Progression Map - Enterprise

Curriculum Intent

The secondary curriculum at Bradford Academy intends to:

- Develop individuals who are respectful, responsible and resilient and encourage them to be a shining light in their community.
- Ensure that learners develop knowledge and skills that lead to academic success and future opportunities.
- Create a culture of reading by maximising opportunities to read and broaden vocabulary during the school day and at home.
- Provide a breadth of subjects and experiences so that every individual can find and nurture their strengths and talents.
- Be ambitious for all of our learners by carefully planning for excellent achievement.
- Make use of a sound evidence base to ensure that lessons and teaching techniques are effective.

The enterprise curriculum intends to:

Our goal in the Enterprise curriculum is to equip students with a diverse set of skills and knowledge that prepare them for success in the dynamic world of business and entrepreneurship. We aim to nurture their creative thinking, problem-solving abilities, and critical decision-making skills, allowing them to thrive in the ever-changing business landscape. By building on their prior learning, lessons are designed to develop both practical enterprise skills and a deeper understanding of business concepts. Formative assessments help scaffold learning, ensuring students gain confidence and competence in areas such as market research, financial planning, and marketing

Students will be given opportunities to expand their learning beyond the classroom through real-world experiences, guest speakers, and access to industry-standard resources. Through these experiences, students will develop a mindset that is entrepreneurial and proactive, preparing them for future careers in the fast-paced world of business.

In Enterprise, we encourage students to embrace challenges, adapt to change, and think strategically. By the end of the course, students will leave with a strong sense of business acumen, ready to enter a variety of business sectors or pursue entrepreneurial ventures. They will be well-equipped with the skills to assess business opportunities, manage risks, and innovate, preparing them for a future in which they can shape and lead successful enterprises.

		By the end of Year 10	By the end of Year 11
Knowledge and Skills	**How and why enterprises and entrepreneurs are successful**	Students will be introduced to the basic concepts of business and enterprise, laying the foundation for the rest of the course. They will begin by exploring what enterprise is, including the role of entrepreneurs and the different types of businesses, such as micro, small, and large enterprises. Through real-world examples, students will learn about the characteristics of successful entrepreneurs and how businesses are started, managed, and grown.	Students will learn the essential components of a business plan, such as describing the business idea, outlining market research findings, and estimating basic financial needs. They will gain an understanding of why a business plan is important for both new and established businesses. Through this unit, students will practice drafting their own business plan for a hypothetical enterprise. The goal is for them to learn how to structure their ideas in a clear, professional format, which will be important for future assessments and real-world business situations.
	Importance of market research	Market research is another key component of this qualification. Students will learn about the importance of gathering information to support business decisions. They will explore the difference between primary and secondary research and how each method can be used to understand customers, competitors, and market trends.	Students will gain hands-on experience by conducting their own market research, either through surveys or interviews, to collect data on a target market. They will then learn how to analyse and present the results, developing their skills in data interpretation and communication. This practical activity helps students understand how market research plays a crucial role in shaping successful business strategies.

Measuring business performance	Students will learn to conduct **PEST analysis**, which examines how political, economic, social, and technological factors impact businesses. They will research and analyse how each of these factors—such as government regulations, economic conditions (e.g., consumer confidence, cost of borrowing), social trends (e.g., changing consumer behaviour), and technological advancements (e.g., social media, energy efficiency)—affects business operations. Based on this research, students will make **recommendations** for actions that enterprises could take, considering the potential positive or negative effects on costs and revenues. Students will also use **SWOT analysis** to evaluate the internal and external factors that affect a business. They will analyse a business's **strengths** (e.g., strong branding, competitive advantage, good location), **weaknesses** (e.g., poor performance, lack of investment), **opportunities** (e.g., market growth, new technology, government policies), and **threats** (e.g., competition, supplier issues, economic downturn). The focus will be on how businesses can leverage their strengths and opportunities while addressing weaknesses and mitigating threats, and how these factors might impact costs and revenues.	Component 2 and 3 focus on business finance will introduce students to the basic concepts of revenue, costs, and profits. They will learn how to distinguish between fixed and variable costs and understand how businesses calculate their break-even point. Using a simple example, students will explore how to create a basic budget for a small business, estimating income and expenses, and determining the financial viability. Students will also study various promotional techniques, including advertising, public relations, and sales promotions, and understand how these strategies help businesses attract customers and increase sales. As part of this unit, students will create their own brand identity for a new business idea, including developing a logo, slogan, and promotional strategy that they can use to launch their product in the market.

Understanding Business Risks and Opportunities	Students are taught to look for emerging trends, gaps in the market, and innovations that could provide a competitive edge for the business. Whether through technological advances, customer behaviour shifts, or regulatory changes, students learn to see **opportunities** where others might see challenges. The overall goal of studying risks and opportunities is to help students develop a balanced mindset that allows them to **take calculated risks** while pursuing innovative opportunities. By understanding both the threats and the advantages businesses face, students are better equipped to make informed, confident decisions as future entrepreneurs or business professionals.	In Component 2: Planning for and Running an Enterprise, students are required to take a practical, hands-on approach to developing a business idea. A key aspect of this component is the need for students to conduct a **risk assessment** for their chosen business. This task is designed to help students identify potential risks associated with their business plan and develop strategies for managing or mitigating these risks. The **risk assessment** process involves students evaluating both **internal and external risks** that could impact their enterprise. For example, internal risks might include financial risks, such as the possibility of not meeting projected sales, cash flow problems, or the costs of production exceeding expectations. External risks could involve factors such as changes in the economy, new competitors entering the market, or shifts in consumer behaviour.
Extended writing	Students will begin to write extended pieces on business concepts, planning, and analysis. They will be assessed on their ability to use key enterprise terminology and apply their knowledge to real-world business situations. Students will be assessed on their ability to use key terminology and application throughout. Scaffolded support is available in term 1 such as sentence starters and step by step structure guides. Students will write 5 extended pieces for their Pearson's Set Assessment. They will use the skills from term 1 to recall their knowledge and apply this to their set assessment tasks. Students will continue to practice writing at length during term 3 whilst working on their content retrieval for component 2. This will further enhance their skills for their second Pearson's Set Assessment in year 11.	Students will continue to write extended pieces on business concepts, planning, and analysis. They will be assessed on their ability to use key enterprise terminology and apply their knowledge to real-world business situations. Students will be assessed on their ability to use key terminology and application throughout. Scaffolded support is available such as sentence starters and step by step structure guides that for many will be embedded practice, continuing their skillset. Students will write 5 extended pieces for their Pearson's Set Assessment. They will use the skills from year 10 to recall their knowledge and apply this to their set assessment tasks. Students will continue to practice writing at length during term 3 whilst working on their content retrieval for their external examination in term 3. This will allow students to access higher mark bands for extended exam questions.

	Assessment	Assessment in year 10 is worth 30% of the overall grade. This includes a Pearson's Set Assessment consisting of 5 extended writing pieces as set out by the exam board. The window to complete the assessment is during term 2 with time for independent exploration of key themes, note taking and 6 hours of supervised write-up. 60% of the overall grade is based on an external examination. This is assessed throughout KS4 using retrieval practice through SENECA, in-class quizzing and practice questioning including mock examinations.	Assessment in year 11 is worth 70% of the overall grade. This includes a Pearson's Set Assessment consisting of 5 extended writing pieces as set out by the exam board which is worth 30% of the overall grade. The window to complete the assessment is during term 1 with time for independent exploration of key themes, note taking and 6 hours of supervised write-up. 60% of the overall grade is based on an external examination. This is assessed throughout KS4 using retrieval practice through SENECA, in-class quizzing and practice questioning including mock examinations. Mock examination will occur in Term 2.
	Knowledge and Skills Revisited	All knowledge during year 10 term 1 is newly acquired. Recall strategies will be used to ensure that students can retrieve key information ready for their Set Assessment. During term 2 students will revisit the key knowledge from term 1 to apply this to their Pearson's Set Assessment. SENECA is used consistently to revisit key terminology to ensure that retrieval practice is an ongoing element to improve student recall. Extended writing skills will be developed throughout the three terms including paragraph structure, sentence starter and application skills. Skills organisers and templates will be in place to scaffold these skills effectively.	Recall strategies will be used to ensure that students can retrieve key information from year 10 ready for their Set Assessment in year 11 and their external examination. SENECA is used consistently to revisit key terminology to ensure that retrieval practice is an ongoing element to improve student recall. Extended writing skills will be developed throughout the three terms including paragraph structure, sentence starter and application skills. Skills organisers and templates will be in place to scaffold these skills effectively.