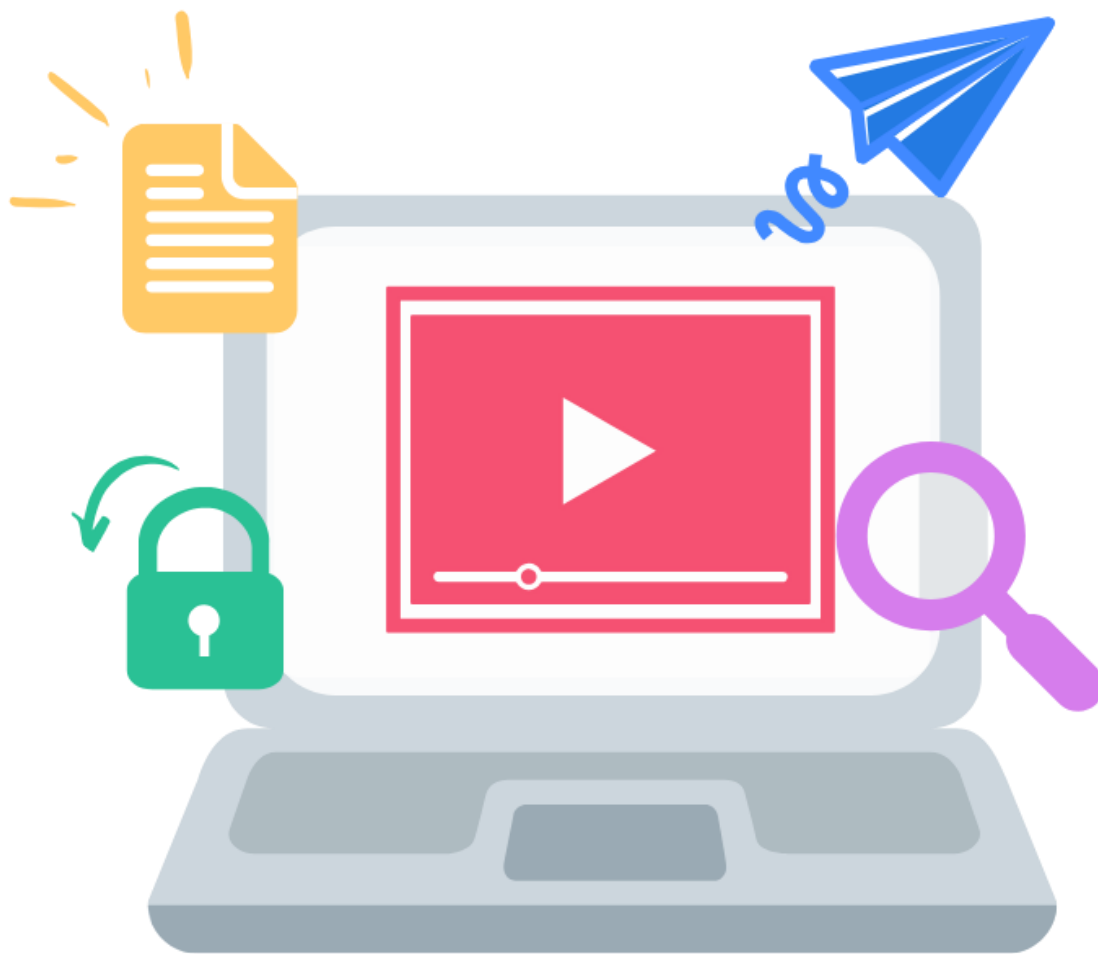


REMOTE LEARNING MODULE

Subject: BS
Author: ACR
Created: 14.07.20
Updated: N/A



Subject:	BS	Teacher (if applicable):	ACR
Year:	10	Ability/Class (if applicable):	Mixed
Module title:	2.2 Finance		
Duration:	2 weeks <input type="checkbox"/>	4 weeks <input checked="" type="checkbox"/>	6 weeks <input type="checkbox"/> 8 weeks <input type="checkbox"/> Other:

Intent

Intent Statement - at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society. How are you trying to accomplish this, with this module?

To support the learning of pupils a remote environment whilst keeping in line with the subject aims and Academy values.

Aims - what do you want pupils to be able to know and do by the time they finish this module?

To enable pupils to:

- know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to make informed judgements
- investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business
- develop and apply quantitative skills relevant to business, including using and interpreting data
- To develop as enterprising individuals with the ability to think commercially and creatively
- To allow pupils to make informed choices about future pathways.
- To develop life skills that enable them to become more financially, commercially and socially aware when entering the workplace.

<p>Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this module?</p>	
<p>Brave: The curriculum encourages pupils to think independently and encourages balanced and considered decision making. The curriculum encourages pupils to develop the skills needed to enter the world of work with confidence and information needed to make the correct pathway choice moving forward.</p> <p>Ambitious: The curriculum intends to stretch pupils by giving all pupils stretch booklets to ensure they are well challenged and focuses heavily on exam technique / skills to ensure that pupils are developing at the higher end of Blooms taxonomy.</p> <p>Kind: The curriculum encourages balanced and considered decision making. It allows pupils to consider the needs of other stakeholders, legal, social, environmental and ethical issues. The curriculum intends to provide for all by ensuring that in mixed ability classes the work is accessible for all but challenging at the higher end.</p>	
<p>Content – what is being covered, ensuring breadth & depth?</p>	<p>National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?</p>
<p>Unit: Finance</p> <p>Topics: The role of finance Sources of Finance Revenue, Cost and Profit Break Even Cash Flow</p>	<p>OCR J204 Exam 2 Section 5.1 – 5.5</p> <p>National Curriculum:</p> <p>The purpose of the finance function, its role within business and how it influences business activity, including:</p> <p>what different sources of business finance are available and their suitability for new and established businesses the concept of revenue, costs, profit and loss, including break even and gross and net profit ratios</p>

	<p>the importance of cash to a business, the difference between cash and profit, and cash-flow forecasting</p> <p>the use of financial information in understanding business performance and making business decisions</p> <p>Calculations in a business context</p>
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Powerful Knowledge - what powerful knowledge is included in this module? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds?

<p>Selecting sources of finance</p> <p>Calculating breakeven, cashflow and profit</p>

Implementation

KEY CONCEPTS

Key Concepts – what are the key concepts being taught?	Progression – how will studying these key concepts support progression to the next academic year, or key stage?
<p>Ability to read, analyse and apply work to a case study. Development of key skills: knowledge, analysis, application and evaluation. Ability to understand question types based on command words and formulate an appropriate answer. Ability to instantly recall key financial formulas and apply. Knowledge recall of topics listed in the mass practice section.</p>	<p>Taken from the existing traditional curriculum and modified to suit the needs of a blended approach to learning. modified versions of each lesson in the SOW have been created.</p> <p>The series of lessons covers the same topics in a more user friendly format for pupil's studying at home. A booklet version of the content has also been created. Both will cover the same content as original lessons but in a more independent format.</p>

LEARNING	
Synchronous – what are the synchronous aspects of the module, including new material taught?	Asynchronous – what are the asynchronous aspects of the module, including deliberate practice?
Using teams chat / edulink messenger to identify and misconceptions and address. Use of online resources such as BBC bitesize. Use of live / recorded lessons to facilitate discussions / introduce topics.	Use of modified PPT and worksheet approach that has worked effectively during lockdown. Use of teams / edulink for pupils to upload practice questions/ DNA etc. Use of pro forma / rubric to offer feedback build a culture of error and improvement.
ENGAGEMENT	
Accessibility – how are you going to ensure students without ICT can engage with this module?	Disengagement – how are you going to ensure students who are not engaging with this module are identified and supported?
Engage with pupils over Print as a booklet and post home.	Contact pupil via Edulink. Contact home via Edulink. Contact home via phonecall. Contact home via CL. Contact home via SLT.
FEEDBACK	
End of Module – what is the end of module assessment, which will be used to evaluate the knowledge and skills gained?	Review Points – what takes place at the review points, to monitor the progress of learners and provide feedback, or support?
Online assessment uploaded through teams. In exam format using key skills and case studies. All elements of the unit 2 exam covered so far will be assessed.	2 Weeks Feedback via teams upload and rubric followed by pupils improving work.
	4 Weeks Feedback via teams upload and rubric followed by pupils improving work.
	6 Weeks Feedback via teams upload and rubric followed by pupils improving work.

	Online assessment.
8 Weeks	NA
Other	NA

Delivery (please note - a two week remote learning module may only take one lesson cycle)

		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
1	2	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/> <input type="checkbox"/> Key Calculations DNA: Costs, revenue and profit. Upload to teams and feed back given via rubric / email pro forma.	What	To compare and contrast different sources of finance	
		Blended (live in classroom and remote as study)		Why	Entrepreneurs of the future / financial life choices such as rent vs mortgage.	
				How		
				1-3	Define internal and external sources of finance. List internal and external sources of finance.	
				4-6	Explain the importance of finance to a business. Differentiate between short term and long term sources of finance. Analyse the benefits and drawbacks of different sources of finance.	
				7-9	Discuss why businesses prefer internal sources of finance. Evaluate different sources of finance based on a case study.	
	Number of lessons in cycle:	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		Introduce key terms and calculations. Delivery via live lesson.	Discussion of pros and cons / importance via live lesson, hands up, poll and chat function.	Internal finance structures sheet.		
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
		External finance research task. Book photocopies to be scanned in. Brief in PPT / worksheet.	Exam style questions. Feedback via teams upload and rubric followed by pupils improving work.	Exam style questions. Feedback via teams upload and rubric followed by pupils improving work		

		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
2	Number of lessons in cycle:	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/> <input type="checkbox"/> Key Calculations DNA: Data Interpretation. Upload to teams and feed back given via rubric / email pro forma.	What	To introduce pupils to basic financial terms and concepts	Synchronous (live)
		Blended (live in classroom and remote as study)		Why	Life skill: personal finances	
1			How			
			1-3	Define key basic financial terms. Give examples of revenues and costs within a business.		
			4-6	Explain the difference between fixed, variable and average costs using examples. Perform basic financial calculations		
			7-9	Apply their knowledge to an exam style case study. Discuss the link between costs, revenue and profit.		
		4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Asynchronous (remote)
		Introduce key terms and calculations. Delivery via live lesson.	Discussion: revenue vs profit via live lesson, hands up, poll and chat function.	Model calculations via live lesson, hands up, poll and chat function.		
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)		
		Calculations worksheet. Brief in PPT / worksheet.	Exam style questions. Feedback via teams upload and rubric followed by pupils improving work.	Exam style questions. Feedback via teams upload and rubric followed by pupils improving work		

3	2	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)			
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>		What	To understand a breakeven diagram.		
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	Life skill: personal finances		
					How			
					1-3	List the basic elements of a break even diagram and define key terms.		
			4-6	Create a Break-Even Diagram. Calculate the Break-Even Point, Contribution.				
			7-9	Analyse the benefits and drawbacks of Break-Even Analysis. Calculate the Margin of Safety. Evaluate the benefits and drawbacks of Break-Even Analysis.				
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		Introduce key terms and calculations. Delivery via live lesson.		Discussion: uses and features of BEA.		Model calculations via live lesson, hands up, poll and chat function.		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
Calculations worksheet. Brief in PPT / worksheet.		Exam style questions. Feedback via teams upload and rubric followed by pupils improving work.		Exam style questions. Feedback via teams upload and rubric followed by pupils improving work				

4	2	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)			
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>		What			
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	Life skill: personal finances		
					How			
						Define the key terms involved in cash flow forecasts. List the basic elements of a cash flow forecasts Explain how cash flow forecasts work. Differentiate between inflows and outflows.		
				Calculate positive or negative cash flow. Analyse different ways of improving a firms cash flow. Apply their knowledge of cash flow forecasts to a case study.				
				Evaluate the benefits and drawbacks of Cash flow forecasts.				
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		Introduce key terms and calculations. Delivery via live lesson.		Discussion: cashflow uses and features via live lesson, hands up, poll and chat function. Personal cashflow games online.		Model calculations via live lesson, hands up, poll and chat function. Business cashflow game online		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
Calculations worksheet. Brief in PPT / worksheet.		Exam style questions. Feedback via teams upload and rubric followed by pupils improving work.		Exam style questions. Feedback via teams upload and rubric followed by pupils improving work				

5	2	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)				
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>		Key Calculations DNA: Costs, revenue and profit. Upload to teams and feed back given via rubric / email pro forma.	What	2.2. Revision Finance		
		Blended (live in classroom and remote as study)	<input type="checkbox"/>			Why	Life skill: revision		
						How	State the key terms and facts. Recall the advantages and disadvantages of key topics.		
						4-6	Analyse the advantages and disadvantages of key topics. Apply knowledge to real life / case study in context.		
	7-8			Evaluate the benefits and drawbacks of key topics.					
	Number of lessons in cycle:	4) New Material (previous learning/ new material)			5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		Knowledge Audit			Discussion - exam skills and using the case study.		Small group modelling of answers.		
		7) Deliberate Practice (guided/ independent)			8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
		Revision PPT.			Exam style questions – teacher assessed, improvements in green.		Exam style questions – teacher assessed, improvements in green.		
6	3	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)				
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>		Key Calculations DNA: Data Interpretation. Upload to teams and feed back given via rubric / email pro forma.	What	Mock Exam		
		Blended (live in classroom and remote as study)	<input type="checkbox"/>			Why	Exam Practice / skills		
	How			Complete assessment exam conditions.					
	≥ 3	4) New Material (previous learning/ new material)			5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous

		NA	Revise exam skills / advice.	NA	Asynchronous (remote)
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	
		Exam	Review discussion Analysis of strengths and weaknesses. Improvement Task	Review discussion Analysis of strengths and weaknesses. Improvement Task	