



# **Curriculum Drivers**

## **2016-2017**

**Enterprise Community Possibilities**

### What is Enterprise?

Enterprise can be defined 3 ways:

Enterprise capability – the ability to innovate, create, risk manage and risk take, develop a ‘can-do’ attitude and a drive to make things happen

Financial literacy – the ability to manage one’s own finances by understanding a budgeting process

Economic understanding – the ability to understand finances in a business context

Children should be taught to do all of the above at different stages of school life.

Enterprise in education is about taking an enterprising approach to teaching and learning. Enterprise encourages all young people to learn and develop in a way that meets their needs and develops skills for learning, skills for life and skills for work.

Young people need to be prepared for a world which is changing rapidly. Many of the jobs they will do when they leave school do not yet exist and they will probably have several jobs during their lifetime. They need to have the skills and attitudes to cope with an unpredictable future, to be able to deal with setbacks and disappointments in a positive way, and to continue to learn for the rest of their lives.

<p>Good enterprise teaching and learning should</p>	<ul style="list-style-type: none"> <li>*Provide opportunities for learners to think and act in enterprising ways - for example how to make money</li> <li>*Provide a clear focus on core and employability skills - for example use of ICT, working in partnerships, taking responsibility</li> <li>*Provide opportunities for work-related experiences - showing the process of business - innovating, market research, product design, making, evaluating, selling, profit making margins</li> <li>*Promote positive attitudes</li> <li>*Provide opportunities for learners to develop skills such as problem solving, decision making and evaluating risks</li> <li>*Provide entrepreneurial experiences.</li> </ul>
<p>Understanding what enterprise is allows children to develop</p>	<ul style="list-style-type: none"> <li>*an awareness of money - the value of money and how to budget for themselves when older</li> <li>*an enterprising attitude</li> <li>*resilience</li> <li>*self-reliance</li> <li>*the ability to communicate in different ways and in different settings</li> <li>*the ability to work in partnership and in teams</li> <li>*the ability to take the initiative and lead whilst also understanding the need for democracy</li> <li>*the ability to apply critical thinking and new contexts</li> <li>*the ability to create and develop</li> <li>*the ability to solve problems</li> </ul>
<p>Key outcomes for enterprise</p>	<p><b>By the end of EYFS children will be able to:</b></p> <ul style="list-style-type: none"> <li>*Understand and identify a problem and begin to know and understand how to solve it</li> </ul> <p><b>By the end of KS1 children will be able to:</b></p> <ul style="list-style-type: none"> <li>*Understand the important information in a problem - what they need to know/understand to solve it</li> <li>*Develop their communication skills - working together in groups</li> <li>*Develop a range of questioning skills</li> </ul> <p><b>By the end of Lower KS2 children will be able to:</b></p> <ul style="list-style-type: none"> <li>*Ensure that they understand the important information in order to solve a problem- what they need to know/ understand to solve it.</li> <li>*Develop a range of deeper questioning skills.</li> <li>*Understand where the problem solving process has gone wrong and work to get ‘back on track’.</li> </ul> <p><b>By the end of Upper KS2 children will be able to:</b></p> <ul style="list-style-type: none"> <li>*Work systematically and organise results</li> <li>*Develop lateral thinking skills</li> <li>*Allocate resources</li> </ul>

### What is Community?

Community is defined as ‘a group of interacting people, possibly living in close proximity, and often refers to a group that shares some common values, and is attributed with social cohesion within a shared geographical location.’

In communities, intent, belief, resources, preferences, needs, risks, and a number of other conditions may be present and common, affecting the identity of the participants and their degree of cohesiveness. The importance of a cohesive community should never be underestimated as it can provide people with raised moral standards and a sense of belonging.

Teaching ‘Community’ should allow children to understand their place in the community and develop their understanding of communities around the world.

<p>Good community teaching and learning should</p>	<ul style="list-style-type: none"> <li>* Inform children of how decisions are made in communities – including their own, and how these support the community and environment</li> <li>* Teach children the rule of law and inform the children of what it means to engage in law-abiding and positive behaviour, and how this differs in different communities across the world, depending on their laws/country development.. Children should also be taught to have mutual respect for the views and rules of others.</li> <li>*Encourage children to develop positive relations and choose not to bully or discriminate, and what happened/happens to people who make the wrong choices</li> <li>*Allow children to develop self-confidence and successfully deal with significant life changes and challenges. It should also show how people do this in different communities around the world</li> <li>*Teach children about different communities from the past and present, from all over the world, with an emphasis on the above and how everybody can, and does, make a positive contribution</li> </ul>
<p>Understanding what community is allows children to develop</p>	<ul style="list-style-type: none"> <li>* respect for others</li> <li>*a commitment to participate responsibly in political, economic, social and cultural life</li> <li>*knowledge and understanding of the world and their place in it</li> <li>*an understanding of different beliefs and cultures</li> <li>*make informed choices and decisions</li> <li>*the ability to evaluate environmental, scientific and technological issues</li> <li>*informed, ethical views of complex issues</li> <li>*An understanding of the ways/rules of different communities across the world from the past and present and how these are similar and different from their life here</li> </ul>
<p>Key outcomes for community</p>	<p><b>By the end of EYFS children will be able to:</b></p> <ul style="list-style-type: none"> <li>* Work effectively as part of a group/team, showing respect for others</li> </ul> <p><b>By the end of KS1 children will be able to:</b></p> <ul style="list-style-type: none"> <li>* Develop an understanding of different beliefs and cultures</li> <li>*Develop an understanding of the ways/rules of different communities across the world from the past and present</li> <li>*Begin to make informed choices and decisions</li> </ul> <p><b>By the end of Lower KS2 children will be able to:</b></p> <ul style="list-style-type: none"> <li>* Have an understanding of different beliefs and cultures</li> <li>*Make informed choices and decisions</li> <li>*Show an understanding of the ways/rules of different communities across the world from the past and present and how these are similar and different from their life here and how these are similar and different from their life here</li> </ul> <p><b>By the end of Upper KS2 children will be able to:</b></p> <ul style="list-style-type: none"> <li>* Have an understanding of and a commitment to participate responsibly in political, economic, social and cultural life</li> <li>*The ability to evaluate environmental, scientific and technological issues</li> <li>*Have informed, ethical views of complex issues.</li> </ul>

### What is Possibilities?

Possibilities is defined as ‘a thing that may be chosen or done out of several alternatives’. The idea of ‘possibilities’ enables ‘thinking out of the box’, creative and innovative ideas- there is never just one way to do something!

Possibilities in education is about taking an open minded approach to teaching and learning and encourages all young people to learn and develop in a way that enables them to steer their own learning journey. To enable children to be open minded and resilient learners they need to be aware of different points of views and ideas. Therefore teaching ‘possibilities’ should allow children to ask and answer their own questions whilst appreciating different answers.

Good possibilities teaching and learning should	<ul style="list-style-type: none"> <li>*Provide opportunities for children to discuss, ask and answer big questions- Why? What if?</li> <li>*Teach children to question themselves and others</li> <li>*Provide opportunities for children to consider the outcome of a choice (cause and effect/ consequences)</li> <li>*Provide opportunities for children to steer their own learning journey</li> <li>*Develop the skills of questioning, reasoning and justifying</li> <li>*Teach mutual respect: the ability to question and understands rights.</li> </ul>
Understanding what possibilities is allows children to develop	<ul style="list-style-type: none"> <li>*the ability to generate high quality questions which require ‘thinking outside of the box’</li> <li>*an understanding of the wider options for themselves (for example choices throughout their education)</li> <li>*the skills which enable them to relate to others</li> <li>*reasoning skills which enable them to respond to ‘what if’ questions</li> <li>*an ambitious nature whereby they always strive to improve on their own ideas/ work/ learning</li> <li>*self-worth and resilience</li> <li>*the ability to solve problems</li> <li>*an open minded nature</li> </ul>
Key outcomes for possibilities	<p><b>By the end of EYFS children will be able to:</b></p> <ul style="list-style-type: none"> <li>*Consider different outcomes- what would happen if...?</li> <li>*Make decisions and explain them</li> <li>*Show an interest in a topic and want to find out more</li> </ul> <p><b>By the end of KS1 children will be able to:</b></p> <ul style="list-style-type: none"> <li>*Compare alternatives and justify these ideas</li> <li>*Ask questions about their topic which have more than one answer (open questions)</li> </ul> <p><b>By the end of Lower KS2 children will be able to:</b></p> <ul style="list-style-type: none"> <li>*show skills of empathy when listening to the views and ideas of others</li> <li>*identify advantages and disadvantages</li> </ul> <p><b>By the end of Upper KS2 children will be able to:</b></p> <ul style="list-style-type: none"> <li>*use knowledge and understanding of the world to imagine how life could be different based on historical and geographical facts</li> <li>*demonstrate a deeper level of empathy and build upon ideas that are different</li> </ul>