

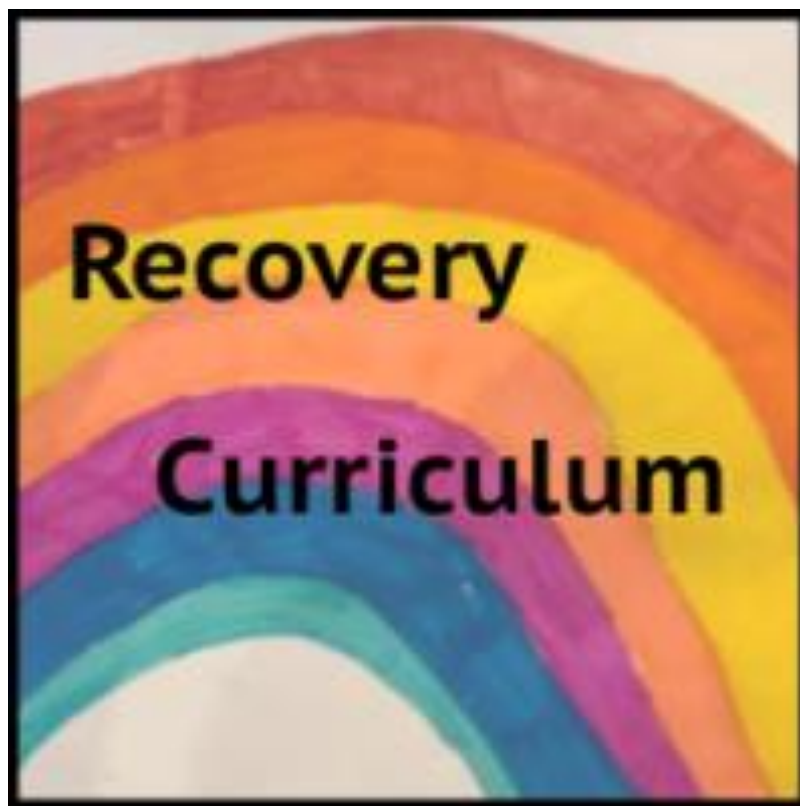
RECOVERY CURRICULUM

Subject: BS

Author: ACR

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Subject:	Business	Teacher:	ACR
Year:	10	Class:	All (mixed)
Unit title:	Background Topics / Business Activity		
Duration:	6 sessions		

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 unit/topic?

This topic will focus on student recovery following the pandemic, which has resulted in students experiencing the following possible losses: routine, structure, friendship, opportunity and freedom. It will support students academically, socially and emotionally, in order to transition students back to Academy life and support with the issues resulting from loss.

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

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.

Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?

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.

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.

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.

Content – what is being covered, ensuring breadth & depth?	National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?
<p>Unit R064: Enterprise and marketing concepts</p> <p>Background Topics: Enterprise and Entrepreneurship Sectors of Industry Stakeholders</p> <p>LO 6: Understand different functional activities needed to support a business start-up 6.1-6.2 The purpose and main activities of: Human resources Marketing Operations Finance</p>	<p>Unit R064 LO: 6</p> <p>National Curriculum:</p> <p>The purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business</p> <p>The competitive environment and the impact of risk and reward on business activity</p> <p>Business aims and objectives, how and why they differ between businesses, and how and why they change as businesses evolve</p> <p>Business stakeholders, including owners, employees and customers; their different objectives, how they are affected by business activity and how they affect business</p> <p>The interdependent nature of business operations, finance, marketing and human resources within a</p>

Powerful Knowledge - what powerful knowledge is included in this SoW? 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?

Characteristics of an entrepreneur

Risks and rewards of business set up

Sectors of industry

Importance of planning

Implementation

GAPS

Identification – how are you going to identify the gaps in knowledge/skills?	Triage – how are you going to rank order these gaps in knowledge/skills and ‘fill’ them, in order of importance?
Use year 9 / lockdown tracking sheet.	Revisit key lockdown learning but provide alternative stretch for those comfortable with topics.

KEY CONCEPTS

Key Concepts – what are the key concepts being taught?	Progression – how will studying these key concepts support progression to the traditional curriculum that has been planned?
Enterprise and Entrepreneurship: Definitions of key terms, list and analyse risk and rewards. Apply to a case study and evaluate based on context.	Taken from the existing traditional curriculum and modified to suit the needs of a return from an extended leave of absence.
Sectors of Industry: Definitions of key terms, list examples. Apply to a case study. Explain changes and interdependence	If a blended approach is needed, modified versions of each lesson in the SOW have been created.
Stakeholders: Key term definition, types, analysis of wants / needs and conflicts based on a case. Assessed through Exam	The alternative 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>style questions based on a case study and group presentations.</p> <p>6.1-6.2 The purpose and main activities of: Human resources Marketing Operations Finance: Definitions of key terms, recall functions and interdependence. Apply to a case study and evaluate. Assessed through Exam style questions based on a case study, booklet completion.</p> <p>Mini Assessment / baseline.</p>	
WELLBEING	
Lockdown – how will students share their experiences of lockdown?	Social and Emotional – how will student social and emotional health be supported?
<p>Scenario of case studies will be slightly amended to consider recent events. Pupils will be able to discuss its impacts on different stakeholders.</p> <p>Contextual maths may show business to have made a significant loss in 2020 compared to 2019 and reasons for this can be discussed.</p> <p>Amended topics- altered aims and objectives, impact on stakeholders, could good planning have prevented failure, communicating with different departments from home. Addressed in the stretch questions and through class discussion.</p>	<p>The big discussion will be part of a pupils learning during tutor time. This will encourage pupil dialogue and discuss issues of ethics, external influences and changing technology on businesses and their stakeholders. For example the impact of a cashless society on businesses.</p> <p>Use of peer assessment to reengage with peers.</p> <p>Re-establishing classroom rules / pupil-teacher contract.</p> <p>Amended topics- altered aims and objectives, impact on stakeholders, could good planning have prevented failure, communicating with different departments from home.</p>

	Addressed in the stretch questions and through class discussion.
RE-ESTABLISH	
Learning Skills – how are you going to re-establish the skills for learning?	Relationships – how are you going to re-establish classroom relationships?
<p>Lesson 1 create teacher pupil contract.</p> <p>Discussion of exam key words.</p> <p>Routine in look and structure of lesson with recap lessons at the end of each cycle.</p>	<p>Introduction focused on kindness and compassion</p> <p>Dialogic classroom that encourages meaningful and higher level discussion through questioning, discussions and paperless activities.</p> <p>Use of peer assessment to reengage with peers.</p> <p>Re-establishing classroom rules / pupil-teacher contract.</p>
OPPORTUNITIES	
Discussion – what are the discussion based opportunities?	Group – what are the group work based opportunities (while still ensuring social distancing)?
<p>Dialogic classroom that encourages meaningful and higher level discussion through questioning, discussions and paperless activities. Encouraging errors, gearing pupils towards a balanced argument showing both sides and based on evidence. Many different routes to a correct answer in business.</p> <p>Discussion of exam content and skills.</p> <p>Example discussion: what is the most important characteristic of an entrepreneur?</p>	<p>Dialogic classroom that encourages meaningful and higher level discussion through questioning, discussions and paperless activities.</p> <p>Use of peer assessment to reengage with peers.</p> <p>Re-establishing classroom rules / pupil-teacher contract</p>

Delivery

1	Number of lessons in cycle:	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		
		Classroom (whole sequence completed)	X	Key Calculations DNA: Costs, revenue and profit.	What	To examine who starts up new businesses		
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	To understand the risk / reward element of business		
					How			
					1-3	Define the key terms of Entrepreneur, Enterprise and Innovation.		
					4-6	Compare the potential risks and rewards of starting a new business		
					7-9	Justify how you have come to your decisions showing a balanced argument.		
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		Introduce key terms		Discussion – characteristics of an entrepreneur and risk and reward.		Diamond 9 / table		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
Analysis paragraphs		Exam style questions – teacher assessed, improvements in green.		Exam style questions – teacher assessed, improvements in green.				

2	Number of lessons in cycle:	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed)	X	Key Calculations DNA: Breakeven	What	To understand why aims and objectives differ between business sectors.	
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	To understand the risk / reward element of business	
					How		
						State the 3 business sectors. List examples of the 3 business sectors.	

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		Group presentation	Exam style questions – peer assessed, improvements in green.	Bitesize quiz. Exam style questions – peer assessed, improvements in green.			
4		1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		Classroom (whole sequence completed)	X	Key Calculations DNA: Breakeven	What	To identify the different sectors of industry.	
		Blended (live and remote as independent study)			Why	Careers choices / changing world	
					How		
					1-3	Define the 3 sectors within industry. State what is meant by interdependence.	
					4-6	Describe the 3 industry links showing a range of examples. Recognise a range of examples which show interdependence Analyse how secondary and tertiary sectors have changed over the past 30 years.	
	7-9	Evaluate how the 3 sectors have changed over the past 20 years					
	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 discuss		Grouping activity and feedback.	Rotation activity – interdependence		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
worksheet		Room rotation	/				

5		1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		Classroom (whole sequence completed)	X	Key Calculations DNA: Costs, revenue and profit.	What	To understand the main functional areas of business organisations.	
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	Career decisions.	
					How		
					1-3	Name different business functions. State 3 responsibilities of each function Give examples of how different departments work together within a business.	
					4-6	Describe the 3 industry links showing a range of examples. Explain how cooperation between functions helps a business to make a profit.	
				7-9	Explain why business functions need to work together.		
	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		Sorting activity	Model exam skills		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
Booklet		Exam style questions – teacher assessed, improvements in green.	Exam style questions – teacher assessed, improvements in green.				