

Year 7, Geography – 15 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 			
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. Reflect – What are the most important factors to consider when starting a business? 			
Timings	Activity	Details	Resources
2 mins	Introduction: What is the problem?	Slide 4: students can discuss in pairs before opening into a class discussion and explaining: <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 3
5 mins	Introduce & explore the role of a business owner <u>Success criteria:</u> Describe – what does a business owner do?	Show the video embedded in slide 4. Students explain why they give biscuits away for free - it is a USP for the business and link to the next slide where students prioritise different focus areas for an owner of a coffee shop. Introduce the activity on slide 5. Students should discuss their ideas in pairs and the justification of	Slide 4,5



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		<p>their selection is the important thing to focus on. There is no right answer.</p> <p>Ask some students to share their selections and justifications.</p>	
7 mins	<p>Challenge task: select a site for Maya's business</p> <p><u>Success Criteria:</u> 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 Maya would need to help decide on a location for the shop.</p> <p>Slides 7-10 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>For this shorter version of the lesson it is probably best to keep track of the key points on the board or as a mind map rather than completing the sheets. The information from the map and graphs should be combined to help select a site for Maya's coffee shop.</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 6-10 Worksheets 2-4
1 min	<p>Reflect: <u>Success Criteria:</u> What are the most important factors to consider when starting a business?</p>	Depending on time available either one of or a selection of the questions on slide 18 can help students reflect on the lesson.	Slide 11
	Optional Extension/ Independent work	<p>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.</p> <p>For task 2, students might enjoy doing some research first to look at other online adverts before designing their own.</p>	Slide 12

