



Curriculum Map for Enterprise & Marketing Year 11

YEAR 11	Autumn 1	Autumn 2
Topics	<p style="text-align: center;">Unit R065</p> <p style="text-align: center;">Design a Business Proposal</p> <p style="text-align: center;">Completion/Improvements</p>	<p style="text-align: center;">Unit R066</p> <p style="text-align: center;">Market & Pitch a Business Proposal</p> <p style="text-align: center;">Learning Outcome 1</p> <p style="text-align: center;">Be able to develop a brand identity and promotional plan to target a customer profile.</p>
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> • Recap of previous knowledge taught in Year 10 • Task 1 – Market segmentation and customer profile. • Task 2 – Market research, sampling methods, research completion and research analysis. • Task 5 – Fixed and variable costs, predicting sales, pricing strategies, profit, break-even and risk. 	<ul style="list-style-type: none"> • What a brand is, branding methods and techniques and why businesses use them/ • What promotional objectives are, the difference between digital and traditional methods of promotion and the different methods of promotion used by businesses, grouping them as digital or traditional. • Why promotional methods work well together.
Disciplinary Knowledge – How and Why The Knowledge Has Developed and How It Is Interrelated	<ul style="list-style-type: none"> • Learners apply their knowledge to their business proposal. 	<ul style="list-style-type: none"> • Learners will investigate what a brand is, using real examples. • Learners create a brand for the product they designed for R065. Learners must create a logo and then choose one or two other branding methods from the list available to create for their product. • Learners must then justify why they have chosen the combination of branding methods and assess how successful this new brand could be. • Learners show a range of real business promotions and discussing why the business carried out this promotion. • Following this, learners should decide on the promotional objectives for their own product from R065.
Skills	<ul style="list-style-type: none"> • Analysing information, identifying, and selecting • ICT skills • Design skills – though not essential • Write definitions • Use business example to discussions 	<ul style="list-style-type: none"> • Use real examples to explore what a brand is • Discussions around why business create brands; what is the benefit for them? • Analysing information for communicating for a specific purpose, Branding • Discussion in identifying and selecting a branding technique, analysing information, and assessing information from different sources • ICT skills

Links To Prior Learning	<ul style="list-style-type: none"> • Links to all R064 and R065 content. 	<ul style="list-style-type: none"> • Learners will arrive to these lessons with an existing understanding of brands and why branding can be valuable; these ideas will be welcomed through class discussions. • Links to the customer and product from R065. • Some links to R064 LO4 (4.4) on promotion; though this is more about a promotional plan rather than one method of promoting a business.
Literacy/ Numeracy	<ul style="list-style-type: none"> • Understanding and responding to key command words • Writing documents and summarising information • Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts • Carrying out group work investigating organisations • Working with others in investigating • Reading – compare, select, read, and understand texts and use them to gather information, ideas, arguments, and opinions. • Reading about organisations. 	<ul style="list-style-type: none"> • Writing to justify is a skill learners will have developed in their English lessons and should be applied in this work.
Cross Curricular	<ul style="list-style-type: none"> • Links to a variety of different careers; especially marketing • Links to Art and Design subjects when creating product designs ideas. 	<ul style="list-style-type: none"> • Links to a variety of different careers; learners will likely end up working in one of the sectors discussed. • Links to careers is marketing and retail sectors. • All learners will come across a variety of brand and will have to make a choice when purchasing and selecting goods. • Some links to Art and Design subjects when creating brand ideas.
Assessment	<ul style="list-style-type: none"> • This work is assessed through a completed portfolio for R065 	<ul style="list-style-type: none"> • This work forms part of LO1 for R066. • Assessed through a portfolio of work for R066.

YEAR 11	Spring 1	Spring 2
Topics	<p style="text-align: center;">Unit R066</p> <p style="text-align: center;">Market & Pitch A Business Proposal</p> <p style="text-align: center;">Learning Objective 2</p> <p>Be able to complete market research to aid decisions relating to a business challenge.</p>	<p style="text-align: center;">Unit R066</p> <p style="text-align: center;">Market & Pitch A Business Proposal</p> <p style="text-align: center;">Learning Objective 3</p> <p>Be able to develop a design proposal for a business challenge.</p>

Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> The factors, key decisions and visual aids to be considered when planning a professional pitch. The structure and of a professional pitch. The matching of the content of a professional pitch to its purpose (convincing buyers to stock a product). How to pre-empt questions that a panel may ask following a professional pitch. 	<ul style="list-style-type: none"> How to present a professional business pitch. How to provide peer feedback. How to refine a professional pitch based on feedback received. How to present a formal business pitch to an external panel.
Disciplinary Knowledge – How and Why The Knowledge Has Developed and How It Is Interrelated	<ul style="list-style-type: none"> Learners prepare a professional pitch for their business idea. 	<ul style="list-style-type: none"> Learners present their pitches in groups. They must complete feedback forms for any pitches they witness. Learners will be given time to reflect on their feedback and improve areas of their pitches as necessary.
Skills	<ul style="list-style-type: none"> Pitching is a skill learners will depend on in their future in almost all careers. The visual aid will likely be completed in PowerPoint; links to Computing/ICT. 	<ul style="list-style-type: none"> Presentation skills. Listening to and evaluating presentations.
Links To Prior Learning	<ul style="list-style-type: none"> Links to previous units. 	<ul style="list-style-type: none"> Links to previous units.
Literacy/ Numeracy	<ul style="list-style-type: none"> Producing a script links with skills developed in English, Drama and Media subjects. Oracy. 	<ul style="list-style-type: none"> Oracy.
Cross curricular	<ul style="list-style-type: none"> Producing a script is likely to link with skills developed in English, Drama and Media subjects. 	
Assessment	<ul style="list-style-type: none"> This work forms part of Learning Objective 2 for R066. Assessed through a portfolio of work for R066. Learners’ visual aids and supporting material will also be assessed on the witness statement when they deliver their professional pitch. 	<ul style="list-style-type: none"> This work forms part of Learning Objective 3 for R066. Learners will be peer assessed and have witness statements for this element. Assessed through a portfolio of work for R066. Learners will have a witness statement completed to reflect their performance in their professional pitches. These will be completed by the panel and assessed by the learner’s class teacher. The refined pitch will be assessed by an external panel during learners’ professional pitch presentations in Task 3.

YEAR 11	Summer 1 & 2
Topics	<p style="text-align: center;">Unit R066 Market & Pitch A Business Proposal</p> <p style="text-align: center;">Learning Objective 4</p> <p style="text-align: center;">Be able to review whether a business proposal is viable.</p>
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> • How to review a business proposal.
Disciplinary Knowledge – How and Why The Knowledge Has Developed and How It Is Interrelated	<ul style="list-style-type: none"> • How to reflect on performance in the professional pitch. • How to identify personal strengths and areas for development. • How to reflect on decisions made in response to the business challenge. • How to identify strengths and areas for development in a business proposal.
Skills	<ul style="list-style-type: none"> • This document will be structured in paragraph format and will be an assessment of learners' performance in their professional pitch; This writing will depend on skills learners have developed in their English lessons.
Links To Prior Learning	<ul style="list-style-type: none"> • Links to R064 • Links to R065
Literacy/ Numeracy	<ul style="list-style-type: none"> • Written reflection and evaluation on decisions made.
Cross curricular	<ul style="list-style-type: none"> • Links to a variety of different careers • Learners will likely end up working in one of the sectors discussed. • Some links to Art and Design subjects when creating brand ideas.
Assessment	<ul style="list-style-type: none"> • R066 Portfolio