

Curriculum Intent Map: Enterprise 2021 2022


SUBJECT:

ENTERPRISE LEVEL 2 and BUSINESS LEVEL 3
 Technical and Vocational DIRECTORATE – Business NDA
 September 2020 – August 2021

Subject Mission Statement:

The Pearson BTEC Level 1/Level 2 Tech Award in Enterprise is designed to turn earners into Entrepreneurs. It is a fantastic opportunity for learners who wish to acquire knowledge and skills through vocational contexts by studying the knowledge, behaviours and skills related to researching, to plan, pitch and review an enterprise ideas part of their Key Stage 4 learning. The qualification enables learners to develop their technical skills, such as market research skills, planning, promotional and financial skills using realistic work scenarios, and personal skills, (such as monitoring own performance, time management and problem solving) through a practical and skills-based approach to learning and assessment. Learners will acquire knowledge, understanding and skills to underpin their practical activities in assessment, which will complement their GCSEs. The qualification will broaden their experience and understanding of the varied progression options available to them.

Where will this take students:

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 a learner makes 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 into 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 them to enter employment or apprenticeships, or to move on to higher education by studying a degree in the business sector.

Related Documents:

Half Term Planning Documents and MTPs

[Year 9](#)

[Year 10](#)

[Year 11](#)

[Homework Component 1](#)

[Homework Component 2](#)

[Homework Component 3](#)

[Specification](#)

[Assessment Plans](#)

Curriculum Intent – Key Stage 4

To examine different local enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs
Individually select an idea for a micro-enterprise activity to plan and pitch. They will individually pitch their business plan for their idea to

Aims – BTEC Aims

Learners will develop:

- **Examine the characteristics of enterprises**
- **Explore how market research helps enterprises to meet customer needs and understand competitor behaviour**
- **Investigate the factors that contribute to the success of an enterprise.**

an audience and then use the feedback to review their plan and pitch.
Explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market.

Explore financial documents and how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.

- Explore ideas and plan for a micro-enterprise activity
- Pitch a micro-enterprise activity
- Review own pitch for a micro-enterprise activity.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 from Sept 2021 – Jul 2022	<p><u>Component 2 – Planning for and Pitching an Enterprise Activity</u> Assignment 1: Explore Ideas and Plan for a Micro-Enterprise Activity</p> <p>Planning a micro-enterprise activity Students have been taking part in a ‘competition’ with Consett and Stanley Advertiser that involves planning and pitching a micro-enterprise activity to people from Derwentside Enterprise Network.</p> <p>Students have obtained a copy of the competition rules, and it informs them that you need to prepare a comprehensive and realistic plan for a micro-enterprise activity, supported by clear individual research and valid reasons for your choices</p> <p><u>National Curriculum Knowledge:</u> The purpose of marketing, its role within business and how</p>	<p><u>Component 2 – Planning for and Pitching an Enterprise Activity</u> Assignment 1: Explore Ideas and Plan for a Micro-Enterprise Activity</p> <p>Planning a micro-enterprise activity Students have been taking part in a ‘competition’ with Consett and Stanley Advertiser that involves planning and pitching a micro-enterprise activity to people from Derwentside Enterprise Network.</p> <p>Students have obtained a copy of the competition rules, and it informs them that you need to prepare a comprehensive and realistic plan for a micro-enterprise activity, supported by clear individual research and valid reasons for your choices</p> <p><u>National Curriculum Knowledge:</u> The purpose of marketing, its role within business and how</p>	<p><u>Component 2 – Planning for and Pitching an Enterprise Activity</u> Assignment 1: Explore Ideas and Plan for a Micro-Enterprise Activity</p> <p>Planning a micro-enterprise activity Students have been taking part in a ‘competition’ with Consett and Stanley Advertiser that involves planning and pitching a micro-enterprise activity to people from Derwentside Enterprise Network.</p> <p>Students have obtained a copy of the competition rules, and it informs them that you need to prepare a comprehensive and realistic plan for a micro-enterprise activity, supported by clear individual research and valid reasons for your choices</p> <p><u>National Curriculum Knowledge:</u> the interdependent nature of business activity, influences on business, business operations,</p>	<p><u>Component 2 – Planning for and Pitching an Enterprise Activity</u> Assignment 1: Explore Ideas and Plan for a Micro-Enterprise Activity</p> <p>Planning a micro-enterprise activity Students have been taking part in a ‘competition’ with Consett and Stanley Advertiser that involves planning and pitching a micro-enterprise activity to people from Derwentside Enterprise Network.</p> <p>Students have obtained a copy of the competition rules, and it informs them that you need to prepare a comprehensive and realistic plan for a micro-enterprise activity, supported by clear individual research and valid reasons for your choices.</p> <p><u>National Curriculum Knowledge:</u> the interdependent nature of business activity, influences</p>	<p><u>Component 2 – Planning for and Pitching an Enterprise Activity</u> Assignment 2: Pitching a Micro-Enterprise; Presenting a Business Pitch</p> <p>Pitching the plan Now that students have prepared their plan, they will need to make a ‘pitch’, individually explaining their idea to an audience of tutors, other learners or to local entrepreneurs from Derwentside Enterprise Network.</p> <p>After the pitch the audience will give feedback on the contents of the pitch, and the skills in delivering it, to help you prepare a review for the final stage of the competition.</p> <p><u>National Curriculum Knowledge:</u> the interdependent nature of business activity, influences on business, business</p>	<p><u>Component 2 – Planning for and Pitching an Enterprise Activity</u> Assignment 3: Using feedback and review to identify possible changes to the pitch</p> <p>Reviewing success Students must prepare a written review that evaluates the success of the plan and pitch and recommends how improvements to both the plan and pitch could be made.</p> <p>The review will be based on their opinions, supported by the feedback you received from the audience, for example tutors, other learners, and local entrepreneurs.</p> <p><u>National Curriculum Knowledge:</u> the interdependent nature of business activity,</p>

<p>it influences business activity, including:</p> <ul style="list-style-type: none"> • the importance to a business of identifying and understanding its customers • how businesses use segmentation to target customers <p>Skills: Research techniques Collecting and using information Data Analysis Dissemination of information from website Team work Communication Summarising key points from a text Writing to explain Writing within a given time frame Analysis of own skills and knowledge</p> <p>Assessment Task: Formative assessment: *Portfolio each lessons evidence recorded in Business Folders - printed - varied tasks to be completed (VAK) - Homework planned each week</p> <p>DIRT planned to grade work ready for first AW</p> <p>Exam notes and tasks will be completed in exercise books and revision guides which students will be able to take home and keep</p> <p>Completion of Learning Aim A Assignment – Introduction Research</p>	<p>it influences business activity, including:</p> <ul style="list-style-type: none"> • the importance to a business of identifying and understanding its customers • how businesses use segmentation to target customers <p>Skills Data analysis Research and collection techniques Information reliability and validity identification Independent learning Collaboration</p> <p>Assessment Task: Formative assessment: *Portfolio each lessons evidence recorded - varied tasks to be completed (VAK) - Homework planned each week</p> <p>DIRT planned to grade work ready for first AW</p> <p>Exam notes and tasks will be completed in exercise books and revision guides which students will be able to take home and keep</p> <p>Completion of Learning Aim A Assignment – Introduction Research Assignment 1 Learning Aim A</p>	<p>finance, marketing and human resources; and how these interdependencies underpin business decision making</p> <p>the interdependent nature of business operations, finance, marketing and human resources within a business context</p> <p>use business terminology to identify and explain business activity</p> <ul style="list-style-type: none"> • apply business concepts to familiar and unfamiliar contexts • develop problem solving and decision-making skills relevant to business <p>The purpose of the finance function, its role within business and how it influences business activity, including:</p> <ul style="list-style-type: none"> • what different sources of business finance are available and their suitability for new and established businesses • the concept of revenue, costs, profit and loss, including break even and gross and net profit ratios • the use of financial information in understanding business performance and making business decisions <p>Skills: Team work Communication Writing to explain Writing within a given time frame</p>	<p>on business, business operations, finance, marketing and human resources; and how these interdependencies underpin business decision making</p> <p>the interdependent nature of business operations, finance, marketing and human resources within a business context</p> <p>use business terminology to identify and explain business activity</p> <ul style="list-style-type: none"> • apply business concepts to familiar and unfamiliar contexts • develop problem solving and decision-making skills relevant to business <p>The purpose of the finance function, its role within business and how it influences business activity, including:</p> <ul style="list-style-type: none"> • what different sources of business finance are available and their suitability for new and established businesses • the concept of revenue, costs, profit and loss, including break even and gross and net profit ratios • the use of financial information in understanding business performance and making business decisions <p>Skills: Team work Communication Writing to explain Writing within a given time frame</p>	<p>operations, finance, marketing and human resources; and how these interdependencies underpin business decision making</p> <p>the purpose and methods of market research, and the use of qualitative and quantitative market research data</p> <p>the interdependent nature of business operations, finance, marketing and human resources within a business context</p> <p>use business terminology to identify and explain business activity</p> <ul style="list-style-type: none"> • apply business concepts to familiar and unfamiliar contexts • develop problem solving and decision-making skills relevant to business <p>Skills: Team work Communication Writing to explain Writing within a given time frame Analysis of own skills and knowledge Summarising key points from a text Dissemination of information from website</p> <p>Assessment Task: Formative assessment: *Portfolio each lessons evidence recorded - varied tasks to be completed (VAK)</p>	<p>influences on business, business operations, finance, marketing and human resources; and how these interdependencies underpin business decision making</p> <p>the purpose and methods of market research, and the use of qualitative and quantitative market research data</p> <p>the interdependent nature of business operations, finance, marketing and human resources within a business context</p> <p>use business terminology to identify and explain business activity</p> <ul style="list-style-type: none"> • apply business concepts to familiar and unfamiliar contexts • develop problem solving and decision-making skills relevant to business <p>Skills: Team work Communication Writing to explain Writing within a given time frame Analysis of own skills and knowledge Summarising key points from a text Dissemination of information from website</p> <p>Assessment Task: Formative assessment: *Portfolio each lessons evidence recorded - varied tasks to be completed (VAK)</p>
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<p>Assignment 1 Learning Aim A</p> <p>Introduction</p> <p>This should include:</p> <p>individual research into three possible ideas for micro-enterprise activities to allow you to choose one final idea.</p>	<p>Introduction to the plan</p> <p>This should include:</p> <p>A detailed description of your three potential ideas for micro-enterprise activities based on your market research</p> <p>A detailed explanation of why you have chosen your final idea, supported by your individual research findings</p>	<p>Analysis of own skills and knowledge</p> <p>Summarising key points from a text</p> <p>Dissemination of information from website</p> <p><u>Assessment Task:</u></p> <p>Formative assessment:</p> <p>*Portfolio each lessons evidence recorded</p> <p>- varied tasks to be completed (VAK)</p> <p>- Homework planned each week</p> <p>DIRT planned to grade work ready for first AW</p> <p>Exam notes and tasks will be completed in exercise books and revision guides which students will be able to take home and keep</p> <p>Completion of Learning Aim A Assignment – Section 1</p> <p>Assignment 1 Learning Aim A</p> <p>Main body of the plan</p> <p>This should be detailed and include:</p> <p>The aims of your micro-enterprise activity</p> <p>The product or service to be sold</p> <p>An identification of the target market</p> <p>How you will communicate with the customer</p>	<p>Analysis of own skills and knowledge</p> <p>Summarising key points from a text</p> <p>Dissemination of information from website</p> <p><u>Assessment Task:</u></p> <p>Formative assessment:</p> <p>*Portfolio each lessons evidence recorded</p> <p>- varied tasks to be completed (VAK)</p> <p>- Homework planned each week</p> <p>DIRT planned to grade work ready for first AW</p> <p>Exam notes and tasks will be completed in exercise books and revision guides which students will be able to take home and keep</p> <p>Completion of Learning Aim A Assignment – Section 1</p> <p>Assignment 1 Learning Aim A</p> <p>Main Body of the Plan</p> <p>An estimation of the resources you will require</p> <p>An appropriate timescale for the activity, from initial plan through to completion of trading</p> <p>A risk assessment and contingency plan to ensure the quality of the product or service</p> <p>The final part of your plan is the appendix. This should include:</p>	<p>- Homework planned each week</p> <p>DIRT planned to grade work ready for first AW</p> <p>Exam notes and tasks will be completed in exercise books and revision guides which students will be able to take home and keep</p> <p>Completion of Learning Aim A Assignment – Section 1</p> <p>Assignment 1 Learning Aim B</p> <p>Students' pitch must:</p> <p>be a summary of the final plan</p> <p>clearly show all key elements of the plan in a logical sequence.</p> <p>As well as considering the summary of the plan, the audience will also be assessing presentation skills.</p> <p>The pitch should also demonstrate communication skills.</p> <p>After the pitch the audience will give feedback on the contents of the pitch, and the skills in delivering it, to help prepare a review for the final stage of the competition.</p>	<p>- Homework planned each week</p> <p>DIRT planned to grade work ready for first AW</p> <p>Exam notes and tasks will be completed in exercise books and revision guides which students will be able to take home and keep</p> <p>Completion of Learning Aim A Assignment – Section 1</p> <p>Assignment 1 Learning Aim C</p> <p>The review will be based on opinions, supported by the feedback received from the audience, for example tutors, other learners, and local entrepreneurs.</p> <p>The review must include:</p> <p>the elements of the plan that contributed to the success of the pitch, and recommendations for improvement to the plan</p> <p>specific examples of the skills demonstrated to make the pitch a success, and an identification of any development needs, making recommendations for how students could improve these skills.</p> <p>Students should clearly justify why they have come the conclusions</p>
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				initial financial forecasts to include start-up costs, running costs and production costs/cost of sales. evidence of your individual research.		they have and give reasons why they have chosen to focus on certain areas of the plan for improvement, and presentation and communication skills for development.
Year 11 Sept 2021 – May 2022	<p><u>Component 1 – Exploring Enterprises</u> Assignment 1: Examine the Characteristics of Enterprises</p> <p>To enable students to complete this task they first need to carry out research into two real small to medium local enterprises (SMEs) in Stanley, Co-Durham – DH9 Café and South Causey Inn Ltd, and the entrepreneurs that run them. Their research will need to focus on:</p> <p>What is the purpose, activities and aims of two contrasting local enterprises?</p> <p>What are the characteristics and skills of the entrepreneurs who run these enterprises?</p> <p>How have the characteristics of the enterprise and the entrepreneur influenced it achieving its main purpose?</p>	<p><u>Component 1 – Exploring Enterprises</u> Assignment 1: Examine the Characteristics of Enterprises</p> <p>To enable students to complete this task they first need to carry out research into two real small to medium local enterprises (SMEs) in Stanley, Co-Durham – DH9 Café and South Causey Inn Ltd, and the entrepreneurs that run them. Their research will need to focus on:</p> <p>What is the purpose, activities and aims of two contrasting local enterprises?</p> <p>What are the characteristics and skills of the entrepreneurs who run these enterprises?</p> <p>How have the characteristics of the enterprise and the entrepreneur influenced it achieving its main purpose?</p>	<p><u>Component 1 – Exploring Enterprises</u> Assignment 2: Examine the Characteristics of Enterprises</p> <p>To enable students to complete this task they first need to carry out research into two real small to medium local enterprises (SMEs) in Stanley, Co-Durham – DH9 Café and South Causey Inn Ltd, and the entrepreneurs that run them. Their research will need to focus on:</p> <p>What market research activity does each enterprise conduct?</p> <p>How the market research helps each enterprise to meet customer needs and understand competitor behaviour?</p>	<p><u>Component 1 – Exploring Enterprises</u> Assignment 2: Examine the Characteristics of Enterprises</p> <p>To enable students to complete this task they first need to carry out research into two real small to medium local enterprises (SMEs) in Stanley, Co-Durham – DH9 Café and South Causey Inn Ltd, and the entrepreneurs that run them. Their research will need to focus on:</p> <p>What market research activity does each enterprise conduct?</p> <p>How the market research helps each enterprise to meet customer needs and understand competitor behaviour?</p>	<p><u>Component 1 – Exploring Enterprises</u> Assignment 3: Investigate the factors that contribute to the success of an enterprise</p> <p>To enable students to complete this task they first need to carry out research into two real small to medium local enterprises (SMEs) in Stanley, Co-Durham – DH9 Café and South Causey Inn Ltd, and the entrepreneurs that run them. Their research will need to focus on:</p> <p>The impact of internal and external factors on the level of success of each of the enterprises.</p>	<p><u>Component 1 – Exploring Enterprises</u> Assignment 3: Investigate the factors that contribute to the success of an enterprise</p> <p>To enable students to complete this task they first need to carry out research into two real small to medium local enterprises (SMEs) in Stanley, Co-Durham – DH9 Café and South Causey Inn Ltd, and the entrepreneurs that run them. Their research will need to focus on:</p> <p>The impact of internal and external factors on the level of success of each of the enterprises.</p>

<p><u>National Curriculum Knowledge:</u> the purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business</p> <p>the types of business ownership, including business start-ups and the concept of limited liability</p> <p>business aims and objectives, how and why they differ between businesses, and how and why they change as businesses evolve</p> <p>developing 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</p> <p><u>Skills:</u> Research techniques Collecting and using information Data Analysis Dissemination of information from website Team work Communication Summarising key points from a text</p>	<p><u>National Curriculum Knowledge:</u> the purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business</p> <p>the types of business ownership, including business start-ups and the concept of limited liability</p> <p>business aims and objectives, how and why they differ between businesses, and how and why they change as businesses evolve</p> <p>developing 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</p> <p><u>Skills:</u> Research techniques Collecting and using information Data Analysis Dissemination of information from website Team work Communication Writing to explain Writing within a given time frame Analysis of own skills and knowledge Summarising key points from a text</p>	<p><u>National Curriculum Knowledge:</u> the purpose and methods of market research, and the use of qualitative and quantitative market research data</p> <p>the use and limitation of quantitative and qualitative data in making business decisions</p> <p>make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills</p> <p><u>Skills:</u> Data analysis Research and collection techniques Information reliability and validity identification Independent learning Collaboration</p>	<p><u>National Curriculum Knowledge:</u> the purpose and methods of market research, and the use of qualitative and quantitative market research data</p> <p>the use and limitation of quantitative and qualitative data in making business decisions</p> <p>make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills</p> <p><u>Skills:</u> Data analysis Research and collection techniques Information reliability and validity identification Independent learning Collaboration Finance Calculations Using Ratios</p>	<p><u>National Curriculum Knowledge:</u> the factors influencing business location, including proximity to market, labour and materials</p> <p><u>Skills:</u> Data analysis Research and collection techniques Information reliability and validity identification Independent learning Collaboration Finance Calculations Using Ratios</p>	<p><u>National Curriculum Knowledge:</u> the factors influencing business location, including proximity to market, labour and materials</p> <p><u>Skills:</u> Dissemination of information from website Team work Communication Writing to explain Writing within a given time frame Analysis of own skills and knowledge Summarising key points from a text</p>
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