


Curriculum Information



What I learn about in the curriculum...

| Year | | Topics |  How does this build on from previous learning? | The key concepts we cover |
|-------------------------|------------------------------------|--|---|---------------------------|
| 10 | Autumn 1 | Size and features of SMEs | <p>This builds on the previous topic by linking different size of businesses to the sectors in which they operate.</p> <p>This builds on previous topics by being able to understand that different enterprises have differing aims due to their size, scale and sector in which they operate.</p> <p>This builds on prior knowledge of entrepreneurs in the local community.</p> | Business Organisation |
| | | Markets, sectors, models and industries in which enterprises operate | | |
| | | Aims and activities of enterprises | | |
| | Autumn 2 | Skills and characteristics of entrepreneurs | <p>This builds on prior knowledge as a consumer.</p> <p>This allows students to use prior knowledge of competitors when making purchasing decisions.</p> | Marketing |
| Market research methods | | | | |
| Spring 1 | Understanding customer needs | <p>PEST (Political, Economic, Social, Technological) analysis</p> <p>SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis</p> | External Environment | |
| Spring 2 | Understanding competitor behaviour | | | |
| | | Suitability of market research methods | | |
| | | Targeting and segmenting the market | <p>This builds on learning from customer needs to see how products/services can be designed to target certain customer groups.</p> | |
| | | 4Ps of the marketing mix | | |
| | | Factors influencing the choice of marketing methods | | |
| | | Trust, reputation and loyalty | | |

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|----|----------|--|---|----------------------------|
| | Summer 1 | Financial documents Payment methods Revenue and costs | This builds on past experience and knowledge of financial documents but from a real life viewpoint. This builds on past experience and knowledge of paying for items that they purchase. | Finance |
| | Summer 2 | Financial statements Profitability and liquidity | | |
| 11 | Autumn 1 | Budgeting Cash flow Suggesting improvements to cash flow problems | This builds on prior knowledge of ensuring that more cash is coming in than is being spent. | Finance |
| | Autumn 2 | Break-even point and break-even analysis Sources of business finance | This builds prior knowledge of where money can come from in the family home. | |
| | Spring 1 | Choosing ideas for a micro-enterprise Plan for a micro-enterprise | This allows students to build on all knowledge and enables students to come up with and plan their own enterprises ideas. | All concepts covered again |
| | Spring 2 | Production of presentation Delivery of presentation Review of presentation | This allows students to build on their knowledge and experience of presenting information from whole school curriculums. | |
| | Summer 1 | | | |
| | Summer 2 | | | |

Information

Personal Development within the Curriculum

The enterprise curriculum covers many areas of personal development. For example:

- In year 10 students study other entrepreneurs and assess their skills and characteristics that make them successful. This is covered again in year 11, where students reflect on their own skills and characteristics.
- In year 10, we study different ownership models that businesses can have and these include setting up as a charity. We investigate the ethical and moral position of owning your own business and whether it is for profit or not.

In year 11, students are expected to plan and pitch an enterprise idea. Students have to prepare their presentation but also prepare for a presentation to their teacher and other audience members.

Extra Curricular Opportunities

The enterprise curriculum allows for extra curricular opportunities in the following ways:

- In year 11, students plan and pitch a business idea. Students are also welcome to launch this idea to the school community. Examples of these are often small pop up enterprises but do allow students to experience real life business at an early age.
- In KS3, we are offering an enterprise club which supports the school fundraising by targeting school events.

In KS4, students are invited to hear from guest speakers who speak about their own experiences. Students then write about these entrepreneurs in their controlled assessments.

Assessment

Key Stage 4 – Year 11

| Pearson BTEC Level 1/Level 2 Tech Award in Enterprise | | | | |
|---|--|-----|-------|-------------------|
| Component number | Component title | GLH | Level | How assessed |
| 1 | Exploring Enterprises | 36 | 1/2 | Internal |
| 2 | Planning for and Pitching an Enterprise Activity | 36 | 1/2 | Internal |
| 3 | Promotion and Finance for Enterprise | 48 | 1/2 | External Synoptic |

Key Stage 4 – Year 10

| Pearson BTEC Level 1/Level 2 Tech Award in Enterprise | | | | |
|---|---|-----|-------|---------------------------------|
| Component number | Component title | GLH | Level | How assessed |
| 1 | Exploring Enterprises | 36 | 1/2 | Internal – externally moderated |
| 2 | Planning and Presenting a Micro-Enterprise Idea | 36 | 1/2 | Internal – externally moderated |
| 3 | Marketing and Finance for Enterprise | 48 | 1/2 | External Synoptic |

| | |
|---|---|
| <p>Qualification Information</p> | <p>Year 10</p> <p>https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise.html</p> <p>Year 11</p> <p>https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise-2022.html</p> |
| <p>Ways to Support your Child in this subject</p> | <ul style="list-style-type: none"> - Be aware of the course structure using the above link. - Be aware that students will have controlled assessment tasks to complete and hand in at certain points over the two year course. - Be aware that students will have an examination in Y11. February and May (if resit is required) - Support your child with their revision. - Purchase revision guide for your child - Make links about their learning to your knowledge of small businesses (enterprises!) - Keep in touch with your child’s teacher to stay updated about their progress, conduct and attendance. |