



CURIOSITY

COMPASSION

COURAGE



Curriculum overview

Subject	BTEC 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>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. 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.</p> <p>We want our students to:</p> <ul style="list-style-type: none"> • Increase independence and courage to become organised and resourceful to engage in all activities • Through sequencing develop skills and knowledge both in the subject and the wider world showing compassion within different contexts • Show curiosity to access opportunities for extended writing, after modelling of how to do this <p>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.</p>		









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<p>Threshold Concepts (TCs):</p>	<ul style="list-style-type: none"> •TC1: 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 •TC2: A good business student shows consideration of the stakeholder perspective – Decisions made by a business will affect stakeholders differently given their different viewpoints. •TC3: 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. •TC4: 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. •TC5: 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.
<p>KS2 National Curriculum summary:</p>	<p>The curriculum should enable students to understand more about the business world. They should enable students to develop as commercially minded and enterprising individuals who think critically, drawing on business information and evidence to develop arguments and make justified decisions. GCSE specifications in business should motivate and challenge students, and prepare them to make informed decisions about further study and career pathways. Courses should enable students to:</p> <ul style="list-style-type: none"> • know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society • apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts • 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 • develop as effective and independent students, and as critical and reflective thinkers with enquiring minds • use an enquiring, critical approach to make informed judgements • investigate and analyse real business opportunities and issues to construct well- argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business • develop and apply quantitative skills relevant to business, including using and interpreting data
<p>Learner skills:</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>CRITICAL THINKING</p> </div> <div style="text-align: center;">  <p>ORACY</p> </div> <div style="text-align: center;">  <p>COLLABORATION</p> </div> <div style="text-align: center;">  <p>SELF QUIZZING</p> </div> <div style="text-align: center;">  <p>ADAPTABILITY</p> </div> <div style="text-align: center;">  <p>ORGANISATION</p> </div> </div>



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	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
The Big Question	Component One: What is the role of enterprise, market research and external influences in achieving business success? Component Two: What is the process of creating a micro-business?					
Big picture questions:	Component One: What are the characteristics of enterprise and entrepreneurs? How does an enterprise use market research?	Component One: How do internal and external factors influence business success?	Component Two: What ideas do you have for a realistic micro-business?	Component Two: How is a realistic business implementation plan produced?	Component Two: What skills are needed when presenting enterprise ideas?	Component Two: What skills are needed when presenting enterprise ideas?
Content (Linked to TCs):	<ul style="list-style-type: none"> *Types and characteristics of small and medium enterprises (SMEs) (TC1, TC2, TC3) *The purpose of enterprise (TC1, TC2, TC3, TC5) * Entrepreneurs (TC1, TC2, TC3, TC5) * Customer needs (TC1, TC2, TC4, TC5) * Using market research to understand customers(TC1, TC2, TC4, TC5) * Understanding , competitors (TC1, TC2, TC4, TC5) 	<ul style="list-style-type: none"> * Internal factors(TC1, TC2, TC3, TC5) * External factors(TC1, TC2, TC4, TC5) * Situational analysis (TC1, TC2, TC3, TC4, TC5) * Measuring the success of an SME (TC1, TC2, TC3, TC4, TC5) 	*Generating ideas for a micro enterprise activity (TC1, TC4, TC5).	* Planning for a micro enterprise activity (TC1, TC2, TC4, TC5)	*Pitching for a micro enterprise activity (TC1, TC2, TC4, TC5)	*Pitching for a micro enterprise activity (TC1, TC2, TC4, TC5)
Vocabulary Instruction:	Entrepreneur, interpersonal skills, risk, quantitative, qualitative, objectives, customer satisfaction, USP, primary, secondary	Internal, external, SWOT, PEST, success	Micro-enterprise, Innovation, skills audit, segmentation	Resources, risk assessment, advertising	Presentation, communication,	Conduct, visual aids
Assessment:	Knowledge check Topic test	Knowledge check Topic test	Exam Board Component One Assessment Window	Knowledge check Topic test	Knowledge check Topic test	Knowledge check Topic test



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Key/Historical misconceptions in this unit:	Students struggle with the difference between quantitative and qualitative research	Students struggle with economic factors including impact of changes in interest rates and exchange rates				
Sequencing:	<p>We have chosen to sequence the year 10 curriculum like this because...</p> <p>The content for this year is based around preparation for completion of the exam board set assessment to be taken in the January window with potential to re-sit in the May if required. We explore the three key concepts that make up this project in each of the first two terms: features of an enterprise and entrepreneurs, market research and internal/external influences on a business. This approach ensures that students are adequately prepared for the full assessment and hopefully to achieve a grade that reflects their full abilities.</p> <p>Lastly, the work covered from the end of term 3 is to cover component two of the course in preparation for assessment in year 11. This component must be sat before component three and there are links with promotion in both units which can be recapped when studying component three in year 11.</p>					
Values	<p>This scheme of work promotes the school values of Compassion, Curiosity and Courage by:</p> <p><i>Compassion:</i> All businesses have a range of stakeholders. As students work through the course they must therefore consider how the decisions made by businesses would affect this stakeholders.</p> <p><i>Curiosity:</i> Students apply their learning to many practical examples. They are given case studies from a range of enterprises in order to make links from their initial understanding and investigate a range of UK businesses.</p> <p><i>Courage:</i> The nature of the work and the activities they have to complete develop the courage of students. They need to learn how to produce full reports by breaking them down into lots of smaller, easier-to-achieve tasks.</p>					
National Curriculum plus:	<p>In addition to teaching the statutory elements of the national curriculum, we also include</p> <p>Case studies are an important part of the learning for this topic. It helps students to understand what they are doing with the context of the real world. Indeed, this is a vocational qualification and this is reflected in the examples explored and the work produced. Students also complete market research for a local enterprise which develops their confidence, research and understanding of their local community.</p>					