

Cumbrian Award

INTENT- KS3

Ultimately The Cumbrian Award aims to enrich the experiences and lives of the students who participate. It aims to enhance their skill set and give students the opportunity to apply such skills in a range of environments – whether that be navigating a Lakeland fell, negotiating a boardroom meeting or performing on a theatre stage... and beyond. Students will develop an understanding about the local history surrounding them, allowing them to answer questions on how and why Cumbria is as we know it today. The Cumbrian Award is supported by and delivered with WELL and is recognised as an enriching and inspiring opportunity for young people in Cumbria. Through completion of the enterprise unit students will have a greater understanding in the world of work providing them with skills valued by employers, as well as enabling them to make their own links with local employers and the wider community.

SKILLS AND KNOWLEDGE

	Students will develop their KNOWLEDGE of	Students will develop their SKILLS in
7	<p>Geography: Students will learn how to locate places on a map using 4 & 6 figure grid references and identify human activity on an OS map. They will understand the causes, effects and solutions to the problem of water pollution. Students will understand key concepts, such as high & low order goods, settlement hierarchy, features of the CBD, and sphere of influence. Students will learn about UK landscapes and the reasons for their variations – geology, human activity & land use.</p> <p>Science: Students will learn about the sources of air pollution how to identify if its pollution is present and how to record this quantitatively. Students will learn what speed is, how it can be calculated, how to use distance time graphs to calculate speed and what the different lines show on a distance time graph. Students will learn about sedimentary rocks, where they are most likely to be found and their properties. They will learn about the rock cycle and how rocks are recycled and the processes that they go through.</p> <p>History: The impact of international events on their local area with focus on; <ul style="list-style-type: none"> Life on the 'Home Front' during both world wars. Cumbria during the Tudor reign (1485-1603) with focus on; <ul style="list-style-type: none"> Mary Queen of Scots and her links to the local area. Carlisle Castle and the reasons it's developed overtime from AD72- 1959. The Suffrage Movement and the impact it had in our local area, with focus on key figures such as; <ul style="list-style-type: none"> Catherine Marshall </p>	<p>Geography: Students will learn how to locate places on a map using 4 & 6 figure grid references and identify human activity on an OS map. They will gain skills in independent research and using valid sources for this. A step by step approach to enquiry based learning will be covered and students will be able to determine:</p> <ul style="list-style-type: none"> what data needs to be collected how it is collected analysis of this data At least two ways of presenting this data, justifying why Valid conclusions An evaluation of their results. <p>Science: Experimental skills and investigations: ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience; make predictions using scientific knowledge and understanding; select, plan and carry out the most appropriate types of scientific enquiries to test predictions, use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety; make and record observations and measurements using a range of methods for different investigations. Analysis and evaluation: apply mathematical concepts and calculate results; present observations and data using appropriate methods, including tables and graphs; interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions; present reasoned explanations, evaluate data. Measurement: understand and use SI units and IUPAC (International Union of Pure and Applied Chemistry) chemical nomenclature; use and derive simple equations and carry out appropriate calculations.</p> <p>History: Chronology: Applying chronology, being able to explain the order in which events took place. Analysis: Analysing, evaluating and using sources. Significance: Analysing how significance can vary according to different viewpoints, from different people at different times. Concepts: Gaining a historically grounded understanding of abstract terms such as 'feminism' and 'parliament'.</p>

• Overview

Whole school vision links to this subject

- Community links with local businesses
- British values through teamwork
- Outdoor and adventurous activity
- Opportunities outside of the school community
- Working with local providers
- Being a British citizen
- Fostering compassion within students when learning about sensitive global issues
- Inclusive for all- same setting but differentiated work
- Allowing student to be encouraged in their learning by providing a safe learning environment so they can be ambitious and achieve above and beyond
- Encourage students to respect and understand their local environment

• Careers

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| <ul style="list-style-type: none"> Academic researcher Medicine Biotechnologist Marine biologist Microbiologist Nanotechnologist Nature conservation officer Analytical Chemist Chemical Engineer Chemical Development Engineer Lecturer Environmental Chemist Forensic Researcher Astronomer Clinical scientist Geophysicist Meteorologist Nanotechnologist Sound engineer | <ul style="list-style-type: none"> Cartographer Commercial/residential surveyor Environmental consultant Geographical information systems officer Planning and development surveyor Secondary school teacher Social researcher Town planner International aid/development worker Landscape architect Market researcher Nature conservation Political risk analyst Sustainability consultant Tourism officer Transport planner | <ul style="list-style-type: none"> Librarian Reporter Journalist Historian Business consultant Heritage manager Data analyst Archaeologist Solicitor Police officer Politician Education officer Academic researcher Archivist Historic buildings inspector |
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"DREAM BIG, WORK HARD, DON'T QUIT"

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SKILLS AND KNOWLEDGE

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8		<p>Science:</p> <p>Experimental skills and investigations: ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience; make predictions using scientific knowledge and understanding; select, plan and carry out the most appropriate types of scientific enquiries to test predictions, use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety; make and record observations and measurements using a range of methods for different investigations.</p> <p>Analysis and evaluation: apply mathematical concepts and calculate results; present observations and data using appropriate methods, including tables and graphs; interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions; present reasoned explanations, evaluate data.</p> <p>Measurement: understand and use SI units and IUPAC (International Union of Pure and Applied Chemistry) chemical nomenclature; use and derive simple equations and carry out appropriate calculations.</p>

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• Careers

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> • Academic researcher • Medicine • Biotechnologist • Marine biologist • Microbiologist • Nanotechnologist • Nature conservation officer • Analytical Chemist • Chemical Engineer • Chemical Development Engineer • Lecturer • Environmental Chemist • Forensic Researcher • Astronomer • Clinical scientist • Geophysicist • Meteorologist • Nanotechnologist • Sound engineer | <ul style="list-style-type: none"> • Cartographer • Commercial/residential surveyor • Environmental consultant • Geographical information systems officer • Planning and development surveyor • Secondary school teacher • Social researcher • Town planner • International aid/development worker • Landscape architect • Market researcher • Nature conservation • Political risk analyst • Sustainability consultant • Tourism officer • Transport planner | <ul style="list-style-type: none"> • Librarian • Reporter • Journalist • Historian • Business consultant • Heritage manager • Data analyst • Archaeologist • Solicitor • Police officer • Politician • Education officer • Academic researcher • Archivist • Historic buildings inspector |
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"DREAM BIG, WORK HARD, DON'T QUIT"

Cumbria Award Curriculum Year 7/8

KS2 links

Using a compass, grid references, distance, scale, relief, water cycle.

Carlisle

Geog - Locate Carlisle on a map, differentiate between high & low order goods, describe the characteristics of a CBD and its sphere of influence, create an enquiry and collect primary data in Carlisle's CBD

Hist - Students will focus on Mary Queen of Scots and map out her journey throughout Cumbria. In doing so they will develop their knowledge of the Tudor Period.

Sci - Students will learn about speed, how to calculate it and how it changes when they are on a journey. Students will gage an idea of how long it takes to travel from place to place and what factors may affect their journey.

Cumbria Futures Federation

Whinlatter

Geog - Locate on a map with 4&6 figure grid references, identify sources of water pollution, effects of water pollution, how to tackle the problem, creating an enquiry and testing water quality in the field

Hist - Students will explore the impact that World War 1 and 2 had those living in Cumbria at the time. They will also focus on the role the Forestry Commission played in WW1.

Sci - Students will learn about air pollution and look at how they can recognise of air pollution is high qualitatively and quantitatively.

Catbells

Geog - Investigate the landscape differences in the UK and the influences of geology, human activity and land use. Locate Catbells on a map and research its geology and human activity

Hist - Students will begin to explore key concepts like 'feminism and parliament', they will use key figures from their local area to solidify their understanding.

Sci - Students will about the different types of rocks that are present on the earth and in its crust. They will look at how the rocks are recycled and be able to identify them.

