

Curriculum Map – Enterprise and Marketing

What is the aim of the curriculum?	The aim is to provide students in Key Stage 4 with a practical understanding of enterprise and marketing through real-life scenarios and business decision-making processes, providing students with the skills required to work in this field. It equips learners with entrepreneurial skills, financial literacy, marketing knowledge, and business planning competencies.
How does it demonstrate ambition for students?	<p>The course sets high expectations and challenges students to think critically, solve problems creatively, and apply theory to practical contexts such as designing a business proposal. It builds towards creating and pitching a product, fostering ambition by encouraging ownership of ideas and understanding of enterprise dynamics.</p> <p>It promotes critical thinking, ethical awareness, and professional behaviors, while developing transferable skills like communication and problem-solving. The curriculum is inclusive and accessible, supporting students from all backgrounds to develop confidence and aspire to meaningful careers in enterprise and marketing. It lays clear progression routes to Level 3 study and apprenticeships as well as enabling students with the skills they would need to enter the market as either a self-employee or an employee, fostering both academic achievement and long-term personal and professional growth.</p>
How does the curriculum allow time for teaching, practicing and revisiting content and for addressing gaps in student knowledge as quickly as possible?	The curriculum is sequenced over two years with regular opportunities to revisit key concepts through recall starter tasks that focus on basic recall/literacy and extension tasks, low-stakes quizzes, and retrieval practice. Gaps are addressed through interleaved assessment, targeted intervention sessions, and formative feedback. Each unit includes time for mock assessments and review. By covering the key exam content (RO67) before starting the coursework, ensures that students build deep understanding and retain knowledge over time. Each component is delivered in a sequenced manner that allows learners to first grasp core concepts, then apply them through structured activities, case studies, and assignments, all of which help reinforce knowledge and identify misconceptions early. The use of modular components enables teachers to revisit and interleave topics across the course, ensuring key ideas such as market segmentation, market research, break even, pricing strategy etc. are revisited in different contexts. Formative assessment is embedded throughout, allowing teachers to identify gaps in understanding quickly and respond with targeted intervention, differentiated support, or additional guided practice. This responsive and flexible approach supports sustained progress for all learners, particularly those who may need more time or scaffolding to master complex or unfamiliar content.

How is the curriculum designed to build students' knowledge and skills cumulatively? How does it pave the way for future learning?	Content builds from foundational concepts in R067 (enterprise and market research) to more complex topics in R068 (business proposals) and R069 (marketing and pitching). Knowledge is layered, with earlier units informing later coursework. This design supports future business or economics study at KS5 and apprenticeships.			
	The Marketing and Enterprise curriculum, is carefully structured to build students' knowledge and skills cumulatively, ensuring that learning is sequenced, progressive, and purposeful. It lays a strong foundation for further study and careers in marketing and enterprise both on the self-employed route or working as an employee in big or small business. The curriculum is designed to build knowledge and skills in a logical, scaffolded way—from understanding why market research is conducted to doing it themselves and then developing the skills to analyse and reflect on evidence to make informed decisions. This cumulative structure ensures that students are not only exam-ready but also equipped for progression into further education, apprenticeships, or work in Marketing and Enterprise. The curriculum follows the following structure to allow students to build on their knowledge throughout the course.			
	Unit	What Students Learn	Key Skills Developed	Assessment Type
	R067	Enterprise concepts, market research, marketing mix, business finance, external influences	Analysis, numeracy, decision-making, critical thinking	External exam
	R068	Product design, market research application, pricing, promotion, financial planning	Research, business planning, creative thinking, financial modelling	NEA (internal)
	R069	Branding, marketing communication, pitching, evaluating business proposals	Presentation, creativity, communication, reflection	NEA (internal)
	The curriculum embeds transferable knowledge and skills vital for Level 3 study: Report writing. Analysis of case studies, Empathy and ethical considerations, Evaluating interventions and outcomes. These are all skills that are also valuable for other GCSE subjects as well as progression onto Level 3 qualifications in Business and also if the Student decides to leave full time education and work within a business or set up their own.			
Skill/Concept		How it's developed		
Enterprise and entrepreneurial characteristics		Introduced in R067, revisited in R068 and reflected in R069		
Market research & segmentation		Taught early (Y10), applied to student projects (R068)		

	<p>Financial literacy (costs, pricing, break-even)</p> <p>Marketing mix (4Ps)</p> <p>Evaluation and reflection</p>	<p>Practiced in class, coursework, and reinforced with mock scenarios</p> <p>Introduced in R068, developed through brand and promotion focus in R069</p> <p>Built through pitch feedback (R069) and coursework reviews</p>
How does the curriculum highlight progression routes for the subject and future career paths (Gatsby Benchmark 4)	<p>The curriculum content is clearly tied to career pathways. Each component of the course includes direct links to real-world roles and settings, such as: Market Research, market analysis, self-employment, marketing, advert design, entrepreneurial endeavors, project management etc. Students learn not just what business professionals do, but how they are successful within their particular field of expertise as well as how to act ethically and problem solve. The exam paper is heavily focused on applying theory to “real life” business examples, which will be built into each unit with assignments and classroom activities often involve realistic case studies, helping students apply theory to practice. This introduces students to the day-to-day challenges and responsibilities in various roles. The curriculum includes opportunities to discuss post-16 options, such as...</p> <ul style="list-style-type: none"> • Level 3 Business and Marketing qualifications • T Levels in Business management • Apprenticeships in the sector or opportunities to work or set up own individual businesses • Routes into university, including business or marketing degrees. <p>Guest speakers from different businesses, also helps to encourage further progressions in the sector.</p> <p>Careers in business, marketing, retail, and finance are explicitly linked to each unit. Industry case studies and employer engagement activities help students see how the skills they learn apply to real jobs. Clear pathways to A-Level Business, BTEC Business, and vocational enterprise routes are discussed.</p>	

	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What will be taught?	7						
	8						
	9						
	10	RO67 – Enterprise and Marketing Concepts	RO67 – Enterprise and Marketing Concepts	RO67 – Enterprise and Marketing Concepts	RO68 – Design a business proposal	RO68 – Design a business proposal	RO68 – Design a business proposal
	11	RO68 – Design a business proposal Submission of R068 NEA	RO69 – Market and pitch a business proposal	RO69 – Market and pitch a business proposal	RO69 – Market and pitch a business proposal Final submission of R069 NEA	Revision of R067 and R068 content	
What key threshold concepts /core skills / themes are covered each half term?	7						
	8						
	9						
	10	Entrepreneurs, types of business, aims/objectives, customer needs	Market research, segmentation, methods of primary/secondary research	Financial implications, pricing strategies, revenue/cost/profit.	Introduction to business proposal, design mix, product development	Market research for proposal, price and promotional mix	Financial calculations, break-even, cash flow
	11	Completion of proposal (promotion, pricing, finance)	Branding, promotion, marketing mix in practice	Developing and pitching a proposal	Evaluation and reflection on pitch, improvements	Revision of R067 and R068 content	