



ST GEORGE'S SCHOOL
A CHURCH OF ENGLAND ACADEMY

BTEC TECH AWARD IN ENTERPRISE CURRICULUM

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The Business and Enterprise Department at St. George's seeks to cultivate a unique learning environment where faith, wisdom and dignity are at the forefront. We aim to empower our pupils to develop their entrepreneurial skills, while also encouraging them to approach their future enterprises with hope, humility and kindness. Our curriculum is designed to inspire creative problem-solving and ethical decision making, drawing upon biblical principles and values to guide our pupils towards success that is both financially and morally sustainable. In this way, we aim to nurture a community of responsible business leaders who will positively impact the world, reflecting the love of God in all their endeavours.

At St George's, we endorse the academy's culture in helping us to reach the goal of preparing our pupils to be tomorrow's citizens, equipped and able to be successful at any time, anywhere, any place and to become independent life-long learners. In BTEC Enterprise we aim to foster and ignite an interest in enterprise and to challenge pupils to become more resourceful and reflective by applying what they learn to practical examples in the enterprise world. Our aim is to enable pupils to think commercially and draw on their knowledge of enterprises to make informed decisions in the professional world.

The BTEC Enterprise curriculum is well sequenced and has been designed around looking at how to start a new enterprise and how this can be achieved before growing the enterprise into a multinational corporation and the implications of this. This enables the pupils to gain the skills for future learning and employment in the enterprise world. An example could be looking at the Human Resources department within an enterprise and how they recruit new staff. To enhance pupils' knowledge and help foster a love for learning, real life case studies are used throughout the curriculum.

This curriculum recognises the importance of the changing of enterprise in the United Kingdom and across the world and the different challenges that this may present in society and the classroom.

In order to achieve a true understanding of BTEC Enterprise, topics have been intelligently sequenced based on the following rationale:

- The curriculum is designed to create enterprising individuals equipped with the appropriate knowledge and skills needed to develop their employability and identify enterprise problems, solutions and opportunities.
- The curriculum's underlying rationale is that pupils work collaboratively while thinking independently when engaging in all lessons and class debates. Through teacher modelling of interpersonal skills, we encourage our pupils to demonstrate manners, respect and tolerance in BTEC Enterprise lessons. This allows pupils to express themselves in a confident manner. Lesson materials are engaging to promote topical discussion and encourage pupils to develop an enquiring mind.
- Collaborative, detailed and thorough curriculum planning lies at the heart of what we do in the department. We are committed to developing our schemes of work and adapting to changes in society, for example, the growth of technology, changes in demographics and the control of resources.
- We use all available resources and teaching strategies to ensure that pupils have a comprehensive knowledge of the specifications and are capable of going beyond what is taught in lessons.
- Refined knowledge underpins and enables application of effective skills; both are intertwined. Content is delivered to pupils and then built upon through a variety of scenarios. Pupils have to explore real enterprises to gain a thorough understanding of key concepts and how they can be implemented successfully.
- The knowledge acquired allows pupils to develop their analytical and critical thinking skills. In BTEC Enterprise, we implement our curriculum through using a variety of adaptive teaching strategies and scenario-based tasks as well as more traditional skills practice.

The BTEC Enterprise curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills:

- The BTEC Enterprise curriculum will support disadvantaged pupils across key stage 4 by ensuring wide ranges of enterprises are studied and explored from diverse backgrounds.
- The BTEC Enterprise curriculum is inclusive of all pupils no matter their circumstances, social setting, cultural or religious beliefs, gender, sex or race.
- Reference material will be differentiated to support pupils in their development of knowledge and SEND pupils will be given the opportunity to study BTEC Enterprise aligned to their understanding.
- Pupils will be exposed to local enterprises and employers. Pupils will learn about a range of enterprises in different sectors such as retail, health and fitness and more.

We fully believe BTEC Enterprise can contribute to the personal development of pupils at St George's:

The course embeds transferable workplace skills through practical, task-based assignments:

- Planning, pitching, and reviewing micro-enterprise ideas improves time management, resource organisation, and ability to meet deadlines.
- Presenting enterprise ideas builds confidence and oral skills essential for professional environments.
- Conducting market research on competitors and local enterprises develops data-driven decision-making.
- Investigating SME successes and failures fosters critical thinking and creative solutions to operational challenges.
- Understanding and creating financial documents (cash flow, budgets, balance sheets) provides essential life and workplace skills.
- Lessons encourage social development, resilience, self-awareness, moral decision-making, and spiritual growth by exploring ethical and global enterprise impacts.
- As a universal subject, the curriculum promotes cultural awareness and understanding.

BTEC Enterprise prepares pupils for several post-16 pathways including the following:

- BTEC Level 3 in Enterprise
- A-Level Business or Economics
- T-Levels
- Apprenticeships including Business Administrator, Digital Marketing or Sales and Junior Management/Team Leader.

The broad nature of business means this qualification can open doors to almost any sector, but it directly aligns with careers in corporate structure, finance and growth. For example:

- Business Adviser, Project Manager, Business Consultant
- Accountant, Financial Analyst, Corporate Banker
- Marketing Executive, Advertising Planner, Social Media Manager
- Human Resources Officer, Retail Manager, Operators Assistant

Our belief is that exam preparation, practice and home learning revision should be interleaved with revisited powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of tasks, from low-stakes quizzing to extended practice.

Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that pupils are exposed to:

BTEC Enterprise connects academic knowledge to real-world practice through:

- Regular 'career spotlights' and research on local enterprises provide hands-on insight into professional roles.
- The course builds resilience, communication, and self-discipline by requiring students to pitch proposals, meet deadlines, and navigate business challenges.
- Rigorous analysis trains pupils to evaluate data and justify strategic decisions.

The curriculum frames business as a force for good, rooting success in:

- **Wisdom:** Making data-backed decisions.
- **Dignity:** Prioritising ethical treatment of staff and suppliers.
- **Hope:** Innovating to solve community problems.
- **Community:** Supporting local economies and hubs.
- **Humility:** Adapting to feedback and market realities.
- **Kindness:** Championing sustainable, ethical practices.

A true love of BTEC Enterprise involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure pupils are well prepared to be successful in BTEC examinations:

- To be a successful BTEC Enterprise it is essential to know much more than the BTEC specification. Pupils are exposed to additional and sometimes commonly assumed knowledge of technological, economical, social and political impacts on enterprises – knowledge that they may otherwise not encounter.
- Pupils will read around the topic to enable broader exposure to the contextual knowledge surrounding both historical and topical enterprises and financial issues.

CURRICULUM SEQUENCING

All children are entitled to a curriculum and to the powerful knowledge that will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Year 10 through to Year 11, in order to equip pupils with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

Unit Sequencing		
Year 10	Term 1	Component 1: Exploring Enterprises - delivery and internal assessment - PSA (September - April) - Understand how and why enterprises and entrepreneurs are successful - Understand customer needs and competitor behaviour through market research - Understand how the outcomes of situational analyses may affect enterprises
	Term 2	Component 1: Exploring Enterprises – internal assessment - PSA (September - April)
	Term 3	Component 2: Planning and Presenting a Micro-Enterprise Idea - delivery and internal assessment - PSA (May - December) - Choose an idea and produce a plan for a micro-enterprise idea - Present a plan for the micro-enterprise idea to meet specific requirements - Review the presentation of the micro-enterprise idea to meet specific requirements
Year 11	Term 1	Component 2: Planning and Presenting a Micro-Enterprise Idea – internal assessment - PSA (June - December)
	Term 2	Component 3: Marketing and Finance for an Enterprise – delivery - Marketing activities - Financial documents and statements - Financial planning and forecasting
	Term 3	Component 3: Marketing and Finance for an Enterprise – delivery and external assessment in May - Marketing activities - Financial documents and statements - Financial planning and forecasting