

## **CURRICULUM PLAN**

The table below is designed to be a brief, concise and meaningful Curriculum Plan which summarises the department's thinking for our fully-developed, knowledge-rich curriculum. As well as a ready reference for Curriculum Leaders as part of their 'deep dive' department reviews, this should be a document shared with all members of the department, and regularly discussed as part of department meetings. It will be particularly useful when discussing how to move from one topic to the next, and will enable all teachers to coherently explain the curricular journey to students better in the classroom. Finally, new members of departments will be able to use it to get a better handle on the principles and practices of the department, allowing them to better transition into the department.

Please delete any years not relevant to you before submitting the final version to SBL.

<b>Department:</b>
<b>Vision Statement:</b> [No more than 50 words on what the department stands for] We want to develop and stimulate our students to become enterprising employees who drive their organisations forward. To have ideas and use their imitative to instigate growth and ensure that businesses including their own will survive in the fast-changing world.
<b>Strapline:</b> [No more than 6 words. Make it catchy, memorable – alliteration always helps!] <b>WE MEAN BUSINESS.</b>
<b>Curriculum Story:</b> [No more than 50 words on the story of the curriculum sequence] We start our story with Component 1 “Exploring Enterprises” where they investigate local businesses and what makes them successful. They then go onto “Planning for and pitching an Enterprise” where they have the opportunity to put forward their ideas to make their business successful. Finally, finishing with “Promotion and Finance for Enterprise” where they investigate how to make a Business more profitable.

Skills developed: [No more than 50 words on what students get from your curriculum]

Gives our students the opportunity to develop sector-specific knowledge and skills in a practical learning environment. Develop of key skills that prove aptitude in planning an enterprise activity, including market research, planning, carrying out financial transactions, communication and problem solving.

**Year 7:** [Insert title of the year here – no more than six words]

[Brief summary of the overall focus here – no more than one line ]

<b>Topics</b>	<b>Why we teach this</b>	<b>Links to last topic</b>	<b>Links to future topics</b>	<b>Key skills developed</b>	<b>Cultural capital opportunities</b>	<b>Links to whole school curriculum</b>
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**Autumn 1** [Insert focus of the term here – no more than one line]

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**Autumn 2** [Insert focus of the term here – no more than one line]

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**Spring 1** [Insert focus of the term here – no more than one line]

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**Spring 2** [Insert focus of the term here – no more than one line]

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**Summer 1** [Insert focus of the term here – no more than one line]

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**Summer 2** [Insert focus of the term here – no more than one line]

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**Year 8:** [Insert title of the year here – no more than six words]

[Brief summary of the overall focus here – no more than one line ]

<b>Topics</b>	<b>Why we teach this</b>	<b>Links to last topic</b>	<b>Links to future topics</b>	<b>Key skills developed</b>	<b>Cultural capital opportunities</b>	<b>Links to whole school curriculum</b>
<b>Autumn 1</b> [Insert focus of the term here – no more than one line]						
<b>Autumn 2</b> [Insert focus of the term here – no more than one line]						
<b>Spring 1</b> [Insert focus of the term here – no more than one line]						
<b>Spring 2</b> [Insert focus of the term here – no more than one line]						
<b>Summer 1</b> [Insert focus of the term here – no more than one line]						
<b>Summer 2</b> [Insert focus of the term here – no more than one line]						

**Year 9:** [Insert title of the year here – no more than six words]

[Brief summary of the overall focus here – no more than one line ]

<b>Topics</b>	<b>Why we teach this</b>	<b>Links to last topic</b>	<b>Links to future topics</b>	<b>Key skills developed</b>	<b>Cultural capital opportunities</b>	<b>Links to whole school curriculum</b>
<b>Autumn 1</b> [Insert focus of the term here – no more than one line]						
<b>Autumn 2</b> [Insert focus of the term here – no more than one line]						
<b>Spring 1</b> [Insert focus of the term here – no more than one line]						
<b>Spring 2</b> [Insert focus of the term here – no more than one line]						
<b>Summer 1</b> [Insert focus of the term here – no more than one line]						
<b>Summer 2</b> [Insert focus of the term here – no more than one line]						

**Year 10:**

[Brief summary of the overall focus here – no more than one line ]

<u>Topics</u>	<u>Why we teach this</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>Links to whole school curriculum</u>
<b>Autumn 1</b> [Insert focus of the term here – no more than one line]						
<u>Examine the characteristics of enterprises.</u>	<u>Students will consider the characteristics of small local businesses and their owners</u>		<u>Market Research</u>	<u>Listening communication</u>	<u>Visit from outside entrepreneur</u>	<u>Geography History</u>
<b>Autumn 2</b> [Insert focus of the term here – no more than one line]						
<u>Explore how market research helps enterprises</u>	<u>How market research is carried out</u>	<u>Small businesses need market research</u>	<u>Contribution to successful businessess</u>	<u>Interpersonal skills Problem solving</u>	<u>Visit from outside entrepreneur</u>	<u>Maths</u>
<b>Spring 1</b> [Insert focus of the term here – no more than one line]						
<u>Investigate the factors that contribute to success.</u>	<u>Why businesses are successful</u>	<u>Market research</u>	<u>Component 2</u>	<u>Leadership Problem solving</u>	<u>Examining local environment</u>	<u>Art English</u>
<b>Spring 2</b> [Insert focus of the term here – no more than one line]						
<u>Explore ideas and plan a micro-enterprise</u>	<u>A Realistic plan that covers all key elements and allows the business to function effectively</u>	<u>Component 1</u>	<u>Pitch a micro-activity</u>	<u>Communication Leadership</u>	<u>Understanding the success of local businesses</u>	<u>IT English Maths</u>

<b>Summer 1</b> [Insert focus of the term here – no more than one line]						
<b><u>Pitch a micro activity</u></b>	<b><u>Students will carry out an individual pitch to an audience.</u></b>	<b><u>Plan of business</u></b>	<b><u>Review own pitch</u></b>	<b><u>Communication</u> <b><u>Listening</u></b> <b><u>Leadership</u></b></b>	<b><u>Experience local mini set ups</u></b>	<b><u>English</u></b> <b><u>IT</u></b>
<b>Summer 2</b> [Insert focus of the term here – no more than one line]						
<b><u>Review own pitch</u></b>	<b><u>Individually reflect and evaluate their plan and pitch</u></b>	<b><u>Pitch</u></b>		<b><u>Communication</u></b> <b><u>Listening</u></b> <b><u>Leadership</u></b>		<b><u>Maths</u></b> <b><u>English</u></b>

**Year 11: Promotion and Finance for Enterprise**

[Brief summary of the overall focus here – no more than one line]

<u>Topics</u>	<u>Why we teach this</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>Links to whole school curriculum</u>
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**Autumn 1** [Insert focus of the term here – no more than one line]

<u>Elements of promotional mix</u>	<u>Students explore the different methods of promotion</u>		<u>Financial documents</u>	<u>Listening Communication</u>	<u>Accountancy</u>	<u>Maths It</u>
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**Autumn 2** [Insert focus of the term here – no more than one line]

<u>Financial documents</u>	<u>Students complete, interpret and check information on financial documents</u>	<u>Promotional methods</u>	<u>Exam</u>	<u>Problem solving Listening</u>	<u>Accountancy</u>	<u>Maths IT</u>
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**Spring 1** [Insert focus of the term here – no more than one line]

<u>Exam</u>						
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**Spring 2** [Insert focus of the term here – no more than one line]

<u>Revisit Component 1 and 2</u>						
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**Summer 1** [Insert focus of the term here – no more than one line]

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**Summer 2** [Insert focus of the term here – no more than one line]



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## Year 12: EXPLORING BUSINESS

[Brief summary of the overall focus here – no more than one line]

<u>Topics</u>	<u>Why we teach this</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>Links to whole school curriculum</u>
<b>Autumn 1</b> [Insert focus of the term here – no more than one line]						
<u>Explore the features of different businesses</u>	<u>A report that examines the features of two contrasting businesses, how organised, structures and aims and objectives</u>		<u>Business environment</u>	<u>Interpersonal Listening Communication</u>	<u>Examining Local businesses</u>	<u>Maths English It</u>
<b>Autumn 2</b> [Insert focus of the term here – no more than one line]						
<u>Examine the environment which business operate</u>	<u>A report that examines the effects of the internal and external environments on businesses</u>	<u>Business organisations</u>	<u>Innovation and enterprise.</u>	<u>Interpersonal Listening Communication</u>	<u>Examining Local businesses</u>	<u>It Geography</u>
<b>Spring 1</b> [Insert focus of the term here – no more than one line]						
<u>Innovation and enterprise in businesses</u>	<u>A presentation that investigates the use of enterprise and enterprise in businesses</u>	<u>Environment</u>	<u>Managing an event</u>	<u>Communication Problem solving</u>	<u>Understanding Local and National success of Businesses</u>	<u>English IT</u>
<b>Spring 2</b> [Insert focus of the term here – no more than one line]						
<u>Managing an Event</u>	<u>Individual report identifying tasks for event organiser.</u>		<u>Feasibility of proposed event</u>	<u>Listening Communication</u>	<u>Understanding Local and National success of Businesses</u>	<u>Art IT mATHS</u>
<b>Summer 1</b> [Insert focus of the term here – no more than one line]						

<u>Develop a detailed plan for a business event</u>	<u>Summary report, investigation of small or large events.</u> <u>Justify chosen event</u>	<u>Event organiser</u>	<u>Reflect on the event</u>	<u>Listening</u> <u>Communication</u> <u>Problem solving</u>	<u>Experience a local fair or market</u>	<u>Art</u> <u>IT</u> <u>Maths</u>
<b>Summer 2</b> [Insert focus of the term here – no more than one line]						
<u>Reflect on the running of the event</u>	<u>Written report recording and evaluating the success of the event</u>	<u>Detailed plan</u>		<u>Listening</u> <u>Communication</u> <u>Problem solving</u>		

**Year 13: Developing a Marketing campaign**

[Brief summary of the overall focus here – no more than one line]

<u>Topics</u>	<u>Why we teach this</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>Links to whole school curriculum</u>
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**Autumn 1** [Insert focus of the term here – no more than one line]

<b>Marketing principles</b>	<b>A knowledge and understanding of marketing principles, concepts, processes and definitions</b>		<b>Data</b>	<b>Communication Listening</b>	<b>Advertising agency</b>	<b>IT Maths English</b>
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**Autumn 2** [Insert focus of the term here – no more than one line]

<b>Marketing</b>	<b>Analyse marketing information and data, ability to interpret data</b>	<b>Marketing principles</b>	<b>Evaluate evidence</b>	<b>Communication Listening Problem solving</b>	<b>Advertising agency</b>	
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**Spring 1** [Insert focus of the term here – no more than one line]

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**Spring 2** [Insert focus of the term here – no more than one line]

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**Summer 1** [Insert focus of the term here – no more than one line]

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**Summer 2** [Insert focus of the term here – no more than one line]

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## Appendix A: Whole-school Curriculum Vision

### OUR CURRICULUM VISION

Colton Hills Community School is an inner-city school with a diverse cohort that draws from a wide range of cultures, nationalities and identities. A significant majority of our students come from working class backgrounds, and many from households where resources can be scarce and access to cultural capital is limited. Our school proudly holds the status of a School of Sanctuary, where students from across the local area – and across the globe, too – can come together to learn harmoniously regardless of their background and upbringing. We are aware of the challenges of our students' lives, but do not use them as an excuse.

Therefore, the intention of our curriculum is that we will offer our students the access to a broad and varied curriculum that seeks to equip them for modern life. We intend it to be knowledge-rich, deep in its explorations of topics, challenging in its delivery and with a distinctive, outward-looking, international feel. We recognised the importance of grounding our curriculum in its wider contexts to enable us to fill gaps in our students' knowledge that they may have when compared to students from more affluent backgrounds, and we are unapologetic in ensuring that our students have every opportunity to engage with as much powerful knowledge as those more fortunate than they are.

With these school contexts in mind, at Colton Hills we have built our curriculum around a series of thematically based Curricular Concepts that students will see in various subjects, enabling them to draw links and supporting them in making connections that might not always be apparent to them.

The intention of our curriculum at all stages is that we will teach all children at the school that:

- 1 – Humanity is on an optimistic, positive journey of developing tolerance, enfranchisement and rights for all peoples, and we must all play our part in this (SOCIAL JUSTICE)**
- 2 – Diversity is a gift to be valued, one that enriches our school, and that the shared histories of all cultures are worthy of respect and understanding (CULTURAL DIVERSITY)**
- 3 – Respect for the law, democracy and its institutions are vital, but that existing power structures should always be respectfully questioned (CIVIC RESPONSIBILITY)**
- 4 – Technological development is full of great human achievement, but is not without its challenges and drawbacks of which we must always be aware (TECHNOLOGICAL PROGRESS)**
- 5 – The natural world is a place of wonder, mystery and beauty that should be respected, revered and protected, particularly in the face of climate change (PRECIOUS PLANET)**
- 6 – Our health – mentally, physically and spiritually – is of primary importance and must be preserved as it contributes immensely to a happy and productive life (HEALTHY LIVING)**
- 7 – Being enterprising and financially independent is crucial, but making money should always be weighed against the moral decisions about who it might affect (ETHICAL ENTERPRISE)**
- 8 – An appreciation of the vast array of creative arts and their power to entertain and educate is vital in an enriched, meaningful and fulfilled life (ARTISTIC CREATIVITY)**

Students who leave school with wider awareness of the world around them, with self-respect and with a personal morality will be best able to take advantage of all that life offers, and find their place in the world as a citizen of all of their communities.