

Enterprise

Curriculum Principles

By the end of their education a student of Enterprise at Dixons Brooklands Academy will:

- Develop the ability to conduct research, formulate plans, present ideas and evaluate entrepreneurial ideas.
- Gain hands-on experience in practical business skills such as market research, planning, promotion and financial management by completing real-world scenarios.
- Develop transferrable skills that equip students with being successful within the modern workforce, including time management, problem solving and decision making. Students will learn through a practical, skills-based approach to develop flexible knowledge.
- develop into effective, independent, and enterprising individuals who are critical and reflective thinkers with enquiring minds. It cultivates their ability to think commercially and creatively, demonstrating strong business acumen. This essential knowledge prepares them for future success.

Our department vision is "The Enterprise Department equipped students with the skills and knowledge to invent and refine enterprises that innovate and grow by keeping disadvantaged communities at the heart of it's values. It allowed students to progress into the world of Enterprise by providing flexible knowledge to build an enterprise in a sector of their own choosing"

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

- The curriculum is designed for a progressive learning journey. Students arrive with a passion for learning the knowledge required to make a start in the entrepreneurial world and are introduced to a hierarchal curriculum where topics are taught in sequence building upon the knowledge acquired in previous lessons.
- The curriculum seamlessly combines practical, academic, and financial aspects of entrepreneurship, providing students with a comprehensive understanding of the subject matter and its relevance to the real world.
- A hierarchical sequencing of topics, combined with spaced practice, ensures that students build a solid foundation of knowledge and skills. This approach aligns with the three components of the qualification, ensuring that students are well-prepared for the final exam.
- Within the curriculum students will investigate various enterprises to gain a comprehensive understanding of their characteristics, the skills required for entrepreneurial success, and the role of market research in identifying customer needs and competitive dynamics. Additionally, they will explore the impact of internal and external factors on enterprises.
- Building upon this knowledge, Students will develop two viable micro-enterprise concepts and select one to plan within a budget. They will individually present their business plans, critically evaluate their production and delivery, and propose recommendations for improvement.
- The curriculum fosters strong literacy links to embed key entrepreneurial terminology. This ensures students develop a confident and precise vocabulary, enabling them to articulate themselves as entrepreneurs from Year 10 onwards.

The enterprise curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- Students arrive to Enterprise with a passion for furthering their knowledge and the desire to gain flexible knowledge that can be applied to a setting outside of the post-16 world. To address the social disadvantage, Enterprise offers the students opportunities to research and visit small enterprises for research gathering purposes and expose them to the success stories of independent businesses.
- BTEC, being a vocational subject, provides students with valuable hands-on experience and essential theoretical knowledge in entrepreneurship. The curriculum includes specific provisions for disadvantaged students to engage in research and nurture critical thinking skills, fostering their ability to transfer these abilities to various real-world settings.
- To bridge the digital divide and provide access for all students learning opportunities, the curriculum prioritises in-school access to technology. This includes offering IT suites during breaks and after school so students who lack home access can complete coursework and homework assignments.
- The curriculum is designed to be inclusive by equipping all students with the technological skills, such as the creation of business plans, presentations and reports needed to thrive in an adapting entrepreneurial world. This is achieved by exposing students to carefully sequenced schemes of work that mirror real-life scenarios and developments in Enterprise. These relevant learning experiences ensure students leave with the foundational skills to succeed in within the Enterprise sector.
- The curriculum is designed to ensure students from disadvantaged backgrounds are exposed to real-life experiences by inviting speakers of small, independent businesses to share their success stories and be a beacon of hope for students aspiring to create their own enterprises.

- Through regular formative assessments, including low-stakes quizzes and interleaved content delivery, the curriculum identifies knowledge gaps early on. This allows for targeted interventions and scaffolded instruction to address these gaps and ensure all students, regardless of background knowledge, have the opportunity to succeed.

We fully believe Enterprise can contribute to the personal development of students at DBK:

- Students will have the opportunity to develop two micro-enterprise ideas that align with their personal interests and aspirations, fostering a connection between their passions and academic pursuits. Through this process, they will enhance their research skills and gain valuable experience in exploring the broader world.
- The curriculum aims to cultivate key entrepreneurial attitudes and skills within students. By studying the characteristics of successful entrepreneurs, such as focus, passion, motivation, innovation, and adaptability, students will develop a strong entrepreneurial foundation. They will also acquire essential entrepreneurial skills, including technical expertise through subject-specific vocabulary, communication methods, planning, problem-solving, and risk management.
- To foster oral literacy skills, the curriculum incorporates a project that involves students in creating, presenting, recording, and critiquing a pitch. This activity provides opportunities for students to develop their oral communication skills, critical thinking abilities, and entrepreneurial characteristics.
- By exploring the journeys of successful entrepreneurs from diverse backgrounds and cultures, we aim to inspire students and emphasise our core value of 'work hard.' This allows students to reflect on their own potential for success and develop a positive mindset, focusing on opportunities rather than obstacles
- The curriculum develops students' understanding of social enterprise and its role in creating positive social impact. By exploring real-world examples of social enterprises that prioritise the greater good, students will learn about the importance of social responsibility and ethical business practices. This will help them develop a sense of higher morals and integrity, emphasizing the value of giving back to their community and disadvantaged people.

At KS4, our belief is that homework should be 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.

- In KS4 Enterprise, homework utilises interleaved worksheets. These worksheets revisit key procedural knowledge at spaced intervals, disrupting the forgetting curve and solidifying this knowledge in students' long-term memory. Additionally, teachers can strategically utilise targeted worksheets or revision questions to address knowledge gaps identified through assessment.

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

- The curriculum equips students with transferrable skills and flexible knowledge that can be used across a variety of sectors within the enterprise industry. Thus, preparing students for the practicalities of the modern-day workforce.
- Students are provided with an opportunity to attend a Food Festival that brings together vendors of small businesses that utilise their entrepreneurial skills and qualities to increase their customer base. This opportunity exposes students to successful small enterprises and emphasises the value of giving back to their community and disadvantaged people, aligning with school's mission and the departments uniting sentence.
- To develop a deeper understanding of local small enterprises, students will conduct research and critically analyse their business objectives, impact on the local area, and reasons for success. This will foster a sense of community and inspire students to pursue their own personal goals and aspirations.
- To foster a deeper understanding of entrepreneurship, we invite local entrepreneurs to share their experiences and engage with our students. This provides students with valuable insights into how real-world businesses operate and allows them to apply this knowledge to their assignments. Moreover, these interactions can inspire students to explore their own entrepreneurial potential.
- Recognising the underrepresentation of women in the enterprise sector at a senior level, our curriculum actively engages girls through targeted sessions and activities. These sessions introduce them to the exciting roles within the sector and showcases the impactful contributions women can make in these areas. In previous years girls have attended events such as the Birmingham Food Festival where they were inspired by talks from women leading in the industry such as Nadiya Hussain.
- Careers links are made evident in the curriculum from Years 7 through to 11 within the Computing and Enterprise department. These links are signposted in the Long-Term Plan, Schemes of Work and Curriculum Overviews.
- A true love of entrepreneurship requires critical thinking to analyse, report, and evaluate local and national enterprises. We cultivate this critical thinking in our students, inspiring them to create successful enterprises or ideas that benefit their local community. While we go beyond the expectations of the GCSE specification, we also ensure that students are fully prepared for the examinations.