



Curriculum Overview



ENTERPRISE

Curriculum Intent Statement

**Department of Social Science (BTEC Enterprise, Health & Social Care, Economics, Business, Travel & Tourism and Sociology)
Ballakermeen High School**

Curriculum vision: The goal is to allow students to learn the key components of Enterprise through experienced professionals. We will prepare students for successful creation of their own Enterprise or working in a business by providing real-world examples and therefore they can evaluate whether this is the field for them. When studying for a 'BTEC', learners can use the knowledge and skills from GCSEs giving them the opportunity to apply their academic knowledge to everyday and work contexts. Other skills will be: Organisation and working to deadlines, Written communication through the assessments, Ability to learn and adapt through the content and feedback, Initiative and problem solving through scenarios, Sector-specific skills and knowledge.

Our Enterprise curriculum will provide students with the opportunity to:

- Explore different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs to be successful.
- Explore how enterprises use market research to find out about their customer needs and competitor behaviour and how internal and external factors may affect enterprises.
- Generate two realistic ideas for a micro-enterprise and choose one of these to plan within budget, then individually presenting their business plan for their idea and review the production and delivery of their presentation to make recommendations for improvements.
- Explore how marketing is used by enterprises and the factors that influence how enterprises identify and target their market.
- Complete financial documents and statements and explore how to use them to monitor and improve the performance of an enterprise to make decisions and recommend strategies for success.

Students who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Enterprise and Entrepreneurship, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the business sector. Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to study at Level 2 post-16 in a range of technical routes designed to lead to work, employment, apprenticeships, or further study at Level 3.

Students who perform well in this qualification compared to their overall performance, should strongly consider this progression route as it can lead to employment in the enterprise sector. Study business enterprise post-16 through a Technical Certificate designed to lead to work, progression to employment via apprenticeships or further study at Level 3.

Enterprise is an important part of the business sector and plays a major role in the UK's global economic status. The role of entrepreneurs is to help create wealth for the nation and its citizens through the creation of enterprises that innovate and grow the economy. According to 2019 data, there are nearly six million such businesses in the UK, employing around 16.6 million people. Small and medium-sized enterprises (SMEs) account for 99.9 per cent of the business population in the UK and account for three-fifths of the employment and around half of the turnover in the UK private sector, worth around £2.2 trillion.

Curriculum Overview – Enterprise		
	YEAR 10	YEAR 11
AUTUMN 1	<i>(Teach content)</i> Component 1: Exploring Enterprises A. Understand how and why enterprises and entrepreneurs are successful	<i>(Assessing content)</i> Component 2A, B and C: Planning and presenting a micro enterprise idea Through Task 1A, Task 1B, Task 2A, Task 2B and Task 3
AUTUMN 2	<i>(Teach content)</i> Component 1: Exploring Enterprises B. Understand customer needs and competitor behaviour through market research C. Understand how the outcomes of situational analyses may affect enterprises	<i>(Assessing content)</i> Component 2A, B and C: Planning and presenting a micro enterprise idea Through Task 1A, Task 1B, Task 2A, Task 2B and Task 3
SPRING 1	<i>(Assessing content)</i> Component 1A, B and C: Exploring Enterprises Through Task 1A, Task 1B, Task 2, Task 3A, and Task 3B	<i>(Assessing content)</i> Component 2A, B and C: Planning and presenting a micro enterprise idea Through Task 1A, Task 1B, Task 2A, Task 2B and Task 3
SPRING 2	<i>(Assessing content)</i> Component 1A, B and C: Exploring Enterprises Through Task 1A, Task 1B, Task 2, Task 3A, and Task 3B	<i>(Teach content)</i> Component 3: Marketing and finance for enterprises A. Marketing activities Mock: January 2024
SUMMER 1	<i>(Teach content)</i> Component 2: Planning and presenting a micro enterprise idea A. Choose an idea and produce B. Present a plan for the micro enterprise ideas to meet specific requirements	<i>(Teach content)</i> Component 3: Marketing and finance for enterprises B. Financial documents and statements
SUMMER 2	<i>(Teach content)</i> Component 2: Planning and presenting a micro enterprise idea C. Present a plan for the micro enterprise ideas to meet specific requirements	<i>(Teach content)</i> Component 3: Marketing and finance for enterprises C. Financial planning and forecasting External exam: May

	D. Review the presentation of the micro enterprise ideas to meet specific requirements	
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