



## YEAR 13 TERM 2

'An ambitious curriculum that meets the needs of all'

### Medium Term Planning - Topic: Enterprise and Marketing



<b>Curriculum Intent</b>	In addition to working further on objectives from Year 11, pupils will be taught, following National Curriculum guidelines, the following this term:  To link with packaging in responsible design – students will look at how companies label and package products.
<b>Skills/Assessment Objective Links</b>	<ul style="list-style-type: none"> <li>To gain knowledge and understanding of the importance of <b>marketing</b> and <b>branding</b></li> <li>To understand the ways products are advertise</li> <li>To be aware of the role of <b>entrepreneurs, marketing and collaborative working</b></li> </ul>
<b>Spiritual, moral, social, and cultural development</b>	<b>SMSC:</b> Non offensive branding <b>PSHE/British Values:</b> British companies <b>Skills Builder:</b> Building on knowledge and understanding of the previous unit of work
<b>Numeracy</b>	
<b>Literacy</b>	<b>Vocabulary Tier 2:</b> See highlighted above <b>Vocabulary Tier 3:</b> See highlighted above <b>Reading:</b> exam style question, text book terminology <b>Writing:</b> use of technical tier 3 vocabulary within an exam question and annotation <b>Oracy:</b> when questioned pupils are able to use technical subject specific language
<b>Becoming future ready</b>	<b>Careers/Employability:</b> Use of knowledge to apply to the world of work and branding
<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation:
<b>QFT/SEND Provision</b>	<b>By product:</b> <b>By resource:</b> A Level books, Online resources, Powerpoints <b>By Intervention:</b> by providing different levels of supervision and support <b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue. <b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style. <b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range. <b>By Offering Optional Activities:</b> In class or as homework, to extend learning. This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.
<b>Implementation Curriculum Delivery</b>	
<b>Learning Outcomes (Knowledge)</b>	<ul style="list-style-type: none"> <li>See Above</li> </ul>
<b>Current learning to be developed in the future within:</b>	
<b>Assessment</b>	Exam style question – use of AQA Exampro questions
<b>Impact</b>	Pupils to have knowledge and understanding of the topic in order to fully answer questions on paper 2