



BTEC Tech Award in Enterprise

Curriculum Philosophy

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 students 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 students 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 students to be **tomorrow's citizens**, equipped and able to be **successful** at anytime, 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 students to become more **resourceful** and **reflective** by applying what they learn to practical examples in the **enterprise world**. Our **aim** is to enable students 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 students 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** students' 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 students to demonstrate manners, respect and tolerance in **BTEC Enterprise** lessons. This allows students to express themselves in a confident manner. Lesson materials are engaging to promote **topical** discussion and encourage students 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 students 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 students and then built upon through a variety of **scenarios**. Students have to explore **real enterprises** to gain a thorough understanding of **key concepts** and how they can be implemented successfully.
- The knowledge acquired allows students 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 students' knowledge and skills:

- The **BTEC Enterprise** curriculum will support disadvantaged students 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 students no matter their **circumstances, social setting, cultural** or **religious beliefs, gender, sex** or **race**.
- Reference material will be **differentiated** to support students in their development of knowledge and SEND students will be given the opportunity to study **BTEC Enterprise** aligned to their understanding.
- Students from our **local community** will be exposed to **local enterprises** and **employers**. Students 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 students at St George's:

- Students will be encouraged to **socially** develop in **BTEC Enterprise** lessons by exploring the place of **enterprise** within our **society** and **culture**.
- We also set **high expectations** for students to develop **listening** and **speaking skills** to ensure they successfully enter the **world of work**. Pupils will explicitly use **speaking** and **listening skills** in certain components when having to produce a **presentation** and **deliver** to an **audience**.
- We aim to improve students' **resilience** through the addressing of misconceptions by reshaping and upscaling mistakes into **high quality academic responses**.
- **Self-awareness** is developed through self-assessment, which enables students to have an accurate understanding of their **strengths** and **weaknesses**, to accept them and to understand how to learn from them.
- Developing **morality** is evident in much of the **BTEC Enterprise** curriculum where there is reference to **real life** contexts and students are encouraged to make decisions thus developing an understanding that certain choices may have different **consequences** and **outcomes**. One example where this applies is in **ethical enterprises**.
- Encouraging students to **question** how **enterprise impacts** the way the **world works** promotes the **spiritual growth** of our students. Referring to **ethical** and **social enterprises** and **big ideas** such as the **gender pay gap, sustainability** and **environmental impacts** helps pupils understand the bigger picture.
- Being a **universal subject**, and having **phenomena** developed all over the **world**, lends enterprise to promoting **cultural capital**.

At KS4, our belief is that homework should be an interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low-stakes quizzing and practice.

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

- Each topic has a '**careers spotlight**', where students will explore a **profession** linked to that particular unit of work. Pupils will learn about the **qualifications** and **skills** required and the **responsibilities** of the job. As part of the course, pupils have to engage and carry out **research** on a range of **local enterprises** therefore, learning about the **characteristics** and **skills** required as well as the **activities** to become an **entrepreneur**.
- Pupils have the opportunity to **experience entrepreneurs' thoughts** from different **enterprises**.
- Through **fieldwork** students will experience the **real-life enterprises** and the **skills** and **jobs** created in the different **industries**.

A true love of BTEC Enterprise involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students 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.
- Students will read around the topic to enable **broader exposure** to the **contextual** knowledge surrounding both **historical** and **topical enterprises** and **financial issues**.

SMSC, Christian and British Values

Spiritual development within **BTEC Enterprise** involves students being encouraged to explore **sexism, racism** and **discrimination** in the **workplace** through the discussion of **employment laws**. Students are encouraged to express their own opinion and explore different examples. Students also explore their own **feelings** and meaning and reflect upon **topics** such as **ethics**. Students are encouraged to **explore** these concepts and **challenge** the actions that enterprises should take. This also helps to develop student's **empathy** and **compassion skills** and allows them to take into consideration other people's **aims, values, principles** and **beliefs**.

Moral development within **BTEC Enterprise** involves students being required to evaluate, comment upon and discuss various **moral issues** relating to **enterprise practices**. They will do this through the use of **observations**, gathering of **information** and studying given case studies to support this. Students are given the opportunity to consider a variety of information relating to **real life enterprise** scenarios in order to make valid judgements. Students investigate the impact of an **enterprise's actions** upon **society** and the **local community** in which they operate. For example, students consider the **political, social, environmental** and **technological issues** arising as a result of an **enterprise decision**. Students also draw upon their own knowledge to distinguish between what is **right** and **wrong**. Students have a **willingness** to express their **views** on **ethical issues**.

Social development within **BTEC Enterprise** involves students being encouraged to develop their **team working skills** through collaborative work and **research**. The students also explore the concept of **teams** and the **roles** that individuals have to play and how this can impact an **enterprise**. Throughout the curriculum, students are given the opportunity to exercise their **leadership skills**. Students often work collaboratively to understand new **concepts** and share information researched, thus giving the students **responsibility** over their work.

Cultural development within **BTEC Enterprise** involves students being given the chance to see how the functions of an enterprise **operate**. Students look at the changes within **society** and how they may impact on **enterprises**. Students look at the topic of the **EU** and how this impacts upon **enterprise trade**. Students also have the opportunity to look at how **organisations** work by visiting **enterprises**. Students benefit from visits to school by **entrepreneurs**, to enhance their **knowledge** and **skills**.

Christian and British Values: service, trust, reverence, endurance – Democracy, Rule of law, individual liberty and mutual respect.

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 students 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.

		Sequencing
Year 10	Term 1	Component 1: Exploring Enterprises – delivery and internal assessment – PSA (September – April) <ul style="list-style-type: none"> - 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) <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Marketing activities - Financial documents and statements - Financial planning and forecasting