

# Mastery:

**Knowledge** of how SME's become successful.  
**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 the main functions needed on the BTEC course to give them a wider understanding of the BTEC curriculum and how Business links to the wider world. To cover a wide range of topics from branding, marketing, operations and finance.

Term 1 (September to December)	Term 2 (January to March)	Term 3 (April to July)
<p align="center"><b>Year 9 BTEC Enterprise Taster Term- Rotation 1</b></p>	<p align="center"><b>Year 9 BTEC Enterprise Taster Term- Rotation 2</b></p>	<p align="center"><b>Component 3 – A1, A2, A3, A4, C1, C2, C3</b></p>
<p><b><u>What will the students learn in this term?</u></b>            Students will explore various business structures and sectors, including private companies and not-for-profits, understanding their functions and challenges like liability and governance. They'll delve into managing funding and accountability for social missions in not-for-profits, and grasp the economy's dynamics through primary, secondary, tertiary, and quaternary sectors. Studying businesses of different sizes will provide insights into scaling challenges and global operations. Additionally, students will gain a deep understanding of branding principles, recognising brands as valuable assets and understanding associated benefits and risks. They'll learn about brand design and strategies for adapting brands to changing market trends, preparing for effective brand management. This knowledge will equip students with skills to navigate the business landscape successfully, fostering adaptability, innovation, and strategic thinking in their professional pursuits. Homework will entail investigating PLC TESCO, connecting classroom concepts with external factors like technology, employment, branding, and marketing strategies, to craft an in-depth research report on TESCO's success.</p>	<p><b><u>What will the students learn in this term?</u></b>            Students will explore various business structures and sectors, including private companies and not-for-profits, understanding their functions and challenges like liability and governance. They'll delve into managing funding and accountability for social missions in not-for-profits, and grasp the economy's dynamics through primary, secondary, tertiary, and quaternary sectors. Studying businesses of different sizes will provide insights into scaling challenges and global operations. Additionally, students will gain a deep understanding of branding principles, recognising brands as valuable assets and understanding associated benefits and risks. They'll learn about brand design and strategies for adapting brands to changing market trends, preparing for effective brand management. This knowledge will equip students with skills to navigate the business landscape successfully, fostering adaptability, innovation, and strategic thinking in their professional pursuits. Homework will entail investigating PLC TESCO, connecting classroom concepts with external factors like technology, employment, branding, and marketing strategies, to craft an in-depth research report on TESCO's success.</p>	<p><b><u>What will the students learn in this term?</u></b>            Learners will explore market targeting and segmentation, identifying customer segments based on demographics, geography, psychographics, and behaviour. They'll also learn about B2B and B2C markets, and mass and niche markets. Exploring the marketing mix, they'll understand traditional and digital methods, aligning campaigns with enterprise goals, covering product, price, place, promotion, and multichannel strategies. They'll analyse factors guiding marketing method selection, including product fit, market access, cost, competition, and entrepreneur experience. Understanding the importance of brand image and reputation, they'll focus on quality, value, variety, and customer service. Exploring enterprise budgets, they'll calculate figures, analysing expenditure, revenue budgets, budgeting, control, and variance impacts. They'll also study cash flow forecasts, comparing predicted and actual cash flows for business decisions. Examining positive and negative cash flow's effects on enterprises, they'll propose solutions such as revenue increase, asset sale, debt management, cost reduction, and investment.</p>
<p><b><u>Spec links:</u></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.</p>	<p><b><u>Spec links:</u></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.</p>	<p><b><u>Spec links:</u></b>            Component 3 – A1 – Targeting and segmenting the market            Component 3 – A2 – Marketing Mix. 4Ps of the marketing mix            Component 3 – A3 – Factors influencing the choice of marketing methods            Component 3 – A4 – Trust, reputation and loyalty            Component 3 – C1 – Budgeting            Component 3 – C2 – Cash flow            Component 3 – C3 – Suggesting improvements to cash flow problems</p>
<p><b><u>Teaching these topics here supports other departments:</u></b></p> <ul style="list-style-type: none"> <li>Mathematics.</li> <li>PSHCE.</li> <li>Geography.</li> <li>Graphics.</li> </ul>	<p><b><u>Teaching these topics here supports other departments:</u></b></p> <ul style="list-style-type: none"> <li>Mathematics.</li> <li>PSHCE.</li> <li>Geography.</li> <li>Graphics.</li> </ul>	<p><b><u>Teaching these topics here supports:</u></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><u>These topics feed from:</u></b></p> <ul style="list-style-type: none"> <li>Gatsby – careers, career pathways and work experience.</li> <li>Unit 28: Branding (Level 3 BTEC Business)</li> <li>Unit 1: Exploring Business (Level 3 BTEC Business)</li> </ul>	<p><b><u>These topics feed from:</u></b></p> <ul style="list-style-type: none"> <li>Gatsby – careers, career pathways and work experience.</li> <li>Induction and Transition - Personal finance and spending.</li> <li>Induction and Transition – Living in the wider world.</li> <li>PE Motivation.</li> </ul>	<p><b><u>These topics feed from:</u></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>