



**Hazel** Wood  
High School

Part of the

**Oak**



Learning Partnership

[oaklp.co.uk](http://oaklp.co.uk)

Enterprise  
Curriculum Overview  
**Hazel Wood  
High School**



### Our Curriculum Content:

Enterprise prepares students for an enterprising future by studying and practising the knowledge, behaviour and skills related to researching, planning for, presenting and reviewing an enterprise. It helps students to develop their technical skills – such as market research, planning, marketing and finance – using realistic scenarios, and personal skills such as monitoring their own performance, time management and problem solving through a practical and skills-based approach to learning and assessment.

Enterprise equips students with the knowledge of how to be innovative leaders, to drive an organisation forward, to have ideas and initiatives to promote growth, and to ensure that enterprises survive in this fast-changing world. This is important for students given the importance of enterprise in the UK’s global economic status both now and in the future. Enterprise skills provide a fantastic progression pathway into a number of roles in an organisation and are transferable into all enterprises.

<b>Btec Level 1/2 Tech Award in Enterprise (2022)</b>			
<b>Year 10</b>	<b>Half Term 1 / Half Term 2</b>	<b>Half Term 3 / Half Term 4 / Half Term 5</b>	<b>Half Term 6</b>
<b>Unit Title</b>	<b>Component 1: Exploring Enterprises</b> <b>Guided Learning Hours: 36 hours</b>	<b>Component 2: Planning and presenting a micro-enterprise idea</b> <b>Guided Learning Hours: 36 hours</b>	<b>Component 3: Marketing and Finance for Enterprise</b> <b>Guided Learning Hours: 48 hours</b> <i>(This component will commence in Year 10 Half Term 6 and will continue into Year 11)</i>
<b>Key knowledge and understanding that enables skill building.</b>	Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following learning outcomes: <b>A</b> How and why enterprises and entrepreneurs are successful. A1 Size and features of SMEs. A2 Sectors and business models in which enterprises operate. A3 Aims and activities of enterprises. A4 Skills and characteristics of entrepreneurs.	Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following learning outcomes: <b>A</b> Choose an idea and produce a plan for a micro-enterprise idea. A1 Choosing ideas for a micro-enterprise A2 Plan for a micro-enterprise <b>B</b> Present a plan for the micro-enterprise idea to meet specific requirements. B1 Production of a presentation B2 Delivery of presentation	Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following learning outcomes: <b>A</b> Marketing activities A1 Targeting and segmenting the market A2 4Ps of the marketing mix A3 Factors influencing the choice of marketing methods A4 Trust, reputation and loyalty <b>B</b> Financial documents and statements B1 Financial documents



	<p><b>B</b> Customer needs and competitor behaviour through market research.          B1 Market research methods.          B2 Understanding customer needs.          B3 Understanding competitor behaviour.          B4 Suitability of market research methods.</p> <p><b>C</b> How the outcomes of situational analyses may affect enterprises.          C1 PEST analysis          C2 SWOT analysis</p>	<p><b>C</b> Review the presentation of the micro-enterprise idea to meet specific requirement.          C1 Review of presentation</p>	<p>B2 Payment methods          B3 Revenue and costs          B4 Financial statements          B5 Profitability and liquidity</p> <p><b>C</b> Financial planning and forecasting          C1 Budgeting          C2 Cashflow          C3 Suggesting improvements to cash flow problems.          C4 Break-even point and break-even analysis          C5 Sources of business finance</p>
<p><b>Vocabulary</b></p>	<p>All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved through homework and there is a full subject glossary at the back of every student's book where students can record any additional words that are new to them.</p>		
<p><b>Assessment</b></p>	<p>Pearson sets the assignments for the assessment of this component.          The assignment for this component consists of three tasks.</p> <ul style="list-style-type: none"> <li>• Task 1: Students will use the information provided on the sectors to select and research an appropriate enterprise and their associated entrepreneur(s), exploring how the activities of the enterprise and the skills and characteristics of the entrepreneur(s) help the enterprise to achieve their aims.</li> <li>• Task 2: Students will investigate the market research methods currently used by their chosen enterprise and explore the information this provides the</li> </ul>	<p>Pearson sets the assignments for the assessment of this component.          The assignment for this component consists of two tasks.</p> <ul style="list-style-type: none"> <li>• Task 1: Students will use research methods to choose and reject ideas for a micro-enterprise and develop a business plan.</li> <li>• Task 2: Students will present their business plan and review the production and delivery of their presentation.</li> </ul> <p>The assignment will take approximately 6 hours of</p>	<p>This is all working towards an exam worth 60 marks which will be completed under exam conditions in the January / February exam window of Year 11 as set by Pearson.</p>



	<p>enterprise on their customers and competitors, making recommendations for improvements to these methods.</p> <ul style="list-style-type: none"><li>• Task 3: Students analyse PEST and SWOT factors to make supported judgements on the actions the enterprise could take and make supported judgements on opportunities and threats as a result.</li></ul> <p>The Pearson-set Assignment will be completed in approximately 6 hours of monitored preparation and 5 hours of supervised assessment.</p> <p>The assignments will be marked internally by teachers (out of 60 marks) and moderated by Pearson. Assignments for this component will be set by Pearson in September and will be submitted for moderation in December.</p>	<p>monitored preparation and 7 supervised hours to complete.</p> <p>The assignments will be marked internally by teachers (out of 60 marks) and moderated by Pearson. Assignments for this component will be set by Pearson in January and will be submitted for moderation in May.</p>	
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Year 11	Autumn Term 1/Autumn Term 2/ Spring Term 1	Spring Term 2 / Summer Term 1
<b>Unit Title</b>	<b>Component 3: Marketing and Finance for Enterprise</b> <b>Guided Learning Hours: 48 hours</b> <i>(This component will commence in Year 10 Half Term 6 and will continue into Year 11)</i>	Once the course has been completed, students will have the opportunity to work on resubmitting work for Component 1 and/or Component 2 and work towards re-taking Component 3 in the May/June exam window.  All other students will take part in interventions for other subjects with summer exams.
<b>Key Knowledge and Understanding that, where necessary, enables skill building.</b>	Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following learning outcomes: <b>A Marketing activities</b> A1 Targeting and segmenting the market A2 4Ps of the marketing mix A3 Factors influencing the choice of marketing methods A4 Trust, reputation and loyalty  <b>B Financial documents and statements</b> B1 Financial documents B2 Payment methods B3 Revenue and costs B4 Financial statements B5 Profitability and liquidity  <b>C Financial planning and forecasting</b> C1 budgeting C2 Cashflow C3 Suggesting improvements to cash flow problems. C4 Break-even point and break-even Analysis C5 Sources of business finance	



<b>Vocabulary</b>	<p>All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved through homework and there is a full subject glossary at the back of every student's book where students can record any additional words that are new to them.</p> <p>Key terms typically used in the assessment:</p> <ul style="list-style-type: none"><li>• Calculate</li><li>• Complete</li><li>• Discuss</li><li>• Draw and label</li><li>• Evaluate</li><li>• Explain</li><li>• Give</li><li>• Identify</li></ul>	
<b>Assessment</b>	<p>Throughout this component, students will be formatively assessed on the application of knowledge to exam style questions to ensure that teaching is bespoke to each of their development needs.</p> <p>Students are expected to complete regular homework which involves pre-learning or compliments content taught in lessons that test their increasing knowledge base in relation to the component and where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons.</p> <p>In lessons, there are regular 'low-stakes' quizzes to ensure that students' knowledge base is developing and to help them to retrieve, and commit to memory, key learning points.</p> <p>Assessment objectives:</p> <p><b>AO1</b> Demonstrate knowledge of facts, terms and issues in relation to enterprise</p> <p><b>AO2</b> Demonstrate an understanding of facts, terms and issues in relation to enterprise</p>	



**AO3** Apply an understanding of facts, terms and issues in relation to enterprise

**AO4** Make connections with concepts, issues and terms in enterprise

**AO5** Carry out calculations to complete financial documents, carry out calculations using formulae and ratios, and construct and interpret break-even charts

In November, students will sit a Mock examination. The result from this examination will be reported to parents, alongside a realistic expected grade for the subject.

Findings from the Mock exam will result in some explicit reteaching so that students can identify their own areas for development and areas of success. This will also enable course leader to adapt teaching where there may be gaps in knowledge.

An exam worth 60 marks will be completed under supervised conditions. The supervised assessment period is 2 hours and should be arranged in the period timetabled by Pearson. The assessment availability is January/February and May/June. Students will sit this examination in the January/ February window and have the opportunity to resit this in the May/June window if needed.





Year 11 2024-2025 only	Autumn Term 1/Autumn Term 2	Spring Term 1 / Spring Term 2 / Summer Term 1
<b>Unit Title</b>	<b>Component 2: Planning and presenting a micro-enterprise idea</b> <b>Guided Learning Hours: 36 hours</b>	Students will have the opportunity to work on resubmitting work for Component 1 and/or Component 2 and work towards Component 3 in the May/June exam window.  <b>Component 3: Marketing and Finance for Enterprise</b> <b>Guided Learning Hours: 48 hours</b>
<b>Key Knowledge and Understanding that, where necessary, enables skill building.</b>	Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following learning outcomes: <b>A</b> Choose an idea and produce a plan for a micro-enterprise idea. A1 Choosing ideas for a micro-enterprise A2 Plan for a micro-enterprise  <b>B</b> Present a plan for the micro-enterprise idea to meet specific requirements. B1 Production of a presentation B2 Delivery of presentation  <b>C</b> Review the presentation of the micro-enterprise idea to meet specific requirement. C1 Review of presentation	Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following learning outcomes: <b>A</b> Marketing activities A1 Targeting and segmenting the market A2 4Ps of the marketing mix A3 Factors influencing the choice of marketing methods A4 Trust, reputation and loyalty  <b>B</b> Financial documents and statements B1 Financial documents B2 Payment methods B3 Revenue and costs B4 Financial statements B5 Profitability and liquidity  <b>C</b> Financial planning and forecasting C1 budgeting C2 Cashflow C3 Suggesting improvements to cash flow problems. C4 Break-even point and break-even Analysis C5 Sources of business finance





<b>Vocabulary</b>	<p>All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved through homework and there is a full subject glossary at the back of every student's book where students can record any additional words that are new to them.</p>	<p>All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved through homework and there is a full subject glossary at the back of every student's book where students can record any additional words that are new to them.</p> <p>Key terms typically used in the assessment:</p> <ul style="list-style-type: none"><li>• Calculate</li><li>• Complete</li><li>• Discuss</li><li>• Draw and label</li><li>• Evaluate</li><li>• Explain</li><li>• Give</li><li>• Identify</li></ul>
<b>Assessment</b>	<p>Pearson sets the assignments for the assessment of this component. The assignment for this component consists of two tasks.</p> <ul style="list-style-type: none"><li>• Task 1: Students will use research methods to choose and reject ideas for a micro-enterprise and develop a business plan.</li><li>• Task 2: Students will present their business plan and review the production and delivery of their presentation.</li></ul> <p>The assignment will take approximately 6 hours of monitored preparation and 7 supervised hours to complete.</p> <p>The assignments will be marked internally by teachers (out of 60 marks) and moderated by Pearson. Assignments for this component will be set by Pearson in September and will be submitted for moderation in December.</p>	<p>Throughout this component, students will be formatively assessed on the application of knowledge to exam style questions to ensure that teaching is bespoke to each of their development needs.</p> <p>Students are expected to complete regular homework which involves pre-learning or compliments content taught in lessons that test their increasing knowledge base in relation to the component and where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons.</p> <p>In lessons, there are regular 'low-stakes' quizzes to ensure that students' knowledge base is developing and to help them to retrieve, and commit to memory, key learning points.</p> <p>Assessment objectives:</p> <p><b>AO1</b> Demonstrate knowledge of facts, terms and issues in relation to enterprise</p>



**A02** Demonstrate an understanding of facts, terms and issues in relation to enterprise

**A03** Apply an understanding of facts, terms and issues in relation to enterprise

**A04** Make connections with concepts, issues and terms in enterprise

**A05** Carry out calculations to complete financial documents, carry out calculations using formulae and ratios, and construct and interpret break-even charts

In November, students will sit a Mock examination. The result from this examination will be reported to parents, alongside a realistic expected grade for the subject.

Findings from the Mock exam will result in some explicit reteaching so that students can identify their own areas for development and areas of success. This will also enable course leader to adapt teaching where there may be gaps in knowledge.

An exam worth 60 marks will be completed under supervised conditions. The supervised assessment period is 2 hours and should be arranged in the period timetabled by Pearson.

