

	What we do	When we do it	How it helps students to develop our Alive theme
Year 12	<p><u>1.5.1 Role of an entrepreneur</u></p> <p>a) Creating and setting up a business b) Running and expanding/developing a business c) Innovation within a business (intrapreneurship) d) Barriers to entrepreneurship</p>	Term 2	<p>We can <u>Contribute</u>:</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. Students can see the value of contributing to an Innovative Business culture, creating both Internal and External benefits.</p>
Year 13	<p>1.1.1 Economics as a social science and the importance of an Economic system to the wellbeing of society.</p>	Term 1	<p>We can <u>Contribute</u>:</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, if we are all going to thrive. Economic activity can make an important contribution to both society and local communities by addressing significant problems that impact society.</p> <p>Students reflect on their roles as Household, Worker and consumer how their life choices will impact society as well as identifying the private costs and benefits as an economic agent. Students learn valuable skills that will be useful in whatever students choose to do in the future.</p> <p>Links to We are Interdependant</p>

Term	Alive Theme	What we do	How it helps students to develop that Alive theme
1	I am Creative	Develop innovative solutions to a business problem	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. Identifying the most significant creative solutions around a commercial brief.
2	I can Question	A lesson on Liquidity shows that negative profit is not the most significant cause of Business failure.	We encourage students to become inquisitive learners, not willing to accept things at face value.
3	I can Review	Critically review a business plan and provide constructive feedback	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. A valuable process for students to adopt in order to make PROGRESS.
4	I can Communicate	Following research into a case study Business, students identify key problems and solutions and present these to the group.	Students can speak confidently, clearly, and appropriately. And think about/ plan what they are going to say. They deliver in a way that's appropriate for their audience/ listener.
5	I can Research	Gather data and analyse financial statements of a company	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	I value Justice and Respect	Consider the impact of fair trade practices on businesses	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.

Term	Alive Theme	What we do	How it helps students to develop that Alive theme
1	I am Creative	Students explore and Understand the processes by which new products and services are created both through Entrepreneurial zeal and inspiration but also through changes in the economic, social and Legal environment that drives forward to find creative solutions and be first to the market.	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. Identifying the most significant creative solutions around a commercial brief, or where a need had been externally icrosofted.
2	I can Question	Calculate and Interpret financial Information about a Business (Ratio Analysis) that indicate performance or efficiency or safety of a business and to combine this with Qualitative information to weigh up the importance of Key financial indicators.	We encourage students to become inquisitive learners, not willing to accept things at face value.
3	I can Review	Analyse causes of Business failure considering different perspectives.	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 through this reflect on their own outcomes in a similar way.
4	I can Communicate	Reflecting on the performance of a case study Business, students identify key issues and evaluate solutions to present ideas to the group as part of a group discussion.	Students can speak confidently, clearly, and appropriately. And think about/ plan what they are going to say. They become good listeners. When students take part in a discussion, they are respectful and carefully consider other points of view.
5	I can Research	Research Current Economic data such as INFLATION, UNEMPLOYMENT, ECONOMIC GROWTH, INCOME PER CAPITA AT PPP, Constraints on Economic growth and development , HDI data for a number of countries.	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	I value Justice and Respect	Explore the concept of corporate social responsibility (CSR)	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