CURRICULUM – E&M

Intent, Curriculum Map & Age Related Expectations

Abstract

Students are carefully provided with feedback on their learning to enable them to improve.
They gain the knowledge leading onto the skills that are necessary to enable them to become successful lifelong learners.

Chris Grover
Southchurch High School

Contents

Whole School INTENT

Southchurch students embrace learning opportunities.

INTENT, IMPLEMENTATION & IMPACT

Intent
- Southchurch students are entrepreneurs. They are given the opportunity to be inquisitive, to take risks, and practice an entrepreneurial journey to open their eyes to the world of business and enterprise.

Implementation
- Sequencing of the curriculum
- Adaptive teaching (to consider what the learners know and don't know)
- Extending opportunities for extracurricular learning
- Relevant case studies and news stories applied throughout the year across all themes.

Impact
During lessons, all students will achieve their potential with altered trajectories

KS3

Enterprise & Marketing is not explicitly taught at KS3 or previously, however the skills and understanding to support understanding for KS4 can be linked back to the KS3 curriculums across:

- **Maths**
- **English**
- **Geography**
- **Computer science**
- **PSE**
- **Design and Technology**

CURRICULUM MAP

	Autumn Term			Spring Term			Summer Term		
	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2	
Year 10	**Introduction to Enterprise & marketing** RO67 (TA2) Primary market research, Secondary market research. Sampling methods, data, Market segmentation TA2 assessments •**RO68 (TA1)** Market research, sampling methods, Using market research tools Primary and secondary), reviewing market research data •**R068 (TA2)**: Identify customer profile •**R068 (TA3)**: Create a design mix; Review and finalise design		AP	•**R067 (TA3)**: Cost, revenue, profit and loss; breakeven; cash flow TA3 assessments •**R068 (TA4)**: Financial viability •**R068 (TA5)**: risks and challenges •**R068**: NEA Assessment (working on)			•**R067 (TA4)**: Marketing mix; advertising medium; promotion TA4 assessments *R069 (TA1)**: Branding; opportunities and threats *R068**: NEA Assessment (submit for moderation) •**R067 (TA4)**: PR; selling; product lifecycle; pricing strategies* TA4 assessments •**R069 (TA2)**: Promotional plan and materials		End of Year Examination Rehearsal
Year 11	•**R069 (TA3)**: Planning a pitch and presentation skills •**R069 (TA3)**: Practice pitch; feedback; professional pitch •**R069 (TA4)**: Review brand, pitch, and skills •**R069**: NEA Assessment (working on) •**R067 (TA1)**: Entrepreneurial characteristics; risk and reward TA1 assessments •**R069**: NEA Assessment (working on) **Examination Rehearsal 1 - (December)**			•**R067 (TA5)**: Ownership; capital; support •TA5 assessments •**R067 (TA3)**: Cost, revenue, profit and loss; breakeven; cash TA3 assessments *R069**: NEA Assessment (submit for moderation) •**R067 (TA2)**: Market research; data; market segmentation TA2 assessments •**R067 (TA4)**: Marketing mix; advertising medium; promotion; PR; selling; product lifecycle; pricing strategies TA4 assessments			*R067**: Exam revision *R068**: Resubmission opportunity •**R069**: Resubmission opportunity •**R067**: Examination (final opportunity)	Exams	

KS5 Links

END OF COURSE EXPECTATIONS

OCR Enterprise & Marketing J837

The Cambridge National in Enterprise and Marketing will encourage students to:

•Understand and apply the fundamental principles and concepts of Enterprise and Marketing including characteristics of successful entrepreneurs, market research, financial viability, the marketing mix and factors to consider when starting up and running an enterprise

•Develop learning and practical skills that can be applied to real-life contexts and work situations

•Think creatively, innovatively, analytically, logically and critically

•Develop independence and confidence in using skills that would be relevant to the business and enterprise sector.

Performance objectives	
PO1	Recall knowledge and show understanding of enterprise and marketing concepts
PO2	Apply knowledge and understanding of enterprise and marketing concepts
PO3	Analyse and evaluate knowledge, understanding and performance
PO4	Demonstrate and apply skills and processes relevant to enterprise and marketing

DEPARTMENT FEEDBACK POLICY

Formative Feedback

The department will provide continuous formative feedback to students every lesson and track progress each lesson using a holistic 1-4 age related expectation grade.

The department will set topic / unit summative assessments at the end of the topic / unit at set points throughout the year. These will be marked in green pen and improvements fed back to students. These marks will go towards the holistic 1-4 age related expectations formative assessment grade.

A formative assessment data drop will be completed once per half term.

Assessment Feedback Frequency

In KS4 Year 10 will sit two summative assessments during the year and the percentage mark of the first Assessment Point (AP1) will be reported and shared with parents/carers as well as a working at 1-9 grade. The second will be an end of year assessment mock style exam. Predictive U to D2 grades will then be calculated at the end of the year.

Year 11 will sit one examination rehearsal half way through the year in preparation for their actual exams again providing a more accurate working at grade and prediction for end of year results.

Planning for Feedback

- Feedback must be planned for using the **FEEDFORWARD ASSESSMENT** planning sheets
- This needs to be completed on a specific independent learning activity undertaken in the students' books which should happen every 6-10 lessons.
- Books should be checked at the same time for presentation with an acknowledgement to the student that you have seen their work.
- Feedback should be provided in the following lesson using DIRT (Dedicated Improvement and Reflection Time) activities.
- Red pen by the students should be used to highlight any work done during DIRT activities.

Feedback Expectations

- **Verbal feedback** - Either one to one or as a class. Misconceptions can be addressed easily.
- **Live Feedback** - The teacher gives feedback as they circulate the room. This feedback is then acted on immediately.
- **Questioning** - The teacher uses a range of questioning techniques (cold call, no opt out, say it again better etc) or mini whiteboards to check understanding.
- **Modelling** - The teacher demonstrates what success looks like and scaffolds how to get there. This can be done verbally or in a written format.
- **Visualiser** - This can be used to do a "we write" model answer, to showcase good work or to address misconceptions.
- **Whole class feedback** - After reading all the books and making notes, the teacher gives feedback on strengths, areas for improvement and misconceptions. Time is given to act on improvements.
- **Written feedback** - Teachers use individual written feedback on a specific piece of work and give students time to act on it (DIRT). The time cost here should be carefully considered.

Presentation in Books

- Books should be able to be used as **revision aids** by the students.
- Look for **common misconceptions** in all books; assessing the **quality** of the books; ensuring that **high expectations** for **presentation** are upheld and **SPAG** is addressed.
- Selective independent work will be checked using the **FEEDFORWARD ASSESSMENT** Planning sheet

NATIONAL CURRICULUM LINKS

Enterprise & Marketing KS4 national curriculum

Purpose of study

GCSE specifications in business must include coherent and rigorous content. They should enable students to understand more about the business world. They should enable students to develop as commercially minded and enterprising individuals who think critically, drawing on business information and evidence to develop arguments and make justified decisions. GCSE specifications in business should motivate and challenge students and prepare them to make informed decisions about further study and career pathways.

Aims

The Cambridge National in Enterprise and Marketing will encourage students to:

- understand and apply the fundamental principles and concepts of Enterprise and Marketing including characteristics of successful entrepreneurs, market research, financial viability, the marketing mix and factors to consider when starting up and running an enterprise

- develop learning and practical skills that can be applied to real-life contexts and work situations

- think creatively, innovatively, analytically, logically and critically

- develop independence and confidence in using skills that would be relevant to the business and enterprise sector.

Skills

Recall, select and apply **detailed** knowledge and understanding of enterprise and marketing concepts

- Verbal and written communication both in person as well as digitally to present information **clearly** and **accurately**, using a **wide range** of terminology

- Applying relevant knowledge, understanding and skills in a **range** of situations to plan and carry out investigations and tasks **effectively**

- Analysing and evaluating research data, reviewing and adapting their methods or conclusion where appropriate

- Make **reasoned** judgements and substantiated conclusions based on evidence

- Create material which reflects thoughtful planning, skilled development and perceptive evaluation as well as actively demonstrating practical skills at a high level

Computer Science National Curriculum Links

Computing National Curriculum

All pupils must have the opportunity to study aspects of information technology and computer science at sufficient depth to allow them to progress to higher levels of study or to a professional career.

In Enterprise & Marketing students are taught to:

- develop their capability, creativity and knowledge using computers, digital media and information technology
- develop and apply their analytic, problem-solving, design, and computational thinking skills
- understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.

Religious Education National Curriculum Links

Agreed Syllabus for Religious Education

Religious Education in English Schools: Non-Statutory Guidance

Within the Enterprise & Marketing curriculum we focus on developing an understanding of 'worldwide' views through discussion around religious, cultural and ethical influences and impacts on business

The demographic of our students influences how we develop our students' understanding and develop their own views of worldwide religious views to ensure that students have a balanced interpretation of different religions and the limitations as well as opportunities that these present to businesses and the products and services that they offer.

All pupils receive RE as part of a broad and balanced curriculum at school which promotes their spiritual, moral, social and cultural development.

PERSONAL DEVELOPMENT CURRICULUM

Aims

The design and technology curriculum is designed to support and promote the vision of Southchurch High School, "A community of Opportunity, Learning and Aspiration". The curriculum recognises not only the importance of allowing students to flourish academically but also our wider role in preparing our students for their adult life beyond school. Our Personal Development programme is underpinned by five core pillars;

- **Equality and Diversity**
- **Cultural Capital**
- **Community and Wellbeing**
- **Careers and Employability**
- **Character Development.**

Character Development: All members of the school community (regardless of background or ability) understand, develop and demonstrate the values that underpin our student mission of a Community of Opportunity, Learning and Aspiration.

- **Community of Opportunity** – All students are supported and encouraged to perform Infront of their peers and watched with mutual respect. Students are provided with various, collaborative group tasks each lesson in which all learners are supported o engage equally and freely share their ideas and opinions.
- **Learning** – All students have equal opportunity to access the curriculum. Students are taught and placed into mixed ability classes, ensuring all students are supported with adapted practice, where necessary, to ensure curriculum access. All students are invited to an array of enrichment opportunities including; clubs, trips and visits and workshops.

- **Aspiration** – Students are encouraged to develop their love of design through careers talks, trips and external speakers. They take every opportunity within lesson to learn and take control over their own personal development.

Equality & Diversity: The design and technology curriculum aims to develop an understanding through the design process of showing how people of different faiths, convictions, ability, gender, heritage and ethnicity can form a successful, cohesive and happy community that draws from the best in each of us.
- Students will explore how the designing of products needs to consider the needs of different users and taking a consideration of cultural, ethical, and religious factors within the designing of new products.

Wellbeing & Community – The design and technology curriculum recognises the importance of our students knowing how to care for themselves both mentally and physically, whilst they also develop personal traits and virtues that will motivate and guide students with confidence and resilience.

Cultural Capital – The design and technology curriculum supports the school's vision in ensuring that all students gain the knowledge and cultural capital they need to succeed in life through a wealth of experiences both in and outside the taught curriculum.

- **Trips & Visits:**
  - **Adventure island**
  - **Olympus UK & IRE**
- **Extra-Curricular:**
  - The Apprentice (Feb onwards – Thursdays)
  - Dragons den (Past and current episodes)
  - GCSE Bitesize resources
  - Inside the factory

- **British Values:**
- **Individual Liberty**: In Enterprise 7 Marketing we understand how to use our right to freedom of speech in a respectable and thoughtful way, being considerate of how this speech will affect others. We understand the freedom the internet and computers offer us in discovering information and connecting us with the world.
- **Mutual Respect**: Students are respectful when listening to the opinions and views of other students.
- **The Rule of Law:** The classroom rules enable all students to develop their skills in an environment where equipment and each other's feelings are respected.
- The classroom rules ensure students are all responsible for the learning environment.
- **Tolerance:** Students are tolerant of the opinions and creative ideas of each other. Students value the wide variety of cultures that we explore from all over the world and are tolerant of different faiths and beliefs in the styles we study.
- **Democracy:** Students are all part of the learning experience and are listened to. Students assess each other's work and celebrate each other's successes. All students are granted autonomy and have the opportunity to make choices on how to develop their own creativity.
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Careers & Employability – The Enterprise & Marketing curriculum is designed to ensure students have a breadth of opportunities and experiences that our pupils can start to build their own future pathways on. Through Enterprise & Marketing curriculum, our students are supported to develop the following skills;

- Communication
- Confidence
- Teamwork and Leadership
- Listening and Responding
- Creativity
- Critical thinking and problem solving
- Time management
- Research
- Presentation

SMSC CURRICULUM LINKS

Spiritual development

Spiritual development within Enterprise & Marketing involves students being encouraged to explore sexism, racism and discrimination in the workplace through the discussion and application of employment laws to businesses. 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 businesses should take. This also helps to develop students' empathy and compassion skills and allows them to take into consideration other people's aims, values, principles and beliefs.

Moral development

Moral development within Enterprise & Marketing involves students being required to evaluate, comment upon and discuss various moral issues relating to business practices. They will do this through the use of observations, gathering of information and reviewing given case studies to support this. Students will consider these moral and ethical dilemmas and apply them to their own business set up in order to make valid judgements. Students spend a large proportion of the course investigating the impact of the action of a business 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 business decisions. Students also draw upon their own knowledge to distinguish between what is right and wrong.

Social development

Social development within Enterprise & Marketing 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 a business. Students often work collaboratively to understand new concepts and share information researched, thus giving them responsibility over their work.

Cultural development

Cultural development within Enterprise & Marketing involves students being given the chance to see how the functions of a business operates. Students look at the changes within society and how they may impact on businesses. In year 11 students explore how businesses grow and our reliance on global business trade. Students are encouraged to explore the wealth of different countries and how developed they are. The department is planning opportunities for students to look at how organisations work by visiting businesses and arranging for business people such as PWC to speak to them at school, to enhance their knowledge and skills.

Equality, Diversity and Inclusivity Links

Aims

Within the different projects we look to ensure that there is a broad range emphasising equality, diversity and inclusivity. We ensure that all students work together within pairs, groups and teams to strengthen professional relationships within the classroom and promote an acceptance for all students and the wider world around them.