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| Year \_\_11\_\_ | **Topic:** **Period:** Autumn 1 |
| **Overview of topic:**A Explore ideas and plan for a micro-enterprise activityB Pitch a micro-enterprise activityC Review own pitch for a micro-enterprise activity. |
| **Key** **knowledge:**To understand and actively engage in the study of business and economics to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds; use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements; develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts; appreciate the range of perspectives of different stakeholders in relation to business and economic activities; consider the extent to which business and economic activity can be ethical and sustainable. **Key vocabulary:**

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| **Tier 2** | **Tier 3** |
| **Enterprise****Entrepreneur****Motivation****Market Research****Competitor Analysis****Uncertainty****Risk Management****Resources****Funding****Investors****Marketing****Sales****Production****Viability****Business Plan** | **Investors****Financial forecasts****Costing and pricing****Methods of communication and promotion****Break Even****Balance Sheet****Assets****Liabilities****Working Capital****Returns** |

 | Key skills: *Know how to…*Demonstrate knowledge and understanding of: business activity – why and how businesses start, succeed and fail; the differing interests of stakeholders; competition – reaction and recognition, actual and potential; uncertainty – risk, reward and change; customers – their power, importance and needs; business within society – ethics and sustainability; decision making – use of data and problem solving; ν changing use of ICT – in business and economic activities; use of relevant terms, concepts and methods – to understand business and economic behaviour, the dynamic nature of business, including motivations for social enterprise; local, national and international contexts; the integrated nature of business problems and solutions, ability to apply a critical perspective to the theory and current practice of business; evaluate quantitative and qualitative evidence to make reasoned judgements; ν develop a conceptual framework of business within society. Business students must require learners to: develop their knowledge and understanding through the investigation of a range of local and/or national business organisations; investigate how employers and employees operate in enterprising ways, develop their working relationships, and meet their various rights and responsibilities; develop and apply the following skills within business contexts: ο practical skills – time management, personal organisation and action planning; presentational skills – addressing audiences using a variety of media and forms, personal skills – showing evidence of progression; and interpersonal skills – communication and group work; cognitive skills – reflection and review of own and others’ performances. |
| **Co-curricular opportunities: *(ASPIRE Day, Careers, clubs, competitions etc)***Links to Young Business Enterprise club and similar clubs and competitions in school | **Key reading skills taught *(clarify, question, summarise, predict)* and key texts:**Stored on Class Notebook and in digital revision guides on Teams. In this component, you will use the research knowledge gained from Component 1 to consider a number of ideas before developing a plan for a realistic micro-enterprise activity. You will have the opportunity to plan how best to set up the chosen enterprise and how to fund it. You will need to take responsibility for creating and then delivering a pitch for your developed idea to an audience using your knowledge of business, and demonstrating entrepreneurial characteristics, qualities and skills. In the final part of the component you will use feedback to review your plan and pitch for the micro-enterprise activity, reflecting on your plan, your pitch and the skills you demonstrated when pitching. Developing your planning and research, presentation, communication and self-reflection skills will help you to progress to Level 2 or Level 3 vocational and academic qualifications.**Wider Reading Opportunities/Links:**Please see Classnote Books on Teams and [www.doddlearn.co.uk](http://www.doddlearn.co.uk) for independent homework and study |
| **How can I use this information at home?*** Conversation starters with your children to discuss their learning
* Support your child in carrying out independent research around the topic
* Visit your local library (or BorrowBox), museums, or other locations to explore the topic
* Promote books/other texts that explore this topic (see reading section)
* Help your child to learn the key vocabulary
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