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Ethos College

Curriculum Planning Enterprise

Curriculum intent statement: Enterprise

Intent:

The Enterprise curriculum aims to support pupils in the following areas. It encourages the development of key skills that prove aptitude in planning an enterprise activity, including market research, planning, carrying out financial transactions, communication and problem solving, equips them with the knowledge that underpins effective use of skills, such as the features and characteristics of enterprises and entrepreneurs, and the internal and external factors that can affect the performance of an enterprise and reflecting on performance of an enterprise idea and own use of skills.

Implementation:

The curriculum is designed to build and expand on prior knowledge to strengthen enterprising skills. The subject is assessed both internally and externally. Time is built into the curriculum to deliver the knowledge and skills to allow pupils to complete assessments. Lesson content is delivered alongside developing students' ability to think about real-life situations. Questioning is used to check understanding, draw out misconceptions and encourage deeper thinking. Group work will be used for students to discuss ideas and promote pros and cons of key concepts. Reasoning skills developed through verbal and written work. Retrieval practice will be used to review learning and as an opportunity to do written questions. A variety of




real-life examples will be used to explain content which promotes the application of knowledge and skills. Pupils will be provided with timely written feedback to allow them to make maximum progress.

Impact:

The Enterprise curriculum will support pupils to acquire, retain and apply curriculum knowledge in the classroom and beyond. All pupils will make good progress in Enterprise and achieve, at least, their target grade. Study of this subject 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 subject area.

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 Strand D- shows insightful involvement
Half Term 2: Oct – Dec	Complete market research to aid decisions	Students will describe the importance of market research using examples of different methods to show understanding.	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	Importance of ALL companies of carrying out market	Read financial reviews of companies, read spec and	Boxall Strand – B participates constructively.

		<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> <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>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 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>	research, what kind of research will ASDA, ASOS, have completed before launching?	customer brief.	Boxall Strand E – Engages cognitively with peers.
Half Term 3: Jan – Feb	Produce a design for a business challenge	Students will generate product design ideas using creative techniques, and explain their	In Task 3 learners must evidence that they generated more than one design idea, and explain the strengths and weaknesses of each	Students will understand that all products go	Read product reviews, what they will avoid and why.	Boxall Strand B and D

	Develop a proposal for a business challenge	<p>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>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>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>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>	under a review. Visit from Imran A, from Tesla to discuss importance of reviewing and testing.		
Half Term 4: Feb – April	Be able to review whether a business proposal is viable	<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</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	Visits to local shops and petrol stations to study ways to prove the businesses.	Customer brief, study ASOS journey and compare to BOOHOO, read reviews	Boxall Strands B, D, C, H and I

in the first month, giving reasons for your decision.

Calculate the total variable costs per unit for your hat design.

Select an appropriate pricing strategy which is appropriate for your chosen hat and customer profile.

Propose a selling price per unit for your hat design, giving reasons for your decision.

Complete calculations to work out the:

- predicted total costs for the first month
- predicted total profit for the first month if the predicted number of units were sold.

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.

All bullets within each task must be evidenced.

Understand companies pay for advice to improve business, financial advisors.

and the journey of other companies

[illegible]



products or
services

- 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

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.