Enterprise Curriculum Principles

Our uniting 'sentence' is: We provided students with a curriculum that developed their enterprise skills, improving their life chances and providing inspiration to develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems to become the successful entrepreneurs of the future.

By the end of their education, a student of Enterprise at Dixons Unity Academy will:

- Acquire knowledge and skills by studying the knowledge, behaviours and skills related to researching, planning, pitching and reviewing an enterprise idea. It also overs areas such as looking at digital communication, the importance of providing good customer service, gross and net profit ratios and break even. This depth of knowledge is applied to real business contexts, particularly in the local area. However, it also considers the impact of the wider world on the decisions that a business makes as it grows.
- Have the opportunity to develop their technical skills, such as market research skills, planning, promotional and financial skills using realistic work scenarios
- Have the opportunity to develop their personal skills, (such as monitoring own performance, time management, problem solving and decision-making) through a practical and skills-based approach.
- Overall to develop as effective, independent and enterprising individuals, as critical and reflective thinkers with enquiring minds with the ability to think commercially and creatively to demonstrate business acumen. Enterprise provides them with essential knowledge to prepare them for their future success.

To achieve a true understanding of Enterprise topics have been intelligently sequenced based on the following rationale:

- The curriculum has clear literacy links to embed key terminology so students are speaking as future entrepreneurs at a young age.
- To develop enterprising minds – to inspire students to become enterprising and commercially minded individuals, particularly when having to plan their own enterprise idea
- To design engaging themes that will inspire our students' imagination as they develop their enterprise knowledge
- The course covers three components of work, two of which are internally assessed by completing assignments throughout their course of study and one component is an externally assessed exam.
- There will be opportunities for retrieval practice and exploration activities to allow students to develop their skills in preparation for their formal assessment in the form of assignments. We also use spaced practice in developing the skills to the exam component and preparing for answering exam questions. These components use Level one / two Pass, Merit and Distinction grading criteria.
- BTEC Tech Enterprise is a vocational subject, which therefore means through the majority of the time, it provides students with the opportunity to demonstrate their skills in assignment based tasks, rather than the traditional preparation for examinations as would be with GCSE subjects. The course does have one examination element, which is completed in year 11.

The Enterprise curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- BTEC Tech Enterprise is a vocational subject, this means that students have the opportunity to develop their knowledge and skills and apply it to everyday and work contexts. It gives the opportunity to build skills that show an aptitude for further learning both in the sector (e.g. Enterprise) and more widely. This includes allowing students to build on and embed their knowledge, allowing them to grow in confidence and then put into practice what they have learned.
- The curriculum places emphasis on well-known entrepreneurs, who have derived from many different backgrounds, demonstrating to students the opportunities that they can access and that it is available to them. This includes using real-world contexts and examples of modern business practice to make the content relevant to the business world.
- Develop an understanding of social enterprise, a business with social objectives whose extra money is reinvested in the business or in the community, rather than being driven by the need to maximise profit for shareholders and owners.
- We ensure that intervention is proactive and data driven, on a regular basis staff address the gaps identified from in-class or cycle assessment data in order to offer provision to eradicate these differences. We use intervention folders in classrooms, which are used on a daily basis, which identifies the disadvantaged students (and SEND / PP) and then where a weekly plan is used to ensure intervention is taking place to help students progress.
- Lessons also use computers and ranges of software that students otherwise may not be able to access.

We fully believe that Enterprise can contribute to the personal development of students at Dixons Unity Academy:

- Providing students with the opportunity to develop their planning skills in developing their own idea of an enterprise that they could realistically set up as soon as they leave education. This incorporates market research skills as well as developing their own ideas of an enterprise that they believe could be a success.
- Allow students to develop their own entrepreneurial characteristics in initially understanding what is meant by mind-sets demonstrated by entrepreneurs such as focus, passion, being motivated and dedicated, inventive or innovative, proactive, confident, flexible and adaptable, resilient, having vision and the capacity to inspire. There is also focus on the key skills

demonstrated by entrepreneurs such as technical skills, interpersonal communication skills, planning, time management, negotiation, prioritising tasks, problem solving and managing risk.

- Presentation, communication and self-reflection skills. This is demonstrated through students having the opportunity to develop and deliver a pitch to an audience based on their own business idea, demonstrating their developed entrepreneurial characteristics, qualities and skills. This also brings in the opportunity for students to think creatively and use lateral thinking. They will then self-reflect on their performance as well as their business idea and its likelihood of success in the local market.

Our belief is that homework should be interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low stakes quizzing and practice:

Opportunities are built in to make links to the world of work to enhance the careers, advice, and guidance that students are exposed to:

- Students are provided with the opportunity in year nine to take part in the Princes Trust Enterprise challenge. This gives the opportunity of developing a young person's understanding of business concepts. They have the opportunity to interact with business mentors, which helps build their confidence, employability and raise their aspirations. It also provides the opportunity to develop their team working skills, learning about establishing and running a business through an online business game.
- The curriculum provides opportunities for students to consider the world of work as the skills developed by our students provides a fantastic progression into a number of roles in an organisation and are transferable into all businesses. Students will explore, develop and apply their knowledge helping to develop key transferable skills such as research and data analysis to support their progression to further learning and the workplace.
- It provides a framework for students to explore core concepts through the lens of an entrepreneur running a business. This includes developing an understanding of how local and national contexts affect business behaviour. The local contexts include information from local businesses that our students may recognise.
- There are opportunities to research local small enterprises, focusing on how and why they developed, the entrepreneurs who operate them and what has contributed to their success.
- This highly motivating, creative approach to enterprise encourages students to explore the world of business and what makes or breaks an enterprise.

A true love of Enterprise involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:

- This is encouraged by giving students the opportunity to take part in the Prince's Trust enterprise challenge, where they have the opportunity to interact with business mentors and develop their team working skills.
- Presentations, interactions and liaison from local entrepreneurs to talk to the students about their enterprise, this gives students the opportunity to hear from real people about how their enterprise operates, students can ask them questions and they can then use the information to apply it to their assignments. It can also provide inspiration to students to further their own enterprise aspirations.
- Students having the opportunity to demonstrate their presentation skills in front of an audience in providing a pitch of their enterprise idea are transferable skills that could be used in many other areas.
- The practical transferable skills students master during studying Enterprise such as self-reflection, communication, teamwork and problem solving will also support their progress in the present and the future. It also enables them to make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills.
- An understanding will be embedded that enterprise is a systematic activity that involves transferable skills; taking risks, showing initiative and innovation, a willingness to undertake new ventures, and organising production
- Students are provided with a recent news article each week from that week's media in order for them to be aware of what is currently happening in the world of Enterprise at the present time. This is often in the form of a Learn Now activity where students read the article and answer questions about what they have read.

Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this subject, at each key-stage from Year 7 through to Year 11, to equip students with the cultural capital they need to succeed in life. Our powerful, knowledge-rich curriculum teaches both **substantive knowledge** (facts, knowing that something is the case; what we think about) and **procedural knowledge** (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

		Cycle one	Cycle two	Cycle three
Year 9	**New learning**	Component One LAA	Component One LAB	Component One LAC
	Revisited learning	New subject and component therefore no revisiting of previous learning.	Practice assessment of LAA and LAB	Practice assessment of LAC
	Additional information	No official assessment in year 9	Practising skills needed for assignment when completing in year 10	Practising skills needed for assignment when completing in year 10

		Cycle one	Cycle two	Cycle three
Year 10	**New learning**	Main aspect from September is to review component one in preparation for the assignment starting in October. Lessons will then be on assignment completion.	Teaching of component two pitching and planning an enterprise (incorporating aspects of Component Three Finance)	Complete teaching of component two – including a practice assessment Start teaching component three
	Revisited learning	Review of component one in preparation for assessment in October	Review of categories of enterprises, customer service, aims and objectives, purpose for planning own enterprise	Component two and three overlap in terms of finance
	Additional information	Official assessment taken in assessment window between October and December	Potential for practise of skills in creating aspects of a business plan.	Plan for Component two assessment to be completed in Year 11 Oct-Dec

		Cycle one	Cycle two	Cycle three
Year 11	**New learning**	Complete component three: Finance Start component two Planning and pitching an enterprise	Completing the component two assessment of the business plan resubmission and then into the business presentations	Complete learning aim C resubmission and revision for the exam re-sit in May
	Revisited learning	Component two will review aspects of finance from component three		Revision for examination re-sit in May.
	Additional information	Completing mock exam in November Working on assignment of business plan	Exam in Feb. Completing LAB presentations / resubmissions and LAC evaluation	Completing LAC evaluation resubmission

Year 9 Long term plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
							Assessment	Assessment					
Cycle 1	A3: Aims and activities of enterprises and revision for assessment	Revision for Assessment then assessment to take place	A4: Skills and characteristics of entrepreneurs.	DIRT of assessment A4: Skills and characteristics of entrepreneurs.	A3: Aims and activities of enterprises and revision for assessment	Revision for Assessment then assessment to take place	A4: Skills and characteristics of entrepreneurs.	DIRT of assessment A4: Skills and characteristics of entrepreneurs.	A3: Aims and activities of enterprises and revision for assessment	Revision for Assessment then assessment to take place	A4: Skills and characteristics of entrepreneurs.	DIRT of assessment A4: Skills and characteristics of entrepreneurs.	A3: Aims and activities of enterprises and revision for assessment
							Assessment	Assessment					
Cycle 2	B2: Understand customer needs	Revision for Assessment then assessment to take place	B3: Understand competitor behaviour	B3: Understand competitor behaviour	B2: Understand customer needs	Revision for Assessment then assessment to take place	B3: Understand competitor behaviour	B3: Understand competitor behaviour	B2: Understand customer needs	Revision for Assessment then assessment to take place	B3: Understand competitor behaviour	B3: Understand competitor behaviour	B2: Understand customer needs
									Assessment	Assessment			
Cycle 3	C2 SWOT analysis	C2: SWOT analysis	Revision of LAB – students to research and prepare notes for PSA	Revision followed by Cycle assess.	C2 SWOT analysis	C2: SWOT analysis	Revision of LAB – students to research and prepare notes for PSA	Revision followed by Cycle assess.	C2 SWOT analysis	C2: SWOT analysis	Revision of LAB – students to research and prepare notes for PSA	Revision followed by Cycle assess.	C2 SWOT analysis

Year 10 Long term plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
							Assessment	Assessment					
Cycle 1	Review size and features of SME's (2) Review sectors and business models (1)	Review sectors and business models (1) Review aims and activities of enterprises (1) Review Skills and character. Of entrepre. (1)	Review Skills and character. Of entrepre. (1) Review market research methods (2)	Review understand. customer needs (2) Review understand. Competitor behaviour (1)	Review size and features of SME's (2) Review sectors and business models (1)	Review sectors and business models (1) Review aims and activities of enterprises (1) Review Skills and character. Of entrepre. (1)	Review Skills and character. Of entrepre. (1) Review market research methods (2)	Review understand. customer needs (2) Review understand. Competitor behaviour (1)	Review size and features of SME's (2) Review sectors and business models (1)	Review sectors and business models (1) Review aims and activities of enterprises (1) Review Skills and character. Of entrepre. (1)	Comp. Two: A1 Health conditions	Resub for assess.	Comp Two: A1 Health services available Primary and secondary 3: Definition of health and wellbeing
							Assessment	Assessment					
Cycle 2	Comp. Two LAA: Setting aims – financial and non - financial 3: Targeting and segmenting market	Comp. Two LAA: Products, goods and services e.g. USPs and costings 3: Targeting and segmenting market	Comp. Two LAA: Pricing of products to be sold 3: Targeting and segmenting market	Comp. Two LAA: Methods of promotion 3: 4Ps of the marketing mix	Comp. Two LAA: Setting aims – financial and non - financial 3: Targeting and segmenting market	Comp. Two LAA: Products, goods and services e.g. USPs and costings 3: Targeting and segmenting market	Comp. Two LAA: Pricing of products to be sold 3: Targeting and segmenting market	Comp. Two LAA: Methods of promotion 3: 4Ps of the marketing mix	Comp. Two LAA: Setting aims – financial and non - financial 3: Targeting and segmenting market	Comp. Two LAA: Products, goods and services e.g. USPs and costings 3: Targeting and segmenting market	Complete practice assessment LAA Practice assessment	Complete practice assessment LAA Practice assessment	Comp Two LAB: B1 Skills and attributes in health and social care – skills Attributes 3: Cultural factors affecting health and wellbeing
									Assessment	Assessment			
Cycle 3	Comp Two LAC: Review of presentation 3. Trust, reputation and loyalty	Comp Two LAC: Review of presentation 3. Trust, reputation and loyalty	Comp Two LAC: Review of presentation 3: Revision of past questions	Comp. Two LAB and LAC Research topics covered and prepare notes for practice task	Comp Two LAC: Review of presentation 3. Trust, reputation and loyalty	Comp Two LAC: Review of presentation 3. Trust, reputation and loyalty	Comp Two LAC: Review of presentation 3: Revision of past questions	Comp. Two LAB and LAC Research topics covered and prepare notes for	Comp Two LAC: Review of presentation 3. Trust, reputation and loyalty	Comp Two LAC: Review of presentation 3. Trust, reputation and loyalty	Complete practice assessment LAB Continue with LAB assessment	DIRT and resub of LAB Continue with LAB assessment	DIRT and resub of LAB Continue with LAB assessment

				Continue with assessment				practice task Continue with assessment					

Year 11 Long term plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
							Assessment	Assessment					
Cycle 1	Comp 3: Financial types of payment review.	Comp 3: Sources of revenue and types of costs (calculating total revenue, total costs)	Comp 3: Statement of income (calculating profit) and profitability ratios	Comp 3: Statement of financial position and liquidity ratios	Comp 3: Financial types of payment review.	Comp 3: Sources of revenue and types of costs (calculating total revenue, total costs)	Comp 3: Statement of income (calculating profit) and profitability ratios	Comp 3: Statement of financial position and liquidity ratios	Comp 3: Financial types of payment review.	Comp 3: Sources of revenue and types of costs (calculating total revenue, total costs)	Comp 3: Statement of income (calculating profit) and profitability ratios	Comp 3: Statement of financial position and liquidity ratios	Comp 3: Financial types of payment review.
							Assessment	Assessment					
Cycle 2	Comp 2: Assessment completion of LAA	Comp 2: Assessment completion of LAA	Revision for exam	Revision for exam	Comp 2: Assessment completion of LAA	Comp 2: Assessment completion of LAA	Revision for exam	Revision for exam	Comp 2: Assessment completion of LAA	Comp 2: Assessment completion of LAA	Revision for exam	Revision for exam	Comp 2: Assessment completion of LAA
									Assessment	Assessment			
Cycle 3	Complete LAC assessment	Complete LAC assessment	Resub of LAC assessment	Revision of exam	Complete LAC assessment	Complete LAC assessment	Resub of LAC assessment	Revision of exam	Complete LAC assessment	Complete LAC assessment	Resub of LAC assessment	Revision of exam	Complete LAC assessment