

Ian Ramsey CE Academy: Vocational Enterprise and Marketing Curriculum Progression Model

CURRICULUM OVERVIEW	Curriculum What we study. Why study it. Why study it now.					How we teach the curriculum	What we expect from the curriculum	
	<p><i>What we need pupils to have learnt at each point/end of each year and the logical connection and the sequential learning between what is studied in the different terms and between years. This is what is to be covered and when, effectively creating the idea that the <u>intent is the curriculum</u>. The intent is everything up to the point of teaching. The purpose of our curriculum and the knowledge we want our pupils to go away with in their working memory.</i></p> <p>The Cambridge National Certificate in Enterprise and Marketing gives learners the opportunity to develop applied knowledge and practical skills. It includes both practical and theoretical elements which helps to prepare learners for further study of qualifications in enterprise, marketing or business.</p>					How we make learning memorable and how we support our pupils to remember it. How we use rote, retrieval, interleaving, metacognition etc. in our teaching; why we teach in the way we are and justify decisions around how and why it's being taught this way.	How we make it challenging and ambitious for our pupils. How we assess learning, knowledge and understanding; what have they learnt and how well have they learnt it? Consider what assessments we use, when we use them and how and why we assess this way?	
	Setting	Designing		Planning		Delivering		
Year 10 and Year 11	What: Target market What: Pupils learn about customer segmentation and how it is used to target a particular market. They practise qualitative and quantitative methods of research encompassing both primary and secondary methods. Pupils then complete Task 1 of RO65, 'Identify the customer profile for a business challenge product'. The skills needed are based on the above knowledge.	What: Financial viability of products and services What: Pupils complete Task 2 of RO65, 'Complete market research to aid decisions'. Pupils learn about the range of factors that can affect the viability of a product or service. This includes costs, revenue, break-even and profit. These are key financial factors to consider when starting up a business.	What: Product development What: Pupils learn about the product life-cycle including extension strategies. They also study product differentiation, such as establishing a strong brand image and unique selling points. Pupils then complete Tasks 3 and 4 of RO65, 'Produce a design for a business challenge' and 'Develop a proposal for a business challenge'. The skills needed are based on the above knowledge.	What: Attracting and retaining customers What: Pupils learn about pricing strategies, advertising and promotion used by enterprises to attract and retain customers. They also learn how customer service is important in this area. Pupils then complete Task 5 of RO65, 'Review whether a business proposal is viable.' The skills needed are based on the knowledge learnt throughout the year.	What: Influences and functional activities What: Pupils learn about the different factors which must be considered when setting up an enterprise such as forms of ownership, sources of funding and the importance of business plans. They also study the purpose of each of the main functional activities in an enterprise including human resources, marketing, operations, and finance.	What: Brand identity What: Pupils learn the features, purpose, methods, and techniques of brand identity as used by enterprises. They practise building a brand identity for a given enterprise. This includes designing logos and promotional items, both digital and printed.	The qualification has three units that focus on the assessment of knowledge, skills, and practices. RO64 is an externally assessed written exam. RO65 and RO66 are internally assessed board-set assignments. The units are strongly interrelated and are best viewed as part of an integrated whole rather than totally distinct areas of study. Much of the knowledge and skills achieved during RO64 are important for success in completing the assignments for RO65 and RO66. For this reason, the knowledge needed for RO64 is studied in year 10 and the exam is sat in the June exam series of year 10. The assignments for RO65 are also completed in year 10 as they link so closely to the content of RO64. The two units are interwoven so that learners always have the knowledge and skills they need before tackling the tasks from the board-set assignments.	Assessment for Learning is used in all lessons to provide evidence for use by pupils and teachers to decide where pupils are in their learning, where they need to go and how best to get there. Formative Assessment This is used to provide information about what pupils know, understand, and can do. This is used by both the teacher and the pupil to determine where pupils are in their learning and how to continue to develop their knowledge and skills within the subject. This will include: <ul style="list-style-type: none"> • Questioning • Effective teacher feedback (written and verbal) • Peer feedback • Pupil self-assessment Summative Assessment This is also used at key points in each year to evaluate pupils' achievement. They allow a holistic view of pupils' progress and support the identification of areas requiring additional focus to improve learning overall.
	Why now: RO64 LO1 and RO65 LO1	Why now: RO65 LO2 is based on RO64 LO1 RO64 LO2 is then the next step	Why now: RO64 LO3 and RO65 LO3	Why now: RO64 LO4 and RO65 LO4	Why now: RO64 LO5 and LO6 This completes the knowledge required for the exam in January	Why now: RO66 LO1 prepares pupils for Task 1 of RO66		
	What: Brand identity What: Pupils complete Task 1 of RO66, 'Develop a brand identity and promotional plan to target your customer profile.' The skills needed are based on the knowledge learnt in the previous half term. Pupils are taught exam technique in readiness for the RO64 exam in January	What: Enterprise and marketing concepts What: Pupils are taught exam technique and undergo a programme of revision for the whole of RO64.	What: Planning a business pitch What: Pupils are taught how to plan a pitch considering relevant factors. Pupils develop personal and presentation skills to learn how to deliver a professional pitch. They learn how to give and receive feedback in order to support peers.	What: Pitching a proposal to an audience What: Pupils complete Task 2 of RO66, 'Develop a pitch for your proposal'. They then complete Task 3 of RO66, 'Pitch your business proposal to an audience.' The skills needed are based on the knowledge learnt in the previous half term.	What: Reviewing a proposal and pitch What: Pupils are taught to review both a business proposal and a professional business pitch. They then complete Task 4 of RO66, 'Develop a proposal for a business challenge.' The skills needed are based on the knowledge learnt above.			
	Why now: RO66 LO1 (Task 1) Exam preparation for January	Why now: RO64 exam in January	Why now: RO66 LO2 and LO3 prepare pupils for Tasks 2 and 3 of RO66 Exam preparation for January	Why now: RO66 LO2 and LO3 (Tasks 2 and 3)	Why now: RO66 LO4 prepares pupils for Task 4 of RO66			

