calculated as sales × price**Profit and loss account-** contains details of all revenue, income and spending over a period of time, to show the profit or loss made by the enterprise**Break-even** is calculated using the formula: **Fixed Costs****Selling price – Variable cost per unit** | * ***Students learn about sources/methods of finance in Component 3.***
* ***Students learn to produce and interpret Cash-Flow Forecasts and Profit and Loss Accounts in Component 3.***
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| **Lesson: Risk assessment**  | * Students will know what risks and threats that may affect given enterprises.
* Students will know how to create a risk assessment for given enterprises.
 | **Tier 2****Viability-** ability to work successfully.**Tier 3****A risk assessment-** looks at all of the risks an enterprise may have, the impact of the risk and the likelihood of it happening | * ***Students will have learnt about external influences in Component 1 when looking at PEST.***
* ***Students will have considered internal risks and external threats when completing a SWOT analysis for given businesses in Component 1.***
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| **Lesson: Production of presentation**  | * Students will know the use of different features within PowerPoint
* Students will know how to construct a PowerPoint that is professional and includes the correct information.
 | **Tier 2****Relevant-** closely connected or appropriate to what is being done or considered.**Sequencing-** arrange in a particular order.**Transitions-** the process or a period of changing from one state or condition to another.**Serifs-** are small markings at the start and end of strokes in letters**Sans-serif-** means “without serif”**Margins-** keep text within the central area of a slide**Tier 3****Text** – Bullet points and short sentences**Numerical data** – Graphs or tables**Graphs** – bar charts, pie charts, or line graphs to show trends | * ***Students have learnt PowerPoint skills during Digital Literacy in KS3.***
* ***Students will also learn how to present text and data across their other KS4 subjects.***
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| **Lesson: Delivery of Presentation**  | * Students will know the different forms that a presentation can take.
* Students will know how to use verbal and non-verbal skills to deliver a business pitch that keeps an audience interested.
 | **Tier 2****Rehearsed-** practise (a play, piece of music, or other work) for later public performance.**Tone-** the general character or attitude of a place, piece of writing, situation, presentation etc.**Tier 3****On-screen videos and sharing-** to record your presentation and then share the video using an online platform.**Electronic presentations-** a presentation using appropriate software.**Pre-recording-** allows you to record short clips, then put them all together when you are happy**Vlog**- is short for video log or video blog**Non-verbal Communication**- Conduct of presenter- Positive attitude- Well-rehearsed- Body language- Gestures- Eye contact**Elevator pitch-** A very short pitch to introduce yourself or an idea before you lose your audience | * ***Students complete interviews with external businesses during Year 10, which will help them to learn how to interact with third-parties in a professional manner.***
* ***Students will have learnt about vlogs and video sharing in their PSHE lessons through KS3 and KS4.***
* ***Students will have learnt about polite tone and communication methods due to this being a part of the school values.***
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| **Lesson: Review of presentation**  | * Students will know how to review skills within a presentation.
* Students will know how to make judgements and recommendations to improve the skills demonstrated within presentations.
 | **Tier 2****Summarisation-** is the act of summarising.**Tier 3****Evidence-** includes facts, quotes, statistics, feedback or examples | * ***Students will know how to critique their own work from using their green pens through all of their subjects in school.***
* ***Students will know how to be reflective due to this being one of the school values.***
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