

**Final Outcome: We are working towards creating a 3D structure of a theme park that the pupils will then use to market when they take part in a Young enterprise launch presentation (to investors) comparing the viability of each project.**

**Component 6: Calculating annual profit and completion of 3D structures.**

**What we will know after this sequence:**

- Pupils will be able to evaluate their advertising decisions and consider if they have contributed to their success.
- Pupils will be able to generate an estimated monthly income based on customer footfall.
- Pupils will use this information to calculate their annual profit from the past year (Maths).
- Pupils will critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make their theme parks (Evaluate).
- Pupils will be able to evaluate their ideas and the products used against the original design criteria making changes as needed (Evaluate).

**Vocabulary:** Trading, profit, young enterprise, design, evaluate, quality, editing.

**How will this feed into my next learning:**

Pupils will present their theme parks models alongside their business plans to demonstrate the individual success of their own projects.

**SEND:** Visual word mat with newly learnt vocabulary. Extra support when explaining the brief and task. Discussion to ensure full understanding. Support with the mathematical element of the task.



**Component 4: Making a profit!**

**What we will know after this sequence:**

- Pupils will be able to draw up an efficient pricing structure for their theme park (Maths).
- Pupils will understand that their target market will affect their running costs and therefore their pricing structure plans.
- Pupils will be able to estimate their daily customer numbers and calculate if their pricing structure will cover their running costs.
- Pupils will be able to calculate a pricing structure that allows the theme park to make a profit.
- Pupils will be able to explain the term 'profit margins'.



**Vocabulary:**

Profit, pricing structure, factors, influence, running costs, admission fees, estimated, profit margin, competitors.

**How will this feed into my next learning:**

Pupils will use their existing knowledge of budgets, predicted income, and pricing structures to calculate their first annual profit.

**SEND:** Visual word mat with newly learnt vocabulary. Extra support when explaining the brief and task. Discussion to ensure full understanding. Support with the mathematical element of the task.

**Component 5: Working on their own 3D structures (may need 2 or 3 lessons).**

**What we will know after this sequence:**

- Pupils will be able to use their knowledge of a broad range of existing products to help generate their ideas for different rides (Design).
- Pupils will design products that have a clear purpose and indicate the design features of their products that will work well for the intended plan (Design).
- Pupils will independently plan by suggesting what to do next on their structures (Make).
- Pupils will be confident to select from a wide range of tools and equipment to be used explaining their choices (Make).
- Pupils will be able to select from a range of materials and components according to their functional properties and aesthetic qualities (Make).

**Vocabulary:**

Design, craft, measurement, precise, accurate, aesthetic, functional.

**How will this feed into my next learning:**

Pupils will adapt their plans and make changes to design ideas for their rides as and when they need to.

**SEND:** Visual word mat with newly learnt vocabulary. Extra support when explaining the brief and task. Discussion to ensure full understanding.



**Component 3: Running your theme park.**

**What we will know after this sequence:**

- Pupils will understand that their park will have daily running costs.
- Pupils will understand what these different running costs will be.
- Pupils will be able to generate a weekly running costs estimate for their park.
- Pupils will be able to evaluate their initial plans to ensure that they have enough left over from their £5m grant to cover their first two weeks of opening.

**Vocabulary:**

Running cost, outgoing expense, incur, daily costs, profit, operating costs, business venture.

**How will this feed into my next learning:**

Pupils will now understand how much funding they will have left for marketing costs and create a marketing budget.

**SEND:** Visual word mat with newly learnt vocabulary. Extra support when explaining the brief and task. Discussion to ensure full understanding. Support with the mathematical element of the task.



**Component 2: Designing your brochure - Marketing and advertising.**

**What we will know after this sequence:**

- Pupils will know what a brochure is and what it needs to contain.
- Pupils will understand the importance of marketing and advertising.
- Pupils will understand different marketing techniques such as use of alliteration and rhetorical questions, exciting descriptions, elements of persuasion and an indication of their target customer e.g. 'a great family day out'.
- Pupils will be able to explain what a successful brochure should include and create these bespoke for their own park.
- Pupils will be able to create a marketing budget using the figures from their business plans.

**Vocabulary:**

Brochure, website, content, marketing techniques, persuasion, front cover, headings, business income.

**How will this feed into my next learning:**

Pupils will start to think about daily running costs.

**SEND:** Visual word mat with newly learnt vocabulary. Extra support when explaining the brief and task. Discussion to ensure full understanding.



**Component 1: The Brief!**

**We should know:**

That theme parks are places that families go to have fun and there are numerous rides that a theme park can have for all ages. What people enjoy about theme parks. That a successful theme park will make an adequate profit.

**What we will know after this sequence:**

- Pupils will be given their brief - you and your business partners have bought a plot of land (measuring approximately 1km<sup>2</sup>), you have recently been granted planning and permission to build a theme park and you have been granted a substantial business loan of £5 million for building and start-up costs.
- Pupils will be able to discuss business ideas for their park including – target market, budget, layout and build plan costs.
- Pupils will be able to draw up first draft plans for different areas such as: water rides, family rides, children's rides, attractions and amenities.
- Pupils will be able to build a cost budget and understand costings for their chosen areas (Maths).
- Pupils will be able to reflect upon their planning, design ideas and to ensure that all elements are covered e.g. name, main target market, themed areas, build costs, toilets, eating areas etc.

**Vocabulary:**

Plot of land, granted, planning, income, start-up costs, design, target market, themed, amenities, attractions, budget, build costs, collaborative working.

**How will this feed into my next learning:**

Pupils will consider what their park should contain to be a success and the type of materials they can use for their own rides and park attractions. Pupils will plan at least one moving ride for their own theme parks.

**SEND:** Visual word mat with newly learnt vocabulary. Extra support when explaining the brief and task.

