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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.*** |  |
| **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.*** |  |
| **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.*** |  |
| **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.*** |  |
| **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.*** |  |
| **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.*** |  |
| **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.*** |  |
| **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.*** |  |