



Business and Enterprise

Aims:

Skills and knowledge will emerge through:

- Understanding of enterprise and business concepts.
- Gaining knowledge of individuals who have demonstrated entrepreneurial characteristics.
- Using an enquiring, critical approach to make informed judgements.
- Inspiring students to develop as commercially minded and enterprising individuals.

Content:

Business and Enterprise aims to provide excellent and varied learning opportunities that will help secure knowledge but also hopefully inspire future entrepreneurs and successful business minded people. We believe in using current business examples to demonstrate the relevancy and the importance of innovative business models to enhance student engagement and learning possibilities.

Curriculum Map

Year	Term	Curriculum	Assessment
9	Term 1	Future Aspirations This term is an introduction to Business and Enterprise. Students will apply this new knowledge to explore- Changes in the World of Work Financial Risks in Business Implementation of New Business Ideas Pitching Ideas	Assessment 1- Project based assignment that showcases students understanding of the content listed. Assessment 2- Verbal presentation. Dragons Den style pitching of ideas.
	Term 2	Discuss and Debate Students will investigate and analyse real business opportunities and issues to construct well balanced, well evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business	Assessment 1-Mode B extended learning project that compares approaches to business. Assessment 2- Using learning students need to present their projects to the board room. Each student will be given a role to play within the board room.
	Term 3	Enterprise Project In term 3 you will begin with idea generation and decide what idea to take forward. Once this idea has been finalised you will set yourself objectives using SMART targets. These objectives will help your aim of launching your enterprise. You will then use real life business strategies to bring your idea to life. Producing a marketing plan, action planning and calculating costings are a few examples of activities within this extended project. A typical lesson this term will be conducted as if you were in a business meeting!	In term 3 we use the STRIPE learning behaviours to assess student extended enterprise project. S- Self Manager T- Team Player R –Reflective and Resilient I – Innovate and Create P- Participator E - Enquirer

Assessment:



Within business and enterprise you will receive an assessment twice every half term. There are many opportunities to develop as commercially minded and enterprising individuals who think critically, drawing on innovative entrepreneurial ideas and evidence to develop arguments and make justified decisions. Assessment of this learning will take place using a range of methods from short written analysis, longer written research tasks, creative problem solving and group discussion.

Extended Learning:

Students will be encouraged to read and listen to the news as a way of keeping up-to date with business and related current affairs. There will be further learning opportunities using both Mode A and B approaches. Mode B extended learning would require a longer deadline.

Mode A Homework: Practice, retrieval, pre-study reading, questions, exercises.

Mode B Homework: Research, open-ended projects, creative product-making, choices.

Connection to the JTFS Approach

Whole School Theme	How does Business and Enterprise support this?
STRIPE	JTFS STRIPE learning behaviours are transferable for businesses to evolve, grow and survive. They are also characteristics and skills held by exemplar entrepreneurs.
STEAM	Business and Enterprise is centred around STEAM innovations. From ethical aims which is beneficial to the environment to considering different types of technology used by businesses such as e-commerce, social media, communication and payment systems.
Literacy	Oracy will be practised when pitching ideas and constructing well argued, well evidenced, balanced and structured arguments. Students will also use short and extended written answers to communicate and explain ideas.
Numeracy	<p>The list below showcases the range and extent of mathematical techniques developed by students when applying to relevant business and enterprise concepts.</p> <ul style="list-style-type: none"> • Percentages and averages • Revenue, cost and profit • Using graphs and charts to present and interpret information • Calculating costing, pricing, profit and loss
SMSC, British Values and Citizenship	Students will be able to understand the kind of changes affect the working life of individuals and ethical decisions that businesses may have to address. Investigation, analysis and debate will support a balanced understanding towards what is right for the business/individual in contrast to the wider community/world.