

The Whitehaven Academy

# CREATIVE CURRICULUM

Embrace the local environment, explore the world of Science, Technology, Engineering and Maths and develop your creativity and cultural experiences.

[www.whitehavenacademy.org.uk](http://www.whitehavenacademy.org.uk)



design



create



## OUR ASPIRATIONS FOR OUR STUDENTS



**NIGEL YOUNGMAN**

Headteacher

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Situated on the West Cumbria coast, on the edge of the fells, The Whitehaven Academy is in the ideal position to provide our students with a rich learning programme that embraces our local environment, explores the world of Science, Technology, Engineering and Maths and develops their creativity and cultural experience.

We have a duty to offer our students a curriculum that not only prepares them for employment locally, nationally and internationally, but that allows them to explore their passions, discover new skills and embrace creativity. In order to help our students become 'the best they can be' we have developed an exciting, challenging and rewarding Creative Curriculum for all Year 8 and 9 students.

### Our Creative Curriculum for Years 8 and 9 aims to:

- Incorporate high-quality STEM (Science Technology, Engineering and Mathematics), outdoor learning and cultural capital experiences.
- Ensure students have full access to a rich technology programme of study.
- Maximise the potential of a strong, creative staff body drawing fully on their professional, creative and academic backgrounds.
- Engage and inspire students in creative learning.
- Develop students' oracy, literacy, group skills, well-being, and practical creativity.

### Students can pick from a range of options:

- Arts Award (T)
- Business & Enterprise (Year 8 only)
- Creative Media & Design (T)
- DT Product Design (T)
- Food Nutrition and Preparation (T)
- Outdoor Learning
- Philosophy and Politics
- Sports Leadership Award
- STEM Award (T)
- Textiles

It is really important that we ensure all students still meet the National Curriculum (NC) expectations. Consequently, there are parameters for student choices.

In addition, it may be that some students have interventions and additional learning support during this time, avoiding clashes with the core curriculum time.

### When does this happen?

Years 8 and 9 have a two-hour Creative Curriculum slot. Students will pick three choices, one choice per term. They will study each subject for an entire term.

The two-hour slot gives students the chance to really explore practical learning, focus on projects and, when appropriate, makes it easier to arrange off-site learning.



respect | resilience | responsibility | be the best you can be

# Respect Responsibility Resilience



**“To help our students become the best they can be we have developed an exciting, challenging and rewarding Creative Curriculum”**

NIGEL YOUNGMAN



be the best you can be | respect | resilience | responsibility

## ABOUT CUMBRIA EDUCATION TRUST



The Whitehaven Academy is proud to be part of Cumbria Education Trust (CET), responsible for the education of more than 6,000 pupils and students across 17 schools.

The schools have a shared vision to enable every young person to reach their potential and achieve the success they deserve by providing an innovative and inspiring learning experience.

The trust firmly believes that schools are better when they work together. Collaboration makes us stronger and is part of everyday life across CET.

### Our Vision and Values

When a school becomes one of our academies it signs up to share our vision and values. Each of our academies has its own unique ethos within those shared vision and values.

#### Our vision

To enable every young person to reach their potential and achieve the success they deserve by providing an innovative and inspiring learning experience.

#### Our values

At the heart of the trust and running through our schools are the principles of:

##### • RESPECT

To be tolerant and understanding of ourselves, others and society

##### • RESPONSIBILITY

Self-motivated to drive learning and be good citizens

##### • RESILIENCE

To understand and embrace challenge for personal growth

#### Our approach

We always operate with a pupil and student FIRST approach:

- **Inspiring Learning** Creating happy, positive and vibrant learning environments for ALL pupils and students.
- **Achieving Success** Enabling every pupil and student to reach their potential by providing high-quality teaching.
- **Creating Opportunities** Broadening children's experiences and opportunities.
- **Empowering Communities** Working in partnership with the local community to bring education alive for all.

#### Our motto

**BE THE BEST YOU CAN BE.**



## DESIGN AND TECHNOLOGY AND THE CREATIVE CURRICULUM

"Design & Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, students design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values." (National Curriculum Design and Technology Programme of Study 2013).

As part of Cumbria Education Trust, The Whitehaven Academy is committed to ensuring that all students at Key Stage 3 (Years 7 to 9) have a rich experience of technology in order that they may progress onto future Key Stage 4 (Years 10 and 11) courses.

At The Whitehaven Academy we believe in our students gaining valuable qualifications and important experiences. Increasingly we are mapping our work against a new qualification, The Cumbrian Award. This ground-breaking, accredited award provides participating students with opportunities to develop the skills, behaviours and beliefs that will support them in their learning and career aspirations. It includes business and social enterprise challenge, adventure learning challenge and cultural education challenge. In this booklet you will see we are starting to link some of our subjects and will explain more at our open evening.

We want our students to be prepared to achieve success in Design & Technology and other subjects. Each of the Technology-based subjects (Arts Award, Creative Media and Design, DT Product Design, Food Nutrition and Preparation and STEM) will use common terminology and shared processes such as: skills development, design brief, specifications, research, initial ideas, review of ideas, skills and processes and evaluation. This means our students will learn to apply key skills across diverse materials and media.

Students must pick a Technology based course (T). Students going into Year 8 must pick Food Nutrition & Preparation either in Year 8 and/or Year 9.

Students going into Year 8 can pick the same course twice, ie once in Year 8 and then once in Year 9.

Whilst we ask students in Year 8 what they think they will do in Year 9, this may change. The provisional information is just useful for our final plans.



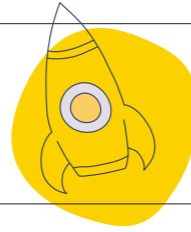
# ARTS AWARD



## PERSON TO CONTACT

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ideas



## What is Arts Award?

Arts Award is a range of unique qualifications that supports anyone to grow as an artist and arts leader, inspiring them to connect with the wider arts world through taking part in a range of creative challenges. At The Whitehaven Academy, we have linked it to the Cumbrian Award, developing students' awareness of Cumbrian culture.

**Arts Award can be achieved at five different levels, with four awards to be achieved. Through the five levels young people get to:**

- Discover the enjoyment of creating and participating in arts' activities.
- Experience arts events.
- Develop creative and communication skills.
- Explore the work of artists and craftspeople and gain insights into the professional arts world.

## Course structure

We will focus on the Explore/Bronze levels of the Awards scheme. The course is made up of guided learning hours, which will be covered in the timetabled sessions. These sessions will be in the form of practical workshops to allow for students to explore and develop their creative skills. The course will provide opportunities to respond to the work of local artists and experience art beyond the classroom. Aspects of the course will be taught away from the classroom, allowing students to benefit from the experience of working creatively within different locations.

## Why study Arts Award?

Arts Award allows young people to explore and develop their creativity, as well as developing a wide range of transferable skills, such

as organisation, communication and leadership. It is a fantastic opportunity to gain wider knowledge from experts as well as gain a qualification for creating the work you love.

The benefits and experiences gained from participation in the Arts Award are a good preparation for further education and future employment.

## Key areas and skills that will be developed

**There are four key elements that are worked towards:**

Year 8 will study the **Explore certificate: Visual Arts pathway.**

- Take part in Art workshops
- Explore the work of artists and organisations
- Create an artwork
- Share your exploration

Year 9 will study the **Bronze certificate: Performing Arts pathway.**

- Take part in Performing Arts workshops
- Review an arts event/performance
- Artist research
- Pass on Arts skills to others

## How will I be assessed?

The evidence for the four key elements will be presented in the form of a logbook. This will contain examples, photographs, research and visual recordings of your experiences throughout the Arts Award. Informal assessment will take place throughout the award through verbal feedback and guidance issued during all practical sessions to support learning and development. Final assessment will be completed by the internal course advisor who will look for evidence within the work in participation of the arts activities and logbooks using the criteria specified by Arts Award:

- Art form knowledge and understanding
- Creativity
- Communication
- A sample of work will be externally moderated by the Arts Award body.

## How does it meet the Technology National Curriculum?

### DESIGN

**Students will be taught to:**

- Use research and exploration, such as the study of different cultures, to identify and understand user needs.
- Identify and solve their own design problems and understand how to reformulate problems given to them.
- Develop specifications to inform the design of innovative and appealing products that respond to needs in a variety of situations.
- Use a variety of approaches to generate creative ideas.
- Develop and communicate design ideas using annotated sketches, detailed plans, 3D modelling and oral and digital presentations

### MAKE

**Students will be taught to:**

- Apply knowledge of materials and techniques to the development of samples of work through various workshops.
- Select and use different tools, techniques, processes and equipment.
- Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties.

- Show evidence of clear understanding and choice when working with materials and techniques.

### EVALUATE

**Students will be taught to:**

- Analyse the work of past and present professionals and others to develop and broaden their understanding.
- Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups.
- Develop a better understanding of the impact creative developments can have on individuals, society and the environment, and the responsibilities of practitioners and designers when developing work to be experienced by others.

## Additional information about the course

There are so many different ways to approach the Arts Award: there really is something for everyone. It is not about being a top artist – more about the journey of discovery through a wide range of creative challenges. You can identify within the scheme your own areas of interest and strengths and the course can provide a platform for you to explore those areas in more detail.

## Possible career path/next steps for learning

Arts Award benefits are broad and extend beyond those who are interested in growing as an artist or art leader. The skills gained within the award can be applied to many different career pathways and provide an exciting talking point for interviews. Arts Award allows the development of crucial creative and communication skills that are essential in the 21st century.

# BUSINESS & ENTERPRISE



## PERSON TO CONTACT

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## What is Business & Enterprise?

Business & Enterprise is an exciting, practical course that gives students the chance to create, design and run their own Cumbrian business.

Working in teams, students develop an enterprise idea and take it from concept to reality by designing a brand, conducting market research, planning operations, managing finances and selling their product or service in a real trading environment.

This course directly contributes to the enterprise strand of the Cumbrian Award, helping students develop essential skills, behaviours and experiences that prepare them for future learning and the world of work.

## Course structure

The programme runs across a 12 week cycle and mirrors real world business startup processes. Students will:

- Generate and evaluate business ideas
- Work together to choose a final concept
- Conduct market research and engage with a local Cumbrian business
- Develop mission, values and a full brand identity
- Create a business plan including operations, marketing and finances
- Launch and run their business in school
- Reflect on their success as part of the Cumbrian Award

All activities align to pages and tasks within the official Cumbrian Award Enterprise Workbook, providing structured evidence for assessment.

## Why study Business & Enterprise?

This course gives students hands-on experience of how businesses work and how ideas become successful products or services. It encourages creativity, teamwork, problem solving and leadership while promoting an understanding of what makes a business sustainable, ethical and community focused.

Students develop confidence and independence, learning skills valued across all future pathways – from GCSEs to apprenticeships and employment.

The Enterprise course is ideal for anyone who enjoys practical learning, innovation and working with others.

## Key areas and skills that will be developed

Students will develop a wide range of transferable and employability skills, including:

- Creativity & innovation – designing products, logos and marketing
- Communication & teamwork – working within a business team
- Market research skills – gathering and analysing customer insights
- Financial literacy – budgeting, pricing and profit calculation
- Branding & marketing – developing a compelling identity
- Leadership & project management – planning and launching a business
- Resilience & problem solving – overcoming challenges in real time
- Reflective skills – evaluating success and identifying improvements

These skills directly support the Cumbrian Award's focus on developing capable, confident young people.

## How will I be assessed?

Assessment is based on completion of the official workbook and participation in practical enterprise tasks, including:

- Market research activities
- Brand development tasks (name, logo, mission, values)
- Production of a business plan
- Completion of accounts
- Successful participation in the enterprise trading event
- A final written reflection on skills, success and personal growth

This evidence is used to award the Enterprise Strand of the Cumbrian Award.

## Possible career path / next steps for learning

Business & Enterprise develops skills relevant to a wide range of future careers, including:

- Business management
- Marketing, media and digital industries
- Finance and accounting
- Entrepreneurship and start up leadership
- Sales, retail and customer service
- Project management
- Design, branding and communications

It also provides a strong grounding for further study in GCSE Business, Creative iMedia, Design & Technology and wider vocational routes.



## Additional information

Students will work collaboratively and independently, developing their own business idea while also contributing to their group's final product or service.

The course offers a high level of practical, real-world learning and builds confidence, communication and enterprise skills – empowering students to be the best they can be within our Creative Curriculum.

# CREATIVE MEDIA & DESIGN



## PERSON TO CONTACT

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## What is Creative Media & Design?

Creative Media & Design is an opportunity for students to explore the creative media industry, a sector that is worth billions of pounds and features in most people's lives. Through TV or publishing materials, such as comic books and magazines, or even our social media, we all engage with this industry daily. Creative Media & Design focuses on individual aspects of this sector in a primarily practical sense, researching existing products to create a broad understanding of genre, narrative and other important themes.

## Course structure

Creative Media & Design follows the three-part process of media creation (Pre-production, Production and Post-Production) that is used in industry and allows for an organised, coordinated approach to the curriculum. By mirroring the three stages, students are exposed to the full process of media production and gain a greater understanding of the methods and skills involved in designing and creating media products.

Lessons will be in the form of workshops where students will first research products and the theory behind their decisions before applying this knowledge in practical led sessions.

## Why study Creative Media & Design?

Creative Media & Design allows students to develop their creativity and independence through project-led learning, giving them a great sense of autonomy over their education. It is an opportunity to develop a unique set of skills and familiarity with programs that may not occur in other subjects.



## Key areas and skills that will be developed

- Leadership
- Team work
- Digital & IT skill.
- Presentation skills
- Creative skills
- Communication
- Independence



## How will I be assessed?

**There will be multiple stages of assessment that are matched to the different stages of the production process.**

**Examples of these include:**

- **Concept & Pre-Production:** Students will create a series of initial ideas with reasons why each fits the design brief, eg annotated sketches/mood boards. From these a final concept will be picked and developed further before

being submitted for feedback.

- **Production:** Once rough material has been generated/gathered, students will be given the opportunity to assess each other's work and give constructive feedback.
- **Post-Production:** The final product, once all editing and creation has been done, is submitted for final assessment.

## How does it meet the Technology National Curriculum?

### DESIGN

- Research will underpin the creative design process for both years and will cause students to explore different views and techniques used within creative media design.
- By using a variety of approaches, students will generate creative ideas and avoid stereotypical responses.
- During the research & design process, students will identify and solve their own design problems, which will be further enhanced through teacher feedback at set Formative Assessment periods.
- Students will use annotated sketches/mood boards (Year 8) and storyboards (Year 9) to inform and communicate their ideas whilst working towards the design brief.

### MAKE

- Creating products throughout multiple stages of the production process, including concept, production and edit. Products will be submitted at various stages of the process, which will require further production.

### EVALUATE

- Students will evaluate the work of others during the design/



pre-production process in order to better understand genre and make informed design decisions.

- Test, evaluate and refine their products based on formative feedback received throughout the production process.
- Peer-assessment of the group products to evaluate the work of others in order to further inform their own product design.

## Additional information about the course.

Students will not be expected to provide their own resources. The school will provide the appropriate digital resources.

## Possible career path/next steps for learning

The skills developed in Creative Media & Design are transferable to many subjects and careers such as IT or the Arts Award. The course also builds and strengthens a solid foundation of technology and media-based knowledge which would be fantastic for Creative iMedia, Engineering and other Technology-based GCSEs. Additionally, it builds IT skills that are useful in nearly all careers and are a skill set highly sought after by employers.

# DT PRODUCT DESIGN



## PERSON TO CONTACT

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## What is DT Product Design?

This is a Design & Technology-based course which provides opportunities for students to develop their capability, combining their designing and making skills with knowledge and understanding in order to create quality products.

DT Product Design is a practical, valuable subject. It enables students to actively contribute to the creativity, culture, wealth and wellbeing of themselves, their community and their nation. It teaches how to take risks and become more resourceful, innovative, enterprising and capable. Students develop a critical understanding of the impact of design and technology on daily life and the wider world. It provides excellent opportunities for students to develop and apply value judgements of an aesthetic, economic, moral, social and technical nature, both in their own designing and when evaluating the work of others.

## Course structure

The course will cover these main areas:

- Designing
- Modelling
- Prototyping
- Testing

Students will design and make products that solve real and relevant problems. The course builds on skills and knowledge students have been taught in primary school and in Year 7. Students can show flair and imagination while building practical skills. They will acquire and apply knowledge and understanding of materials and components, mechanisms and control systems, structures, existing products, quality and health and safety.



## Why study Product Design?

This course will encourage students to build their knowledge and understanding of the design process and systems involved in developing new products. Students will pay attention to detail, and will develop knowledge of aesthetic design and customer appeal with their new ideas. It leverages sophisticated resources, including dedicated teaching environments, computer aided designing and manufacturing equipment and specialist teaching.

## Key areas and skills that will be developed

- Communication skills
- Observation skills
- Problem-solving skills
- Artistic and innovative flair
- Knowledge of the industry and market trends

## How will I be assessed?

Students explore and evaluate the work of others through technical analysis of products. They can then design products that are an improvement upon a current product, or design something that takes the best features and combines them. Function and form are both areas for development within this unit. Practical skills will be tracked every lesson and formal assessments will take place in a variety of different forms: practical, non-practical, group tasks and extended writing.

## Additional information

At the course's core is creativity and imagination. Students learn to design and make products that solve genuine problems within different contexts while considering their own and others' needs, wants and values. To do this effectively, they will acquire a broad range of subject knowledge and draw on additional disciplines such as mathematics, science, engineering, computing and art.

## How does it meet the Technology National Curriculum?

### DESIGN

- Use research and exploration, such as the study of different cultures, to identify and understand user needs.
- Identify and solve their own design problems and understand how to reformulate problems given to them.
- Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations, use a variety of approaches to generate creative ideas and avoid stereotypical responses.
- Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools.

### MAKE

- Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture.

- Select from and use a wider, more complex range of materials, components and ingredients, considering their properties.

### EVALUATE

- Analyse the work of past and present professionals and others to develop and broaden their understanding.
- Investigate new and emerging technologies.
- Test, evaluate and refine their ideas and products against a specification, considering the views of intended users and other interested groups.
- Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists.

### TECHNICAL KNOWLEDGE

- Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions.
- Understand how more advanced mechanical systems used in their products enable changes in movement and force.
- Understand how more advanced electrical and electronic systems can be powered and used in their products (for example, circuits with heat, light, sound and movement as inputs and outputs).
- Apply computing and use electronics to embed intelligence in products that respond to inputs (for example, sensors), and control outputs (for example, actuators), using programmable components (for example, microcontrollers).

## Possible career path/next steps for learning

Students who pass this course will be able to continue learning on this pathway. This course prepares you for design courses at KS4, GCSE Design and Technology or BTEC Engineering and then also onto Level 3 Engineering in sixth form. There are many job opportunities, including graphic designer, engineer, product manager, clothing and textiles technologist and interior designer.

# FOOD NUTRITION & PREPARATION



## PERSON TO CONTACT

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## What is Food Preparation & Nutrition?

This is a practical skill-based course which embraces hands-on practical experience. It develops food preparation skills and allows students to develop their knowledge and understanding of ingredients and healthy eating. Gordon Ramsay once said 'push your limit to the absolute extreme' and this is the philosophy we have in mind when planning and creating new cooking experiences. We aim for all students to develop high level preparation and cooking techniques. The Nutrition element of the course studies how food and drink affect our bodies with a special regard to the nutrients necessary to support health. An important factor that will determine your quality of life is your knowledge of nutrition and the quality of food that you eat. If you want to live a healthy life you must be inquisitive about the effects of food on your body and this course will educate students to make informed choices in relation to the food and drinks they consume.

## Course structure

The course will cover these main areas:

- Food preparation and cooking.
- Designing, making and evaluating food.
- Promoting and applying nutrition.
- Applying aspects of consumer awareness.
- Implementing good food safety and hygiene.

The course gives participants the opportunity to be in a student-centred learning environment in which they are driving their own learning. They will be developing practical skills and creativity and undergoing new experiences which will build on previous Food lessons. They will regularly demonstrate food preparation and cooking techniques through practical and group work, creating new and exciting dishes. They will increase their knowledge of consumer

food and drink choice and learn how to apply this to real life situations by following the design/make/evaluate process. Weekly practical lessons are a vital part of the course. We will provide opportunities to embrace active discovery learning by promoting critical thinking, such as problem solving and by encouraging students to create new and innovative solutions.

## Why study Food Preparation and Nutrition?

This course meets all the features of the national curriculum for Technology and prepares students for all aspects of Technology-based GCSE courses. It will develop students' technical abilities, practical expertise and confidence when performing practical tasks. The lessons will facilitate exploration and discovery and will embrace practical hands-on experiences. Students will build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality products for a wide range of users. Students will evaluate and test their ideas and products and the work of others developing their metacognition and ability to express their opinions.

## Key areas and skills that will be developed.

Areas of knowledge which will be covered include:

- Resilience; food, diet and health; food science; food safety; food choice; food provenance

Practical skills which will be mastered and applied will include:

- General practice skills; knife skills; preparing fruit and vegetables; use of a cooker; use of equipment; cooking methods; preparing, combining and shaping; sauce making; marinating; making a dough; using raising agents and setting mixtures
- Critical thinking and problem-solving skills
- Metacognitive skills

- Communication skills
- Health, Hygiene and Food Safety procedures
- Independence and decision-making skills
- Resilience

## How will I be assessed?

Practical skills will be tracked every lesson and formal assessments will take place in a variety of different forms: practical, non-practical, group tasks and extended writing.

## Additional Information

Students will be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables students to feed themselves and others affordably and well. Students will become competent in a range of cooking techniques; and understand the source, seasonality and characteristics of a broad range of ingredients

## How does it meet the Technology National Curriculum?

### DESIGN

Students will be taught to:

- Use research and exploration, such as the study of different cultures, to identify and understand user needs.
- Identify and solve their own design problems and understand how to reformulate problems given to them.
- Develop specifications to inform the design of innovative, functional, appealing products.
- Use a variety of approaches to generate creative ideas and avoid stereotypical responses.
- Develop and communicate design ideas using annotated sketches, detailed plans, oral and digital presentations.

### MAKE

Students will be taught to:

- Select from and use specialist tools, techniques, processes



and equipment precisely.

- Select from and use a wider, more complex range of materials, components and ingredients, considering their properties.

### EVALUATE

Students will be taught to:

- Analyse the work of past and present professionals and others to develop and broaden their understanding.
- Investigate new and emerging technologies.
- Test, evaluate and refine their ideas and products against a specification, considering the views of intended users and other interested groups.
- Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists.

## Possible career path/next steps for learning

The practical skills and knowledge of ingredients developed in Food Preparation & Nutrition are transferable to many other subjects in Year 8 and 9 such as PE and Science. Food Preparation & Nutrition would be suited to career pathways for: Nutrition, dietetics, sports and exercise, nursing and medical-related careers, as well as food product development and food marketing and buying. It is often related to business courses, chef and catering careers, food criticism and food writing.

# OUTDOOR LEARNING



## PERSON TO CONTACT

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## What is an Outdoor Learning Award?

The Whitehaven Outdoor Learning Award is a local implementation of The National Outdoor Learning Award (NOLA). This award recognises and captures the personal development outcomes of participants during a 12-week programme of regular outdoor learning experiences in partnership with a number of local organisations.

During the course, students will also achieve the John Muir Award with its four challenges of Discover, Explore, Conserve and Share. Students may also collaborate with a researcher from The University of Cumbria in some academic research into Outdoor Literacy and creating Outdoor Citizens. The course will be adapted according to seasons and the opportunity to engage with diverse local and national partners.

## Exemplar Course structure

**Week 1** Working together: Problem solving, Teamwork.

**Week 2** Working together safely: Fire lighting, Bush Craft, Damper bread baking.

**Week 3** Working together: Shelter construction.

**Week 4** Working with partners: Navigation.

**Week 5** Working with partners: Orienteering/Geocaching.

**Week 6** Working with partners: First Aid and response scenario.

**Week 7** Working with the local environment: Improving the environment, Using tools.

**Week 8** Working with the local environment: West Cumbria Rivers Trust, Conservation.

**Week 9** Environment in action: Paddle boarding, West Cumbria Canoe Club.

**Week 10** Environment in action: Sea bins from the water, D of E presentation, Inner Harbour with WHYP.



**Week 11** Expedition planning: Cycle wise, Bikeability, Cycle Maintenance.

**Week 12** Supported Group Expedition and Assessment: Ennerdale, Gillerthwaite YH.

## Why study an Outdoor Learning Award?

The Whitehaven Outdoor Learning Award will be fun, challenging and allow students to engage with the environment around their school and with many of the local organisations that make the area great. We have also linked the Outdoor Learning Award to the Explore phase of the Cumbrian Award.

The award will provide students the opportunities to embed personal development into a wide range of outdoor learning environments. It will give them a chance to Discover, Explore, Conserve and Share and to fully appreciate their place in the natural environment that surrounds them.

Throughout the course, students will have the chance to meet and

work with representatives from the following local groups. Each will talk briefly during their session about employment opportunities and pathways to become involved with their organisations. The design of the award, and the participation of local partners, is intended to facilitate long-lasting connections between our students and the opportunities in the community around them.

- West Cumbria Rivers Trust.
- Whitehaven Harbour Youth Project.
- Low Gillerthwaite Youth Hostel Association.
- West Cumbria Orienteering Club.
- Cyclewise.
- Copeland Canoe Club.
- University of Cumbria.
- Forestry England/Wild Ennerdale.
- Outward bound.
- Cumbrian Award

## Key areas and skills that will be developed

### You will learn;

- How to work with a group and solve problems.
- How to safely light and extinguish a fire for cooking.
- How to design and construct a shelter.
- How to navigate with map/compass and satellite navigation technology.
- How to use tools for the purposes of conservation.
- How to contribute to conservation activities in the local area.
- How to stand-up paddleboard (SUP).
- How sea bins work and why they are important.
- How to cycle safely and how to do some basic cycle maintenance.

- How to support yourself and your team on an expedition.
- How to reflect on what you have achieved and assess your progress.

## How will I be assessed?

You will assess yourself and your team by reflection on the progress you make in sessions and on the expedition you plan and experience in the final week. Assessment will be against the criteria set out by the National Outdoor Learning Award scheme and The John Muir award.

## Additional information about the course

You will spend almost all of the learning hours outside with some visits into the local area and community. You will almost certainly get wet and muddy at times. You will not need any equipment except for some warm clothes.

## Possible career path/next steps for learning

Outdoor Instructor, Youth work, Youth Hostel Management, Conservation, Landscaping, Armed Services, Forestry Commission, Farming, Tourism, Research.

During the course you will have opportunities to talk to people who work locally and nationally in these fields and ask them questions about their career paths and jobs.

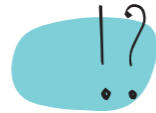
# PHILOSOPHY & POLITICS



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DEBATE



## What is Philosophy & Politics?

Philosophy & Politics are two very exciting subjects which aim to get you to think and discuss some of the most profound questions in the world today.

Philosophy is all about thinking, questioning, discussing and analysing the world in which we live. Some examples of questions that philosophers have pondered include: What happens when we die? Is there a God? Is time real? Do we live in a computer simulation? and many, many, more.

Politics is very closely related to Philosophy, in that we discuss and debate different issues. In Politics, we specifically look at how countries are governed and managed, and how we should live and act within human society. Questions that are often discussed within politics include: Should the death penalty be allowed? How much tax should we pay? Should schools be free at the point of access?

## Course structure

While the course is called Philosophy & Politics we will divide these two subjects into six-week blocks so we get a good amount of time to really delve into our discussions and debates. All lessons in the plan will follow the same structure: part one of the lesson will be building the knowledge about a particular issue, part two will discuss and debate the issue, allowing for everyone's opinions to be heard.

In Year 8, students will take an in-depth look at the UK political system, discussing issues such as the differences between political parties, the work of the Prime Minister, strengths and

weaknesses of democracy within the UK. In Philosophy, students focus on questions about the origin of the universe and will cover religious ideas such as the Christian Creation Account and scientific views including the Big Bang Theory.

In Year 9, students study politics at a more advanced level, looking at different types of political systems such as totalitarianism, anarchy, capitalism and communism. In Philosophy, students study an array of philosophical questions and issues, some of which include: How should we treat each other? Is war ever justified? Does God exist?

## Why study Philosophy and Politics?

Philosophy & Politics aims to produce well-rounded individuals and to give the students a firm understanding of the world in which we live. Engaging with the course material encourages



students to reflect and form their own opinions about some of the world's most profound questions, while also developing their discussion and presentational skills.

This is an exciting course that is full of academic rigour but pitched at a student-friendly level, enabling those with a thirst for discussion and debate to really shine.

## Key areas and skills that will be developed

- A better understanding of current affairs.
- A well-rounded and balanced knowledge of Politics and Philosophy.
- A powerful oracy-based skill set.
- An ability to reflect on and develop opinions.
- Presentation skills.
- Confidence in speaking and more generally.
- Well-rounded, holistic individuals.
- A head start with GCSE History and GCSE RPE content and skills.

## How will I be assessed?

75% of your final mark will be determined by two written assessments at the end of each of the Philosophy and Politics units.

25% of your final mark will be determined by your participation in discussions during the lessons.

## Additional information about the course

This course has very close links with GCSE History and Religion and Philosophy & Ethics so if you are thinking of taking those subjects in year 10, this course will be ideal for you.

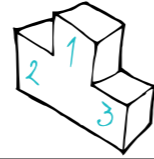
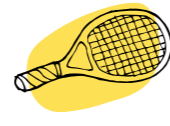


## Possible career path/next steps for learning

This course is ideal for anyone academically minded and who wants to progress further with their education beyond Year 11. In particular, this course will develop great skills essential for careers in:

- Education.
- Law and justice.
- Medicine.
- Journalism.
- Politics.
- Academia.
- Research.
- Marketing and Public Relations.

# SPORTS LEADERSHIP AWARD



## PERSON TO CONTACT

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## What is Sports Leadership?

The Level 1 Qualification in Sports Leadership is a nationally recognised qualification that enables successful learners to assist in leading purposeful and enjoyable sport/physical activity, under direct supervision.

## Course structure

The course consists of two units.

**Unit 1** Establishing leadership skills.

**Unit 2** Plan, assist in leading and review sport/physical activities.

The majority of the course is practical in nature with an emphasis on learning through doing, rather than through written work.



## Why study Sports Leadership?

The Sports Leadership Award gives you the skills required to lead groups in safe sporting and recreational activity. It encourages you to take responsibility for others, develops

your organisational and communication skills and builds your confidence. You learn skills such as communication, teamwork, problem solving and the preparation and planning of activities to help develop, lead and evaluate your own activity.

## Key areas and skills that will be developed

### Unit 1 Establishing Leadership Skills

**Learning outcome 1** Know the skills and behaviours needed to lead others.

**Learning outcome 2** Know how leadership skills and behaviours can be used in a range of situations.

**Learning outcome 3** Be able to develop own leadership skills.

**Learning outcome 4** Understand the roles and responsibilities of a sports leader.

### Unit 2 Plan, assist in leading and review sport/physical activities

**Learning outcome 1** Be able to plan appropriate sport/physical activities.

**Learning outcome 2** Be able to assist in leading appropriate sport/physical activities.



**Learning outcome 3** Be able to develop own leadership skills.

**Learning outcome 4** Understand the roles and responsibilities of a sports leader.

## How will I be assessed?

Continuous assessment of set tasks evidenced through a personal learner record as well as being observed.

## How does it meet the Technology National Curriculum?

### DESIGN

- Identify and solve their own design problems and understand how to reformulate problems given to them.
- Use a variety of approaches to generate creative ideas when planning sessions.
- Develop and communicate plan ideas using annotated sketches, detailed plans, oral presentations and demonstrations.

### MAKE

- Show evidence of clear understanding and choice when working with equipment and techniques.

### EVALUATE

- Students will evaluate the work of others during their delivery process in order to better understand the session and make informed decisions for their plans.
- Peer-assessment of the plans and sessions, evaluate the work of others in order to further inform their own activity.
- Evaluate the health and safety of the session they are delivering.



- Evaluate the use of equipment within their sessions.
- Critique, evaluate and test their ideas and sessions and the work of others.

## Additional information

Participants learn the skills such as communication, teamwork, problem solving and the preparation and planning of activities to help them develop, lead and evaluate their own activity. It has a multi-sport practical approach where learners are introduced to a wide variety of generic and sport specific games to ensure a fun, practical learning experience.

## Possible career path/next steps for learning

The Sports Leadership program equips learners with transferable skills that extend beyond sport. These skills include communication, teamwork, problem-solving and time management, which can be utilised in any career pathway. Careers related to the qualification include: Exercise physiologist, fitness centre manager, personal trainer, primary school teacher secondary school teacher, sports administrator, sports coach, sports development officer, sports therapist.

# STEM (CREST) AWARD



## PERSON TO CONTACT

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## What is the CREST Award?

**CREST** is the British Science Association's scheme for **STEM** project work that inspires young people to think and behave like scientists and engineers. It is a nationally recognised scheme for student-led project work in the **STEM** subjects (science, technology, engineering and maths).

## Course structure

The project will run for 12 weeks.

During this time students will work in groups to do the following:

- Interpret forensic evidence to build a case and present their findings.
- Carry out the investigation.
- Record their results.
- Interpret and analyse results.
- Communicate results with others.
- Suggest improvements and real-life applications of their finding.



## Why study CREST Award?

**CREST** Award helps young people become independent and reflective learners through enquiry-based project work. Students are given opportunities to solve problems and consider real-life applications of science and engineering, for example, in the design and testing of materials for sports.

## Key areas and skills that will be developed

There are many skills that will be developed while working towards the **STEM** Bronze **CREST** award. Students will develop skills in team work, in communication, in problem solving and in presenting ideas, to name just a few. Students have opportunities to research ideas, explore new ideas and develop critical thinking skills that will help with a wide range of careers in their futures.



## How will I be assessed?

Students will be assessed by the teachers against the criteria for the bronze **CREST** award. Students who meet all criteria will be awarded a personalised certificate for this award. Examples of criteria include planning a project and showing an understanding of the science behind the project.

## How does it meet the Technology National Curriculum?

### DESIGN

- Use research and exploration to identify and understand user needs.
- Identify and solve design problems and understand how to reformulate.

### PROBLEMS

- Develop and communicate design ideas using annotated sketches, detailed plans, 3D and mathematical modelling, oral and digital presentations and computer-based tools.

### MAKE

- Select from and use specialist tools, techniques, processes and equipment.
- Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties.

### EVALUATE

- Analyse the work of past and present professionals and others to develop and broaden their understanding.
- Investigate new and emerging technologies and materials.



- Test, evaluate and refine ideas and products against a specification, taking into account the views of intended users and other interested groups.
- Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists.

### TECHNICAL KNOWLEDGE

- Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions.

## Possible career path/next steps for learning

**CREST** awards open up many opportunities to explore themes linked to a wide range of careers, both engineering and science based. Students who successfully complete the bronze challenge award are able to move on to the silver or gold award.

**CREST** awards are also an excellent addition to **UCAS** personal statements for students wishing to apply to university, or on application forms for jobs and apprenticeships.

# TEXTILES



## PERSON TO CONTACT

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## What is Textiles?

Textiles is a practical-based course where students get the opportunity to develop their design technology skills alongside an understanding of how a Textiles product can be designed, made and sold as part of a business in the real world.

As part of the Design & Technology world, this Textiles course allows students to explore the world of fibres, fabrics, decoration and fashion. It is a long journey from realising how many Textiles items there are around us, to making the first steps in using a needle and thread, learning how to use a sewing machine and how to decorate fabrics, to designing and making their own completed products.

## Course structure

This course will be one project where students will develop their own textiles-based product which could be sold in our community.



The Textiles course encourages communication and problem solving, linking to intentions and ideas, whether it is in written, spoken or drawn form, and developing those communication skills.

The design process is also client based, where you must consider others' needs and wants when solving problems and designing solutions to suit your client's needs. Students will also need to base solutions, intentions or conclusions on research and evidence collected during the design process. Research and analysis will develop links to expertise in developing analytical

skills through being able to analyse strengths, weaknesses and improvements needed to help inform ideas and suitable solutions. This can be through analysing others' work to inform ideas or through analysing your own work produced to inform further steps in your project. Students will also learn to develop their creativity through understanding the importance of being able to generate a range of different, creative and innovative ideas for their client, and the brief generated with links to a design problem.

## Why study Textiles?

Textiles is an ideal subject for students who enjoy practical work, such as drawing and designing and physically making things. While some written, critical and analytical skills are required, there is an emphasis on practical work and building practical skills.



Textiles, and Technology as a whole, offer the chance for people to continue to change the world as they solve problems both locally and globally. This country has been at the cutting edge of innovation for centuries with Technology subjects coming together to create and deliver products that have shaped the way we live.

## Key areas and skills that will be developed

Students who study D&T Textiles learn a wide range of textiles skills. Some are traditional, such as learning hand sewing techniques, to the use of sewing machines. Students also learn decorative techniques, such as using fabric dyes, printing and

embellishing. Students use a range of different equipment.

## How will I be assessed?

Practical skills will be tracked every lesson and formal assessments will take place in a variety of different forms: practical, non-practical, group tasks and extended writing.

## How does it meet the Technology National Curriculum?

### DESIGN

- Use research and exploration, such as the study of different cultures, to identify and understand user needs.
- Identify and solve their own design problems and understand how to reformulate problems given to them.
- Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.
- Use a variety of approaches (for example, biomimicry and user-centred design) to generate creative ideas and avoid stereotypical responses.
- Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations.

### MAKE

- Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture.
- Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties.



## TECHNICAL KNOWLEDGE

- Understand how more advanced electrical and electronic systems can be powered and used in their products..

## Possible career path/next steps for learning

While some professionals in the textile industry may choose a design career, such as clothing or colour technologist, others might prefer jobs in the manufacturing or marketing of textiles. Professionals who earn a textiles degree might also find careers in other industries. For example, a textiles degree could help you pursue other creative jobs like graphic designer, engraving or illustration. Other professionals with a textile degree may prefer to focus more on the technical skills by pursuing a manufacturing or product development career in another field.

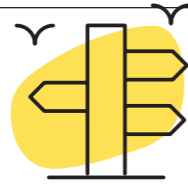
# CUMBRIAN AWARD PATHWAY



## PEOPLE TO CONTACT

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**Miss Skillen**  
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**Please note the Cumbrian Award is not a standalone subject. Rather it is a pathway students can take through their Creative Curriculum choices.**

Some subjects from our Creative Curriculum offer allow students to complete the Cumbrian Award, either as a strand or the full award.

This award enables students to develop their confidence, independence and a sense of adventure, whilst increasing their exposure to, and engagement with, Cumbrian culture and developing and applying their enterprise skills.

## Adventure, Enterprise & Culture

The Cumbrian Award is supported by the WELL Project and endorsed by the University of Cumbria.

The award is recognised as an enriching and inspiring opportunity for young people in Cumbria. Ultimately, the Cumbrian Award aims to enrich the experiences and lives of the students who participate.

It aims to enhance the 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.



Cumbrian Award pathway:  
**Arts Award, Outdoor Learning, Textiles or Business and Enterprise.**

## Cumbrian Award Pathway

There are three strands to the Cumbrian Award:-

**Culture award:** studying Arts Award in Year 8 or 9, any additional arts trips or experiences linked to Cumbria outside of curriculum time.

**Adventure award:** studying Outdoor Learning in Year 8 or 9, adventures away from home trips, or Duke of Edinburgh.

**Enterprise award:** studying Business and Enterprise in Year 8 or Textiles in Year 9 to design, create and market a product as a small business.

Students will log their learning in their Cumbrian Award and Cumbrian passport booklets.

Those who complete all three strands are eligible for the Cumbrian Dovera Award at the end of Year 9.

Cumbrian Award pathway: Arts Award, Outdoor Learning, Textiles or Business and Enterprise.



# APPLICATION PROCESS

Helping you make the right choices



The whole point of the Creative Curriculum is that it gives students the opportunity to explore learning in a different way as well as develop existing skills further. In light of this, it is completely understandable that students will want to know more before making their choices. Consequently, in the lead up to making final choices, students will have taster workshops to give them a flavour of what is available and how they can develop as learners.

## How do I apply?

Following the workshops students will need to complete an online form.

**Year 7 students** will need to pick their first three choices for Year 8 and their first three choices for Year 9.

They must pick Food and Nutrition in at least one year.

They should also pick one other Technology based course for each year (indicated with (T) next to it).

**Year 8 students** will need to pick their first three choices for Year 9. One of those courses must be a Technology based course. They should also pick a reserve course.

Please note that we will do our best to ensure all students can study the courses they choose. We will determine the order that students study their courses as best suits the sizes and makeup of the different groups.



Find out more about the Creative Curriculum and get a taste of what's involved.

Watch the video at [www.whitehavenacademy.org.uk](http://www.whitehavenacademy.org.uk)



ideas



The Whitehaven Academy

# CREATIVE CURRICULUM

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design

