

What are the aims and intentions of this curriculum?

- In this section, learners will gain the following knowledge and understanding of visual merchandising: The purposes of visual merchandising; Types of visual merchandising; Principles of visual merchandising; Adapting principles for different retail channels; Adapting principles for different retail types, scale and products; Designing visual merchandising installations.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	<p>3.1.1 The purposes of visual merchandising</p> <p>3.1.2 Types of visual merchandising</p>	<p>Learners should know and understand the purposes of:</p> <ul style="list-style-type: none"> visual merchandising, including survival/breakeven, profit maximization, to increase sales, to increase market share, to attract customers, to increase footfall, to encourage impulse buys, to sell unwanted stock, to signal seasonality, to meet customer expectations, to promote future products and to create anticipation. <p>Learners should know and understand the types of visual merchandising, including:</p> <ul style="list-style-type: none"> use of window displays, store layout, interior displays, mannequins, combining different products, point of sale displays, seasonal displays, digital displays and 	<p>Understanding Creativity Using of visual aids</p> <p>It is important that learners show understanding of how visual merchandising is used for different types of retailers, different types of products, and the different scale of retail businesses. The use of real and varied examples can be used, and learners could be asked to carry out an investigation to collect a range of different images to illustrate the different types of visual merchandising.</p>	<p>FORMATIVE:</p> <ul style="list-style-type: none"> Weekly next step homework activities. Peer/group class activities In class differentiated individual activities Case Study Summaries <p>SUMMATIVE:</p> <ul style="list-style-type: none"> Projects (Individual and/or group) Video analysis Research papers Stimulus papers assessment Monthly tests

3.1.3 Principles of visual merchandising

- use of lighting and music.

Learners should know and understand the principles of visual merchandising, including:

- storytelling – creating a theme/story
- landscaping – making use of space, symmetry and balance, considering the customer's eye-line
- colour and lighting – customers are influenced by different colours and this can create an impact
- detail – attention to detail and quality and applying finishing touches
- texture – a range of textures will often improve the display
- technology – use digital technology if appropriate, such as digital screens and digital signage
- safety – the display should be clean, tidy and not endanger customer safety.

Careers:
Merchandising
Design
Marketing

PSHE:
Relationship
How we use our
senses

Each principle should be explored so that learners are able to understand the meaning of each one; again, the use of real visual merchandising examples will help to aid understanding and help learners develop skills needed.

Careers:
Merchandising
Health and safety
Technology

PSHE:
Relationship

<p>3.1.4 Adapting principles for different retail channels</p>	<p>Learners should know and understand how merchandising principles are adapted for different retail channels, including:</p> <ul style="list-style-type: none"> • how the principles of visual merchandise will differ depending on the retail channel, including stores and shops, e-commerce and m-commerce (online), pop-up shops, markets and catalogues • how retail businesses use consistent visual merchandise principles for multi-channel retailing. 	<p>Linking back to the core concept of multi-channel retailing, learners will need to consider how a consistent message is given to customers across the different retail channels and how visual</p>	
<p>3.1.5 Adapting principles for different retail types, scale and products</p>	<p>Learners should know and understand:</p> <ul style="list-style-type: none"> • how the principles of visual merchandise will differ depending on the retail type including department, supermarkets, warehouse, clothing/fashion, speciality, convenience, discount, independent and charity • how the principles of visual merchandise will differ depending on the scale which could be local, national or global • how the principles of visual merchandise will differ depending on the product including perishable, non-perishable, high value, high volume, low volume, fragile, large items, product range, brand image and restricted. 	<p>merchandising principles are used by the same retailer through its different channels. Investigating a range of multi-channel retailers will provide real examples of how this is done. Though the focus may mostly be on retail businesses that have physical stores and an online presence, learners also need</p>	

Autumn 2

3.1.6 Designing visual merchandising installations

Learners should be able to design different types of visual merchandising installations for different retail channels, different types of retailer, and different types of retail products and different scale of retail businesses. Learners should be able to apply the principles of visual merchandising to the designs. Learners should know and understand how the designed visual merchandising installations targets customers and the aims of retail businesses.

to consider the other retail channels.

Learners need to be able to design and present different types of visual merchandising installations. The skill is not their ability to draw or use ICT in design but is the application of the principles of visual merchandising to design visual merchandising installations

FORMATIVE:

Weekly next step homework activities.

- Peer/group class activities
- In class differentiated individual activities
- Case Study Summaries

3.2.1 Identifying and targeting customers

Learners should know and understand:

- the importance to a retail business of identifying customers, understanding their expectations and targeting suitable products and services
- how target marketing is used in marketing activities of retail businesses including dividing up the mass market, segmenting the market, suitability of products and product range, selection of retail channel, selection of appropriate promotional activities, selection of suitable pricing, satisfying customer expectations, links with customer service, use of technology, seasonality and to increase sales and profits.

Careers:
Design
Merchandising
Marketing

SUMMATIVE:

- Projects (Individual and/or group)
- Video analysis
- Research papers
- Stimulus papers assessment

Monthly tests

Autumn 2

3.2.2 The marketing mix

Learners should know and understand the marketing mix, including:

- how retail businesses use a mix of selecting the right products, sold at the right price, in the right place and with the right promotion:
- Product – any good or service offered for sale. Retail businesses will consider what range of products to sell, product features and design, product differentiation, use

PSHE
Respectful relationships between employee and employer, and between business owners and customers

FORMATIVE:

- Weekly next step homework activities.
- Peer/group class activities
- In class differentiated

of brands, packaging, customer service and if the product has a unique selling point (USP)

- Price – retail businesses have to decide how to price the products they sell, pricing products at the right level to attract customers and keep them coming back to buy more. Retail businesses must consider the market and competitors and meet the aims of the retail business. Use of pricing methods including cost-plus, competitive, penetration, skimming, psychological, and loss leaders
- Place – the channels a retail business will use to bring buyers and sellers together. It is important that the correct retail channel is selected to support the other elements of the marketing mix, including stores/shops, e-commerce, mcommerce, multi-channels, hybrid, concessions, pop-up shops, markets and catalogues.
- Promotion – retail businesses can use a number of different promotion methods to attract and inform customers including advertising, sales promotion (such as BOGOF, discounts, special offers and competitions), customer loyalty schemes and direct marketing.
- that promotional activities can be carried out in-store, online, mobile electronic devices, television, radio, newspapers and using print media
- how product, price, place and promotion work together to give the most appropriate marketing mix for products in a competitive and dynamic market
- that the marketing mix will be affected by several factors including type of retailer, scale, products and external influences including the economy, technology, society, ethics, and the environment.

Learners need to understand that when a business understands its customers, it is then able to carry out a range of marketing activities to satisfy its customers' expectations and hopefully increase its sales and profit. Learners need to understand each of these factors before they are able to develop their understanding to show how these factors will work together and not in isolation.

Careers:
Marketing
Promotion
Technology
Finance

PSHE
Respectful relationships between employee and employer, and between business owners and customers

individual activities

- Case Study Summaries

SUMMATIVE:

- Projects (Individual and/or group)
- Video analysis
- Research papers
- Stimulus papers assessment

Monthly tests

Spring 1	3.2.3 Designing promotional materials for retail businesses	<p>Learners should be able to design promotional materials including posters, leaflets, print adverts, online adverts, mobile adverts, blogs, pop-up adverts and social media adverts.</p> <p>Learners should be able to use:</p> <ul style="list-style-type: none"> design features including use of persuasive language, grammar, spelling, punctuation, use of images, use of colour, suitable for target audience (existing and new customers) and supporting the marketing mix design principles including easy to understand, clear message, eye-catching and consistent with brand image. Learners should know and understand how the designed promotional material targets customers and the aims of retail businesses. 	<p>The focus of this section is the development of skills. The skill is not the learners' ability to draw or use ICT in design; the skill is the application of the design features and design principles to produce promotional materials that target customers and help the retail business achieve its aims.</p> <p>Careers: Marketing Promotion Technology Finance</p>	<p>FORMATIVE:</p> <ul style="list-style-type: none"> Weekly next step homework activities. Peer/group class activities In class differentiated individual activities Case Study Summaries <p>SUMMATIVE:</p> <ul style="list-style-type: none"> Projects (Individual and/or group) Video analysis Research papers Stimulus papers assessment Monthly tests
Spring 2	3.2.4 Use of technology in promotion 3.2.5 How marketing activities contribute to aims	<p>Learners should know and understand how promotion can be carried out using technology, including the use of social media, digital media, search engine advertising, blogs, pop-up adverts and mobile advertising.</p> <p>Learners should know and understand how marketing activities contribute to business aims, in that: • retail businesses will use the marketing mix to achieve business aims including survival/breakeven, profit maximisation, to increase sales, to increase market share, customer satisfaction, ethical, environmental, social and retail specific (e.g., develop a multi-channel approach, introduce self-serve checkouts and introduce click and</p>	<p>PSHE Respectful relationships between employee and employer, and between business owners and customers</p>	

		<p>collect) • the marketing mix works together to achieve the aims set by retail businesses.</p>	<p>Learners should know and understand how promotion can be carried out using technology, including the use of social media, digital media, search engine advertising, blogs, pop-up adverts and mobile advertising.</p>	
Summer 1	Revision	Revision – prepare for controlled assessment	<ul style="list-style-type: none"> • Develop a critical mind and provide solutions and justification for change in retail operations. 	<p>FORMATIVE:</p> <ul style="list-style-type: none"> • Weekly next step homework activities. • Peer/group class activities • In class differentiated individual activities • Case Study Summaries <p>SUMMATIVE:</p> <ul style="list-style-type: none"> • Projects (Individual and/or group) • Video analysis • Research papers • Stimulus papers assessment • Monthly tests
Summer 2	CONTROLLED ASSESSMENT	CONTROLLED ASSESSMENT	CONTROLLED ASSESSEMENT	CONTROLLED ASSESSMENT

