

## Year 10 Scheme of Work Enterprise and Marketing

Pink = Autumn 1   Blue = Autumn 2   Purple = Spring 1   Yellow = Spring 2   Green = Summer 1   Orange = Summer 2

Teacher 1 (5 hours a fortnight) and Teacher 2 (4 hours a fortnight)

Week	Intent	Implementation	Impact	Subject Specific Skills/ Cross Curricular Links	Stretch & Challenge	SEND	SMSC
1-3	<b>R067</b> <b>2.1 The purpose of market research</b>  <b>2.2 Primary market research methods</b>  <b>2.3 Secondary market research sources</b>  <b>2.4 Types of data</b>	Students will build a base of knowledge that will allow them to master assessment Task 1 R068. This will be done through the use of quality first teaching, AfL and a range of activities. Students knowledge will be focused on marketing concepts with the importance of market research in the use of developing new products/ services.	Students will be able to: – understand the purpose of market research including how and why entrepreneurs need to carry out market research. understand the primary research methods – understand the advantages and disadvantages of the primary market research methods – understand the secondary market	Risk  Product development  Customer needs  Ethic or research  Reliability of information/ data	<b>Students will be able to discuss a range of market research tools and why they are used based upon a business scenario.</b>  <b>Students will be able to elaborate on the quality and reliability of data collected from different tools.</b>	Support resources: <ul style="list-style-type: none"> <li>• Text books</li> <li>• Scaffolds</li> <li>• Teacher modelling</li> <li>• Lesson resources shared</li> <li>• Teacher support in lesson</li> <li>• Knowledge organisers</li> <li>• Passport strategies</li> </ul>	<b>Moral and Social:</b> Group work, sharing of ideas.

<b>4-7</b>	<b>R068 Task 1</b>	NEA assessment to be conducted inline with OCR/ JCQ guidelines. Retrieval of prior knowledge will be focused upon to allow students to fully understand and attempt task.	research sources – understand the advantages and disadvantages of the secondary market research sources. -Understand the meaning and use of qualitative and quantitative data				
<b>1 -2</b>	<b>R067 2.5 Types of market segmentation</b>	Students will build a base of knowledge that will allow them to master assessment Task 2 and Task 3 R068. This will be done through the use of quality first teaching, AfL and a	Students will be able to: – understand the meaning of market segmentation – understand the problems and challenges that may be encountered if	Consumer needs  Product  Product mix  Product lifecycle	<b>Students will be able to discuss a range of segmentation methods and why they are used based upon a business scenario.</b>	Support resources: <ul style="list-style-type: none"> <li>• Text books</li> <li>• Scaffolds</li> <li>• Teacher modelling</li> <li>• Lesson resources shared</li> </ul>	<b>Moral, Social and cultural:</b> Group work, sharing of ideas. Discussing the different cultures within the UK and how their

2-3	<p><b>2.6 The benefits of market segmentation to a business</b></p> <p><b>R068 Task 2</b></p>	<p>range of activities. Students knowledge will be focused on market segmentation and the marketing mix. Culminating in the creation of a customer profile and use of the marketing mix to create a product using the marketing mix that is applied to their target market.</p>	<p>the market is not segmented. Understand the benefits of market segmentation to a business – understand how to select appropriate primary and secondary market research methods and data types in order to complete meaningful research.</p>	<p>Place</p> <p>Demographic needs</p> <p>Price</p> <p>Pricing strategies</p> <p>Promotion</p> <p>Promotion methods</p> <p>Ethics of promotion</p> <p>Technological change</p>	<p><b>Students will be able to elaborate on the correct use of segmentation and the dangers of not segmenting the market.</b></p> <p><b>Students will be able to discuss the 4P's and how they can complement each other and the issues that will arise if the mix is not balanced</b></p>	<ul style="list-style-type: none"> <li>Teacher support in lesson</li> <li>Knowledge organisers</li> <li>Passport strategies</li> </ul>	<p>needs may differ.</p>
4	<p><b>R067</b></p> <p><b>4.1 The marketing mix elements for a good/service</b></p>		<p>Students will be able to:</p> <p>– understand the different elements of the marketing mix.</p>				

5-7	<p><b>4.2 How the elements of the marketing mix work together</b></p> <p><b>R068 Task 3</b></p>	<p>NEA assessment to be conducted inline with OCR/ JCQ guidelines. Retrieval of prior knowledge will be focused upon to allow students to fully understand and attempt task.</p> <p>NEA assessment to be conducted inline with OCR/ JCQ guidelines. Retrieval of prior knowledge will be focused upon to allow students to</p>	<p>understand the importance of how the elements of the marketing mix work together and how each element affects the appropriateness of decisions regarding other elements</p> <ul style="list-style-type: none"> <li>– understand how the elements of the marketing mix work together to create a specific brand image</li> <li>– understand the types of advertising medium – both non-digital and digital methods, including the relative advantages and disadvantages of each medium.</li> </ul>				
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		fully understand and attempt task.					
<b>1-2</b>	<b>R068 Task 4</b>	NEA assessment to be conducted inline with OCR/ JCQ guidelines. Retrieval of prior knowledge will be focused upon to allow students to fully understand and attempt task.		Profit  Cost  Fixed Costs  Variable Costs  Mathematical calculations (Addition, subtraction, multiply, divide, use of percentages, interpretation of graphs)  Cash  Marketing  Pricing strategies  Segmentation	<b>Students will be able to discuss a range of segmentation pricing strategies and when they are used in different business settings.</b>	Support resources: <ul style="list-style-type: none"> <li>• Text books</li> <li>• Scaffolds</li> <li>• Teacher modelling</li> <li>• Lesson resources shared</li> <li>• Teacher support in lesson</li> <li>• Knowledge organisers</li> </ul> Passport strategies	<b>Moral, Social and cultural:</b> Group work, sharing of ideas. Discussing how fair a business may balance the need for maximising profits with higher prices may impact up customers' ability to cope with rising living costs.
<b>3-7</b>	<b>R067</b> <b>3.1 Cost of producing the product</b>  <b>3.2 Revenue generated by sales of the product</b>  <b>3.3 Profit/loss</b>  <b>3.4 How to use the formula for break-even as an aid to decision making</b>  <b>3.5 Importance of cash</b>	Students will build a base of knowledge that will allow them to master assessment Task 5 R068. This will be done through the use of quality first teaching, AfL and a range of activities. Students' knowledge will be focused on the understanding of the financial implications of choices made by a business. This	<b>Students should be able to:</b> – understand the fixed, variable and total costs to a business of producing products. understand how to calculate total revenue – understand how to rearrange a formula to find a component – understand how to calculate profits and losses for a business		<b>Students will be able to elaborate on the correct use of pricing strategies and able to link concepts such as revenue, costs and profit.</b>  <b>Students will be able to discuss the importance of cash to a business and how break even is used by businesses, as well as the</b>		

	<p><b>4.9 Factors to consider when pricing a product to attract and retain customers</b></p> <p><b>4.10 Types of pricing strategies and the appropriateness of each</b></p>	<p>includes the calculation of costs, revenue, profit and break even. As well as the understanding of the difference between cash and profit. Students will also explore the different pricing strategies and what factors are considered when selecting and appropriate strategy.</p>	<ul style="list-style-type: none"> <li>– understand how to calculate profit for a given level of output</li> <li>– understand how to rearrange a formula to find a component</li> <li>– understand the difference between revenue and profit</li> <li>– understand the concept of loss when total costs exceed revenue.</li> <li>– understand the meaning of break-even</li> <li>– understand how the break-even is calculated</li> <li>– understand how to interpret a break-even graph to identify the break-even point</li> <li>– understand how break-even information is used by an entrepreneur</li> </ul>	Customer needs	effects on break even.		
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			<ul style="list-style-type: none"> <li>– understand the difference between cash and profit</li> <li>– understand the consequences of a lack of cash.</li> <li>– understand the factors to consider when pricing a product to attract and retain customers.</li> <li>– understand the types of pricing strategies and the relative advantages and disadvantages of each.</li> </ul>				
<b>1-5</b>	<b>R068 Task 5</b>	NEA assessment to be conducted inline with OCR/ JCQ guidelines. Retrieval of prior knowledge will be focused upon to allow students to fully understand and attempt task.				Support resources: <ul style="list-style-type: none"> <li>• Text books</li> <li>• Scaffolds</li> <li>• Teacher modelling</li> <li>• Lesson resources shared</li> <li>• Teacher support in lesson</li> </ul>	

						<ul style="list-style-type: none"> <li>Knowledge organisers Passport strategies</li> </ul>	
<b>1-2</b>	<b>R068 Task 5</b>	NEA assessment to be conducted inline with OCR/ JCQ guidelines. Retrieval of prior knowledge will be focused upon to allow students to fully understand and attempt task.		Customer needs  Profit  Social enterprise  Loss  Financial risk	<b>Students will be able to discuss the range of characteristics entrepreneurs have and why these help to make them successful .</b>	Support resources: <ul style="list-style-type: none"> <li>Text books</li> <li>Scaffolds</li> <li>Teacher modelling</li> <li>Lesson resources shared</li> <li>Teacher support in lesson</li> <li>Knowledge organisers Passport strategies</li> </ul>	<b>Moral, Social and cultural:</b> Group work, sharing of ideas. Discussing how entrepreneurs benefit local communities and the country/ world as a whole. How business owners should act as role models.
<b>2-3</b>	<b>1.1 Characteristics of successful entrepreneurs</b>  <b>1.2 Potential rewards for risk taking</b>  <b>1.3 Potential drawbacks for risk taking</b>	Students will build a base of knowledge that will allow them to master assessment Task 6 R068. This will be done through the use of quality first teaching, AfL and a range of activities. Students knowledge will be focused on Entrepreneur characteristics and recall of previous topics covered in	students should be able to: – understand the various characteristics of successful entrepreneurs – understand why these characteristics can help entrepreneurs to be successful. –understand the appropriate forms of ownership for business start-ups including the relative advantages and	Risk & Reward  Marketing  Market Research			



<b>4-6</b>	<b>R068 Task 5</b>	<p>order to review their business proposal.</p> <p>NEA assessment to be conducted inline with OCR/ JCQ guidelines. Retrieval of prior knowledge will be focused upon to allow students to fully understand and attempt task.</p>	disadvantages of each form of ownership.				
<b>1-4</b>	<b>R068 Task 5</b>	NEA assessment to be conducted inline with OCR/ JCQ guidelines. Retrieval of prior knowledge will be focused upon to allow students to fully understand and attempt task.	Students will receive/ review feedback that has been provided throughout the year and use this to make alterations to their NEA work where applicable and in line with OCR guidance.	<b>All Topics above</b>	<b>Students will be able to reflect upon their learning and review their work in order to make improvements in line with guidance set out by OCR</b>	<p>Support resources:</p> <ul style="list-style-type: none"> <li>• Text books</li> <li>• Scaffolds</li> <li>• Teacher modelling</li> <li>• Lesson resources shared</li> <li>• Teacher support in lesson</li> <li>• Knowledge organisers</li> </ul> <p>Passport strategies</p>	<b>Moral, Social and cultural:</b> Group work, sharing of ideas. To develop a growth mindset to take feedback and become more knowledgeable and master skills.
<b>5-7</b>	<b>Review and Feedback/ Mock Prep</b>		Students will also review learning of Theory content to be answer exam style questions as part of the end of year mock.				