

Year 7, Geography – 60 minutes

Lesson plan

Curriculum Link: <i>Interpret a range of Geographical data presentation techniques</i>			
Learning Objective: To evaluate the geographical factors a business owner considers when opening a coffee shop.			
Learning Outcomes: <ul style="list-style-type: none"> To understand role of a business owner and the challenges facing business owners To interpret geographical information to select a site for the business To assess the role that other jobs can have in opening a business 			
Success Criteria: <ol style="list-style-type: none"> Describe – what does a business owner do? Understand – what geographical factors to business owners need to consider? Apply – select a location for a business based on the evidence. Analyse – whose skills would be needed to help get the business off the ground? Reflect – What are the most important factors to consider when starting a business? 			
Timings	Activity	Details	Resources
5 mins	Starter: Growth and decline on the high street	Think - Pair – Share task – Students should think in pairs about similarities and differences between the businesses in each of the ‘growth’ and ‘decline’ categories.	Slide 3
5 mins	Introduction: What is the problem?	Slide 4: students can discuss in pairs before opening into a class discussion. <i>The high-street is changing – this started due to the advent of large out of town shopping centres and supermarkets reducing demand for high-street shops and the internet has accelerated this which much shopping now done online for delivery. Highstreets are struggling with more and more vacant shops. Many of the businesses opening up are service or experience businesses rather than traditional shops. Covid also had an impact, with many high-street businesses not surviving due the lockdowns which forced a further move to home delivery.</i>	Slide 4



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10 mins	<p>Introduce & explore the role of a business owner</p> <p><i>Success criteria:</i> Describe – what does a business owner do?</p>	<p>Show the video embedded in slide 5. Students list anything they see, hear or think of that the business owner would need to decide on. An example would be staff uniforms, name of shop, price of product.</p> <p>Introduce the activity on slide 6. Along with worksheet 1 this activity allows students to explore the role of a business owner in more depth by prioritising some of the key roles they would have.</p> <p>Use worksheet 1 to create a diamond nine. Diamond nine</p> <p>Students should discuss their ideas in pairs and the justification of the order is the important thing.</p>	Slide 5,6 Worksheet 1
20 mins	<p>Challenge task: select a site for Maya's business</p> <p><i>Success Criteria:</i> Understand – what geographical factors to business owners need to consider? Apply – select a location for a business based on the evidence.</p>	<p>Introduce the challenge task on slide 7. The task on this slide encourages students to think about the geographical information she would need to help decide on a location for the shop.</p> <p>Slides 8-11 and worksheets 2-4 walk students through a decision-making process where they gather information before selecting a site and justifying the selection.</p> <p>Encourage students to discuss their ideas and ask selected students to share justifications at the end. Has everyone picked the same site?</p>	Slide 7-11 Worksheets 2-4
15 mins	<p>Analyse: Which other roles are helpful to Maya in opening her business?</p> <p>Success Criteria: Whose skills would be needed to help get the</p>	<p>Introduce the other roles that Maya might work with to help open her business. Students can read out the descriptions and key skills.</p> <p>Worksheet 5 provides a framework for students to rank the roles in order of most to least helpful and to complete a timeline so students have to think about the best order for Maya to meet the people in the roles described.</p>	Slides 12-17 Worksheet 5



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	business off the ground?		
5 mins	Reflect: <i>Success Criteria:</i> <i>What are the most important factors to consider when starting a business?</i>	Depending on time available a selection of the questions on slide 18 can help students reflect on the lesson.	Slide 18
	Optional Extension/ Independent work	These extension/homework tasks provide an opportunity for a mini-fieldwork exercise. You could add a pedestrian count and participant observation to make a bigger project. For task 2, students might enjoy doing some research first to look at other online adverts before designing their own.	Slide 19

