

## Project Business and the Key Stage 4 Curriculum

Choosing a Young Enterprise programme which will suit your school requirements and objectives and fit into the curriculum often raises questions. How does Project Business relate to the national curriculum for Key Stage 4? What subjects will benefit from their students participating in Project Business? How will the students participating benefit from the programme? Where can the programme fit into busy teaching schedules? To help answer these questions, the table below highlights how Project Business relates to the national curriculum requirements for each subject at Key Stage 4.

The Young Enterprise Programme mapped with the relevant subjects at KS4		Project Business
<b>English</b>		<p>In English, during key stage 4 students learn to use language confidently, both in their academic studies and for the world beyond school. Using information from the range of Project Business activities, students answer questions and respond to case study information in their individual workbooks during each session. At the end of each session students also use the workbooks to write a series of questions to ask their business volunteer in the 'Business Under the Spotlight' session. Taking part in the Project Business will develop and enhance these skills by applying them to the world of business. Project Business students also develop skills in the following areas which relate to the following national curriculum targets for English:</p> <p>Speaking and listening (EN1):</p> <ul style="list-style-type: none"> <li>• Students learn to speak and listen confidently in a wide variety of contexts</li> <li>• They learn to be flexible, adapting what they say and how they say it to different situations and people</li> <li>• When they speak formally or to people they do not know, they are articulate and fluent in their use of spoken standard English</li> <li>• They learn how to evaluate the contributions they, and others, have made to discussions</li> <li>• They take leading and other roles in group work</li> </ul> <p>Reading (EN2):</p> <ul style="list-style-type: none"> <li>• Students read a wide range of texts independently</li> <li>• They become enthusiastic, discriminating and responsive readers, understanding layers of meaning and appreciating what they read on a critical level</li> </ul> <p>Writing (EN3):</p> <ul style="list-style-type: none"> <li>• Students develop confidence in writing for a range of purposes</li> <li>• They develop their own distinctive styles and recognise the importance of writing with commitment and vitality</li> <li>• They learn to write correctly, using different formats, layouts and ways of presenting their work</li> </ul>
<b>Mathematics</b>	<b>Foundation</b>	<p>With the opportunity to buy and sell shares in their fictional companies and apply their numerical skills in the business simulation game, taking part in Project Business allows students use and refine their maths skills and knowledge by applying them to real workplace situations. During the programme students gain practical experience of the following targets from the national curriculum for Foundation maths key stage 4:</p> <ul style="list-style-type: none"> <li>• Consolidating their understanding of basic mathematics</li> <li>• Tackling unfamiliar problems in the workplace and everyday life</li> <li>• Developing the knowledge and skills they need in the future</li> <li>• Becoming more fluent in making connections between different areas of mathematics and its application in the world around them</li> <li>• Extending their use of mathematical vocabulary and applying to workplace situations</li> </ul>
	<b>Higher</b>	<p>With the opportunity to buy and sell shares in their fictional companies and apply their numerical skills in the business simulation game, taking part in Project Business allows students use and refine their maths skills and knowledge by applying them to real workplace situations. During the sessions students gain practical experience of the following targets from the national curriculum for Higher maths key stage 4:</p> <ul style="list-style-type: none"> <li>• Refining their calculating skills</li> <li>• Learning the importance of precision and rigour in mathematics</li> <li>• Handling data through practical activities</li> <li>• Developing the confidence and flexibility to solve unfamiliar problems</li> <li>• Appreciating the importance of mathematics as an analytical tool for solving problems</li> </ul>
<b>Science</b>		<p>During key stage 4 students learn about a wider range of scientific ideas in greater depth. The skills and experiences students gain from Project Business support the following national curriculum requirements for science at Key Stage 4:</p> <ul style="list-style-type: none"> <li>• Communicating their ideas clearly and precisely in a variety of ways</li> </ul>

<b>Business Studies &amp; Economics</b>	<p>Students of any business education course at KS4 will greatly benefit from completing Project Business. A business simulation bead game allows students to gain an insight into running a business - applying theory learnt in the classroom to practical situations. Different sessions in the programme investigate the relationship between business and investors, customers, employees and society. Students gain skills in all the syllabus areas covered in the breadth of business education courses at Key Stage 4, as listed below:</p> <ul style="list-style-type: none"> <li>• Business ownership</li> <li>• Marketing</li> <li>• Human Resources</li> <li>• Operations management</li> <li>• Finance &amp; Accounting</li> <li>• External environment</li> </ul>
<b>Design &amp; Technology</b>	<p>No longer a statutory requirement at KS4, DT remains one of four entitlement areas which schools are required to provide. Project Business gives students the ideal opportunity to meet the following non statutory requirements stated for DT by participating in a business simulation bead game:</p> <ul style="list-style-type: none"> <li>• Designing and making products linked to their own interests, industrial practice and the community</li> <li>• Identifying an opportunity, designing to meet a need, manufacturing products and evaluating the whole design and make process</li> <li>• Considering how technology affects society and their own lives, and learning that new technologies have both advantages and disadvantages</li> </ul>
<b>Manufacturing</b>	<p>Students studying this applied GCSE will get the ideal opportunity to put their skills to the test as they simulate production, costing and marketing of a business in small groups. (See DT section for more detail)</p>
<b>ICT</b>	<p>Although Project Business does not rely on ICT resources, extension tasks related to the programme can allow students to develop and apply a range of work based ICT skills. This can provide students with opportunities to meet the following statutory requirements stated for ICT at Key Stage 4:</p> <ul style="list-style-type: none"> <li>• Becoming more responsible for choosing and using ICT tools and information sources</li> <li>• Working with others to carry out and evaluate their work</li> </ul>
<b>History</b>	<p>Giving History students the opportunity to participate in the Project Business will support and boost their analysis and evaluation skills, and will particularly enhance understanding of developments in social and economic history. During the programme students will have the opportunity to develop the following skills required in this subject at Key Stage 4:</p> <ul style="list-style-type: none"> <li>• Using sources critically in their context, recording significant information and reaching conclusions</li> <li>• Organising and communicating their knowledge and understanding</li> <li>• Drawing conclusions and appreciating that judgements are liable to reassessment in the light of new or reinterpreted evidence</li> <li>• Gain a hands on simulation experience of running a company which will help students gain a better understanding of economic &amp; social development which can be related to topics in British Social and Economic History such as Changing British Society, Social Reform and the Development of Industry</li> </ul>
<b>Geography</b>	<p>Participating in Project Business will enhance, support and develop geographical enquiry skills required at KS4. Students spend a session investigating in detail at the impact of business on society. Project Business also links to the human geography element of Key Stage 4 syllabi in the following areas:</p> <ul style="list-style-type: none"> <li>• Investigating local, regional, national international and global markets</li> <li>• Considering social, cultural and environmental impacts and issues on human populations</li> <li>• Gaining first hand experience of one of the production sectors: primary, secondary, tertiary or quaternary</li> <li>• Facing hands on challenges of managing resources</li> <li>• Describing, analysing and interpreting evidence, making decisions, drawing and justifying conclusions and communicating findings in ways appropriate to the task and audience</li> <li>• Evaluating the methods of collecting, presenting and analysing evidence, as well as the validity and limitations of evidence and conclusions</li> </ul>
<b>Art &amp; Design</b>	<p>Art and Design students can investigate how they can apply their skills in a business situation in Project Business. In the sessions students are encouraged to develop and use the following skills identified in this subject at Key Stage 4:</p> <ul style="list-style-type: none"> <li>• investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills in product development</li> </ul>
<b>Work Related Learning</b>	<p>Project Business addresses all nine elements of the Work Related Learning Framework and contributes to achieving all nine of the targets set in the framework. Please see Work Related Learning KS4 map for more details.</p>

<p><b>Citizenship</b></p>	<p>All the Project Business sessions investigate the impact of businesses on employees, customers, society and the environment. Running Project Business in your school will help meet the following key stage 4 requirements for citizenship:</p> <ul style="list-style-type: none"> <li>• Continue to study, think about and discuss topical political, spiritual, moral, social and cultural issues, problems and events.</li> <li>• Study the legal, political, religious, social, constitutional and economic systems that influence their lives and communities, looking more closely at how they work and their effects.</li> <li>• Develop knowledge, skills and understanding in these areas through, for example, learning more about fairness, social justice, respect for democracy and diversity at school, local, national and global level, and through taking part in community activities.</li> </ul> <p>The following topics from KS4 Citizenship have links to Project Business:</p> <p>Unit 5: How the Economy functions Unit 6: Business &amp; Enterprise Unit 9: Consumer rights and responsibilities Unit 10: Rights &amp; responsibilities in the world of work</p>
<p><b>Careers Education</b></p>	<p>During Project Business students investigate the relationship between business and employees and business and customers. Taking part in Project Business allows young people to acquire the knowledge, understanding and skills to meet the following non-statutory guidelines for careers education at Key Stage 4:</p> <p>2) review and reflect on how their experiences have added to their knowledge, understanding and skills and use this information when developing career plans</p> <p>4) explain why it is important to develop personal values to combat stereotyping, tackle discrimination in learning and work and suggest ways of doing this</p> <p>5) use guided self-exploration to recognise and respond appropriately to the main influences on their attitudes, values and behaviour in relation to learning and work</p>
<p><b>Financial Capability</b></p>	<p>Project Business addresses all three of the areas of financial capability. Students will gain various opportunities to develop skills knowledge and responsibility in Personal, Civic and Business and Enterprise financial capability as shown below:</p> <ul style="list-style-type: none"> <li>• <b>Personal:</b> students will have a first hand understand of planning savings and investments, and how to choose between competing offers</li> <li>• <b>Civic:</b> students will gain a basic knowledge of taxation, understanding basic economics and how government raises and spends money</li> <li>• <b>Business and enterprise:</b> students will develop an appreciation of the differences between employment and self-employment and wider business financial skills.</li> </ul> <p>Falling under the umbrella of Enterprise Education, Financial Capability will be introduced as part of the subject content in functional maths units for GCSE, which are currently being developed by FSA and QCA.</p>
<p><b>Key Skills</b></p>	<p>Throughout Project Business students taking part develop the key skills of communication and application of number - using a practical format by developing and using these skills in a business context.</p> <p>The key skills of working with others, improving individual learning and performance and problem solving are also developed in each of the sessions in preparation for the world of work.</p>