

## Key Question:

How can we make the most profit from a product?

**Rationale:** This is an experience where the children will be hired NOT fired! The task for the team: to create the most profit from their product.

The children will be working in groups to develop a high quality candle product. We will be taking the children through the design process where they will research existing products, develop their own ideas, carry out market research before testing and evaluating these before creating their final product.

The children will research the best market for their product, for example a local boutique or online shop and will be pitching their product to their potential buyer.

**Hook:** Watch an episode of the Junior Apprentice

**Start Date:**  
29<sup>th</sup> April

**End Date:**  
28<sup>th</sup> May

**Outcome:** To produce a high quality candle product to sell

**Subject 1:** Design and Technology- Pupils will understand what a design brief is and how to use this to create a high-quality product. They will consider a range of ideas for their products and use market research to gain people's viewpoints and then adjust their ideas accordingly. They will create and test prototypes, evaluating their quality before creating a final product which will be advertised and sold.

**Character Trait:** Ambition. The children will consider what it means to be ambitious and how they can develop this character trait to ensure their product is the best possible.

**Thinking tool:** S plan- This enables the children to think about and organise a sequence of learning. They will work together to plan how to tackle their task.

**Subject 2:** Maths- Pupils will be considering the cost of the ingredients and packaging to make their product. They will be calculating (using addition, subtraction, multiplication and division) with whole numbers and decimals to calculate how to make the most profit from their product. They will also be finding percentages of amounts to calculate VAT for their product. Children will also be presenting the data from their consumer questionnaires in a range of appropriate ways. E.g pie chart, bar chart.

### Link to Rights Respecting:

Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

**Effective communication:** To speak passionately for an extended period of time using appropriate gestures and intonation. Pupils will be speaking to potential buyers for their product to encourage them to buy this.

**Take home task:** Due in 28<sup>th</sup> May. Design a candle for yourself. Create a product specification to explain what ingredients you will be using and what the packaging would look like. Justify your design and for this design there is no cost limit! This can be drawn by hand or created using computer aided design.

**ICT:** The children will be using ICT to research how to create candles and the ingredients needed. They will also be using the internet to

**Expert vocabulary:** profit, loss, margin, product, specification, consumer, prototype, gross profit



## Knowledge:

### By the end of the experience, the children will be expected to know:

- The purpose of a design brief and how to meet one
- How to calculate profit, loss and VAT
- How cost of goods sold and discounts can impact profit
- How to construct a questionnaire and use qualitative and quantitative data to inform choices made.
- How to collect, present and analyse data and use this to inform changes/developments to a product.
- How to set appropriate monitoring milestones and expectations.
- The purpose of a design/product specification and how to adapt this based on evaluation/feedback
- The importance of a prototype
- How to design and create a high-quality candle

## Skills:

- Order the design and making process
- Show consideration of the user
- Using design specification
- Research similar products
- Use technical knowledge of materials and techniques
- Evaluating designs

## How we evaluate:

The children will all be assessed against the learning objectives taught. We use the learning stages of know, show and grow to support the assessments. If a child is able to 'show' that they have achieved the objective then they will be judged as working at the expected level. If the child has shown that they have reached the 'grow' stage of their learning and are able to independently apply their knowledge to a new or challenging situation then they will be considered as working at a 'greater depth'. Children who are assessed as not meeting the objective, will be given extra support to enable them to reach the expected level.

Throughout the experience, the children will be encouraged to reflect on their own learning and will set themselves challenging targets.

