

# Business Curriculum Map

## Year 10



### Rationale and Links to The National Curriculum

The **BTEC Tech Award in Enterprise** enables students to explore the world of business and what makes or breaks an enterprise. Students apply their learning to work-related contexts and gain the knowledge and skills they need for further study and employment.

The main learning focus for students is to:

- examine different enterprises to develop knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs
- explore ideas, plan and pitch a micro-enterprise activity to an audience, and use feedback to review their business plan.
- explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market

The course is assessed primarily through practical tasks where students apply their knowledge. Components 1 and 2 are assessed through Pearson Set Assignments, projects completed in exam conditions. Components are sequenced in order as they build on each other allowing students to develop in confidence. Firstly students 'explore', then 'develop', lastly 'apply' their knowledge to real life scenarios. Interleaving supports students in applying knowledge in different contexts. Component three is a synoptic unit, assessed by examination drawing together knowledge from the entire course.

The BTEC Tech Award in Enterprise aligns with the National Curriculum for Key Stage 4 by:

Supporting cross-curricular learning from subjects like English (communication), Maths (financial calculations), and Citizenship (business ethics).

	Term 1	Term 2	Term 3
Key Topics	<p><b>Component 1:</b> Exploring Enterprises <b>Learning Outcome, A:</b> Understand how and why enterprises and entrepreneurs are successful.</p> <p><b>Learning Outcome B:</b> Understand customer needs and competitor behaviour through market research.</p>	<p><b>Component 1:</b> Exploring Enterprises <b>Learning Outcome B:</b> Understand customer needs and competitor behaviour through market research.</p> <p><b>Learning Outcome C:</b> Understand how the outcomes of situational analyses may affect enterprises.</p> <p><b>Component 3:</b> Promotion and Finance for Enterprise <b>Learning Aim A:</b> Marketing Activities</p>	<p><b>Component 3:</b> Promotion and Finance for Enterprise <b>Learning Aim B:</b> Financial Records</p>

<p><b>Substantive Knowledge</b> (The knowledge the students will develop)</p>	<p><b>Component 1: Exploring Enterprises</b> <b>Learning Outcome A</b> <b>Students will learn:</b> Definitions and characteristics of enterprises:</p> <ul style="list-style-type: none"> <li>What constitutes an enterprise (small, medium, large)</li> </ul> <p>Types of ownership (sole trader, partnership, limited company)</p> <p>Entrepreneurial qualities and motivations:</p> <ul style="list-style-type: none"> <li>Traits such as innovation, risk-taking, resilience, and leadership</li> <li>Motivations including profit, independence, social impact</li> </ul> <p>Factors contributing to success:</p> <ul style="list-style-type: none"> <li>Internal factors: staff, resources, leadership</li> <li>External factors: market conditions, competition, economic climate</li> </ul> <p>Business aims and objectives:</p> <ul style="list-style-type: none"> <li>Growth, survival, profitability, customer satisfaction</li> </ul> <p>Real-world examples:</p> <ul style="list-style-type: none"> <li>Case studies of successful entrepreneurs and enterprises</li> </ul> <p><b>Learning Outcome B:</b> <b>Students will learn:</b> Purpose of market research:</p> <ul style="list-style-type: none"> <li>To identify customer needs, preferences, and buying habits</li> <li>To understand competitor strategies and market positioning</li> </ul> <p>Types of market research:</p> <ul style="list-style-type: none"> <li>Primary: surveys, interviews, focus groups</li> <li>Secondary: internet research, reports, government data</li> </ul> <p>Customer segmentation:</p> <ul style="list-style-type: none"> <li>Demographics, psychographics, geographic and behavioural factors</li> </ul>	<p><b>Component 1: Exploring Enterprises</b> <b>Learning Outcome B</b> <b>Students will develop knowledge of:</b> The purpose of market research:</p> <ul style="list-style-type: none"> <li>To identify customer needs, preferences, and behaviours</li> <li>To understand competitor strategies and market positioning</li> </ul> <p>Types of market research:</p> <ul style="list-style-type: none"> <li>Primary research: surveys, interviews, focus groups</li> <li>Secondary research: internet sources, government reports, competitor websites</li> </ul> <p>Customer segmentation:</p> <ul style="list-style-type: none"> <li>Demographic, geographic, psychographic, and behavioural segmentation</li> </ul> <p>Competitor behaviour:</p> <ul style="list-style-type: none"> <li>Pricing strategies, promotional activities, product offerings</li> </ul> <p>Application of research findings:</p> <ul style="list-style-type: none"> <li>How enterprises use research to make decisions about products, services, and marketing</li> </ul> <p><b>Learning Outcome C</b> <b>Students will develop knowledge of:</b> Situational analysis tools:</p> <ul style="list-style-type: none"> <li>SWOT analysis: strengths, weaknesses, opportunities, threats</li> <li>PEST analysis: political, economic, social, technological factors</li> </ul> <p>Internal and external influences:</p> <ul style="list-style-type: none"> <li>How factors such as competition, market trends, and economic conditions impact enterprise decisions</li> </ul> <p>Strategic responses:</p> <ul style="list-style-type: none"> <li>How enterprises adapt their strategies based on analysis outcomes</li> </ul>	<p><b>Component 3: Promotion and Finance for Enterprise</b> <b>Learning Aim B: Financial Records</b> <b>Students will develop knowledge of:</b> Cash Flow Forecasts:</p> <ul style="list-style-type: none"> <li>Purpose: to predict inflows and outflows of cash</li> <li>Structure: opening balance, inflows, outflows, closing balance</li> <li>Importance: identifying potential shortfalls and planning finance</li> </ul> <p>Break-even Analysis:</p> <ul style="list-style-type: none"> <li>Concepts: fixed costs, variable costs, total costs, revenue</li> <li>Calculations: break-even point, margin of safety</li> <li>Use: determining viability and pricing strategies</li> </ul> <p>Statement of Comprehensive Income:</p> <ul style="list-style-type: none"> <li>Components: revenue, cost of sales, gross profit, expenses, net profit</li> <li>Purpose: assessing profitability over a period</li> </ul> <p>Statement of Financial Position:</p> <ul style="list-style-type: none"> <li>Elements: assets, liabilities, capital</li> </ul> <p>Use: evaluating financial health and stability</p> <p>Financial Calculations and Interpretation</p> <ul style="list-style-type: none"> <li>Revenue, costs, profit/loss</li> <li>Gross and net profit margins</li> <li>Liquidity and solvency indicators</li> </ul> <p>Application of Financial Knowledge</p> <ul style="list-style-type: none"> <li>How financial records inform decision-making</li> <li>Identifying trends and making recommendations</li> <li>Understanding the impact of financial performance on enterprise success</li> </ul>
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	<p>Competitor analysis:</p> <ul style="list-style-type: none"> <li>Strengths and weaknesses</li> <li>Pricing, promotion, product offerings</li> </ul>	<p>Risk and opportunity identification:</p> <ul style="list-style-type: none"> <li>Recognising potential threats and opportunities in the business environment</li> </ul> <p><b>Component 3: Promotion and Finance for Enterprise- Learning Aim A</b>  <b>Students will develop knowledge of:</b>  The role and purpose of marketing:</p> <ul style="list-style-type: none"> <li>To attract and retain customers</li> <li>To communicate value and build brand awareness</li> </ul> <p>Marketing activities and techniques:</p> <ul style="list-style-type: none"> <li>Advertising, sales promotions, sponsorship, digital marketing</li> </ul> <p>The marketing mix (4Ps):</p> <ul style="list-style-type: none"> <li>Product: features, design, branding</li> <li>Price: pricing strategies and their impact</li> <li>Place: distribution channels and accessibility</li> <li>Promotion: methods to reach and influence customers</li> </ul> <p>Target markets and segmentation:</p> <ul style="list-style-type: none"> <li>Identifying and understanding different customer groups</li> </ul> <p>Evaluating marketing effectiveness:</p> <ul style="list-style-type: none"> <li>How enterprises measure the success of marketing campaigns</li> </ul>	
<p><b>Disciplinary Knowledge</b>  (The skills and approaches that students will develop)</p>	<p><b>Learning Outcome A: Students will develop:</b></p> <ul style="list-style-type: none"> <li>Analytical thinking: Evaluating the characteristics and motivations of entrepreneurs and how these contribute to enterprise success.</li> <li>Comparative skills: Comparing different enterprises in terms of size, sector, ownership, and aims.</li> <li>Contextual understanding: Recognising how external factors (economic, social, technological) influence enterprise success.</li> </ul>	<p><b>Learning Outcome B: Students will develop:</b></p> <ul style="list-style-type: none"> <li>Market research techniques: Understanding and applying primary (e.g. surveys, interviews) and secondary (e.g. internet, reports) research methods.</li> <li>Data analysis skills: Interpreting customer feedback and competitor data to identify trends and preferences.</li> <li>Customer profiling: Creating customer personas and segmenting markets based on demographics and behaviours.</li> </ul>	<p><b>Component 3: Learning Aim B: Financial Records</b>  Students will develop skills in understanding and applying basic financial documents such as:</p> <ul style="list-style-type: none"> <li>Cash flow forecasts</li> <li>Break-even analysis</li> <li>Statements of comprehensive income</li> <li>Statements of financial position</li> </ul> <p>Calculating and interpreting:</p> <ul style="list-style-type: none"> <li>Revenue, costs, profit/loss</li> <li>Gross and net profit margins</li> <li>Break-even points and margin of safety</li> </ul> <p>Analytical Thinking</p>

	<ul style="list-style-type: none"> <li>• Reflective judgement: Assessing how innovation, risk-taking, and adaptability contribute to sustainability and growth.</li> </ul> <p><b>Learning Outcome B:</b> <b>Students will develop:</b></p> <ul style="list-style-type: none"> <li>• Research skills: Designing and conducting primary and secondary market research to gather relevant data.</li> <li>• Data interpretation: Analysing customer feedback, competitor activity, and market trends to draw conclusions.</li> <li>• Empathy and customer focus: Understanding customer needs, preferences, and behaviours to inform business decisions.</li> <li>• Strategic thinking: Using insights from market research to identify opportunities and threats.</li> <li>• Communication skills: Presenting findings clearly using charts, summaries, and business reports</li> </ul>	<ul style="list-style-type: none"> <li>• Competitor analysis: Evaluating competitor strengths, weaknesses, and strategies.</li> <li>• Decision-making: Using research findings to inform enterprise decisions and strategy.</li> </ul> <p><b>Learning Outcome C:</b> <b>Students will develop:</b></p> <ul style="list-style-type: none"> <li>• Situational analysis tools: Applying SWOT (Strengths, Weaknesses, Opportunities, Threats) and PEST (Political, Economic, Social, Technological) frameworks.</li> <li>• Strategic thinking: Understanding how internal and external factors influence enterprise performance.</li> <li>• Risk assessment: Identifying potential risks and opportunities based on analysis outcomes.</li> <li>• Business planning: Using insights to adapt business strategies and improve enterprise resilience.</li> <li>• Evaluation skills: Judging the effectiveness of enterprise responses to situational factors.</li> </ul> <p><b>Component 3: Learning Aim A:</b> <b>Students will develop:</b></p> <ul style="list-style-type: none"> <li>• Marketing principles: Understanding the purpose and importance of marketing in enterprise success.</li> <li>• Promotional techniques: Exploring methods such as advertising, sales promotions, sponsorship, and digital marketing.</li> <li>• Targeting and segmentation: Identifying target audiences and tailoring marketing strategies accordingly.</li> <li>• Marketing mix application: Applying the 4Ps (Product, Price, Place, Promotion) to real or simulated enterprise scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating the financial health of an enterprise using financial records.</li> <li>• Identifying trends and anomalies in financial data.</li> <li>• Making informed decisions based on financial performance indicators.</li> </ul> <p><b>Problem-Solving</b></p> <ul style="list-style-type: none"> <li>• Using financial data to propose solutions to cash flow issues.</li> <li>• Suggesting strategies to improve profitability or reduce costs.</li> </ul> <p><b>Application of Business Concepts</b></p> <ul style="list-style-type: none"> <li>• Understanding how financial records support business planning and decision-making.</li> <li>• Linking financial performance to marketing and operational strategies.</li> </ul> <p><b>Communication and Reporting</b></p> <ul style="list-style-type: none"> <li>• Presenting financial information clearly using tables, graphs, and written analysis.</li> <li>• Explaining financial concepts to non-specialist audiences (e.g. stakeholders, peers).</li> </ul>
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<b>Assessment</b> (The methods that teachers will use to assess the progress of all students)	Component 1 Pearson Set Assignment (PSA) to complete February series	Component 1 Pearson Set Assignment (PSA) to complete February series	Component 3 Externally Assessed written exam in the January/June exam series of Year 11.
<b>Reading, Writing and Vocabulary</b>	<p><b>Component 1, Learning Outcome A</b> Students will read and interpret:</p> <ul style="list-style-type: none"> <li>• Case studies of successful enterprises and entrepreneurs</li> <li>• Business profiles and enterprise descriptions</li> <li>• Articles and reports on enterprise performance and market positioning</li> <li>• Identify key features such as:</li> <li>• Size and type of enterprise (e.g. SME, sole trader, partnership)</li> <li>• Entrepreneurial characteristics and motivations</li> <li>• Business aims and activities</li> </ul> <p><b>Writing Skills</b> Students will: Write structured responses explaining:</p> <ul style="list-style-type: none"> <li>• Why certain enterprises are successful</li> <li>• How entrepreneurs demonstrate key skills and traits</li> <li>• The relationship between business aims and activities</li> <li>• Produce written comparisons between different enterprises</li> </ul>	<p><b>Component 1, Learning Outcome B</b> Students will read and interpret-</p> <ul style="list-style-type: none"> <li>• Market research reports (primary and secondary)</li> <li>• Customer feedback and surveys</li> <li>• Competitor profiles and promotional materials</li> </ul> <p><b>Writing Skills</b></p> <ul style="list-style-type: none"> <li>• Writing summaries of market research findings</li> <li>• Explaining how customer needs are identified and met</li> <li>• Comparing competitor behaviour and strategies</li> <li>• Justifying conclusions based on evidence</li> </ul> <p><b>Vocabulary Development</b></p> <ul style="list-style-type: none"> <li>• Primary/secondary research, customer needs, competitor behaviour</li> <li>• Market segmentation, target market, customer loyalty</li> <li>• Quantitative/qualitative data, trends, feedback, analysis</li> </ul> <p><b>Learning Outcome C:</b></p>	<p><b>Learning Aim B, Financial Records</b> Students will read and interpret financial documents such as:</p> <ul style="list-style-type: none"> <li>• Purchase orders</li> <li>• Delivery notes</li> <li>• Invoices</li> <li>• Credit notes</li> <li>• Statements of account</li> </ul> <p>Understand the purpose and structure of each document Extract key information (e.g. dates, quantities, prices, totals, VAT) Read and analyse financial statements like income statements and break-even charts</p> <p><b>Writing Skills</b></p> <ul style="list-style-type: none"> <li>• Students will complete and produce financial documents using realistic business scenarios</li> <li>• Write explanations of financial processes and decisions</li> <li>• Present financial data clearly in structured formats (e.g. tables, statements)</li> <li>• Justify financial decisions in written form using appropriate terminology</li> </ul>

	<ul style="list-style-type: none"> <li>Justify conclusions using evidence from research and case studies</li> </ul> <p><b>Vocabulary Development</b> Students will learn and apply key terms such as:</p> <ul style="list-style-type: none"> <li>Enterprise, entrepreneur, SME (small and medium enterprise)</li> <li>Private sector, public sector, sole trader, partnership</li> <li>Business aims, goods and services, innovation, risk-taking</li> <li>Customer loyalty, reputation, market gap, value proposition</li> </ul> <p>These terms are foundational for understanding enterprise success and are used throughout Components 1 and 2.</p>	<p>Students will read and interpret:</p> <ul style="list-style-type: none"> <li>PEST and SWOT analyses</li> <li>Case studies of enterprise responses to external/internal factors</li> </ul> <p><b>Writing Skills</b></p> <ul style="list-style-type: none"> <li>Writing situational analyses (PEST/SWOT)</li> <li>Explaining how external factors (e.g. economic, technological) affect enterprise decisions</li> <li>Evaluating strengths and weaknesses of a business</li> </ul> <p><b>Vocabulary Development</b></p> <ul style="list-style-type: none"> <li>Political, Economic, Social, Technological (PEST)</li> <li>Strengths, Weaknesses, Opportunities, Threats (SWOT)</li> <li>External/internal factors, strategic planning, risk assessment</li> </ul> <p><b>Component 3: Learning Aim A:</b> Students will read and interpret: Case studies on promotional strategies Customer segmentation data</p> <p><b>Writing Skills</b></p> <ul style="list-style-type: none"> <li>Writing marketing plans and promotional strategies</li> <li>Explaining the use of the marketing mix (4Ps)</li> <li>Justifying marketing decisions based on target audience and enterprise goals</li> </ul> <p><b>Vocabulary Development</b> Product, Price, Place, Promotion (4Ps) Target market, segmentation, branding, reputation</p>	<p><b>Vocabulary Development</b> Students will learn and use key financial and business terms such as: Revenue, costs, gross profit, net profit Fixed costs, variable costs, total costs Break-even point, margin of safety Assets, liabilities, equity Cash flow, budgeting, forecasting Invoice, credit note, statement of account, payment terms These terms are essential for both understanding and communicating financial information effectively.</p>
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		Advertising, sales promotion, public relations, direct marketing	
<b>Numeracy</b>	<p>Within Component 1- Learning Outcome A numeracy is developed through:</p> <p>Interpreting financial data:</p> <ul style="list-style-type: none"> <li>Students explore how entrepreneurs use financial information (e.g. profit margins, costs, revenue) to make decisions.</li> <li>They may analyse case studies involving balance sheets, income statements, or simple cash flow data.</li> </ul> <p>Understanding business performance metrics:</p> <ul style="list-style-type: none"> <li>Use of percentages, ratios (e.g. gross profit margin), and comparisons to evaluate success.</li> <li>Calculating growth rates or changes in sales over time.</li> </ul> <p>Evaluating pricing strategies:</p> <ul style="list-style-type: none"> <li>Understanding how pricing affects revenue and profit.</li> <li>Applying basic calculations to assess the impact of discounts, markups, or cost-based pricing.</li> </ul> <p>Within Learning Outcome B numeracy is developed through:</p> <ul style="list-style-type: none"> <li>Designing and analysing market research:</li> <li>Students may create surveys or interpret secondary data.</li> <li>They use numeracy to calculate averages, percentages, and interpret charts or graphs.</li> <li>Comparing competitor data:</li> <li>Analysing numerical data such as pricing, market share, or customer ratings.</li> <li>Drawing conclusions from quantitative comparisons.</li> <li>Interpreting trends and patterns:</li> </ul>	<p>Component 1- Learning Outcome C: Numeracy is developed through:</p> <p>Interpreting data from situational analyses:</p> <ul style="list-style-type: none"> <li>Students examine SWOT and PEST analyses, which often include numerical data such as market size, growth rates, inflation, interest rates, and employment figures.</li> <li>They learn to interpret and apply this data to assess risks and opportunities.</li> </ul> <p>Evaluating financial implications:</p> <ul style="list-style-type: none"> <li>Students may assess how external factors (e.g. rising costs or changing consumer spending) affect enterprise performance.</li> <li>This involves calculating potential impacts on revenue, costs, and profitability.</li> </ul> <p>Scenario-based decision making:</p> <ul style="list-style-type: none"> <li>Learners use numerical reasoning to evaluate different strategic options based on data (e.g. choosing between two suppliers based on cost and reliability).</li> </ul> <p>Component 3 – Learning Aim A: Marketing Activities. Numeracy is developed through:</p> <p>Analysing market research data:</p> <ul style="list-style-type: none"> <li>Students interpret quantitative data from surveys, customer feedback, and competitor analysis.</li> <li>They calculate averages, percentages, and trends to inform marketing decisions.</li> </ul> <p>Budgeting for promotional activities:</p> <ul style="list-style-type: none"> <li>Learners work with budgets, calculating costs of advertising, promotions, and materials.</li> <li>They may compare costs across different media channels and assess return on investment.</li> </ul>	<p>Understanding and Preparing Financial Documents. Students learn to read, interpret, and sometimes create:</p> <ul style="list-style-type: none"> <li>Cash flow forecasts</li> <li>Break-even charts</li> <li>Statements of financial position</li> <li>Income statements</li> </ul> <p>These require:</p> <ul style="list-style-type: none"> <li>Addition, subtraction, multiplication, and division</li> <li>Understanding of totals, balances, and net figures</li> <li>Use of formulas (e.g. total revenue = selling price × quantity sold)</li> </ul> <p>2. Calculating Key Financial Metrics</p> <p>Students use numeracy to calculate:</p> <ul style="list-style-type: none"> <li>Revenue</li> <li>Costs (fixed and variable)</li> <li>Gross and net profit</li> <li>Break-even point</li> <li>Margin of safety</li> </ul> <p>These calculations help students understand how enterprises monitor financial health and make decisions.</p> <p>Interpreting and Analysing Financial Data</p> <p>Students develop skills in:</p> <ul style="list-style-type: none"> <li>Reading tables, charts, and graphs</li> <li>Comparing financial performance over time or between enterprises</li> <li>Identifying trends and making predictions based on numerical data</li> </ul> <p>This supports critical thinking and decision-making using quantitative evidence.</p>



	<ul style="list-style-type: none"> <li>Using tables, bar charts, pie charts, and line graphs to identify customer preferences or market gaps.</li> <li>Applying statistical thinking to make informed decisions.</li> </ul>	<p>Understanding pricing strategies:</p> <ul style="list-style-type: none"> <li>Students explore pricing models such as cost-plus, penetration pricing, and competitive pricing.</li> <li>They apply formulas to calculate selling prices, profit margins, and break-even points.</li> </ul>	
<b>Personal Development</b>	<p><b>Within the BTEC Enterprise Course, students will have many opportunities for further personal development including:</b></p> <p><b>Developing Self-Awareness &amp; Reflection</b></p> <ul style="list-style-type: none"> <li>Enterprise Skills Audit: Students assess their strengths and areas for development (e.g. leadership, creativity, resilience).</li> <li>Personal SWOT Analysis: Linked to Unit 1 (Exploring Enterprises), students will get the opportunity to reflect on their own strengths, weaknesses, opportunities, and threats.</li> <li>Goal Setting Workshops: SMART goals tied to enterprise projects or career aspirations.</li> </ul> <p><b>Communication &amp; Collaboration</b></p> <ul style="list-style-type: none"> <li>Pitching Practice: Develop public speaking and persuasive communication through mock pitches.</li> </ul> <p><b>Resilience &amp; Growth Mindset</b></p> <ul style="list-style-type: none"> <li>Reflection Journals: After each unit or project, students will reflect on what went well, what didn't, and what they learned.</li> </ul> <p><b>Financial Literacy</b></p> <ul style="list-style-type: none"> <li>Personal Budgeting Tasks: Link to Unit 3 (Promotion and Finance) with real-life budgeting scenarios.</li> <li>Understanding Credit &amp; Debt: Short sessions on managing money responsibly.</li> </ul> <p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>Using Business Tools: Students will develop skills on how to use excel spreadsheets, Canva, etc. for enterprise tasks.</li> </ul>		

	Term 4	Term 5	Term 6
<b>Key Topics</b>	<p><b><u>Component 3:</u></b> Promotion and Finance for Enterprise</p> <p><b>Learning Aim B:</b> Financial Records</p>	<p><b><u>Component 2:</u></b> Planning for and Pitching an Enterprise Activity</p> <p><b>Learning Aim A:</b> Choose an idea and produce a plan for a micro-enterprise idea.</p> <p><b><u>Component 3 –</u></b> Promotion and Finance for Enterprise</p> <p><b>Learning Aim C:</b> Financial planning and forecasting.</p>	<p><b><u>Component 2:</u></b> Planning for and Pitching an Enterprise Activity</p> <p><b>Learning Aim B:</b> Present a plan for the micro-enterprise idea to meet specific requirements.</p> <p><b><u>Component 3:</u></b> Promotion and Finance for Enterprise</p> <p><b>Learning Aim C:</b> Financial planning and forecasting.</p>



<p><b>Substantive Knowledge</b> (The knowledge the students will develop)</p>	<p><b>Component 3: Substantive Knowledge in Learning Aim B: Financial Records</b> Students learn to identify, understand, and interpret key financial documents used in business transactions:</p> <ul style="list-style-type: none"> <li>• Purchase Orders – Request for goods/services from suppliers</li> <li>• Delivery Notes – Confirmation of goods delivered</li> <li>• Invoices – Request for payment from seller to buyer</li> <li>• Receipts – Proof of payment</li> <li>• Credit Notes – Issued when goods are returned or overcharged</li> <li>• Statement of Account – Summary of transactions between buyer and seller</li> </ul> <p>Payment Methods Understanding different ways businesses and customers pay for goods/services:</p> <ul style="list-style-type: none"> <li>• Cash</li> <li>• Credit/Debit Cards</li> <li>• Electronic Transfers</li> <li>• Payment Terms (e.g. 30 days net)</li> </ul> <p>Financial Calculations Students develop skills in calculating and interpreting:</p> <p>Revenue = Price × Quantity Sold</p> <ul style="list-style-type: none"> <li>• Costs: Fixed, Variable, Total</li> <li>• Gross Profit = Revenue – Cost of Sales</li> <li>• Net Profit = Gross Profit – Expenses</li> <li>• Break-even Point = Fixed Costs ÷ (Selling Price – Variable Cost per unit)</li> <li>• Margin of Safety = Actual Sales – Break-even Sales</li> </ul> <p>Financial Statements Students learn to read and interpret:</p> <ul style="list-style-type: none"> <li>• Income Statement (Profit &amp; Loss) – Shows revenue, costs, and profit</li> </ul>	<p><b>Component 2: Learning Aim A: Students will develop knowledge in:</b></p> <ul style="list-style-type: none"> <li>• Techniques such as mind mapping, problem-solving, and adapting existing products/services</li> <li>• Identifying gaps in the market and assessing feasibility</li> <li>• Skills Audit- Evaluating personal and team skills</li> <li>• Identifying skill gaps and planning how to address them</li> <li>• Market Research- Understanding target markets</li> <li>• Creating market maps</li> <li>• Analysing customer needs and preferences</li> <li>• Business Planning- Setting aims (financial and non-financial)</li> <li>• Planning resources: human, physical, and financial</li> <li>• Choosing suitable ownership types and pricing strategies</li> <li>• Selecting promotional methods and communication channels</li> <li>• Viability and Risk Assessment- Assessing risks and creating contingency plans</li> <li>• Evaluating the likelihood of success based on resources and market conditions</li> </ul> <p><b>Component 3: Learning Aim C: Students will develop knowledge in:</b></p> <ul style="list-style-type: none"> <li>• Budgeting- Understanding types of budgets: revenue, expenditure, overheads</li> <li>• Budgetary control and its importance in enterprise planning</li> <li>• Cash Flow Forecasting- Purpose and structure of cash flow forecasts</li> <li>• Difference between actual and forecasted cash flow</li> </ul>	<p><b>Component 2: Learning Aim B: Students will develop knowledge in:</b></p> <ul style="list-style-type: none"> <li>• Business Planning and Presentation</li> <li>• Structuring a business plan to meet specific requirements (e.g. target market, resources, aims)</li> <li>• Creating a clear and professional presentation of the micro-enterprise idea</li> <li>• Selecting appropriate communication methods (verbal, non-verbal, digital)</li> <li>• Using visual aids such as PowerPoint, posters, or models to support the pitch</li> <li>• Location and Layout Planning</li> <li>• Choosing between physical and virtual locations</li> <li>• Planning layout and customer experience to encourage engagement and sales</li> <li>• Meeting Requirements</li> <li>• Understanding and responding to the brief or set criteria</li> <li>• Justifying decisions made in the plan (e.g. pricing, promotion, staffing)</li> <li>• Demonstrating awareness of customer needs and market trends</li> <li>• Pitching Skills</li> <li>• Developing confidence in public speaking</li> <li>• Using persuasive language and techniques</li> <li>• Handling questions and feedback professionally</li> </ul> <p><b>Component 3: Learning Aim C: Students will develop knowledge in:</b></p> <ul style="list-style-type: none"> <li>• Budgeting- Creating and interpreting budgets for income and expenditure</li> <li>• Understanding budgetary control and variance analysis</li> <li>• Cash Flow Forecasting- Constructing cash flow forecasts</li> </ul>
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<b>Disciplinary Knowledge</b> (The skills and approaches that students will develop)	<b>Disciplinary Knowledge – Learning Aim B: Financial Records</b> Numeracy and Calculation Performing calculations for: <ul style="list-style-type: none"> <li>Revenue (price × quantity)</li> <li>Costs (fixed, variable, total)</li> <li>Gross and net profit</li> <li>Break-even point and margin of safety</li> <li>Applying formulas accurately and interpreting the results in context.</li> </ul> Critical Thinking <ul style="list-style-type: none"> <li>Evaluating the purpose and importance of financial documents in business operations.</li> <li>Understanding how financial records support decision-making and compliance.</li> </ul> Communication and Presentation <ul style="list-style-type: none"> <li>Explaining financial concepts clearly using appropriate terminology.</li> </ul>	<b>Component 2: Learning Aim A: Disciplinary Knowledge</b> <ul style="list-style-type: none"> <li>Idea Generation &amp; Innovation: Using techniques like mind mapping, problem-solving, and adapting existing products/services to generate viable enterprise ideas.</li> <li>Market Research Skills: Conducting primary and secondary research, analysing customer needs, and identifying market gaps.</li> <li>Skills Auditing: Evaluating personal and team strengths, identifying skill gaps, and planning how to address them.</li> <li>Planning &amp; Organisation: Structuring a business plan with clear aims, resource planning, and timelines.</li> <li>Decision Making: Selecting the most feasible idea based on evidence and constraints.</li> </ul>	<b>Learning Aim B: Disciplinary Knowledge</b> <ul style="list-style-type: none"> <li>Presentation Skills: Structuring and delivering a clear, persuasive pitch using verbal and non-verbal communication techniques.</li> <li>Digital Literacy: Creating professional presentation materials (e.g. PowerPoint, posters, videos) to support the pitch.</li> <li>Critical Thinking: Justifying decisions made in the business plan and responding to feedback.</li> <li>Adaptability: Tailoring the pitch to meet specific requirements such as target audience, location, and budget.</li> <li>Visual Communication: Designing layouts and visual representations of the enterprise (e.g. shop floor plans, product displays).</li> <li>Professional Conduct: Demonstrating confidence, clarity, and professionalism during the pitch.</li> </ul>

	<ul style="list-style-type: none"> <li>Presenting financial data in structured formats (e.g. tables, statements).</li> <li>Justifying financial decisions based on evidence from records.</li> </ul> <p>Problem Solving</p> <ul style="list-style-type: none"> <li>Using financial data to identify potential issues (e.g. cash flow problems, overspending).</li> <li>Suggesting realistic solutions based on financial evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Communication: Articulating ideas clearly in written plans and visual formats.</li> <li>Critical Thinking: Justifying choices and anticipating challenges in the enterprise plan.</li> </ul> <p><b>Component 3: Learning Aim C: Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>Budgeting Skills: Creating and interpreting budgets, understanding budgetary control, and managing financial resources.</li> <li>Cash Flow Forecasting: Constructing forecasts, identifying potential issues, and proposing realistic solutions.</li> <li>Numerical Reasoning: Applying formulas for break-even analysis, margin of safety, and profitability.</li> <li>Problem Solving: Using financial data to identify issues and suggest improvements.</li> <li>Evaluation: Assessing the suitability of different sources of finance and financial strategies.</li> <li>Data Interpretation: Reading and analysing financial documents and charts to inform decision-making.</li> <li>Application of Knowledge: Using financial planning tools in realistic enterprise scenarios</li> </ul>	<p><b>Component 3: Learning Aim C: Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>Budgeting: Creating and interpreting budgets, understanding budgetary control, and identifying variances.</li> <li>Cash Flow Forecasting: Constructing forecasts, analysing inflows and outflows, and identifying potential cash flow issues.</li> <li>Numerical Reasoning: Applying formulas for break-even analysis, margin of safety, and profitability.</li> <li>Problem Solving: Using financial data to identify issues and suggest realistic improvements.</li> <li>Evaluation: Assessing the suitability of different sources of finance and financial strategies.</li> <li>Data Interpretation: Reading and analysing financial documents and charts to inform decision-making.</li> </ul>
<b>Assessment</b> (The methods that teachers will use to assess the progress of all students)	Component 3 Externally Assessed written exam in the January/June exam series of Year 11	Component 3 Externally Assessed written exam in the January/June exam series of Year 11	Component 3 Externally Assessed written exam in the January/June exam series of Year 11

<p><b>Reading, Writing and Vocabulary</b></p>	<p><b>Component 3: Learning Aim B</b></p> <p><b>Reading Skills</b> Interpreting financial documents such as:</p> <ul style="list-style-type: none"> <li>• Purchase orders</li> <li>• Delivery notes</li> <li>• Invoices</li> <li>• Credit notes</li> <li>• Statements of account</li> <li>• Extracting key information from structured documents (e.g. dates, quantities, prices, totals)</li> <li>• Understanding financial terminology in context (e.g. “net total”, “VAT”, “credit terms”)</li> <li>• Reading tables and charts to interpret financial data and statements</li> </ul> <p><b>Writing Skills</b> Completing financial documents using realistic business scenarios Using structured formats to present financial information clearly (e.g. income statements, break-even calculations)</p> <p><b>Vocabulary Development</b> Students will learn and apply key business and finance terms such as:</p> <ul style="list-style-type: none"> <li>• Revenue, costs, gross profit, net profit</li> <li>• Fixed and variable costs</li> <li>• Break-even point, margin of safety</li> <li>• Assets, liabilities, equity</li> <li>• Cash flow, budgeting, forecasting</li> <li>• Terms of payment, credit note, invoice, statement of account</li> </ul> <p>These terms are not only used in calculations but also in written and verbal explanations, helping students build fluency in business language</p>	<p><b>Component 2: Learning Aim A</b></p> <p><b>Reading Skills</b> Reading and interpreting:</p> <ul style="list-style-type: none"> <li>• Market research data</li> <li>• Case studies of successful enterprises</li> <li>• Customer profiles and market maps</li> <li>• Extracting relevant information to support idea generation and planning</li> </ul> <p><b>Writing Skills</b> Writing a structured business plan including:</p> <ul style="list-style-type: none"> <li>• Business aims and objectives</li> <li>• Target market and customer needs</li> <li>• Marketing and promotional strategies</li> <li>• Resource planning (human, financial, physical)</li> <li>• Justifying choices and decisions in written form</li> <li>• Using persuasive and professional language to communicate ideas</li> </ul> <p><b>Vocabulary Development</b> Students will learn and apply key enterprise terms such as:</p> <ul style="list-style-type: none"> <li>• Entrepreneur, micro-enterprise, market gap, innovation</li> <li>• Target market, customer needs, promotional methods</li> <li>• Resources, financial forecast, business aims</li> <li>• Skills audit, feasibility, planning</li> <li>• These terms support both written planning and verbal pitching activities.</li> </ul> <p><b>Component 3: Learning Aim C</b></p> <p><b>Reading Skills</b> Reading and interpreting:</p> <ul style="list-style-type: none"> <li>• Budget sheets</li> <li>• Cash flow forecasts</li> <li>• Break-even charts</li> <li>• Financial scenarios and case studies</li> </ul>	<p><b>Component 2: Learning Aim B:</b></p> <p><b>Reading Skills</b> Reading and interpreting:</p> <ul style="list-style-type: none"> <li>• Business plans and pitch briefs</li> <li>• Market research summaries</li> <li>• Feedback from peers or mentors</li> <li>• Understanding audience needs and tailoring content accordingly</li> </ul> <p><b>Writing Skills</b> Writing a structured pitch presentation:</p> <ul style="list-style-type: none"> <li>• Clear business aims and objectives</li> <li>• Marketing and promotional strategies</li> <li>• Resource planning and financial overview</li> <li>• Using persuasive and professional language</li> <li>• Responding to feedback and refining the pitch</li> </ul> <p><b>Vocabulary Development</b> Students will use and understand terms such as: Pitch, target audience, promotional strategy, communication methods Resources, feasibility, business aims, customer needs These support both written and verbal communication during the pitch process.</p>
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<b>Numeracy</b>	<p>Understanding and Preparing Financial Documents. Students learn to read, interpret, and sometimes create:</p> <ul style="list-style-type: none"> <li>Cash flow forecasts</li> <li>Break-even charts</li> <li>Statements of financial position</li> <li>Income statements</li> </ul> <p>These require:</p> <ul style="list-style-type: none"> <li>Addition, subtraction, multiplication, and division</li> <li>Understanding of totals, balances, and net figures</li> <li>Use of formulas (e.g. total revenue = selling price × quantity sold)</li> </ul> <p>2. Calculating Key Financial Metrics Students use numeracy to calculate:</p> <ul style="list-style-type: none"> <li>Revenue</li> <li>Costs (fixed and variable)</li> <li>Gross and net profit</li> </ul>	<p>Students develop numeracy skills through:</p> <ul style="list-style-type: none"> <li>Financial forecasting: Estimating start-up costs, running costs, and expected revenue</li> <li>Budget planning: Allocating resources and calculating affordability</li> <li>Market mapping: Using visual tools to identify gaps and opportunities</li> <li>Skills audits: Using rating scales (e.g. 1–5) to assess personal and team capabilities</li> </ul> <p>Component 3, Learning Aim Students develop more advanced numeracy skills including:</p> <ul style="list-style-type: none"> <li>Budgeting: Creating and interpreting income and expenditure budgets</li> <li>Cash flow forecasting: Predicting inflows and outflows over time</li> </ul> <p>Break-even analysis:</p> <ul style="list-style-type: none"> <li>Calculating break-even point using formulas</li> <li>Interpreting break-even charts</li> <li>Understanding margin of safety</li> </ul>	<p>Students apply numeracy to: Extract and calculate totals, VAT, and balances from:</p> <ul style="list-style-type: none"> <li>Invoices</li> <li>Credit notes</li> <li>Statements of account</li> </ul> <p>Identify discrepancies and verify accuracy in financial records</p> <p>Performing Financial Calculations Students develop skills in:</p> <ul style="list-style-type: none"> <li>Revenue = Selling price × Quantity sold</li> <li>Costs: Fixed, variable, and total</li> <li>Gross profit = Revenue – Cost of sales</li> <li>Net profit = Gross profit – Expenses</li> <li>Break-even point = Fixed costs ÷ (Selling price – Variable cost per unit)</li> <li>Margin of safety = Actual sales – Break-even sales</li> </ul>

	<ul style="list-style-type: none"> <li>• Break-even point</li> <li>• Margin of safety</li> </ul> <p>These calculations help students understand how enterprises monitor financial health and make decisions.</p> <p>Interpreting and Analysing Financial Data Students develop skills in:</p> <ul style="list-style-type: none"> <li>• Reading tables, charts, and graphs</li> <li>• Comparing financial performance over time or between enterprises</li> <li>• Identifying trends and making predictions based on numerical data</li> </ul> <p>This supports critical thinking and decision-making using quantitative evidence.</p>	<ul style="list-style-type: none"> <li>• Profit calculations: Gross and net profit</li> <li>• Evaluating financial performance: Using numerical data to suggest improvements</li> <li>• Comparing sources of finance: Assessing cost-effectiveness and suitability</li> </ul>	<p>Interpreting Financial Data Reading and analysing:</p> <ul style="list-style-type: none"> <li>• Income statements</li> <li>• Break-even charts</li> <li>• Cash flow summaries</li> <li>• Drawing conclusions and making decisions based on numerical evidence</li> </ul>
<b>Personal Development</b>	<p><b>Within the BTEC Enterprise Course, students will have many opportunities for further personal development including:</b></p> <p><b>Developing Self-Awareness &amp; Reflection</b></p> <ul style="list-style-type: none"> <li>• Enterprise Skills Audit: Students assess their strengths and areas for development (e.g. leadership, creativity, resilience).</li> <li>• Personal SWOT Analysis: Linked to Unit 1 (Exploring Enterprises), students will get the opportunity to reflect on their own strengths, weaknesses, opportunities, and threats.</li> <li>• Goal Setting Workshops: SMART goals tied to enterprise projects or career aspirations.</li> </ul> <p><b>Communication &amp; Collaboration</b></p> <ul style="list-style-type: none"> <li>• Pitching Practice: Develop public speaking and persuasive communication through mock pitches.</li> </ul> <p><b>Resilience &amp; Growth Mindset</b></p> <ul style="list-style-type: none"> <li>• Reflection Journals: After each unit or project, students will reflect on what went well, what didn't, and what they learned.</li> </ul> <p><b>Financial Literacy</b></p> <ul style="list-style-type: none"> <li>• Personal Budgeting Tasks: Link to Unit 3 (Promotion and Finance) with real-life budgeting scenarios.</li> <li>• Understanding Credit &amp; Debt: Short sessions on managing money responsibly.</li> </ul> <p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>• Using Business Tools: Students will develop skills on how to use excel spreadsheets, Canva, etc. for enterprise tasks.</li> </ul>		