

	Content Taught	Ref	ESSENTIAL KNOWLEDGE	Assessment	Rationale
<b>Year 11</b>					
HT1	<p><b>Students study a sequence of lessons focusing on planning and pitching a proposal and reviewing a brand proposal, promotional campaign, and professional pitch.</b></p> <p><b>Content includes:</b>            Planning a pitch and presenting skills            Practice pitch            Feedback            Professional Pitch            Review brand            Pitch and skills</p>	<p>Topic Area 3: 3.1</p> <p>3.2</p>	<p><b>Considerations when planning a professional pitch</b>            The pitch objectives            - Inform the audience            - Persuade the audience            The audience            -Who is the expected audience?            - Audience needs / interests ☒            - Accessibility of content ☐            Venue            - Appropriate size            - Appropriate room layout            - Equipment required            Media / materials            Personal appearance            Structure of the pitch            - Introduction            - Content presented logically            - Conclusion            - Use of visual aids</p> <p><b>Use and development of personal and presentation skills</b>            Verbal skills            - Clarity            - Tone of voice            - Voice projection            - Formal / informal language            - Speaking pace            Non-verbal skills            - Posture            - Eye contact            - Confidence            - Gestures            - Persuasiveness            Use of notes / cues / pitch script            Time management</p>	<p><b>FORMATIVE</b>            Recall questions, quizzes, Q&amp;A</p> <p><b>SUMMATIVE</b>            Knowledge            Organiser tests</p> <p>At the end of this half term students will be assessed on a bringing it all together task which incorporates the essential knowledge for planning and presenting a professional pitch. Students will also be assessed in their application of skills to deliver a professional pitch</p>	<p>This half term builds upon essential knowledge developed in Year 10 through completion of theory when students learned about enterprise and marketing concepts and how to design a business proposal.</p> <p>This knowledge will be built upon further when students learn how to plan and pitch a proposal and review a brand proposal, promotional campaign and professional pitch in half term 1.</p> <p>This leads on to this sequence of study ensuring students can draw upon previous key knowledge such as developing their customer profile and developing a marketing mix.</p>

		3.3	<b>Benefits of using a practice pitch</b> Support peers - Give constructive feedback to peers Respond to feedback offered by peers - How to review own practice pitch in order to plan for a professional pitch to an audience		
		3.4	<b>Deliver a professional pitch</b> Identify assessment points from the Teacher Observation Form		
<b>HT2</b>	<b>Students study a sequence of lessons focusing on characteristics, risk, and reward for enterprise. Content includes:</b> Entrepreneurial characteristics Risk and reward	Topic Area 1: 1.1           1.2           1.3	<b>Characteristics of successful entrepreneurs</b> Creativity Innovation Risk-taking Communication Negotiation Confidence Determination  <b>Potential rewards for risk taking</b> Financial Independence Self-satisfaction Making a difference / change  <b>Potential drawbacks for risk taking</b> Financial Health / wellbeing Work-life balance Personal relationships	<b>FORMATIVE</b> Recall questions, quizzes, Q&A  <b>SUMMATIVE</b> Knowledge Organiser tests  Students will be assessed using a Bringing it all together task to include role play and opportunity to practice and develop pitching skills. This will assess their skills/knowledge of application	This half term builds upon essential knowledge developed in half term 1 when students learn how to plan and pitch a proposal and review a brand proposal, promotional campaign and professional pitch  This knowledge will be built upon further when students learn about characteristics, risk and reward for enterprise in half term 2.
<b>HT3</b>	<b>Students study a sequence of lessons focusing on factors to consider when starting up and running an enterprise and what makes</b>	Topic Area 5: 5.1	<b>Appropriate forms of ownership for business start-ups</b> Sole trader Partnership, including limited liability partnerships	<b>FORMATIVE</b> Recall questions, quizzes, Q&A	This half term builds upon essential knowledge developed in half term 2 when students learn about characteristics, risk and reward for enterprise.

	<p><b>a product financially viable. Content includes:</b>  Ownership  Capital  Support  Cost  Revenue  Profit and loss  Break-even  Cash</p>	<p>5.2</p> <p>5.3</p> <p>Topic Area 3: 3.1</p>	<p>Private Limited Company (Ltd)  Franchise  Features of each form of ownership  - Ownership  - Liability      limited      unlimited  - Responsibility for decision making  - Distribution of profit to the owners</p> <p><b>Sources of capital for business start-ups and expansion</b>  Own savings  Friends and family  Loans  Crowdfunding  Grants  Business angels</p> <p><b>Support for enterprise</b>  Finance providers, e.g. bank, business angel  Local council enterprise department  Accountants  Solicitors  Friends/family  Chamber of Commerce  Government  Charities</p> <p><b>Cost of producing the product</b>  Fixed costs (costs which do not vary with output)  - Advertising  - Insurance  - Loan interest  - Rent  - Salaries  - Utilities</p>	<p><b>SUMMATIVE</b>  Knowledge  Organiser tests,</p> <p>Students are required to complete extended writing demonstrating their knowledge and understanding of ownership and financial aspects of business</p>	<p>This knowledge will be built upon further when students learn about factors to consider when starting up and running an enterprise and what makes a business financially viable in half term 3.</p>
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		3.2	<p><b>Revenue generated by sales of the product</b></p> <p>Calculate total revenue (Selling price per unit x Number of sales)</p>		
		3.3	<p><b>Profit/loss</b></p> <p>Calculate profit/loss per unit = Revenue (selling price) per unit - Total costs per unit</p> <p>Calculate profit for a given level of output = Total revenue - Total costs</p>		
		3.4	<p><b>How to use the formula for break-even as an aid to decision making</b></p> <p>Definition of break-even = the level of output where Total revenue = Total costs</p> <p>Formula for break-even quantity</p> $\text{Fixed costs} \div \text{Selling price per unit} - \text{Variable cost per unit}$ <p>Interpretation of a break-even graph to identify the break-even point</p> <p>How break-even information is used by an entrepreneur</p>		
		3.5	<p><b>Importance of cash</b></p> <p>The difference between cash and profit</p> <p>Consequences of a lack of cash</p>		



		2.6	<p><b>The benefits of market segmentation to a business</b></p> <p>Ensures specific customer needs are matched and met</p> <p>Potential for increased profits/profitability</p> <p>Enables targeted marketing</p> <p>Increased customer retention</p> <p>Potential for an increase in market share</p>		
<b>HT5</b>	In this half term, students will focus on extended response practice of knowledge developed over the 2 years.		<p>Extended questions will be provided to practice the application of understanding of the curriculum to date. This will address all essential knowledge identified in this document.</p>	<p>Extended answers (written) to demonstrate knowledge of content delivered and ability to apply to the business world.</p> <p>Short multiple choice knowledge questions</p> <p>Extended writing pieces including bringing it all together tasks that highlight the depth and breath of knowledge gained at KS4.</p>	Throughout the key stage we assess understanding of the curriculum taught. As students approach the end of the key stage, this half term will be used to practice the application of this knowledge
<b>HT6</b>	This half term is spent consolidating the knowledge developed over the key stage. This includes extended writing pieces, linking knowledge with real life business and preparing them for their terminal assessment				