

# Mastery:

**Knowledge** of branding and features of an SME.  
**Analysis** of core concepts and functions.  
**Application** of theories in a real-world context through research.  
**Evaluation** of business scenarios and business actions.

## Sandbach School Business Curriculum:

# Y9 BTEC Enterprise Curriculum Sequence

### Intent:

To introduce the students to a variety of skills needed in the world of Business. The students will continually improve knowledge and analytical skills over the year as they work through a variety of project-based learning. Students will also gain practical application of business concepts whilst conducting their own research and applying their understanding to a variety of topics covered. E.g Branding and Entrepreneurs

Term 1	Term 2	Term 3
Year 9 BTEC Enterprise Taster Term	Year 9 BTEC Enterprise Taster Term	Component 3 – C2, C3, C4.
<p style="text-align: center;"><b>Rotation 1</b></p> <p><b>What will the students learn in this term?</b>            This term will be focused on introducing the students to the BTEC Enterprise course in a set of mini 'project' lessons based on the main functions taught in the BTEC course. The students will learn through two projects. (Branding and Tesco Enterprise)            They will start with the study of what makes a successful brand and create a detailed report based on their findings, developing their analytical and research skills.</p>	<p style="text-align: center;"><b>Rotation 2</b></p> <p><b>What will the students learn in this term?</b>            This term will be focused on introducing the students to the BTEC Enterprise course in a set of mini 'project' lessons based on the main functions taught in the BTEC course. The students will learn through two projects. (Branding and Tesco Enterprise)            They will start with the study of what makes a successful brand and create a detailed report based on their findings, developing their analytical and research skills.</p>	<p><b>What will the students learn in this term?</b>            The students will be introduced to key financial planning and forecasting tools to prepare them for the first term in year 10, to better understand why some businesses are successful and some are not based on costs and revenues. These topics build on the learning from the rotation lessons in term 1 and 2 as the students will focus on a different function of business and how money is one of the underlining factors that monitors and tracks performance of SME's. The three financial forecasting tools the pupils will learn about and practice using as cash flow and break even – they will develop their understanding through practice questions, discussion tasks and scenario analysis activities, for example how does an SME improve cash flow performance?</p>
<p><b>Spec links:</b>            Although these lessons aren't specifically linked to the key topics taught in the BTEC specification, the sequence of lessons will support the learning of:            Component 1 – Exploring Enterprises.            Component 2 – Planning for and pitching an enterprise activity.            Component 3 – Promotion and finance for Enterprise.            BTEC Business Level 3 – Unit 28 Branding</p>	<p><b>Spec links:</b>            Although these lessons aren't specifically linked to the key topics taught in the BTEC specification, the sequence of lessons will support the learning of:            Component 1 – Exploring Enterprises.            Component 2 – Planning for and pitching an enterprise activity.            Component 3 – Promotion and finance for Enterprise.            BTEC Business Level 3 – Unit 28 Branding</p>	<p><b>Spec links:</b>            Component 3 – C2 – Financial forecasting.            Component 3 – C3 – Suggesting improvements to cash flow problems.            Component 3 – C4 – Break even analysis and breakeven point.</p>
<p><b>Teaching these topics here supports other departments:</b></p> <ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Design and Technology</li> <li>• PSHCE</li> <li>• Geography.</li> <li>• Computing</li> </ul>	<p><b>Teaching these topics here supports other departments:</b></p> <ul style="list-style-type: none"> <li>• Mathematics.</li> <li>• Design and Technology.</li> <li>• PSHCE.</li> <li>• Geography.</li> <li>• Computing.</li> </ul>	<p><b>Teaching these topics here supports:</b></p> <ul style="list-style-type: none"> <li>• Analytical skills through the assessment of financial information and research found from secondary research.</li> <li>• Numeracy skills through learning new business formulas and putting them into practice with practice questions.</li> <li>• Oracy and debating through conversations and debates over solutions to business problems/ scenarios.</li> </ul>
<p><b>These topics feed from:</b></p> <ul style="list-style-type: none"> <li>• PSHCE (Year 7-11 - Employability Skills/CV)</li> <li>• PSHCE Year 10 – Finance</li> <li>• Gatsby – careers, career pathways and work experience.</li> </ul>	<p><b>These topics feed from:</b></p> <ul style="list-style-type: none"> <li>• PSHCE (Year 7-11 - Employability Skills/CV)</li> <li>• PSHCE Year 10 – Finance</li> <li>• Gatsby – careers, career pathways and work experience.</li> </ul>	<p><b>These topics feed from:</b></p> <ul style="list-style-type: none"> <li>• Induction and Transition - Personal finance and spending.</li> <li>• Gatsby – careers, career pathways and work experience.</li> <li>• Induction and Transition – Debt and importance of money.</li> <li>• Mathematic skills.</li> </ul>