



# CURIOSITY

# COMPASSION

# COURAGE



## Curriculum overview 2024

Subject	BTEC Enterprise	Year group	10
<b>Vision statement:</b>	<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>		
<b>Curriculum intent:</b>	<p><b>“The road to success is always under construction.” Lily Tomlin</b></p> <p>Business has an impact on all our lives and shapes us as citizens. How we live our everyday lives is determined by business and affects our standard of living, our health and wellbeing, our happiness and ultimately the local communities in which we live. The connection that business has with the futures of young people is very important and at some point in their lives, our diverse cohort of students will need to have the confidence, capability and aspiration to be able to develop economically as self-sufficient individuals. To be able to live ‘choice filled lives’ in a dynamic and rapidly advancing local, national and global economy.</p> <p>Our Business curriculum is delivered by subject experts and aims to provide all learners with a deep and powerful knowledge base of the world of business, which includes key concepts such as Enterprise, Finance, Promotion and Marketing, Human Resources, Business Structures, Operational Strategy and Growth. The study of Business should also develop our students beyond the school with specialist knowledge to equip them with the life skills that they will need to ensure access to future opportunities within a work environment which is complemented by an Academy wide careers education programme that augments classroom study and provides wider work experience opportunities.</p> <p>Our Business curriculum puts the subject in context through the use of real life situations, case studies and exposure to entrepreneurs in the business world and through problem solving scenarios, which will help students to develop compassion, curiosity and courage. We are passionate about building cross curricular links in other subject areas at our Academy to enable this transition into our KS4 and KS5 provision for our students. We regularly link our curriculum to current affairs, as well as to both local, national and global contexts to provide students with the wider understanding to be able to comprehend the world of business and to be able to succeed within it.</p> <p>Through our carefully planned curriculum, our students are exposed to opportunities to develop a wider understanding of a wide range of business concepts, to develop their ability to think critically, technically and creatively to demonstrate a strong and secure business acumen. They also develop an understanding of what it</p>		



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means to be entrepreneurial and they are provided regular opportunities to apply this understanding to real life contexts and scenarios as part of whole Academy events.

Students should be equipped with a broader understanding of the technical, ethical and economic challenges that businesses face, in order to ensure that they have the knowledge, and confidence to adapt to the rapidly changing business environment.

Through a carefully designed curriculum, students develop skills and traits which are essential for success in the modern world:

- Critical thinking, an enquiring mind and a critical approach to their work
- Oracy through the ability to discuss, argue and express opinions
- Collaboration through research and group tasks including creating and sharing content
- Self-quizzing which supports the development of an analytical and enquiring mind
- Adaptability and the ability to respond in a timely manner
- Organisation and independence through project management









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<p><b>Threshold Concepts (TCs):</b></p>	<p><b>TC1: A great business student is able to extract and apply case study and real-world material</b> - theoretical concepts need to be specifically applied to the enterprise being investigated and students show a deep understanding of how the enterprise and its stakeholders are affected.</p> <p><b>TC2: A great business student shows full consideration of the stakeholder perspective</b> - Decisions made by a enterprise will affect stakeholders differently given their different viewpoints.</p> <p><b>TC3: A great business student is able to analyse business scenarios and contexts</b> - Students must be able to make reasoned decisions and fully consider the impact of these decisions on the enterprise and its stakeholders.</p> <p><b>TC4: A great business student understands how external influences have a significant impact on a business</b> - Students must consider all of that factors outside of business control will impact the business's actions and success.</p> <p><b>TC5: A great business student understands the concept of profitability</b> - the success of a company needs to be judged by its ability to use its resources to generate revenues in excess of its costs and they must be able to accurately measure the performance of the enterprise by carrying out a range of calculations.</p>
<p><b>KS2 National Curriculum summary:</b></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.</p> <p>Courses should enable students to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts</li> <li>• 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</li> <li>• develop as effective and independent students, and as critical and reflective thinkers with enquiring minds</li> <li>• use an enquiring, critical approach to make informed judgements</li> <li>• 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</li> <li>• develop and apply quantitative skills relevant to business, including using and interpreting data</li> </ul>
<p><b>Learner skills:</b></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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## Year 10

	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
<b>The Big Question</b>	<b>Component One: What is the role of enterprise, market research and external influences in achieving business success?</b> <b>Component Two: What is the process of creating a micro-business?</b>					
<b>Big picture questions:</b>	<b>Component One:</b> <b>What are the characteristics of enterprise and entrepreneurs?</b> <b>How does an enterprise use market research?</b>	<b>Component One:</b> <b>How do internal and external factors influence business success?</b>	<b>Component One:</b> <b>What ideas do you have for a realistic micro-business?</b>	<b>Component One:</b> <b>How is a realistic business implementation plan produced?</b>	<b>Component Two:</b> <b>What skills are needed when presenting enterprise ideas?</b>	<b>Component Two:</b> <b>What skills are needed when presenting enterprise ideas?</b>
<b>Content (Linked to TCs):</b>	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) Activities and aims (TC2, TC3, TC5) Skills and characteristics (TC2, TC5)	Using market research to understand customers (TC1, TC2, TC4, TC5) Understanding, competitors (TC1, TC2, TC4, TC5) 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)	Exam Board Component One Assessment Window (PSA)  Task 1A Task 1B	Exam Board Component One Assessment Window (PSA)  Generating ideas for a micro enterprise activity (TC1, TC4, TC5).  Task 2 Task 3A Task 3C	Exam Board Component One Resubmission Window  Generating ideas for a micro enterprise activity (TC1, TC4, TC5).  Planning for a micro enterprise activity Part A (TC1, TC2, TC4, TC5) Aims, business description Target market Product details  Hybrid approach with component 3: Target audience, 4Ps, (TC1, TC2, TC3, TC4, TC5)	Planning for a micro enterprise activity Part B (TC1, TC2, TC4, TC5) Revenues and costs Financial forecasts Risk and viability  Hybrid approach with component 3: revenue and costs, profit and loss, break even and cash flow forecasts (TC1, TC2, TC3, TC4, TC5)



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<b>Vocabulary Instruction:</b>	Entrepreneur, activities and aims interpersonal skills, risk,	quantitative, qualitative, objectives, customer satisfaction, USP, primary, secondary Internal, external, SWOT, PEST, success		Resources, risk assessment, advertising Micro-enterprise, Innovation, skills audit, segmentation	Marketing mix 4Ps	Revenue Costs Profit / loss Break even Cash flow Viability Risk
<b>Assessment:</b>	KLT: C1 Task 1A and 1B	KLT: C1 Task2 KLT: C1 Task 3a and 3B	Exam Board Component One Assessment Window	Exam Board Component One Resubmission Window	KLT: C2 Task 1A KLT: C2 Task 2	KLT: C2 Task 3



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Year 11

	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
<b>The Big Question</b>	<b>Component One: What is the role of enterprise, market research and external influences in achieving business success?</b> <b>Component Two: What is the process of creating a micro-business?</b>					
<b>Big picture questions:</b>	<b>Component Two: How is a realistic business implementation plan produced?</b>	<b>Component Two: What skills are needed when presenting enterprise ideas?</b>	<b>Component Three: How can an enterprise check that it is financially viable?</b>	<b>Component 3: How does an entrepreneur know how well the business is doing financially?</b>	<b>Component 3: How might an enterprise successfully finance itself?</b>	
<b>Content (Linked to TCs):</b>	Exam Board Component Two Assessment Window  Generating ideas for a micro enterprise activity (TC1, TC4, TC5). Planning for a micro enterprise activity Part A (TC1, TC2, TC4, TC5) Aims, business description Target market Product details  Planning for a micro enterprise activity Part B (TC1, TC2, TC4, TC5) Revenues and costs Financial forecasts Risk and viability	Exam Board Component Two Assessment Window:  Creating a resource to pitch to entrepreneurs and then pitching the micro enterprise activity (TC1, TC2, TC4, TC5) Reviewing own performance.  Component 3: Hybrid model. Recap: target market (TC3, TC5) 4Ps (TC1, TC2, TC3, TC4, TC5)	Component 3 Financial documents (TC2, TC5)  Methods of payment (TC2, TC5)  Revenue and costs (TC2, TC3, TC4, TC5)  Profitability and liquidity (TC2, TC3, TC5)  Financial statements (TC2, TC3, TC5)	Component 3:  Budgeting (TC1, TC2, TC3, TC4, TC5)  Cash flow (TC1, TC2, TC3, TC4, TC5)  Cash flow solutions (TC1, TC2, TC3, TC4, TC5)  Break even (TC1, TC2, TC3, TC4, TC5)  Sources of finance (TC1, TC2, TC3, TC4, TC5)	External examination  Revision of all learning aims:  Learning aim A Learning aim B Learning aim C (TC1, TC2, TC3, TC4, TC5)	
	Component 3 hybrid model: segmentation, price, product, place, promotion, start – up costs, running costs, fixed costs, variable costs,					



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	break even, cash flow, profit and loss account, balance sheet (TC1, TC2, TC3, TC4, TC5)					
<b>Vocabulary Instruction:</b>	Aims, Resources, risk assessment, segmentation, price, product, place, promotion, start – up costs, running costs, fixed costs, variable costs, break even, cash flow, profit and loss account, balance sheet,		Purchase order Delivery note Goods received note Invoice Credit note Remittance advice Statement of account Cash, credit card, debit cards, direct debit, payment technologies Profit and loss account, balance sheets	Budgeting, cash flow, break even, sources of finance	Recap all terminology	
<b>Assessment:</b>	Exam Board Component Two Assessment Window	Exam Board Component Two Assessment Window	<b>KLT: Component 3. Learning aim A</b>	<b>KLT: Component 3 learning aim B</b>  Y11 PPE	<b>KLT: Component 3 learning aim C</b>  Final examination	



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<b>Key/Historical misconceptions in this unit:</b>	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				
<b>Sequencing:</b>	<p><b>We have chosen to sequence the year 10 curriculum like this because...</b></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>					
<b>Values</b>	<p><b>This scheme of work promotes the school values of Compassion, Curiosity and Courage by:</b></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>					
<b>National Curriculum plus:</b>	<p><b>In addition to teaching the statutory elements of the national curriculum, we also include</b></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>					