

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 and 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 and 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 and 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; 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 and 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>

SKILLS AND KNOWLEDGE

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8	<p>Geography: Students will learn how to locate places on a map using 4 & 6 figure grid references and identify human and physical features on an OS map. They will understand the causes, effects and solutions to the problem of urban decline. Students will understand key concepts, such as longshore drift, coastal management and will attempt to assess different strategies and come to a reasoned judgement,</p> <p>Science: Students will learn about the differences between a renewable and a non-renewable energy resource, compare their differences and similarities and describe how electricity is generated in a range of energy resources such as power stations and wind turbines. Students will learn what photosynthesis is, how it affects us as humans, how it affects plants and how we use the products for respiration. Students will investigate how we can use seawater to make pure water to drink and to learn about the processes behind it.</p>	<p>Geography: Students will learn how to locate places on a map using 4 & 6 figure grid references and identify human and physical features 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.</p>

CURRICULUM LESSONS ALLOCATED OVER THE 2 WEEK TIMETABLE

Year 7	Year 8
3 x one hour session	3 x one hour session

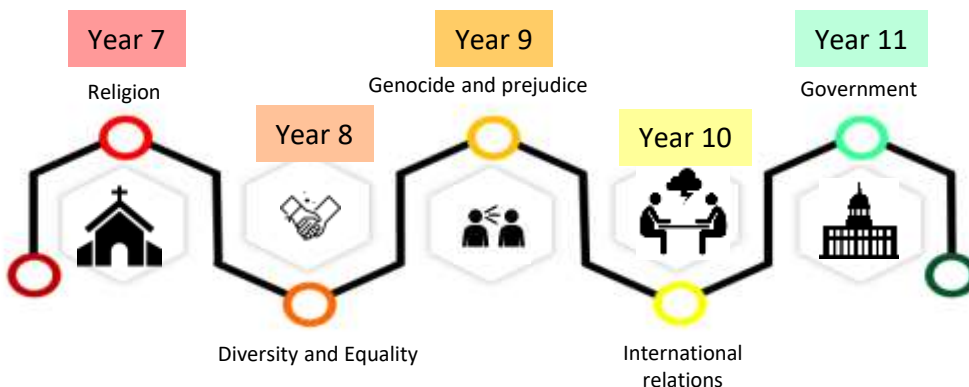
Overview

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

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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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CURRICULUM THEMES



Cross Curriculum links in History

- Geography: understanding why and how maps have changed overtime.
- English: historical context needed to deepen understanding of core texts.
- Science: historical understanding about key developments that have shaped medicine.
- Maths: analysis of graphs and surveys to extract key information.
- Cumbria Award: allows students to make the links between History and our local area.

Year 7 - Cumbrian Award Curriculum



Curriculum theme: *Developing an appreciation of Cumbria*

Students will learn how to locate specific locations using grid references, explore our local history and understand why Cumbria has such a unique landscape, all culminating in 3 adventures where students can put their skills and knowledge into a practical setting.

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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 if 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 talk 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.

Progressing into year 8

Students will use skills developed in Year 7 on three new Cumbrian Adventures, digging deeper into the culture, adventure and enterprise of our local area.



KS2 recap

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

Carlisle

Geog - Locate Carlisle on a map, differentiate between high and 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 gauge an idea of how long it takes to travel from place to place and what factors may affect their journey.

Year 8 – Cumbrian Award Curriculum



Curriculum theme: *Understanding our local History, Geography and Science*

Students will develop on the skills they learned in year 7 through three new adventures developing their knowledge and understanding of our local area.

Year 7 recap

Using a compass, grid references and direction, water quality, resilience, air pollution, speed/distance/time.

Dodd Wood

Geog – Students will recap on their knowledge of grid references and be able to locate specific points of interest in the Dodd Wood area. They will develop their knowledge of the effects of climate change, and investigate whether there are any signs of this in the physical features of the area.

Hist – During this unit students will be visiting Dodd Wood and exploring the history of the surrounding area including Mirehouse. They will explore the origins of the building, dating back to 1666 before looking at the connections the building has to literacy and artistic figures.

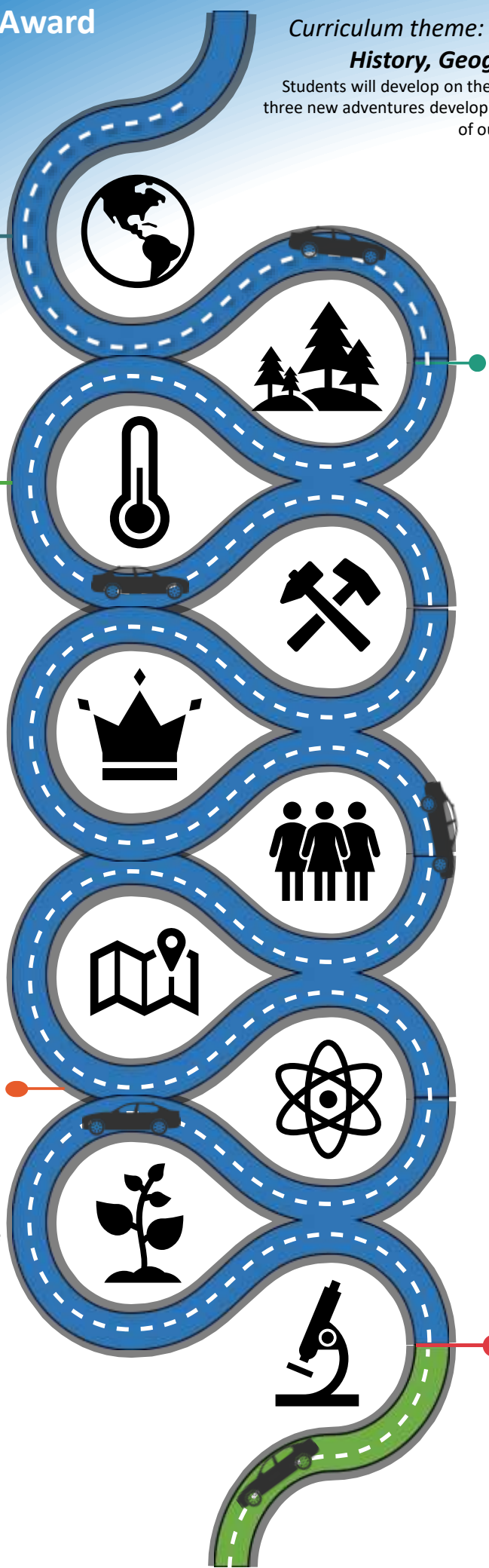
Sci – Students will learn about mixtures and how they can be separated, more specifically they will learn how we distillate sea water in the UK and the world in order to have potable water. They will learn the process behind distillation and the reason why it is done.

Allonby

Geog – Students will look at the effects of coastal erosion and investigate the causes and effects of this over time.

Hist – Although Allonby is a small coastal town it is steeped with rich history, during this unit students will focus on the impact of the Roman invasion on Allonby. They will explore Milefortlet 21 and the role it played in Hadrian's coastal defences. During the adventure students will be given the opportunity to explore the current site.

Sci – Students will learn about photosynthesis, why it is important for plants and how it is important for us. They will learn how plants respire, what they need to respire and the process of respiration. Finally, they will look further into the structure of leaves and understand how they take part in respiration and photosynthesis.



Whitehaven

Geog - Students will be looking at the decline of Whitehaven town and link this to human geography themes. Students will investigate the cause, effect and response of this then investigate what has been done to regenerate the area.

History - During this unit students will focus on the rich industrial history of Whitehaven, gaining knowledge about both the impact of mining in the area and the involvement of Whitehaven in the Transatlantic Slave Trade. They will assess change and continuity across the 17th and 19th centuries leading up to an enquiry-based question to demonstrate their ability to assess change and contextualise knowledge. Students will also be provided with the opportunity to see how evident of the time period is still visible today.

Sci – Students will learn about the variety of energy resources we have in the UK and more specially in Cumbria, they will look at how they produce electricity and the issues that come with them. They will learn what renewable and non-renewable are, how they are used and how they affect our planet. Finally, students will learn how the energy is used and how we are billed for our usage of electricity.

Progressing into year 9