

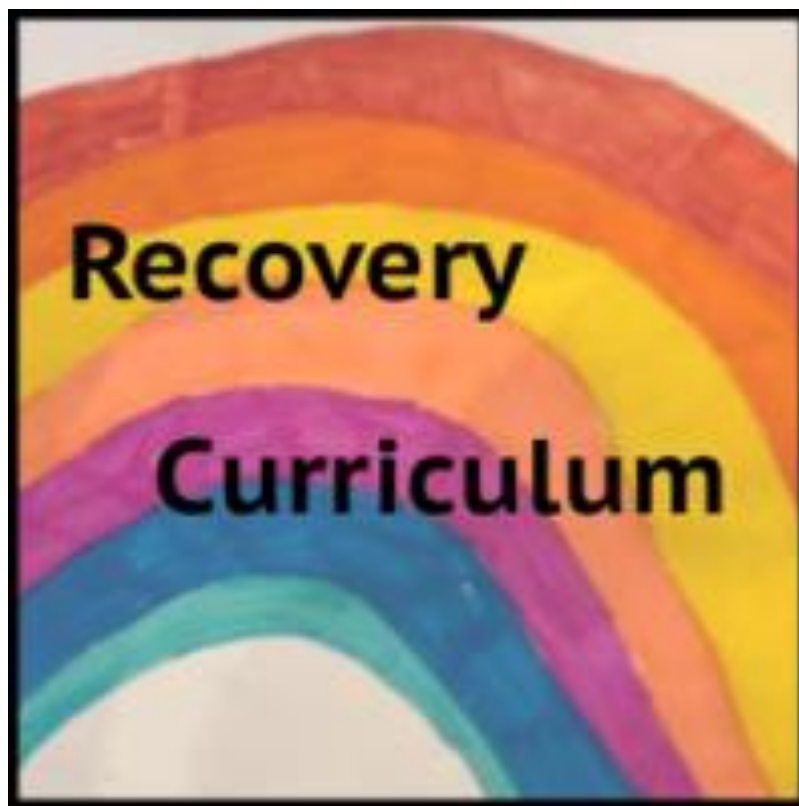
# RECOVERY CURRICULUM

Subject: BS

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Subject:	Business	Teacher:	ACR
Year:	11	Class:	All (mixed)
Unit title:	Exam 1 Revision		
Duration:	8 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>Review / Revisit of:</p> <p>Unit: Business Activity</p> <p>Topics:</p> <p>Enterprise and Entrepreneurship</p> <p>Business Aims and Objectives</p> <p>Sectors of Industry</p> <p>Business Planning</p> <p>Stakeholders</p> <p>Types of Ownership</p>	<p>OCR J204</p> <p>Exam 1</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 Growth Functional Areas of Business</p> <p>Unit: People</p> <p>Topics: The Role of Human Resources Recruitment and Selection Employment Law Training Motivation Leadership Styles Ending Employment/ Trade Unions Organisational Structures Communication Modern Working Practices</p> <p>Unit: Marketing</p> <p>Topics: Role of Marketing Market Research Market Segmentation Price Product Place Promotion Data Interpretation</p>	<p>the purpose of planning business activity, including the role and importance of a business plan</p> <p>business aims and objectives, how and why they differ between businesses, and how and why they change as businesses evolve</p> <p>methods of business growth, including organic and external growth</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 types of business ownership, including business start-ups and the concept of limited liability</p> <p>the interdependent nature of business operations, finance, marketing and human resources within a business context</p> <p>The purpose of human resources, its role within business and how it influences business activity, including:</p> <p>how businesses recruit people, including methods used to meet different business needs</p> <p>the importance of retaining and motivating employees and how businesses achieve this, including financial and non-financial methods</p> <p>how and why businesses train and develop their employee</p> <p>the impact of legislation on businesses, including employment law and consumer law</p>
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	<p>The purpose of human resources, its role within business and how it influences business activity, including:</p> <p>how and why businesses have different organisational structures, including the importance of effective communication, different job roles and responsibilities, and different ways of working</p> <p>how technology, including e-commerce and digital communication, influences business activity</p> <p>The purpose of marketing, its role within business and how it influences business activity, including:</p> <p>the importance to a business of identifying and understanding its customers</p> <p>how businesses use segmentation to target customers</p> <p>The purpose and methods of market research, and the use of qualitative and quantitative market research data</p> <p>the marketing mix and the importance of each of the four elements – price, product, promotion and place – and how they work together</p> <p>how the marketing mix is used to inform and implement business decisions</p>
<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?</p>	

Characteristics of an entrepreneur  
 Risks and rewards of business set up  
 Sectors of industry  
 Importance of planning  
 Business set up requirements  
 How different functional areas work and interdepend  
  
 The recruitment process  
 Impact of employment law  
 Motivation / leadership styles.  
 Organisational structures  
 Selecting methods of communication  
 Impact of modern working practices  
  
 How to research effectively.  
 The impact of the marketing mix on business stakeholders

## Implementation

### GAPS

**Identification** – how are you going to identify the gaps in knowledge/skills?

Use year 10 / lockdown tracking sheet.  
 End of unit test will inform planning and intervention moving forward.

**Triage** – how are you going to rank order these gaps in knowledge/skills and ‘fill’ them, in order of importance?

Revisit key lockdown learning but provide alternative stretch for those comfortable with topics.  
 Pupils will be able to move through resources at different levels / pace.

KEY CONCEPTS	
<b>Key Concepts</b> – what are the key concepts being taught?	<b>Progression</b> – how will studying these key concepts support progression to the traditional curriculum that has been planned?
<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>Mock exam preparation</p>	<p>Taken from the existing traditional curriculum and modified to suit the needs of a return from an extended leave of absence.</p> <p>If a blended approach is needed, modified versions of each lesson in the SOW have been created.</p> <p>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>
WELLBEING	
<b>Lockdown</b> – how will students share their experiences of lockdown?	<b>Social and Emotional</b> – 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>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>

RE-ESTABLISH	
<b>Learning Skills</b> – how are you going to re-establish the skills for learning?	<b>Relationships</b> – how are you going to re-establish classroom relationships?
Lesson 1 create teacher pupil contract.	Introduction focused on kindness and compassion
Discussion of exam key words.	Dialogic classroom that encourages meaningful and higher level discussion through questioning, discussions and paperless activities.
Routine in look and structure of lesson with recap lessons at the end of each cycle.	Use of peer assessment to reengage with peers.
Embed exam skills into lessons.	Re-establishing classroom rules / pupil-teacher contract.
OPPORTUNITIES	
<b>Discussion</b> – what are the discussion based opportunities?	<b>Group</b> – what are the group work based opportunities (while still ensuring social distancing)?
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.	Dialogic classroom that encourages meaningful and higher level discussion through questioning, discussions and paperless activities.
Discussion of exam content and skills.	Use of peer assessment to reengage with peers.
Example discussion: what is the most important characteristic of an entrepreneur?	Re-establishing classroom rules / pupil-teacher contract



Delivery									
1	2	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	Section 1.1 Revision Business Activity			
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	Life skill: revision			
					How				
					1-3	<b>State</b> the key terms and facts. <b>Recall</b> the advantages and disadvantages of key topics.			
					4-6	<b>Analyse</b> the advantages and disadvantages of key topics. <b>Apply</b> knowledge to real life / case study in context.			
					7-9	<b>Evaluate</b> 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.					
2	2	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	Section 1.2 Revision People in Business			
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	Life skill: revision			
					How				

								<b><u>State</u></b> the key terms and facts. <b><u>Recall</u></b> the advantages and disadvantages of key topics.	<b><u>State</u></b> <b><u>List</u></b> ex <b><u>Define</u></b>
								<b><u>Analyse</u></b> the advantages and disadvantages of key topics. <b><u>Apply</u></b> knowledge to real life / case study in context.	<b><u>Explai</u></b> and a <b><u>Apply</u></b> scena
								<b><u>Evaluate</u></b> the benefits and drawbacks of key topics.	<b><u>Discu</u></b> over t
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	Revision PPT.			Exam style questions – teacher assessed, improvements in green.			Exam style questions – teacher assessed, improvements in green.		
3	2	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	Section 1.2 Revision People in Business	
		Blended (live and remote as independent study)	□				Why	Life skill: revision	
							How		
								<b><u>State</u></b> the key terms and facts. <b><u>Recall</u></b> the advantages and disadvantages of key topics.	
									<b><u>Analyse</u></b> the advantages and disadvantages of key topics. <b><u>Apply</u></b> knowledge to real life / case study in context.

							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.			
4	2	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	Mock Exam		
		Blended (live and remote as independent study)	□		Why	Exam Practice / skills		
					How	Complete assessment exam conditions.		
	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)
		NA		Revise exam skills / advice.		NA		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
Exam		Review discussion Analysis of strengths and weaknesses. Improvement Task		Review discussion Analysis of strengths and weaknesses. Improvement Task				