

Scheme of Work 2020 - 2021

Subject: Enterprise

Year Group: 10 and 11

Specification: BTEC Tech Award in Enterprise Component 2

| Lesson No | Topic & Objectives | Big Question – What will students learn? | Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary) | Planned Assessment | Homework or flipped learning resources DODDLE resources | Lit Num SMSC Codes |
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| 1 | A1 Generating ideas for a micro- enterprise activity | <p>Ideas could involve:</p> <ul style="list-style-type: none"> • innovation of products/s ervices • provision of products/s ervices in new contexts • provision of products/s ervices to new markets | <p>Introductory activity: Teacher-led thought shower/discussion on the following questions:</p> <ul style="list-style-type: none"> • Where do entrepreneurs get their ideas from? • Is having a great idea enough? • Why might someone have an idea but not act upon it? <p>Main session activities:</p> <ul style="list-style-type: none"> • Teacher-led discussion on types of ideas: <ul style="list-style-type: none"> ○ innovation of products or services ○ provision of products or services in a new context ○ provision of products or services to new markets. • The teacher introduces the class to the assessment criteria for this component – i.e. to plan, pitch and evaluate a business plan for a micro-enterprise. • Students work individually or in pairs to think about possible ideas for a micro-enterprise. Although working in pairs is acceptable at this point, the actual | In class assessment activities based on topic | Coursework completion | So4, so6, C2, C3, C5, Sp2, Sp5, Sp6, Sp9 |

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| | | | <p>assessed work must be produced individually.</p> <p>Plenary activity: Students work individually or in pairs to produce thought showers about where enterprise ideas can come from, the different types of ideas, and current examples of new business ideas. Students should be encouraged to think of additional ideas in the time before the next lesson.</p> | | | |
| 2 | A1 Generating ideas for a micro- enterprise activity | <p>Factors to be considered when selecting final idea:</p> <ul style="list-style-type: none"> • resources available • financial forecasts • costing and pricing • methods of communication and promotion • potential customers | <p>Introductory activity: Students consider a range of micro-enterprise ideas, such as starting a computer repair business, opening a clothes shop or making products. In small groups, they discuss the issues an entrepreneur must consider when selecting an idea.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> • The teacher leads students through the factors to be considered when selecting ideas. • Working individually, students evaluate the thought showers of ideas produced in the previous lesson and colour code them according to whether an idea should be dropped (red), be considered in more detail (amber) or could work well and be developed further (green). • Students compare their 'green' ideas with other members of the class. This should be used as an exercise to create a shortlist. <p>Plenary activity: All students are seated and individually state one idea for a micro-enterprise. Each one must be different. Once the idea is stated they can stand behind their chairs. Once all students have contributed, the activity has been successfully completed. One student could</p> | Fortnightly assessment cycle, formative assessment | Coursework completion | So4, so6, C2, C3, C5, Sp2, Sp5, Sp6, Sp9 |

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| | | | be nominated to add ideas to a thought shower on the board as a record of these ideas. | | | |
| 3 | A1 Generating ideas for a micro- enterprise activity | <ul style="list-style-type: none"> • Factors to be considered when selecting final idea: • resources available • financial forecasts • costing and pricing • methods of communication and promotion • potential customers | <p>Introductory activity: Students focus on the summary of ideas from the last lesson and individually reflect on the strengths and weaknesses of the idea they contributed.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> • Students produce a grid with each of the bullet points under the selection of final ideas shown in a row in column 1. • Students complete the grid for three potential enterprise ideas, with each idea at the top of column 2, 3 and 4. • Students share their ideas with a peer and identify any omissions. <p>Plenary activity: Students discuss the meaning of the word 'constraints' and reflect on how resource constraints might affect their choice of micro-enterprise activity.</p> | In class assessment activities based on topic | Coursework completion | So4, so6, C2, C3, C5, Sp2, Sp5, Sp6, Sp9 |
| 4 | A1 Generating ideas for a micro- enterprise activity | <p>Factors to be considered when selecting final idea:</p> <ul style="list-style-type: none"> • resources available • financial forecasts • costing and pricing • methods of communication and promotion | <p>Introductory activity: Teacher writes this question on the board: 'What makes a good micro-enterprise activity?' Students write three criteria on sticky notes and share as a class.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> • Teacher-led discussion based upon the criteria collated as part of the introductory activity, leading to an agreed list. • Students consider their micro-enterprise activities and grade them based upon the criteria agreed. • Teacher emphasises the importance of selecting a viable micro-enterprise | Fortnightly assessment cycle, formative assessment | Coursework completion | So4, so6, C2, C3, C5, Sp2, Sp5, Sp6, Sp9 |

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| | | <ul style="list-style-type: none"> potential customers | <p>activity to plan and pitch and the fact that, once it has been decided, this will form the students' focus for the next 32 learning hours.</p> <p>Plenary activity: Students work in teams to help individual students collate their top three ideas, then narrow them down to select ONE final idea from these to plan and pitch. Each student is invited to share their favourite idea and explain why they have chosen it. The explanation should refer to their personal review of the idea and feedback from others.</p> | | | |
| 5 | A1 Generating ideas for a micro- enterprise activity | <p>A skills audit by students, to consider:</p> <ul style="list-style-type: none"> leadership, personal and communication skills required technical and practical skills required | <p>Introductory activity: Students think individually about the skills they believe they have. The teacher encourages them to think broadly about these skills. They do not need to be limited to enterprise skills – for example, they might be sporting skills.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> Teacher-led class discussion on the skills of an entrepreneur. The teacher may find it useful to recap the skills of an entrepreneur that were discussed in Component 1, Learning aim A. Students work in pairs to define 'skills'. The teacher then introduces the concept and process of a skills audit. Students consider the skills required to be an entrepreneur – for example, communication – and why each skill is crucial to the success of an enterprise. They then complete an online leadership skills assessment. Students think back to their ideas for a micro-enterprise and carry out individual skills audits specific to one of those ideas. | Fortnightly assessment cycle, formative assessment | Coursework completion | So4, so6, C2, C3, C5, Sp2, Sp5, Sp6, Sp9 |

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| | | | <p>Plenary activity: Teacher leads a class discussion to agree on the top 5–10 skills that would contribute to the success of an enterprise.</p> | | | |
| 6 | A1 Generating ideas for a micro- enterprise activity | <ul style="list-style-type: none"> Recap lesson for students to consolidate their understanding of the content covered in A1 and to prepare for their assessment | <p>Introductory activity: Teacher leads a recap of the key aspects of generating ideas. Each student is encouraged to contribute at least one point to a mind map on the board. They then nominate another student to explain that point. For example, if student 1 writes 'innovation of products' and nominates student 2, student 2 explains what this means.</p> <p>Main session activity:</p> <ul style="list-style-type: none"> Students work independently to finalise the enterprise idea they are going to follow for the remainder of this learning aim. This should include discussing their ideas with peers, mentors (if appropriate) and the teacher. Students use their experience of exploring enterprises to generate and decide on an idea for a realistic micro-enterprise. This may involve some research to help make decisions. <p>Plenary activity: Working individually, students write down five points about their idea on a cue card. They hand it to the teacher at the end of the lesson but keep a copy of their points. Students could research these points further and, for homework, review each point to see if they can identify an area for improvement.</p> | In class assessment activities based on topic | Coursework completion | So4, so6, C2, C3, C5, Sp2, Sp5, Sp6, Sp9 |

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| 7 | A2 Plan for a micro-enterprise activity | <p>Aims of the micro-enterprise:</p> <ul style="list-style-type: none"> • financial aims, e.g. to make a profit, to break-even • non-financial aims, e.g. customer satisfaction, social aims such as meeting a need in the community • | <p>Introductory activity: Each student writes a tweet of around 120 characters to explain or summarise their idea for their micro-enterprise.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> • The teacher introduces the concept of setting aims. They then lead a class discussion on appropriate financial and non-financial aims for micro-enterprises. • Students individually check their understanding of financial and non-financial aims. • In pairs, students discuss how social enterprises can help to meet the needs of a community. • Finally, they consider three aims they will set for their own micro-enterprise, taking into consideration whether their micro-enterprise will have financial or non-financial aims, or both. <p>Plenary activity: In a teacher-led discussion, students are invited to suggest one SMART aim for a micro-enterprise. These are added to a board or wall for the whole class to study after the discussion. For homework, students study other SMART aims for the micro-enterprise.</p> | Fortnightly assessment cycle, formative assessment | Coursework completion | So4, so6, C2, C3, C5, Sp2, Sp5, Sp6, Sp9 |
| 8 | A2 Plan for a micro-enterprise activity | <p>Products or service to be sold, including:</p> <ul style="list-style-type: none"> • features, benefits and unique selling points • selling price • cost | <p>Introductory activity: In teams of four to six people, students play the game 'When I went to market'. One student starts with an item, the next student repeats that item and adds one of their own, and so on. When each student has added an item to the list, the team uses persuasive language to try to 'sell' their items to another team.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> • Teacher-led discussion to check student understanding of 'products', 'goods' and | In class assessment activities based on topic | Coursework completion | So4, so6, C2, C3, C5, Sp2, Sp5, Sp6, Sp9 |

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| | | <ul style="list-style-type: none"> competitors | <p>'services', asking students: How big is the range of products and services offered by businesses?</p> <ul style="list-style-type: none"> In pairs, students practise identifying and explaining the features and functions of the product or service they have selected for their micro-enterprise. Then, on their own, they identify its unique selling points (USPs) and explain what these are. Teacher-led discussion about the importance of costing, price and competition, and how enterprises address these. Students work individually to produce a mind map for their micro-enterprise's product or service, considering: <ul style="list-style-type: none"> USPs cost of raw materials competitors how they will set prices. <p>Plenary activity: Students list three things that should be included in a product or service description, then explain why an understanding of costings and market competition is important.</p> | | | |
| 9 | A2 Plan for a micro-enterprise activity | <p>Identifying the target market:</p> <ul style="list-style-type: none"> market segment appeal to target market how product or service will reach market, e.g. selling | <p>Introductory activity: Either in pairs or larger groups, students draw a profile of the class as a target market, taking into consideration their genders, ages, buying habits and so on.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> The teacher defines 'market segmentation' and 'target markets', then leads a class discussion on the advantages and disadvantages of targeting a subsection of the market rather than the whole market. | Fortnightly assessment cycle, formative assessment | Coursework completion | So4, so6, C2, C3, C5, Sp2, Sp5, Sp6, Sp9 |

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| | | <p>direct, online or both</p> <ul style="list-style-type: none"> ● establishing and sustaining sales to the target customers ● | <ul style="list-style-type: none"> ● Individual students are invited to select a particular product or service and then describe its target market to the rest of the group, how the product or service appeals to the target market and how they would reach this market. ● As a class, students create a market map of enterprises in their local area, considering low-price vs high-price enterprises and mass-market vs niche-market enterprises. Individually, they then consider how the product or service they selected could be positioned to take advantage of any gaps in the market. <p>Plenary activity: In small groups, students draw a mind map to show how a business can sustain sales by changing products, new promotions and so on.</p> | | | |
| 10 | A2 Plan for a micro-enterprise activity | <p>Methods of communication with the customer:</p> <ul style="list-style-type: none"> ● selection of methods, e.g. advertising, use of social media ● cost effectiveness ● design of promotional materials, i.e. appropriate | <p>Introductory activity: Students reflect on all the modes of communication they have used and how they have been communicated with during the day. They each draw a mind map of all the types and methods of communication.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> ● The teacher asks students to use their mind maps for a class discussion on the purposes of communication and the usefulness of different methods of communication. ● Students discuss the extent to which cost is an important factor when choosing methods of communication for their micro-enterprise. ● The teacher checks class understanding of promotional methods, including the | In class assessment activities based on topic | Coursework completion | So4, so6, C2, C3, C5, Sp2, Sp5, Sp6, Sp9 |

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| | | <p>content (accuracy, completeness and clarity of information/message) and appropriate appearance (e.g. use of colour, visual features, images, logos, text)</p> | <p>importance of appropriate content and appearance.</p> <ul style="list-style-type: none"> Working individually, students select one example of promotional communication by an enterprise and evaluate it in terms of content and appearance. In small groups, students exchange their examples and note down one idea for improving the communication of each enterprise. <p>Plenary activity: Students each contribute one point to a mind map on what makes communication effective.</p> | | | |
| 11 | A2 Plan for a micro-enterprise activity | <p>Methods of communication with the customer:</p> <ul style="list-style-type: none"> selection of methods, e.g. advertising, use of social media cost effectiveness design of promotional materials, i.e. appropriate content (accuracy, completeness and clarity of | <p>Introductory activity: Students individually write down one thing that can make communication effective and one thing that can make it ineffective.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> Teacher-led session to recap lesson 10. Students draw a mind map of types of communication they could use for their own micro-enterprise and annotate each idea based upon method, cost effectiveness, content and appearance. Students produce a rough draft for one piece of promotional communication for their micro-enterprise. Students work in pairs to discuss their draft and identify its strengths and weaknesses. <p>Plenary activity: Students individually write down and share on the board a hashtag (#)</p> | Fortnightly assessment cycle, formative assessment | Coursework completion | So4, so6, C2, C3, C5, Sp2, Sp5, Sp6, Sp9 |

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| | | information/ message) and appropriate appearance (e.g. use of colour, visual features, images, logos, text) | they could use on social media to represent their micro-enterprise. | | | |
| 12 | A2 Plan for a micro- enterprise activity | Resources required: <ul style="list-style-type: none"> • physical resources, including location, materials, equipment, fixtures and fittings, information technology, stock • financial resources, including sources of finance, start-up costs, running costs, production costs/cost of sales • human resources, e.g. skills | Introductory activity: Students list all the resources being used during this lesson. These should be categorised as those supplied by students, teacher and school/college. Main session activities: <ul style="list-style-type: none"> • Students watch a video clip of products being made or visit a local enterprise that provides products or services. They list all the resources used to produce the products or services. • Teacher-led discussion on how resources can be categorised, encouraging students to establish the differences between 'physical', 'financial' and 'human' resources. • As a class, students agree on one enterprise that everyone is familiar with. The class divides into three groups, with each group concentrating on one type of resource (physical, financial or human) and working together to produce a mind map showing what is required to provide that resource. The groups then share their mind maps to build up a larger picture of all the resources required for the enterprise. | In class assessment activities based on topic | Coursework completion | So4, so6, C2, C3, C5, Sp2, Sp5, Sp6, Sp9 |

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| | | and roles, possible training and development needs | <ul style="list-style-type: none"> Individually or in pairs, students draw or produce a model of their micro-enterprise, showing all the resources required. <p>Plenary activity: The class assess the micro-enterprise resources in order to identify which resources are essential, important and desirable.</p> | | | |
| 13 | A2 Plan for a micro-enterprise activity | <ul style="list-style-type: none"> Risk assessment, and contingency plans, e.g.: lack of skills competitors and their actions unexpected costs of production sourcing resources e.g. financial resources, suppliers of materials/stock quality control issues lack of customer interest | <p>Introductory activity: As a class, students discuss what 'risk' means. They contribute ideas about risks that haven't paid off – for example, a well-known business that has had to close for financial reasons.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> Teacher-led discussion that focuses on the risks facing an enterprise. Working individually, students produce summary notes on the discussion, adding any other risks they can think of. In teams, students note down all the risks facing their own micro-enterprises. They should consider a range of factors, including costs of production, lack of business skills, lack of customer interest and so on. Students annotate their lists to identify how severe the risks are – low, medium or high. The teacher asks them to think about whether these risks are the same for every business. They could also consider the likelihood of each risk. Students are invited to think about contingency planning by broadly identifying ways to mitigate these risks. <p>Plenary activity: Students each identify one thing that can be done to reduce the risks to their micro-enterprise. They pool their ideas in their teams and individually include them</p> | Fortnightly assessment cycle, formative assessment | Coursework completion | So4, so6, C2, C3, C5, Sp2, Sp5, Sp6, Sp9 |

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| | | | in a contingency plan for their micro-enterprise idea. | | | |
| 14 | B1 Pitching a micro-enterprise activity | <ul style="list-style-type: none"> ● Pitching: presenting key elements of a business plan logically ● | <p>Introductory activity: Student volunteers are given one minute to describe an enterprise on which they have been briefed, without using its name. The rest of the class have to guess the business they are talking about.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> ● Students watch clips from a recent episode of <i>Dragons' Den</i> then take part in a class discussion about what makes a good pitch. ● The class discusses the features identified as part of a good pitch (including length) and, with guidance from the teacher, outline what should be included in a pitch. Students make notes on what they will include in their own pitch. ● Students work individually to prepare an observation sheet that can be used to assess the class's pitches for their micro-enterprises, including: <ul style="list-style-type: none"> ○ what is done well ○ coherence of the presenter's stated aims ○ areas for improvement. <p>Plenary activity: As a bit of fun, students finish this lesson with a short, quirky 'sign off' that is fitting to their micro-enterprise idea.</p> | Summative assessment Learning aim A | Coursework completion | So4, so6, C2, C3, C5, Sp2, Sp5, Sp6, Sp9 |