

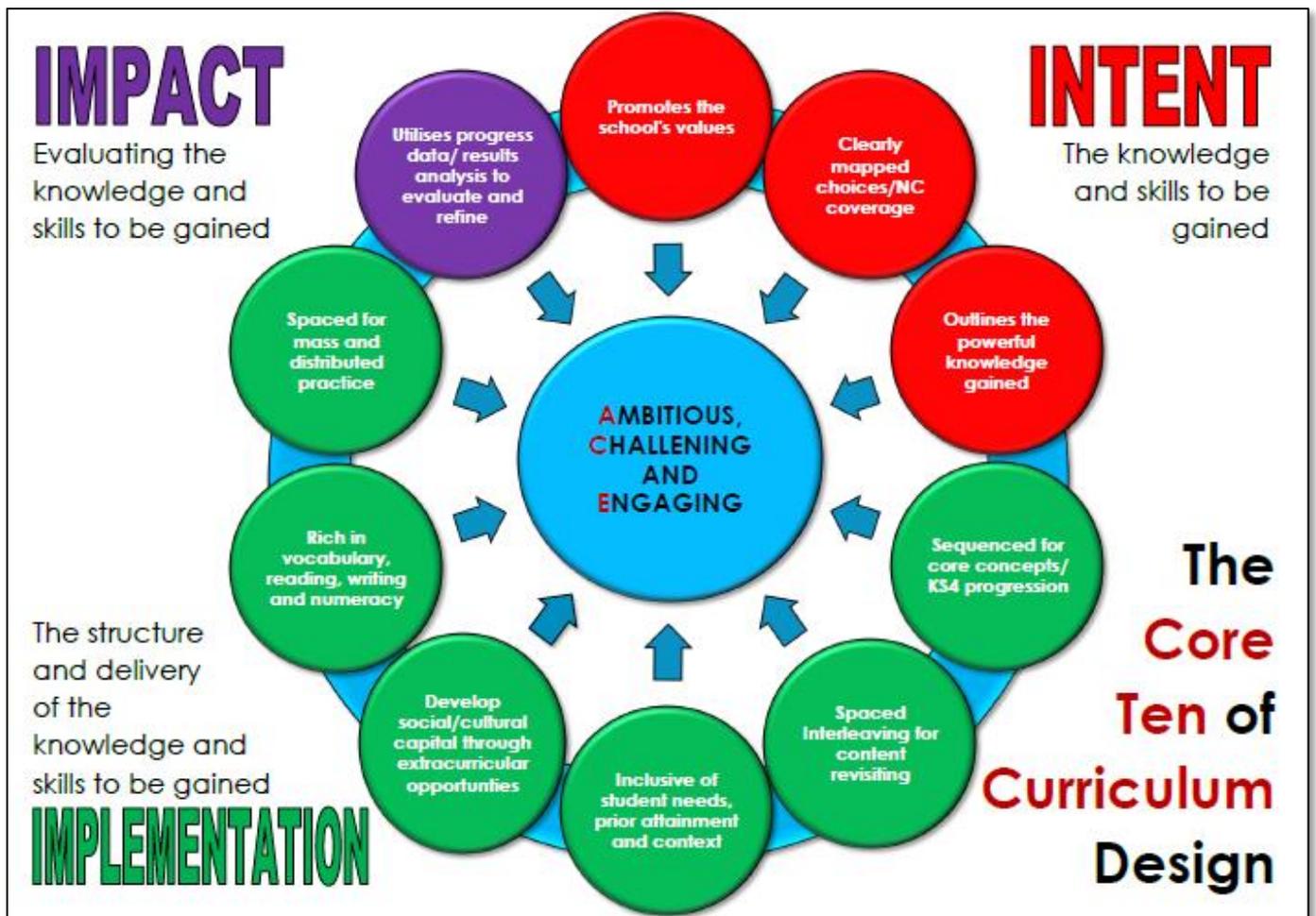
1. CURRICULUM INTENT OVERVIEW PLAN Key Stage 4

Subject: OCR Cambridge National in Marketing and Enterprise

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THINKING PROCESS - CURRICULUM INTENT OVERVIEW PLAN (KS4)

Intent Statement – at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society.

How are you trying to accomplish this, with this Programme of Study (PoS)?

DEFINITION: Powerful Knowledge is described as knowledge which enriches students' lives and creates a fairer society by providing students with intellectual power. It is knowledge which support students in engaging with the world and communicating with people regardless of background or social standing.

This scheme of learning aims to equip learners with the skills and confidence to develop their applied knowledge and practical skills in enterprise and marketing. It hopes to not only produce the best academic outcomes but also create the next generation of successful entrepreneurs by giving pupils the knowledge and skills needed to succeed in a modern working environment. It should allow pupils to make informed decisions about future pathways and allow them to enter future employment with the confidence to succeed.

Aims – what do you want pupils to be able to know and do by the time they finish this Programme of Study (PoS)?

To enable pupils to:

- know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- Apply knowledge and understanding based upon a case study and project based learning.
- develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to make informed judgements
- To develop as enterprising individuals with the ability to think commercially and creatively
- To allow pupils to make informed choices about future pathways.
- To develop life skills that enable them to become more financially, commercially and socially aware when entering the workplace.
- investigate and analyse business problems and scenarios based upon pupils own market research and creative ideas issues to construct well- argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business
- develop and apply quantitative skills relevant to business, including using and interpreting data
- Develop pupils extended writing in a formal business context
- To develop pupils confidence and skills when presenting in a formal situation.

Academy Values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?

Brave: The curriculum encourages pupils to think independently and encourages balanced and considered decision making. The curriculum encourages pupils to develop the skills needed to enter the world of work with confidence and information needed to make the correct pathway choice moving forward. It requires pupils to step outside of their comfort zone particularly when completing market research and the final "Dragons Den" presentation.

Ambitious: The curriculum intends to stretch pupils by giving all pupils stretch booklets to ensure they are well challenged and focuses heavily on exam technique / skills to ensure that pupils are developing at the higher end of Blooms taxonomy. Pupils are encouraged to plan and work independently in order to attempt to reach the distinction level by displaying evaluative skills.

Kind: The curriculum encourages balanced and considered decision making. It allows pupils to consider the needs of other stakeholders, legal, social, technological and economic issues. The curriculum intends to provide for all by ensuring that in mixed ability classes the work is accessible for all but challenging at the higher end. Support is offered in a catch up group and PTT intervention.

KS4 Specification Choices – what topics are taught and does it ensure breadth and depth, as well as meet the requirements of the exam specification? (Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what is taught)

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
10	Unit/Topic	<p>Unit R064: Enterprise and marketing concepts</p> <p>Background Topics: Enterprise and Entrepreneurship Sectors of Industry Stakeholders</p> <p>L0 6: Understand different functional activities needed to support a business start-up 6.1-6.2 The purpose and main activities of: Human resources Marketing Operations Finance</p> <p>L03: Understand product development 3.4 Impact of Technology</p>	<p>Unit R064: Enterprise and marketing concepts</p> <p>L05: Understand factors for consideration when starting up a business 5.1 Forms of ownership 5.2 Business Planning</p> <p>L01: Understand how to target a market 1.1-1.3 Market Segmentation 1.3 – 1.4 Market Research (Primary and secondary) 1.7 Customer Feedback</p> <p>L04: Understand how to attract and retain customers 4.5 Customer Service</p>	<p>Unit R064: Enterprise and marketing concepts</p> <p>L03: Understand product development 3.1 Product Lifecycle 3.2 Extension Strategies 3.3 Product differentiation 3.4 Legal and Economic Issues</p> <p>L04: Understand how to attract and retain customers 4.1-4.2 Price 4.3 Advertising Methods 4.4 Sales Promotion Methods</p>	<p>Unit R064: Enterprise and marketing concepts</p> <p>L05: Understand factors for consideration when starting up a business 5.1 Sources of finance</p> <p>L02: Understand what makes a product or service financially viable 2.1 Costs 2.2 Revenue 2.3 Breakeven 2.4 Profit</p>	<p>Unit R065: Design a business proposal</p> <p>L01: Be able to identify the customer profile for a business challenge 1.1 Market Segmentation</p> <p>L02: Be able to complete market research to aid decisions relating to a business challenge 2.1 – 2.2 Market Research</p>	<p>Unit R065: Design a business proposal</p> <p>L03: Be able to develop a design proposal for a business challenge 3.1-3.2 Product Design</p>

	<p>Specification/ Assessment Objective</p> <p>Subject does not need have national curriculum content guidelines but links to the business framework as following</p>	<p>The purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business</p> <p>The competitive environment and the impact of risk and reward on business activity</p> <p>Business aims and objectives, how and why they differ between businesses, and how and why they change as businesses evolve</p> <p>Business stakeholders, including owners, employees and customers; their different objectives, how they are affected by business activity and how they affect business</p> <p>The interdependent nature of business operations, finance, marketing and human resources within a business context</p> <p>How technology, including e-commerce and digital communication, influences business activity</p> <p>The impact of different types of production processes on businesses</p>	<p>The types of business ownership, including business start-ups and the concept of limited liability</p> <p>The purpose of planning business activity, including the role and importance of a business plan</p> <p>The importance to a business of identifying and understanding its customers</p> <p>How businesses use segmentation to target customers</p> <p>The purpose and methods of market research, and the use of qualitative and quantitative market research data</p> <p>The sales process and the importance to businesses of providing good customer service, including product knowledge, customer engagement and post-sales service</p>	<p>The marketing mix and the importance of each of the four elements – price, product, promotion and place – and how they work together</p> <p>How the marketing mix is used to inform and implement business decisions</p> <p>the impact of the economic climate on businesses, including changing levels of consumer income and unemployment</p> <p>The impact of legislation on businesses, including employment law and consumer law</p>	<p>What different sources of business finance are available and their suitability for new and established businesses</p> <p>The concept of revenue, costs, profit and loss, including break even and gross and net profit ratios</p> <p>The use of financial information in understanding business performance and making business decisions</p> <p>Calculations in business context</p>	<p>The importance to a business of identifying and understanding its customers</p> <p>How businesses use segmentation to target customers</p> <p>The purpose and methods of market research, and the use of qualitative and quantitative market research data</p>	<p>The marketing mix and the importance of each of the four elements – price, product, promotion and place – and how they work together</p> <p>How the marketing mix is used to inform and implement business decisions</p>
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11	Unit/Topic	<p>Unit R065: Design a business proposal</p> <p>LO4: Be able to review whether a business proposal is viable</p> <p>4.1 Costings 4.2 Pricing 4.3 Review 4.4. Identifying Challenges</p>	<p>Unit R066: Market and pitch a business proposal</p> <p>L01: Be able to develop a brand identity and promotional plan to target a customer profile</p> <p>1.1-1.2 Branding 1.3 Promotion</p>	<p>Unit R066: Market and pitch a business proposal</p> <p>L02: Be able to plan a pitch for a proposal</p> <p>2.1 Plan a pitch</p> <p>L03: Be able to pitch a proposal to an audience</p> <p>3.1 Develop a pitch 3.2 – 3.3 Peer Review</p>	<p>Unit R066: Market and pitch a business proposal</p> <p>L03: Be able to pitch a proposal to an audience</p> <p>3.4 Final Pitch</p> <p>L04: Be able to review the strengths and weaknesses of a proposal and pitch</p> <p>4.1 Review Pitch 4.2 Review Proposal</p>	N/A	N/A
	Specification/ Assessment Objective	<p>The concept of revenue, costs, profit and loss, including break even and gross and net profit ratios</p> <p>The use of financial information in understanding business performance and making business decisions</p> <p>Calculations in business context</p> <p>the impact of the economic climate on businesses, including changing levels of consumer income and unemployment</p> <p>The impact of legislation on businesses, including employment law and consumer law</p>	<p>The marketing mix and the importance of each of the four elements – price, product, promotion and place – and how they work together</p> <p>How the marketing mix is used to inform and implement business decisions</p>	<p>Use business terminology to identify and explain business activity</p> <p>Apply business concepts to familiar and unfamiliar contexts</p> <p>Develop problem solving and decision making skills relevant to business</p> <p>Investigate, analyse and evaluate business opportunities and issues</p> <p>Make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills</p>	<p>the impact of the economic climate on businesses, including changing levels of consumer income and unemployment</p> <p>The impact of legislation on businesses, including employment law and consumer law</p>	N/A	N/A

Exam specification content missing from this PoS and why?	Content taught in addition to the exam specification and why?
None.	Extended Detail in the following sections: Sectors of Industry: to give pupils base knowledge that may be missing / support geography. Human Resources: Cultural capital / life skills of recruitment Operations: Increased base knowledge for life / further study. External Factors: cultural capital for getting interest rates, supports finance.

Powerful Knowledge Choices – what powerful knowledge is included in this PoS? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds? (Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what powerful knowledge is gained)

YEAR	Powerful Knowledge	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
10		Characteristics of an entrepreneur Risks and rewards of business set up Sectors of industry Impact of Business on different stakeholders How different functional areas work and interdepend	Business set up requirements Importance of planning How to research effectively. Importance of customer service and feedback	The impact of the marketing mix on business stakeholders Impact of consumer law and economic issues on Business The importance of having a USP in Business. Understanding the business cycle e.g. recession	Selecting sources of finance Calculating breakeven, costs and profit. Data Interpretation Calculations	Project management Skills Formal report writing Skills. Research and referencing skills. Selecting a target Market Selecting and undertaking market research. Sampling methods. Data Interpretation Calculations	Project management Skills Formal report writing Skills. Research and referencing skills. Self and Peer assessment skills

Why it is important to know	<p>Entrepreneurial Spirit: To create an environment where pupils are enthused by the challenge of creating their own business.</p> <p>Informed Decisions: employment vs self-employment. Allowing pupils to see opportunities.</p> <p>Informed decisions: comparing sectors of industry, changes over time, the impact on the world and career choices</p> <p>Wider Impact: to understand of the actions of businesses and individuals can affect each other in the real world.</p> <p>Problem Solving: Allows pupils to develop the life skill of problem solving in a real world scenario.</p> <p>Objective thinking: To develop pupils ability to compare, contrast and make balanced decisions based on evidence.</p> <p>Teamwork / interdependence: Key skill for employment and understanding the links between functions.</p>	<p>Entrepreneurial Spirit: To create an environment where pupils are enthused by the challenge of creating their own business.</p> <p>Informed Decisions: employment ownership types and matching pupil's skillset to functional area.</p> <p>Problem Solving: Allows pupils to develop the life skill of problem solving in a real world scenario.</p> <p>Objective thinking: To develop pupils ability to compare, contrast and make balanced decisions based on evidence.</p> <p>Employability Skill: Employers are looking for pupils who can plan effectively and think strategically.</p> <p>Preparation for employment: A wide range of careers will require employees to be able to effectively conduct research and interpret the results.</p> <p>Knowing your rights/ British values: pupils understand consumer law and can deal with real life situations such as refunds</p> <p>Career Choices: Careers in marketing and customer service.</p>	<p>Career Choices: Careers in customer service and marketing</p> <p>Problem Solving: Allows pupils to develop the life skill of problem solving in a real world scenario.</p> <p>Objective thinking: To develop pupil's ability to compare, contrast and make balanced decisions based on evidence.</p> <p>Wider Impact: to understand of the actions of businesses and individuals can affect each other in the real world.</p> <p>Cultural capital: allows pupils to make informed political views based on business and not stereotypes.</p> <p>Knowing your rights/ British values: pupils understand consumer law and can deal with real life situations such as refunds</p>	<p>Problem Solving: Allows pupils to develop the life skill of problem solving in a real world scenario.</p> <p>Objective thinking: To develop pupils ability to compare, contrast and make balanced decisions based on evidence.</p> <p>Finance / maths link: Allows pupils to use their maths knowledge in a business context.</p> <p>Cross curricular: Using maths in real world scenario.</p> <p>Preparation for employment: Ability to use maths skills in a business content</p> <p>Career Choices: Careers in accounting or finance.</p> <p>Life skill: Selecting the best source of finance in a business or personal context.</p>	<p>Employment Skills: Project management needs planning, keeping to deadlines, reading the brief, meeting client requirements etc.</p> <p>Cross curricular: Supports extended and formal writing in business context.</p> <p>Preparation for employment: A wide range of careers will require employees to be able to effectively conduct research and interpret the results.</p> <p>Digital Literacy: Pupils are prepared to enter a digital work environment that is ever changing.</p> <p>Finance / maths link: Allows pupils to use their maths knowledge in a business context.</p>	<p>Employment Skills: Project management needs planning, keeping to deadlines, reading the brief, meeting client requirements etc.</p> <p>Cross curricular: Supports extended and formal writing in business context.</p> <p>Preparation for employment: A wide range of careers will require employees to be able to effectively conduct research and interpret the results.</p> <p>Cultural capital: To give pupils the confidence to communicate effectively and appropriately when entering work.</p> <p>Employment skills of teamwork: employers are looking for employees with effective team work skills and can support each other and offer constructive criticism</p> <p>Reflective / lifelong learner: allows pupils to reflect of work and modify based on feedback to improve, a key trait of a growth mind-set.</p>

11	Powerful Knowledge	<p>Project management Skills</p> <p>Formal report writing Skills.</p> <p>Research and referencing skills.</p> <p>Impact of consumer law and economic issues on Business</p> <p>Calculating breakeven, costs and profit.</p> <p>Data Interpretation Calculations</p>	<p>Project management Skills</p> <p>Formal report writing Skills.</p> <p>Research and referencing skills.</p> <p>The impact of the marketing mix on business stakeholders</p>	<p>Project management Skills</p> <p>Formal report writing Skills.</p> <p>Research and referencing skills.</p> <p>Self and Peer assessment skills</p> <p>Presenting skills</p>	<p>Project management Skills</p> <p>Formal report writing Skills.</p> <p>Research and referencing skills.</p> <p>Self and Peer assessment skills</p> <p>Presenting Skills</p>	N/A	N/A
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	<p>Why it is important to know</p>	<p>Employment Skills: Project management needs planning, keeping to deadlines, reading the brief, meeting client requirements etc.</p> <p>Cross curricular: Supports extended and formal writing in business context.</p> <p>Preparation for employment: A wide range of careers will require employees to be able to effectively conduct research and interpret the results.</p> <p>Employment skills of teamwork: employers are looking for employees with effective team work skills and can support each other and offer constructive criticism</p> <p>Reflective / lifelong learner: allows pupils to reflect of work and modify based on feedback to improve, a key trait of a growth mind-set.</p> <p>Cultural capital: allows pupils to make informed political views based on business and not stereotypes.</p> <p>Knowing your rights/ British values: pupils understand consumer law and can deal with real life situations such as refunds</p> <p>Preparation for employment: Ability to use maths skills in a business content</p> <p>Career Choices: Careers in accounting or finance.</p>	<p>Employment Skills: Project management needs planning, keeping to deadlines, reading the brief, meeting client requirements etc.</p> <p>Cross curricular: Supports extended and formal writing in business context.</p> <p>Preparation for employment: A wide range of careers will require employees to be able to effectively conduct research and interpret the results.</p> <p>Employment skills of teamwork: employers are looking for employees with effective team work skills and can support each other and offer constructive criticism</p> <p>Wider Impact: to understand of the actions of businesses and individuals can affect each other in the real world.</p>	<p>Employment Skills: Project management needs planning, keeping to deadlines, reading the brief, meeting client requirements etc.</p> <p>Cross curricular: Supports extended and formal writing in business context.</p> <p>Employment skills of teamwork: employers are looking for employees with effective team work skills and can support each other and offer constructive criticism</p> <p>Reflective / lifelong learner: allows pupils to reflect of work and modify based on feedback to improve, a key trait of a growth mind-set.</p> <p>Cultural capital: To give pupils the confidence to communicate effectively and appropriately when entering work.</p>	<p>Employment Skills: Project management needs planning, keeping to deadlines, reading the brief, meeting client requirements etc.</p> <p>Cross curricular: Supports extended and formal writing in business context.</p> <p>Employment skills of teamwork: employers are looking for employees with effective team work skills and can support each other and offer constructive criticism</p> <p>Reflective / lifelong learner: allows pupils to reflect of work and modify based on feedback to improve, a key trait of a growth mind-set.</p> <p>Cultural capital: To give pupils the confidence to communicate effectively and appropriately when entering work.</p>	<p>N/A</p>	<p>N/A</p>
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How does the Curriculum Intent meet the ACE curriculum design?	
Ambitious	<p>Developing higher level skills based upon Blooms taxonomy.</p> <p>Develops life skills needed to effectively enter the world of work even if this goes above and beyond the national curriculum.</p> <p>Encourages and develops the following skills, extended writing, evidenced based evaluation, life maths application based on context, project management, public speaking.</p> <p>Learning linked to the real world.</p>
Challenging	<p>Lays the groundwork for future progression at KS5 to challenge all pupils.</p> <p>Developing higher level skills based upon Blooms taxonomy.</p> <p>Creating in conjunction with the Bosworth school (outstanding) to quality assure.</p> <p>Auditing within trust and local hub.</p> <p>Stretch booklets ensure challenge throughout.</p>
Engaging	<p>Background topics scheduled first as most accessible topic and lays the foundations for further learning with constant call backs in other topics.</p> <p>Homework calls back to previous topics to ensure interleaving and provides exam revision in year 11.</p> <p>Extracurricular links careers with speakers and trips. Primary research is undertaken at the Bullring in Birmingham. Final presentation is pitched to governors and local business figures.</p> <p>Clear consideration of sequencing and interleaving to allow engagement the beginning and allows for 2 exam attempts. R066 MUST follow R065.</p> <p>Focus on the real word over abstract concepts. Real life application allows pupils to relate to the topics on offer.</p>
What are the current strengths of the Curriculum Intent?	
<p>Made in conjunction with Bosworth School (outstanding) to ensure quality of provision / resources.</p> <p>Clear consideration of sequencing and interleaving including having the maximum number of attempts at the exam</p> <p>Auditing process ensures year 11 is used to focus on pupil areas of need.</p> <p>Stretch booklets ensure challenge throughout.</p> <p>Homework ensures interleaving of topics and content is revised.</p> <p>All areas of specification and national curriculum are covered.</p>	
What specific actions have to be taken in response to the above? Please consider:	
<ul style="list-style-type: none"> • KS4 Curriculum content changes; • Powerful knowledge changes; • Modifications to ensure an ACE curriculum design; • CPD for teachers in your subject area; • Additional research you have to consider as part of this review. 	
<p>No content / powerful knowledge changes needed. Audit annually based on examiner training feedback / examiner report with Bosworth school.</p> <p>CPD: ACR to attend annual controlled assessment update webinar training. Additional CPD to be booked if available. Maintain links with MAT and Bosworth school to QA resources.</p>	