

REMOTE LEARNING MODULE

Subject: BS
Author: ACR
Created: 13.07.20
Updated: N/A



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| Subject: | BS | Teacher (if applicable): | ACR |
| Year: | 9 | Ability/Class (if applicable): | Mixed |
| Module title: | Market Research / Segmentation | | |
| Duration: | 2 weeks <input type="checkbox"/> | 4 weeks <input type="checkbox"/> | 6 weeks <input checked="" 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 develop the key skills of business studies of knowledge, application, analysis and evaluation.
- To know and understand business concepts, business terminology, business objectives and the impact of business on individuals and wider society.
- To apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses.
- To develop as enterprising individuals with the ability to think commercially and creatively
- To embed and interweave key financial calculations so that recall is instant at KS4.
- To introduce foundation knowledge for key KS4 topics

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

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. *To encourage pupils to engage remotely and not give up.*

Ambitious:

The curriculum intends to stretch pupils by introducing large amounts of by allowing ng pupils to develop their creative and entrepreneurial business. It aims to give pupils the confidence to consider setting up their own business or entering employment with the confidence to succeed.

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| <p>Kind: The curriculum encourages balanced and considered decision making. It allows pupils to consider the needs of others in the Modern working practices element of the course. 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. <i>To support pupils who may have difficulty engaging with home learning due to lack of technology or otherwise.</i></p> | |
| Content – what is being covered, ensuring breadth & depth? | National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec? |
| <ol style="list-style-type: none"> 1. Marketing Mix: Product 2. Market Segmentation 3. Market Research 4. Basic Financial calculations | N/A However links to OCR GCSE Business Studies Section 2.1 to 2.4, 5.3 |
| 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? | |
| <ul style="list-style-type: none"> • USP and target audience. • How to research effectively. | |
| 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? |
| <ol style="list-style-type: none"> 1. Marketing Mix: Product: Definitions and examples of USP and Target Audience 2. Market Segmentation: Definition, types, benefits and drawbacks, application to a case study. | 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. |

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| <p>3. Market Research: Definition, types, benefits and drawbacks, application to a case study.</p> <p>4. Data Interpretation. For example: % change in costs between years.</p> <p>5. Contextual maths skills through DNA tasks. For example calculating revenue.</p> | <p>The series of lessons covers the same topics in a more user friendly format for pupil's studding 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 | |
| <p>Synchronous – what are the synchronous aspects of the module, including new material taught?</p> | <p>Asynchronous – what are the asynchronous aspects of the module, including deliberate practice?</p> |
| <p>Using teams chat / edulink messenger to identify and misconceptions and address.</p> <p>Use of online resources such as BBC bitesize.</p> <p>Use of live / recorded lessons to facilitate discussions / introduce topics.</p> | <p>Use of modified PPT and worksheet approach that has worked effectively during lockdown.</p> <p>Use of teams / edulink for pupils to upload practice questions/ DNA etc.</p> <p>Use of pro forma / rubric to offer feedback build a cuture of error and improvement.</p> |
| ENGAGEMENT | |
| <p>Accessibility – how are you going to ensure students without ICT can engage with this module?</p> | <p>Disengagement – how are you going to ensure students who are not engaging with this module are identified and supported?</p> |
| <p>Engage with pupils over Print as a booklet and post home.</p> | <p>Contact pupil via Edulink. Contact home via Edulink. Contact home via phonecall. Contact home via CL. Contact home via SLT.</p> |

| FEEDBACK | |
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| 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? |
| A multiple choice assessment will be delivered via an online form to evaluate knowledge. Skills will be assessed through exit ticket / improvement templates. | 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) | |
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| 1 | 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 | To create a restaurant with a unique selling point and clear target audience. |
| | Blended (live in classroom and remote as study) | <input type="checkbox"/> | | Why | To help future entrepreneurs spot a gap in the market |
| | | | | How | |
| | | | | E | I can define unique selling point. I can select an appropriate name, slogan and logo for my restaurant. I can list what makes a good logo. |
| | | | | 4 | I have described my “Unique Selling Point” and have My logo design looks professional and will attract my target audience |
| 5 | I can explain why my logo and my slogan are appropriate for my target audience. | | | | |

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| | | | | 6+ | I can compare my logo and my slogan with rivals and just possible future modifications. | | | | |
| 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) | | |
| | Key terms Discussion: USP and target audience Good logo discussion Delivery via live lesson. | | Class discussion via live lesson. | | Support document filled in by pupils during discussion completed in collaboration over teams to support asynchronous stage. Model of USP, Logo etc provided. | | | | |
| | 7) Deliberate Practice (guided/ independent) | | 8) Feedback (light/deep) | | 9) Review (daily/monthly) | | Asynchronous (remote) | | |
| | Creation of USP logo, target audience etc. Brief in PPT / worksheet. | | Feedback via teams upload and rubric followed by pupils improving work. | | Feedback via teams upload and rubric followed by pupils improving work. | | | | |
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| 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: Data Interpretation. Upload to teams and feed back given via rubric / email pro forma. | | What | To describe a segmented target audience for my Business. | | | |
| | Blended (live in classroom and remote as study) | <input type="checkbox"/> | | | Why | To help future entrepreneurs spot a gap in the market | | | |
| | | | | | How | | E | I can define market segmentation. I can list different types of market research. | |
| | | | | | 4 | I can explain why market segmentation is important for a business. | | | |
| | | | | | 5 | I can apply my knowledge to a real business. | | | |
| | | | | | 6+ | I can justify my decisions based on a balanced argument | | | |
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| Number of lessons in | 4) New Material (previous learning/ new material) | | 5) Check for Understanding (questioning/checking) | | 6) Prepare for Practice (model/ scaffold) | | Synchronous (live) | | |
| | Video / crossword. | | Class discussion via live lesson. | | Model answer in live lesson. Scaffold higher level thinking in live discussion. | | | | |

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| | | | | Support document filled in by pupils during discussion completed in collaboration over teams to support asynchronous stage. | Asynchronous (remote) |
| | | 7) Deliberate Practice (guided/ independent) | 8) Feedback (light/deep) | 9) Review (daily/monthly) | |
| | | Use of modified PPT and worksheet approach that has worked effectively during lockdown. | Feedback via teams upload and rubric followed by pupils improving work. Online quiz, | 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) | |
|---|-------------------------------------|--|---|---|
| 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 | To create a restaurant with a unique selling point and clear target audience. |
| Blended (live in classroom and remote as study) | <input type="checkbox"/> | | Why | Researching is an essential life skill / Using trustworthy sources. |
| | | | How | |
| | | | E | I can define primary / and open / closed questions. I can list types of primary research and why research is important. My questionnaire has basic formatting, containing a title and numbered questions. |
| | | | 4 | I can Recall the advantages and disadvantages of using questionnaires. My questionnaire is clearly formatted making good use of available space and includes a title, numbered questions, tick boxes and good spelling and grammar |
| | | 5 | I can Analyse the advantages and disadvantages of sampling and using questionnaires. My questionnaire is professionally formatted and includes a title, numbered questions, instructions, tick boxes, excellent spelling and grammar and a | |

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| | | | | | | thank you message. I have used both open and closed questions. | | |
| | | | | | 6+ | I can evaluate the usefulness of questionnaires comparing the good and bad points. I can justify my decision based on evidence. | | |
| 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) | |
| | Online video. Teams delivery of new content. | | Class discussion via live lesson. | | Support document filled in by pupils during discussion completed in collaboration over teams to support asynchronous stage. | | | |
| | 7) Deliberate Practice (guided/ independent) | | 8) Feedback (light/deep) | | 9) Review (daily/monthly) | | Asynchronous (remote) | |
| | Pupils independently create a questionnaire. | | Feedback via teams upload and rubric followed by pupils improving work. Online quiz, | | Feedback via teams upload and rubric followed by pupils improving work. | | | |
| 4 | 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 | To analyse the results of our Primary research. | | |
| | Blended (live in classroom and remote as study) | <input type="checkbox"/> | | | Why | Researching is an essential life skill / Using trustworthy sources. | | |
| | | | | | How | | | |
| | | | | | E | I can create a basic graph using the correct type of chart I can format my charts with an appropriate title. | | |
| | | | | | 4 | I can format charts with an appropriate title and axis labels are included. I can write a supporting paragraph is included explaining what the graph shows. | | |

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| | | | | 5 | Analyse the advantages and disadvantages of secondary research. Create a correctly set of source list. | | |
| | | | | 6+ | Discuss what type of secondary research could a small café conduct. | | |
| 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) |
| | Teams delivery of new content. | | Class discussion via live lesson. | | Support document filled in by pupils during discussion completed in collaboration over teams to support asynchronous stage. Model demonstration of creation of graphs. | | |
| | 7) Deliberate Practice (guided/ independent) | | 8) Feedback (light/deep) | | 9) Review (daily/monthly) | | Asynchronous (remote) |
| | Completion of secondary research online. | | Feedback via teams upload and rubric followed by pupils improving work. | | Feedback via teams upload and rubric followed by pupils improving work. Online assessment. | | |