# 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 bona fide 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 an early 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 most 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 can 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 diverse 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 to offer provision to eradicate these differences. We use intervention folders in classrooms, which are used daily, 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 can 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 several 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 can 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 an up-to-date news article each week from that week's media 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 1 | Cycle 2 | Cycle 3 |
|---|---|---|---|---|
| **Year 9** | **New learning** | Component One | Component One internal assessment | Component Two content |
|  | **Revisited learning** | New subject and component therefore no revisiting of previous learning. | Iterative content covered in the first cycle |  |
|  | **Additional information** |  | New subject and component therefore no revisiting of previous learning. |  |
| **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. Begin teaching component two content | Teaching of component two pitching and planning an enterprise (incorporating aspects of Component Three Finance) Component two internal PSA | Component three marketing strategies. |
|  | **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 | Components two and three overlap in terms of finance |
|  | **Additional information** | Official assessment taken in assessment window between October and December | Plan for Component two assessment to be completed in Jan-Mar | Resubmission of Component 2 and improvements |
| **Year 11** | **New learning** | Any gaps in knowledge for component two | Component three recap N/a |  |
|  | **Revisited learning** | Component two resit revision and complete C2 | All of component three | Revision for examination in May. |
|  | **Additional information** | Resubmission for component 2 Oct-Dec 2023 | Practice assessments to be completed throughout |  |

## Y9 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Cycle 1** | **Induction** | | | | | | **Assessment Weeks** | | | | | | |
| | LOA Size and Features of SME's (A1) | LOA Size and Features of SME's (A1) | LOA Sectors and business models in which enterprises operate (A2) | . LOA Sectors and business models in which enterprises operate (A2) | LOA Aims and objectives of enterprises (A3) | LOA Aims and objectives of enterprises (A3) | LOA Aims and objectives of enterprises (A3) | LOA Skills and characteristics of entrepreneurs (A4) | LOA Skills and characteristics of entrepreneurs (A4) | LOA Tasks 1a and 1b mock using PSA Sample | LOB Market research methods (B1) | LOB Market research methods (B1) | LOB Understanding customer needs (B2 |
| **Cycle 2** | | | | | | | **Assessment Weeks** | | | | | | |
| | LOB Understanding competitor behaviour (B3) | LOB Suitability of market research methods (B4 | LOC SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis (C2) | LOC PEST (Political, Economic, Social, Technological) Analysis (C1) | Component one internal assessment | Component one internal assessment | Component one internal assessment | Feedback and resubmission C1 | LOA Choosing ideas for a micro-enterprise (A1) | LOA Choosing ideas for a micro-enterprise (A1) | LOA Plan for a micro-enterprise – ownership, aims (A2) | LOA Plan for a micro-enterprise – ownership, aims (A2) | LOA Features of the product (A2) |
| **Cycle 3** | | | | | | | | **Assessment Weeks** | | | | | |
| | LOA Features of the product (A2) | LOA Pricing of the product (A2) | LOA Pricing of the product (A2) | LOA Identifying the target market (A2) | LOA Identifying the target market (A2) | LOA Resources required (A2) | LOA Financial information (A2) | Review current C2 content | LOC Task 2b mock using PSA sample | LOC Task 2b mock using PSA sample | Feedback | LOA Targeting and Segmenting the market | LOA Targeting and Segmenting the market |

# Y10 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Induction** | | | | | | | **Assessment Weeks** | | | | | |
| 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 understands. customer needs (2) Review understands. 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 understands. customer needs (2) Review understands. 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 Weeks** | | | | | | |
| 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 Weeks** | | | | |
| 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. Continue with assessment | 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. Continue with assessment | 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 |

# Y11 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Cycle 1** | **Induction** | | | | | | **Assessment Weeks** | | | | | | |
| | LOA Choosing ideas for a micro-enterprise (A1) | LOA Features of the product (A2) | LOA Identifying the target market (A2) | LOA Resources required (A2) | LOA Financial information (A2) | LOA Risk assessment (A2) LOA Viability of the plan (A2) | Resit Component 2 assessment | Resit Component 2 assessment | Resit component two assessment LOB Delivery of presentation (B2) LOC Review of presentation (C1) | Resit component two assessment LOB Delivery of presentation (B2) LOC Review of presentation (C1) | Resubmission and improvements | Resubmission and improvements | Resubmission and improvements |
| **Cycle 2** | | | | | | | **Assessment Weeks** | | | | | | |
| | LOA Targeting and segmenting the market (A1) | LOA 4Ps of the marketing mix (A2) | LOA Factors influencing the choice of marketing methods (A3 | LOA Trust, reputation, and loyalty (A4) | LOB Financial Documents (B1) Documents (B1) LOB Payment methods (B2) | LOB Revenue and costs (B3) | 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 |
| **Ccycle 3** | | | | | | **Assessment Weeks** | | | | | | | |
| | Comp 3: Statement of financial position and liquidity ratios | Comp 3: Financial types of payment review. | Comp 3 Cash flow and budgeting | Comp three suggested improvements to cash flow problems | Comp three sources of finance | Component 3 Marketing methods | Component 3 Trust reputation and loyalty | Revision of exam | Revision | | | Revision of exam | |