

	What we do	When we do	How it helps students to develop our Alive theme
Year 10	<p><u>1.1.3 The role of Business Enterprise</u> The role of entrepreneurship:</p> <ul style="list-style-type: none"> • an entrepreneur: organises resources, makes business decisions, takes risks, and adds value in meeting the needs to households to improve quality of life. 	TERM 1	<p>We can Contribute:</p> <p>Students are introduced to the idea that that we all need to be the change we want to see in the world and every one of us has a contribution to make.</p> <p>Entrepreneurial activity can make an important contribution to both society and local communities by finding solutions to common problems or identifying a need in society that can be addressed through entrepreneurial activity.</p> <p>Students identify that their future career and life choices can be ones that will impact society in a positive way and to learn extra skills that will be useful in whatever students choose to do in the future.</p>
Year 11	<p><u>2.1.4 Ethics, the environment and business</u> The impact of ethical and environmental considerations on businesses:</p> <ul style="list-style-type: none"> • how ethical considerations influence business activity: possible trade-offs between ethics and profit • how environmental considerations influence business activity: possible trade-offs between the environment, sustainability and profit • the potential impact of pressure group activity on the marketing mix. 	TERM 2	<p>We can Contribute:</p> <p>Students are introduced to the idea that that we all need to be the change we want to see in the world and every one of us has a contribution to make.</p> <p>Students identify that Business behaviour may not be ethical (albeit Legal in many countries), and students should reflect on the contribution they can make to alter the decision making of business as consumers, workers, managers and bring about change. Links also to Justice and Respect.</p>

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1	CREATIVE	A lesson on the Design Mix	<p>Students pick apart fresh ways of doing, seeing, and making things. Design is a function of Aesthetic, function and cost and students need to develop their creative instincts for function and aesthetic around the business need of cost.</p> <p>Being creative involves being imaginative; being inspired; being inspiring; problem-solving; having new ideas; being able to communicate ideas; original thought; exploring new ideas with other and meeting a commercial brief.</p>
2	QUESTION	Research into producing a Business plan for a new product idea.	<p>Students are assigned to analyse the market potential for a new product idea within a range of choices, such as a portable solar-powered phone charger. Instead of simply accepting the idea at face value, the student demonstrates their inquisitiveness by conducting comprehensive market research to gather relevant information.</p> <p>1. Researching the Target Market: The student starts by investigating the target market, including potential customer demographics, preferences, and behaviours. They analyse existing data, such as market reports, surveys, and consumer feedback, to gain insights into the demand and potential acceptance of portable solar-powered phone chargers.</p> <p>2. Exploring Competitors: The student doesn't stop at the surface level but dives deeper into the competitive landscape. They identify existing companies that offer similar products or alternative charging solutions. By examining competitors' marketing strategies, pricing, product features, and customer reviews, the student gains a broader understanding of the market dynamics and potential challenges.</p> <p>3. Seeking Expert Opinions: To enhance their knowledge, the student takes the initiative to seek expert opinions from professionals in the field. They are likely to do this by speaking to local Businesses to gauge opinion.</p>

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3	REVIEW	Assess the effectiveness of a marketing campaign after implementation	This allows students to identify and consider the strengths and weaknesses in a scenario and to consider ways in which to improve for next time.
4	COMMUNICATE	Deliver a persuasive presentation on a business idea	Students can speak confidently, clearly, and appropriately. And think about/ plan what they are going to say. Students understand that there are lots of different ways to communicate, such as the written word, ICT, phones, video, and audio media, and they can use these effectively when planning a presentation.
5	RESEARCH	Research into producing a Business plan for a new product idea.	Student will know how to use both the internet and the library to find relevant material. They become confident using a wide range of different types of visual, audio, and written sources to answer questions. Students are able to select and reject information based on its relevance to the question Students are able to collect original data for myself. Students understand that information needs to be handled critically. They understand that biased information may still be useful but must be assessed for its reliability. Students can judge whether the information gathered is sufficient to answer the question they have been set. Students are able to record research in ways that mean they are able to use it to answer the original question.
6	JUSTICE AND RESPECT	A lesson on Business Ethics, and the environment	Helps students identify situations within – and beyond – my own experience which are unjust, and there are opportunities within their power to set them right, whilst showing that they able to accept other people's understanding of these situations.

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1	CREATIVE	Design a marketing campaign for a new product and sharing ideas as a key member of a Team, and to an external audience.	Students pick apart fresh ways of doing, seeing, and making things. Being creative involves being imaginative; being inspired; being inspiring; problem-solving; having new ideas; being able to communicate ideas; original thought; exploring new ideas with others.
2	QUESTION	Evaluate the Marketing mix of a Business to unpick the extent to which consumers are being influenced unfairly (promotions to encourage increased consumption of Junk Food)	We encourage students to become inquisitive learners, not willing to accept things at face value. Campaigns may seem harmless on the face of it but there are often many hidden consequences that students should consider.
3	REVIEW	Analyse case studies of successful and failed business ventures reviewing financial performance and other factors.	This allows students to identify and consider the strengths and weaknesses in a scenario and to consider ways in which to improve for next time and avoid the pitfalls that may lead to failure.
4	COMMUNICATE	Participate in a group discussion on ethical business practices	Students can speak confidently, clearly, and appropriately in class discussion but usually with passion at seeing injustices. They practice being a good listener. When I take part in a discussion, They can try and build upon other people's points of view.
5	RESEARCH	Investigate industry trends and competitors' strategies.	Student will know how to use both the internet and the library to find relevant material. They become confident using a wide range of different types of visual, audio, and written sources to answer questions. Students are able to select and reject information based on its relevance to the question Students are able to collect original data for myself. Students understand that information needs to be handled critically. They understand that biased information may still be useful but must be assessed for its reliability. Students can judge whether the information gathered is sufficient to answer the question they have been set. Students are able to record research in ways that mean they are able to use it to answer the original question.
6	JUSTICE AND RESPECT	Participate in a group discussion on ethical business practices	Helps students identify situations within – and beyond – their own experience which are unjust, and there are opportunities within their power to set them right, whilst showing that they able to accept other people's understanding of these situations