

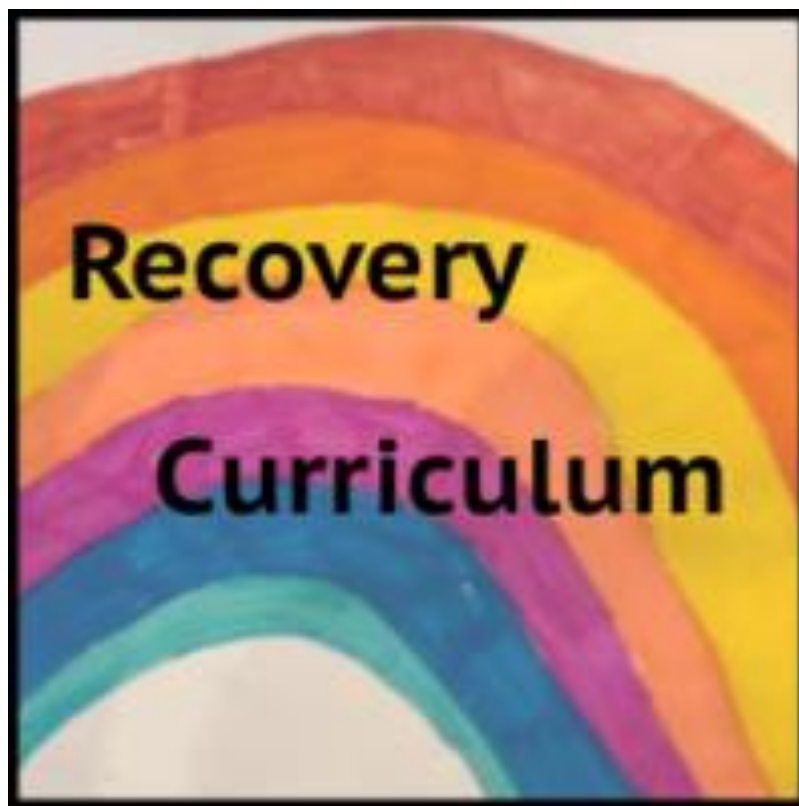
RECOVERY CURRICULUM

Subject: BS

Author: ACR

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Subject:	BS	Teacher:	ACR
Year:	9	Class:	All (mixed)
Unit title:	Market Research / Segmentation.		
Duration:	6 lessons.		

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 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 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 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.

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.

Content – what is being covered, ensuring breadth & depth?

National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?

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 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?

- USP and target audience.
- How to research effectively.

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?

N/A as new learning / subject.

N/A as new learning / subject.

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?
<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. 3. Market Research: Definition, types, benefits and drawbacks, application to a case study. 4. Data Interpretation. For example: % change in costs between years. 5. Contextual maths skills through DNA tasks. For example calculating revenue. 	<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	
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 study (local restaurant) will be slightly amended to consider recent events. Pupils will be able to discuss its impacts on different stakeholders.</p> <p>Market research lessons will consider the impacts of lockdown on conducting primary research.</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>

Market research lessons will hopefully enable pupils to conduct more effective research at home supporting other areas of curriculum.	
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>The big discussion will be part of a pupils learning during tutor time. This will encourage pupil dialogue and discuss issues of ethics, eternal 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>
OPPORTUNITIES	
Discussion – what are the discussion based opportunities?	Group – what are the group work based opportunities (while still ensuring social distancing)?
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Delivery

1		1) Lesson Type (classroom or blended for remote homework) The Marketing Mix: Product	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
1	1	Classroom (whole sequence completed)	X Names on books / wallets Stickers Pupil Guide Knowledge Organiser Maths Key Terms <input type="checkbox"/> Key Calculations DNA: Costs, revenue and profit.	What	To create a restaurant with a unique selling point and clear target audience.
				Why	To help future entrepreneurs spot a gap in the market
		Blended (live and remote as independent study) An adapted home learning version is available if needed.		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.
				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	Class discussion.	What makes a good logo	
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
		Creation of USP logo, target audience	Rotate with light feedback	/	

2	Number of lessons in cycle:	1) Lesson Type (classroom or blended for remote homework) Market Segmentation		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		Classroom (whole sequence completed)	X	Key Calculations DNA: Data Interpretation	What	To describe a segmented target audience for my Business.	
		Blended (live and remote as independent study) An adapted home learning version is available if needed.	□		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 <u>apply</u> my knowledge to a real business.	
		6+	I can <u>justify</u> my decisions based on a balanced argument				
	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)
		Review target audience Introduce segmentation, definition, types and importance		Questioning and application	Worksheet. – THIS WILL NEED TO BE ADAPTED FROM ONLINE TO PAPER BASED.		
7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)		
Exam Style questions		Plenary Task	/				

3		1) Lesson Type (classroom or blended for remote homework) Types of Primary Research		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 create a restaurant with a unique selling point and clear target audience.
		Blended (live and remote as independent study)	□		Why	Researching is an essential life skill / Using trustworthy sources.
					How	

	An adapted home learning version is available if needed.			<div>E</div> <div>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.</div>
				<div>4</div> <div>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</div>
				<div>5</div> <div>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 thank you message. I have used both open and closed questions.</div>
				<div>6+</div> <div>I can evaluate the usefulness of questionnaires comparing the good and bad points. I can justify my decision based on evidence.</div>
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)
	Video	Questions / discussion	Advantages / disadvantages	
	7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
	Create a questionnaire. Worksheet. – THIS WILL NEED TO BE ADAPTED FROM ONLINE TO PAPER BASED.	Bitesize quiz	Exit Ticket	

4	1) Lesson Type (classroom or blended for remote homework) Conducting Primary Research		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
	Classroom (whole sequence completed)	X	Key Calculations DNA: Data Interpretation	What	To analyse the results of our Primary research.	
	Blended (live and remote as independent study) An adapted home learning version is available if needed.	□		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.	
				5	I can write a supporting paragraph is included explaining what the graph shows and analysing its importance.	
	6+	I can evaluate the usefulness of using graphs comparing the good and bad points.				
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)
	Exit ticket improvement		Sampling discussion	Model on the board Worksheet. – THIS WILL NEED TO BE ADAPTED FROM ONLINE TO PAPER BASED.		
	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asyn thro

		Create and analyse graphs Worksheet. – THIS WILL NEED TO BE ADAPTED FROM ONLINE TO PAPER BASED.	Recap questions	Recap questions.		
5		1) Lesson Type (classroom or blended for remote homework) Analysing Primary Research		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 compare Primary and Secondary research
		Blended (live and remote as independent study) An adapted home learning version is available if needed.	□		Why	Researching is an essential life skill / Using trustworthy sources.
					How	
					E	Define primary and secondary research. List types of secondary research.
					4	Recall the advantages and disadvantages of secondary research Conduct your own secondary research.
					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)	Asyn Synchronous (live) thro
		Video / crossword.		Discussion / questioning	Modified sheets - Worksheet. – THIS WILL NEED TO BE ADAPTED FROM ONLINE TO PAPER BASED.	
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	

		Research grid Worksheet. – THIS WILL NEED TO BE ADAPTED FROM ONLINE TO PAPER BASED.	Exit ticket	Exit ticket.	