

Curriculum Planning

Subject: Enterprise

1 Year Plan

Year 1

Time	Key Subject Content	Sequencing	Rationale	Careers, Industry Links and Cultural Capital	Reading	SEMH
Half Term 1: Sep – Oct	Identify customer profile for the business challenge	<p>Explain market segmentation and its benefits for a business, including examples of how real businesses segment their markets to support your explanation.</p> <p>Apply your knowledge of market segmentation to create and describe a customer profile for the business challenge (e.g. age, gender, occupation, income, lifestyle interests).</p>	In order to complete Task 1, learners will need to have a top-level idea of the type of hat they wish to produce (e.g., a child’s sunhat, an adult’s cap). They will then create and describe a customer profile that relates to their idea. This idea will be designed and developed as they work through the tasks.	Retail industry, competitors, new and upcoming companies	Read customer brief and requirements. Discuss as a group.	Boxall Strand A Gives purposeful attention Boxall Stand D- shows insightful involvement
Half Term 2: Oct – Dec	Complete market research to aid decisions	<p>Students will describe the importance of market research using examples of different methods to show understanding.</p> <p>Explain the different market research tools you will use and describe the advantages and disadvantages of the methods/tools that you plan to use. You must use at least two different tools in your work.</p>	Customer needs and market research provide opportunities to make this unit engaging, and students must be able to carry out their own primary and secondary research as part of their preparation for assessment. Tools that are commonly used in business are explored in context and, again, students learn about how these tools can be used to guide	Importance of ALL companies of carrying out market research, what kind of research will ASDA, ASOS, have completed before launching?	Read financial reviews of companies, read spec and customer brief.	Boxall Strand – B participates constructively. Boxall Strand E – Engages cognitively with peers.

		<ul style="list-style-type: none"> •Explain your chosen sampling methods. •Develop your market research tools and carry out market research that will help you create a suitable product for your chosen customer profile. •Review the results of your completed market research, selecting and using the most appropriate methods to present the results. <p>Assess the effectiveness of the market research methods used to meet customer needs and understand competitor behaviour in a selected enterprise</p>	<p>enterprise owners into responding to the local and wider market.</p> <p>The work for Tasks 1 and 2 consists mostly of practical tasks, with learners completing appropriate research and using their analytical skills to help inform their design proposal. However, there are some elements of these tasks that will require learners to evidence more generic knowledge and understanding of real business activities (the first bullet of each task).</p>			
<p>Half Term 3: Jan – Feb</p>	<p>Produce a design for a business challenge</p>	<p>Students will generate product design ideas using creative techniques, and explain their strengths and weaknesses in relation to chosen customer profile.</p> <p>Select and draft ONE design for the proposal from your product design ideas, describing how you have used your market research outcomes. Your draft design must be clearly labelled.</p> <p>Produce a self-assessment of the hat design.</p>	<p>In Task 3 learners must evidence that they generated more than one design idea, and explain the strengths and weaknesses of each idea, before selecting one idea to take forward into a full draft design. Learners' evidence for Task 4 should clearly show how self-evaluation and feedback received from peers or others helped inform their decision-making and modifications to their final design.</p>	<p>Students will understand that all products go under a review. Visit from Imran A, from Tesla to discuss importance of reviewing and testing.</p>	<p>Read product reviews, what they will avoid and why.</p>	<p>Boxall Strand B and D</p>

	<p>Develop a proposal for a business challenge</p>	<p>Gain feedback on your design from different individuals (e.g., peer feedback). You should summarise the main findings.</p> <p>Modify your design using the feedback findings, clearly describing the alterations that you have implemented.</p> <p>Explain the reasons for choosing your final hat design.</p>	<p>Learners' evidence for Task 4 should clearly show how self-evaluation and feedback received from peers or others helped inform their decision-making and modifications to their final design.</p>			
<p>Half Term 4: Feb – April</p>	<p>Be able to review whether a business proposal is viable</p>	<p>From the scenario, identify the fixed costs per month for Progress Ahead.</p> <p>Predict the number of units of your hat design Progress Ahead may sell in the first month, giving reasons for your decision.</p> <p>Calculate the total variable costs per unit for your hat design.</p> <p>Select an appropriate pricing strategy which is appropriate for your chosen hat and customer profile.</p> <p>Propose a selling price per unit for your hat design, giving reasons for your decision.</p> <p>Complete calculations to work out the:</p>	<p>For Task 5, learners must refer to the costs given in the business challenge scenario and demonstrate their ability to use and apply specific financial costs, in order to gain a realistic understanding of the costs associated with their chosen product. They must select a pricing strategy and propose a selling price per unit for their product. They will perform break-even analysis and describe the potential business risks involved if the product were to be launched.</p> <p>All bullets within each task must be evidenced.</p>	<p>Visits to local shops and petrol stations to study ways to prove the businesses. Understand companies pay for advice to improve business, financial advisors.</p>	<p>Customer brief, study ASOS journey and compare to BOOHOO, read reviews and the journey of other companies</p>	<p>Boxall Strands B, D, C, H and I</p>

		<ul style="list-style-type: none"> ◦ predicted total costs for the first month ◦ predicted total profit for the first month if the predicted number of units were sold. 				
Half Term 5: April – May	R064 Enterprise and marketing concepts. Understand how to target a market	<p>The need for customer segmentation</p> <p>Types of market segmentation</p> <p>The benefits of market segmentation</p> <p>The purpose of market research</p>	<p>Learners should be able to recognise when market segmentation may not be appropriate for a start-up business, and why the benefits of segmentation may vary for different business situations.</p> <p>To include identifying when market research is necessary</p>	Local enterprises, visit to franchises and understand difference.	Companies house reports, financial return reports	Boxall Strands B, H and I
Half Term 6: June – July	Customer feedback techniques and finance	<p>The types of customer feedback techniques available to business start-ups, i.e.</p> <ul style="list-style-type: none"> • Social media/online communities with reviews and comments • Online surveys • Customer comment cards • Comments made to staff members • Telephone/email surveys • Email contact forms <p>Cost of producing the product or service, i.e.</p> <ul style="list-style-type: none"> • Fixed costs i.e., costs that do not vary with output, i.e. – rent 	<p>To include the value of customer feedback when setting up a new business. To include recommendations of appropriate methods for a given start-up business.</p>	Questionnaire, study surveying enterprise, costs and impact	Read other questionnaires and derive ideas. Read companies house reports	Boxall Strands B, A, H and I.



A range of factors that affect the viability of products or services

- loan repayment
- insurance
- advertising
- salaries
- utilities
- Variable costs i.e., costs that do vary with output i.e.
 - raw materials
 - components
 - stock
 - packaging
- Total costs i.e. fixed costs + variable costs

It is important that learners understand that these are functional activities that will need to be considered and understood when considering a business start-up. All activities may well be carried out by the same person, rather than different departments, when a business starts up, and learners should understand the limitations of this.