

Intent		What new knowledge/content do we introduce?			
By the end of KS4 students are able to...		Year 10	Year 11	Choices	How does this curriculum incorporate the National Curriculum and go beyond? How does going beyond the NC ensure challenge?
<p>Gain knowledge that underpins an effective use of skills, such as the activities, skills and characteristics of enterprises and entrepreneurs, and the internal and external factors that can affect the success of an enterprise; in addition, the process of developing a business plan and using and applying marketing and finance knowledge.</p> <p>Develop key skills that prove aptitude in planning an enterprise idea, including market research, planning, carrying out financial transactions, communication and problem solving.</p> <p>Understand attitudes and ways</p>	Autumn	<p>Component One – Lesson Objective A: Understand how and why enterprises and entrepreneurs are successful. Students will learn the set of skills and characteristics that an entrepreneur requires in order to be innovative, including creativity, risk-aversion, inventiveness and dedication. Students will develop the knowledge and understanding of how the activities undertaken by micro, small and medium-sized enterprises (SMEs), along with the characteristics and skills of the entrepreneurs who run them, support the aims of the enterprise.</p>	<p>Component Two – Lesson Objective B: Present a plan for the micro-enterprise idea to meet specific requirements.</p> <p>Component Two – Lesson Objective C: Review the presentation of the micro-enterprise idea to meet specific requirements. Students will deliver a presentation demonstrating their knowledge of business, and demonstrating entrepreneurial characteristics, qualities and skills. Having watched a recording of their presentation delivery, students will review the presentation and make justified recommendations.</p> <p>Component Two – Pearson Set Assignment Coursework takes place in October/November</p>	<p>Business types used in the summative assessments for Component One and Component Two are prescribed by the exam board in the Pearson Set Assignments.</p> <p>Our focus is to expose the students to a range of enterprises from varying sectors. Each lesson, we will explore a different sector of business such as construction or hospitality.</p> <p>For example, the practice assessment is based upon a café in Hackney which uses Instagram to promote. This gives the students confidence as they are familiar with both concepts as a base to build knowledge upon.</p> <p>The choice of businesses that we explore through lessons vary to give the students a degree of challenge. As research and analytical skills are used often, we have used a range of information sources of varying levels to challenge. This also</p>	<p>We take opportunities to respond to current news, talking points and controversies that make the lessons current and informative for the learners. For example, we discuss how the recent cost of living crisis has affected small enterprises.</p> <p>Students are given opportunity to talk to enterprise owners about their business which helps build knowledge and understanding of individual circumstances which builds interest around the subject.</p> <p>For example, Chris Melsa from WeHost Global will talk about how he</p>
		<p>Component One – Lesson Objective B: Understand customer needs and competitor behaviour through market research. Students will learn that Enterprises can struggle if they do not carry out market research and the important skills to develop in market research. Students will need to interpret their findings to</p>	<p>Component Two Knowledge Revision</p> <p>Component Two – Lesson Objective C: Review the presentation of the micro-enterprise idea to meet specific requirements.</p>		

<p>of working that are considered most important for enterprise, including monitoring and reflecting on the performance of an enterprise idea and own use of skills.</p>		<p>support their understanding of customers and competitors.</p> <p>Component One – Lesson Objective C: Understand how the outcomes of situational analyses may affect enterprises. Students will explore why enterprises are successful, looking at the impact of factors both inside and outside the control of the enterprise, and investigate ways in which situational analyses can be used to support decision making.</p>	<p>Component Two – Pearson Set Assignment Coursework takes place in October/November</p> <p>Component Three: Marketing for Enterprise (Exam Preparation) Learners will explore how marketing is used by enterprises and the factors that influence how enterprises identify and target their market.</p>	<p>allows students to make assumptions.</p>	<p>started his small enterprise and it's rapid growth throughout COVID. In Spring Term in Year 11, students will experience talking to a business owner who is a financial advisor.</p>
	<p>Spring</p>	<p>Component One Knowledge Revision</p> <p>Component One - Pearson Set Assignment Coursework takes place in late January/early February.</p>	<p>Component Three: Financing for Enterprise (Exam Preparation) Learners will complete financial documents and statements and explore how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.</p>		
	<p>Component Two – Lesson Objective A: Choose an idea and produce a plan for a micro-enterprise idea. In this component, students will use the knowledge gained from Component 1 and undertake some further research to generate two ideas before choosing one realistic idea to plan for a micro-enterprise. Students will have the opportunity to demonstrate their understanding by planning how</p>	<p>Component Three: Marketing and Finance for Enterprise (Exam Preparation)</p>			

		best to set up the chosen enterprise.			
	Summer	Component Two – Lesson Objective A: Choose an idea and produce a plan for a micro-enterprise idea.	Component Three: Marketing and Finance for Enterprise (Exam Preparation)		
		Component Two – Lesson Objective B: Present a plan for the micro-enterprise idea to meet specific requirements. You will need to take responsibility for producing and then delivering a presentation for your idea using your knowledge of business, and demonstrating entrepreneurial characteristics, qualities and skills. You will need to record the delivery of this presentation, but it does not have to be in front of a live audience.	Component Three: Marketing and Finance for Enterprise (Exam Preparation) Component Three – Exam in June		

	<p>Rationale for this sequence</p>	<p>Autumn Term Component One <i>Rationale:</i> In the Autumn Term into Spring Term, learners will develop an understanding which will build a foundation to future learning with core vocabulary, analytical skills and research skills.</p> <p>Students will review the material in early January to consolidate the knowledge for Component One before taking their summative assessment.</p> <p>Spring Term/Summer Term Component Two <i>Rationale:</i> Students will transition into a deeper thinking that will develop students confidence and challenge their thinking on how enterprises are set-up and operated through practical exploration. Learners will build upon prior knowledge used in Component One.</p>	<p>Autumn Term Component Two <i>Rationale:</i> Students will review their work which promotes an evaluative and reflective process which aids deeper thinking. Learners will continue to build upon prior knowledge used in Component One.</p> <p>Students will review the material in September/Early October to consolidate the knowledge for Component Two before taking their summative assessment.</p> <p>Spring/Summer Term Component Three <i>Rationale:</i> This builds on knowledge, understanding and practices acquired and developed in Components One and Two.</p> <p>Students will review the material in May to consolidate the knowledge for Component Three before taking their summative assessment.</p>		
	<p>How does the KS4 Curriculum build on previous learning at KS3?</p>	<p>Students do not study Enterprise or Business in KS3. However, this course can compliment learning built in Computer Science and Design and Technology by requiring learners to apply their knowledge in practical ways, through activities that will enable them to develop their ideas, for example, researching an idea for a small enterprise.</p>			