



CURIOSITY

COMPASSION

COURAGE



Recovery curriculum outline 2021-22

BTEC Level 1/2 Tech Award Enterprise

Term 6 Jun-Jul

Year 10:
GCSE

Component 1- Exploring Enterprise

Learning aim C-Internal and external factors, SWOT, PESTLE, Success

<https://www.tutor2u.net/business/reference/swot-analysis-video>

<https://www.tutor2u.net/business/reference/pestle-analysis-video>



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Curriculum overview

Subject	BTEC Level 1/2 Tech Award Enterprise		Year group	10
Vision statement:	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>			
Curriculum intent:	<p><i>The vision of the Business Department at Landau Forte is that our students will be curious and enthusiastic to discover how theoretical concepts apply to the current environment. They will show resilience to develop analytical and evaluative skills that will enable them to critically reflect on case and real-world material and articulate justified judgements. They will develop an appreciation of business culture and the impact of business decisions and external influences on different stakeholders. Studying within an inclusive environment, our students will display courage when presenting their opinions and be respectful of those who convey theirs.</i></p> <p><i>They will enhance their mathematical skills through formula and interpretation of data. Through real world case material, events and employer engagement within the classroom, students see how the study of business will equip them for the next stage of their learning and beyond.</i></p> <p><i>We want our students to:</i></p> <ul style="list-style-type: none"> • <i>Increase independence and courage to become organised and resourceful to engage in all activities</i> • <i>Through sequencing develop skills and knowledge both in the subject and the wider world showing compassion within different contexts</i> • <i>Show curiosity to access opportunities for extended writing, after modelling of how to do this</i> <p><i>Quite simply, we want to be known for developing passionate, articulate and confident students who take pleasure in learning in and beyond the business classroom.</i></p>			
Threshold Concepts (TCs):	<ol style="list-style-type: none"> 1. A good business student is able to extract and apply case study and real-world material – theoretical concepts need to be specifically applied to the environment and context stipulated. 2. A good business student understands the concept of strategy and that all decision-making is to reach an end goal – the direction and scope of an organisation over the long-term: which achieves advantage for the organisation through its configuration of resources within a challenging environment, to meet the needs of markets and to fulfil stakeholder expectation. 3. A good business student recognises and understands that there is interdependence within organisations and across global networks– The departments within a business are not separate but are interdependent on each other and the development of globalisation has led to a more integrated business world. 			







4. A good business student understands how external influences have a significant impact on a business – Students must consider that factors outside of business control will impact the business’s actions and success.
5. A good business student understands the concept of profitability- the success of a company needs to be judged by its ability to use its resources to generate revenues in excess of its expenses in comparison to profit which is a numerical amount.

Specification Summary

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on the knowledge, understanding and skills required to research, plan, pitch and review an enterprise idea that includes:

- development of key skills that prove aptitude in planning an enterprise activity, including market research, planning, carrying out financial transactions, communication and problem solving
- knowledge that underpins effective use of skills, such as the features and characteristics of enterprises and entrepreneurs, and the internal and external factors that can affect the performance of an enterprise
- attitudes and ways of working that are considered most important for enterprise, including monitoring and reflecting on performance of an enterprise idea and own use of skills.

Learner skills:

Critical thinking	Organisation	Collaboration	Adaptability	Oracy	Self-quizzing
					
CRITICAL THINKING	ORGANISATION	COLLABORATION	ADAPTABILITY	ORACY	SELF QUIZZING

Term 6 Jun-Jul

The Big Question

What are the factors that contribute to the success of an enterprise?

Big picture questions:

- How do internal factors affect an enterprise?
- How do external factors affect an enterprise?
- What PEST factors affect an enterprise?
- How does SWOT influence a business?
- Which factors influence business success the most?

Content (Linked to TCs):

- How do internal factors affect an enterprise? (TC1, TC2, TC3, TC4, TC5)
- How do external factors affect an enterprise? (TC1, TC2, TC3, TC4, TC5)
- What PESTLE factors affect an enterprise? (TC1, TC2, TC3, TC4, TC5)
- How does SWOT influence a business? (TC1, TC2, TC3, TC4, TC5)
- Which factors influence business success the most? (TC1, TC2, TC3, TC4, TC5)



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Vocabulary Instruction:	External, success, competitive advantage, sustainability
Assessment:	Task 3: Investigate the factors that contribute to the success of an enterprise
Key/Historical misconceptions in this unit:	First year of teaching course
Sequencing:	We have chosen to sequence the Year 10 Enterprise curriculum this because students need the basic foundation of how a business is structured in order to link to this throughout the rest of the course, especially in terms of the industry that that operate in, their ownership structure and how they grow.
Values	This scheme of work promotes the school values of Compassion, Curiosity and Courage by: Compassion- considering the views of different stakeholders within a business Curiosity- investigating how an enterprise works and carrying out market research Courage- completing the tasks and accepting feedback to improve and re-submit if needed
National Curriculum plus:	In addition to teaching the statutory elements of the national curriculum, we also include - A local enterprise to study and a visit to the local enterprise (this year Dudley Zoo)