

## Curriculum Principles

Our curriculum has been carefully thought through, and to ensure that all students develop holistically, we have designed and planned our curriculum according to the following principles:

Our curriculum is **ambitious**, offering all students access to the most powerful knowledge of each subject

**For example:**

Students apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Developing an understanding of how these contexts impact on business behaviour. They will apply their knowledge and understanding to business decision making including:

- the interdependent nature of business activity, influences on business, business operations, finance, marketing and human resources, and how these interdependencies underpin business decision making
- how different business contexts affect business decisions
- the use and limitation of quantitative and qualitative data in making business decisions.

At the St Lawrence Academy we require students to draw on the knowledge and understanding to:

- use business terminology to identify and explain business activity
- apply business concepts to familiar and unfamiliar contexts
- develop problem solving and decision making skills relevant to business
- investigate, analyse and evaluate business opportunities and issues
- make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills.

Our curriculum is **taught to be remembered**, not merely encountered, through curriculum content that is **well sequenced** and vertically integrated

**For example:**

The curriculum is planned as a journey. It begins with an Introduction to business and how it is set up. Once the business has been created the students then focus on what external influences have an impact on a business and the decisions the entrepreneur has to constantly adjust to. The focus is then on the topic of operating the business. Will they choose a product or a service and how can they manage this? Progression from this point is how to staff the undertaking. A thorough study of human resources

and how a business recruits, selects and motivates their employees is undertaken to ensure the operation is successful.. The students then identify how to sell their product their employees have made, by investigating the concept of marketing. Finally after the product is sold they need to identify how to control the cash flow in the business so we focus on Finance.. At every opportunity the use of current affairs and case studies are used to engage the students through their journey.

Our curriculum embodies our **vision and ethos** through educating for knowledge, wisdom and skills, educating for hope and aspiration, educating for community and living well together, and educating for dignity and respect

**For example:**

The nature of the subject is embodied in the characteristics of a good entrepreneur. If you work hard, take risks and are resilient then you will be successful. It is a subject that allows the students to become self employed and if they do this then they can improve their local community while achieving this. The relationship they will foster with their employees and customers is based on dignity and respect. If this approach is followed they will be able to run a successful business.

promotes the **spiritual development** of all students

**For example:**

The use of successful business men as role models encouraged students to strive for success. Hard work and perseverance are key to their success and are highlighted during the study of their success.

In year 10 the students study the ethical vs profit conundrum that all businesses face and the impact this has on customer loyalty. This is then further explored in their own lives with regards ethical behaviour and discovering what the costs are for their own personal decisions.

Develops students' **21st century learning skills**, and is underpinned by a **literacy strategy** that supports increased vocabulary acquisition and reading fluency

**For example:**

Current affairs and the ability to analyse certain sources allow the students to develop their own personal options. These opinions need to be justified with fact. The use of technology in business is constantly changing and therefore explored by the students when studying the topic of e-commerce. Digitalized storage facilities and stock control is also investigated when the operation of the business is investigated.

The use of case studies and current affairs ensures that the literacy strategy of the school is implemented. Keywords are highlighted to ensure an understanding is gained from what the student has just read and comprehensive questioning ensures everyone has a sound understanding.