



Curriculum Map for Enterprise & Marketing Year 10

YEAR 10	Autumn 1	Autumn 2
Topics	<p align="center">Unit R064</p> <p align="center">Enterprise & Marketing Concepts</p> <p align="center">Learning Objective 1</p> <p align="center">Understand how to target a market.</p>	<p align="center">Unit R064</p> <p align="center">Enterprise & Marketing Concepts</p> <p align="center">Learning Objective 2</p> <p align="center">Understand what makes a product or service financially viable.</p>
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> • Customer segmentation • How customers’ needs vary • Different ways a business can segment their market. • The benefits of market segmentation. • What market research is and its importance to a business. • What primary (field) research is and methods of primary research. • What secondary (desk) research is and name methods of secondary research. • The relative advantages and disadvantages of primary and secondary research. • Customer feedback techniques available to new business start-ups. • Why customer feedback can be valuable to a business. 	<ul style="list-style-type: none"> • What a cost is. • The different types of costs; fixed, variable and total and how to calculate them for different outputs. • What is revenue, its difference to profit and how to calculate revenue based on given selling prices and sales figures. • What is profit and how to calculate profit for a given level of output • What break-even is and how to calculate a business’s break-even point. • Why businesses would want to calculate their break-even point. • Creating a break-even graph • What happens to a business’s break-even point when their selling price changes (higher or lower).
Disciplinary Knowledge – How and Why The Knowledge Has Developed and How It Is Interrelated	<ul style="list-style-type: none"> • Discussion: what is customer segmentation? • Identify different groups of customers, how are their needs different? • Identify real businesses and products that segment their market using each method. • Produce market research methods for a new product (teacher decides product for the class). • Collate results of market research methods and decide what product would match the outcomes of the research. • List potential customer feedback techniques already known. Explain each technique. • Evaluation of how gathering customer feedback can benefit a business. 	<ul style="list-style-type: none"> • Write definitions of costs, fixed costs and variable costs (create own glossary). • Use business example to discuss which costs would or would not increase based on output. • Exam question on costs. • Identifying fixed and variable costs from a list (short recall test). • Use ‘show me’ boards to complete calculations as a class for total costs. • Worked examples of how to complete an exam style question on total costs. • Calculate total costs independently. • Exam style questions on calculating costs for different output. • Key term definitions (add to own glossary). • Use ‘show me’ boards to complete examples of calculating revenue as a class. • Independently calculate revenue from a range of given questions.

		<ul style="list-style-type: none"> • Exam style question to calculate revenue for different periods; share rules such as 'per month = per week x 4' etc. • Add definition of profit to own glossary. • Use 'show me' boards to complete examples of calculating profit as a class. • Independently complete calculations for profit using given figures. • Stretch challenge: use the formula for profit to demonstrate how it can be reworked. • Exam style questions for calculating profit; include reworked formula for higher ability learners. • Peer marking of exam questions. Provide feedback.
Skills	<ul style="list-style-type: none"> • Creating Own Glossary • Using Business Examples To Support Ideas • Carrying Out Group Work Investigating Organisations 	<ul style="list-style-type: none"> • Presenting Skills • Language Skills • Effective Writing Skills • Analytical Skills • Creative Assessment • Cognitive and Problem-Solving Skills • Interpersonal Skills • ICT Skills
Links To Prior Learning	<ul style="list-style-type: none"> • Learners will need an existing understanding of real businesses for examples in this lesson. <p style="text-align: center;">Links to R065 Task 1</p> <ul style="list-style-type: none"> • Learners will come with an understanding of some market research methods and may have seen people participate in market research; being asked to complete a questionnaire in the High Street, for example. <p style="text-align: center;">Links to R065 Task 2</p> <ul style="list-style-type: none"> • Many careers involve carrying out or participating in research. • Collating results links to graphs/charts in Maths and Science. • Learners will already have an understanding of what customer feedback is and may have also provided feedback to a business. 	<ul style="list-style-type: none"> • Learners will have prior understanding of what a cost is; examples in the lesson can build on this using an example of a family's typical costs.
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 • 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"> • Using reflexive verbs • Introducing the passive • Avoiding the passive • Preterite tense of reflexive verbs

Cross Curricular	<ul style="list-style-type: none"> Links to careers in retail and hospitality where customer feedback is vital. 	<ul style="list-style-type: none"> Careers links to jobs in finance and accounting.
Assessment	<ul style="list-style-type: none"> R064 Learning Objective 1 Test 	<ul style="list-style-type: none"> R064 Learning Objective 2 Test

YEAR 10	Spring 1	Spring 2
Topics	<p align="center">Unit R064 Enterprise & Marketing Concepts</p> <p align="center">Learning Objective 3 Understand product development.</p>	<p align="center">Unit R064 Enterprise & Marketing Concepts</p> <p align="center">Learning Objective 4 Understand how to attract and retain customers.</p>
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> What the product lifecycle demonstrates, how to draw a product lifecycle diagram and what happens to sales at each stage of the product lifecycle. What an extension strategy is and why a business would consider using an extension strategy. The range of extension strategies a business could use and their advantages and disadvantages. What product differentiation is and why businesses try to achieve this. The different ways in which a business can achieve product differentiation with their advantages and disadvantages. What a USP is and the USP of a range of existing products. What the design mix model is and how it helps businesses to achieve product differentiation. What external factors on product development means including technological. What copyright is and how it can impact on product development. What a patent is. How product safety standards can impact on new product development. The state of the economy at different stages of the business cycle (when in recession, growth, decline and boom) and how it affects business product development. 	<ul style="list-style-type: none"> What factors businesses consider when selecting a price to charge for a product or service. Different pricing strategies used by businesses, their advantages and disadvantages and how they will be appropriate for different products or services. Different advertising methods used by businesses to attract and retain customers and their advantages and disadvantages. Different sales promotion techniques used by businesses to attract and retain customers and their advantages and disadvantages. What customer service is, the different techniques and how they can help a business in attracting and retaining customers.
Disciplinary Knowledge – How and Why The Knowledge Has Developed and How It	<ul style="list-style-type: none"> Identify real product examples that are in each stage of the product lifecycle. Learners find real examples of extension strategies used to extend the life of a product. Learners investigate what product differentiation is with a range of existing products; learners explain why these 	<ul style="list-style-type: none"> Mind map factors businesses consider when setting their prices. Discuss as a class to compare ideas. Learners identify which pricing strategy would be best suited to the product and give reasons why.

<p>Is Interrelated</p>	<p>products are different to others on the market.</p> <ul style="list-style-type: none"> • Learners design a new product that improves an existing product; identifying their product's USP. • Learners analyse the design mix model as a method of product differentiation and apply this to a range of existing successful products, explaining the design mix of each product they choose. • Real case studies of technology having an impact on product development. • Real case studies of legal issues; copyright court cases, for example. • Discussion of what the 'economy' is. 	<ul style="list-style-type: none"> • Mind map different sales promotion techniques available to businesses they know. <p>Learners discuss poor customer service using Youtube video clips, for example.</p>
<p>Skills</p>	<ul style="list-style-type: none"> • Skills in identifying and selecting needs to be addressed, analysing and assessing information from several sources • Presenting Skills • Language Skills • Effective Writing Skills • Analytical Skills • Creative Assessment • Interpersonal Skills • ICT Skills 	<ul style="list-style-type: none"> • Skills in identifying and selecting needs to be addressed, analysing and assessing information from several sources. • Presenting Skills • Language Skills • Effective Writing Skills • Analytical Skills • Creative Assessment • Cognitive and Problem-Solving Skills • Interpersonal Skills • ICT Skills
<p>Links To Prior Learning</p>	<ul style="list-style-type: none"> • Learners will have prior knowledge of the product lifecycle without realising it. • Learners will have prior knowledge of extension strategies that they have seen put in place in real life. • Learners will have prior knowledge of product differentiation from advertising they have seen. • Links to careers in product development, marketing and sales. • Lots of links to real life scenarios, such as the automotive industry, comparing declining need for employee numbers due to technological developments. • Learners will have existing ideas about copyright in particular • Learners will have some existing knowledge of this topic, particularly the term 'recession' based on what they have heard in the media. • Links to lots of real-life scenarios through news articles. 	<ul style="list-style-type: none"> • Learners will already have ideas about pricing from their experiences in shops and online retail. • Learners will already have extensive understanding of different advertising methods used by businesses from real life experiences; these can be used and discussed in the lesson. • Learners will already have extensive understanding and experience of sales promotion techniques from shops they have visited; most will likely already know what most of the techniques are. • Learners will have extensive experience of customer service from their own experiences or experiences seen in the media.
<p>Literacy/ Numeracy</p>	<ul style="list-style-type: none"> • Links to English, evaluating and reasoning which extension strategies are appropriate for different products and why. • Speaking and listening • Writing – write documents, including extended writing pieces, communicating information, ideas, and opinions, effectively and persuasively writing 	<ul style="list-style-type: none"> • Links to English with the structure and detail required for an 8-mark exam style question and justification required to recommend a suitable sales promotion technique to a business. • Justifying pricing strategy selections links to English.

	materials to provide information about organisations recruitment and selection activities producing labelled charts and diagrams.	
Cross curricular	<ul style="list-style-type: none"> • Links to careers in retail, marketing, production, sales. • Links with Art and Design technology. 	<ul style="list-style-type: none"> • Links to careers in retail, sales and hospitality where good customer service is essential.
Assessment	<ul style="list-style-type: none"> • R064 Learning Objective 3 Test 	<ul style="list-style-type: none"> • R064 Learning Objective 4 Test

YEAR 10	Summer 1	Summer 2
Topics	<p align="center">Unit R064</p> <p align="center">Enterprise & Marketing Concepts</p> <p align="center">Learning Objective 5</p> <p align="center">Understand factors for consideration when starting up a business.</p> <p align="center">Learning Objective 6</p> <p align="center">Understand different functional activities needed to support a business start-up.</p> <p align="center">Revision for R064 Examination</p> <p align="center">To be taken in May/June.</p>	<p align="center">Unit R065</p> <p align="center">Design a Business Proposal</p> <p align="center">Learning Objective 1</p> <p align="center">Be able to identify the customer profile for a business challenge</p>
Substantive Knowledge – The Knowledge Taught By The Teacher	<p align="center">R064 Learning Objective 5</p> <ul style="list-style-type: none"> • What is a sole trader business ownership and the advantages and disadvantages of owning a business as a sole trader. • What is a partnership ownership and the advantages and disadvantages of owning a business as a partnership. • What are limited liability partnerships (LLP) • What is unlimited liability. • What is a franchise, a franchisee and franchisor is in a given scenario. • The advantages and disadvantages of franchise ownership for both parties. • Why businesses need capital. • The six potential sources of capital available to new business start-ups, their advantages and disadvantages. • What a business plan is, possible contents and its importance. • What stakeholder groups would be interested in a new business start-up's plan and why. <p align="center">R064 Learning Objective 6</p> <ul style="list-style-type: none"> • What a functional area is. 	<p align="center">R065 Learning Objective 1 Task 1</p> <ul style="list-style-type: none"> • How to identify real businesses or products that use market segmentation techniques. • The benefits of market segmentation. • Apply market segmentation when building a customer profile.

	<ul style="list-style-type: none"> • The difference between functions in a small and a large business. • The role of the human resources functional area and its typical responsibilities. • The role of the marketing functional area and its typical responsibilities. • The 4 P's of the Marketing Mix. • The role of the operations functional area and its typical responsibilities. • What are processes, inputs and output. • The role of the finance functional area and its typical responsibilities. 	
Disciplinary Knowledge – How and Why The Knowledge Has Developed and How It Is Interrelated	<ul style="list-style-type: none"> • The characteristics of each type of small business ownership. • Learner identify comparison of limited liability and the fact that a company is owned by shareholders. • Questions, based on a scenario, to identify who the franchisor and franchisee are in context. • Learners investigate the importance of a business plan. • Name stakeholder groups that would be interested in a new business start-up's plan and explain why. • Compare functional areas in a big business to someone running their own business. • Describe the 4 P's of an existing or new product. 	<ul style="list-style-type: none"> • Learners must produce a customer profile for the business challenge scenario given in the R065 brief.
Skills	<ul style="list-style-type: none"> • Presenting Skills • Language Skills • Effective Writing Skills • Analytical Skills • Cognitive and Problem-Solving Skills • Interpersonal Skills • ICT Skills 	<ul style="list-style-type: none"> • Presenting Skills • Language Skills • Effective Writing Skills • Analytical Skills • Cognitive and Problem-Solving Skills • Interpersonal Skills • ICT Skills
Links To Prior Learning	<ul style="list-style-type: none"> • Links to real life scenarios where learners may know people who own and operate their own businesses. • Learners will already have an understanding of the business examples used in this lesson; this needs to now be supported by the theory of franchises. • Links to real life scenarios and past experiences; learners will likely know what a loan is from their home life or what they see in the media. • Links to real life scenarios and past experiences; learners will likely know what a loan is from their home life or what they see in the media. 	<ul style="list-style-type: none"> • Content directly links to work in Autumn Term.

Literacy/ Numeracy	<ul style="list-style-type: none"> • Skills in identifying and selecting needs to be addressed • Analysing and assessing information from several sources • Language Skills • Effective Writing Skills • Analytical Skills • Interpersonal Skills • ICT Skills 	<ul style="list-style-type: none"> • Skills in identifying and selecting needs to be addressed • Analysing and assessing information from several sources • Language Skills • Effective Writing Skills • Analytical Skills • Interpersonal Skills • ICT Skills
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. • All learners will complete an application form and interview at some stage in life. • Some links to Art and Design subjects when creating brand ideas. • Links to future experiences; learners will likely need capital at some point in their life for a house, car or home improvements. • Links to future careers or aspirations to owning/operating own businesses. 	<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. • All learners will complete an application form and interview at some stage in life. • Some links to Art and Design subjects when creating brand ideas.
Assessment	<ul style="list-style-type: none"> • R064 Learning Objectives 5 and 6 test • Year 10 Mock Exam • R064 External Exam 	<ul style="list-style-type: none"> • This work forms part of Learning Objective 1 for R065. • Assessed through a portfolio of work for R065 • Knowledge of this topic will also be tested in learners' mock R064 exam and their final external R064 exam