Sandhill View

Level 2 Technical Award in Land Based Studies Curriculum Policy

Achieve Aspire Enjoy

Academy Aim

Here at Sandhill View Academy, we aim to securely equip **all** of our students for life beyond school as successful, confident, responsible and respectful citizens. We believe that education provides the key to **social mobility** and our curriculum is designed to build strong foundations in the knowledge, understanding and skills which lead to **academic and personal success**. We want our students to **enjoy** the challenges that learning offers. And ultimately, we want students to '***Know More, Do More and Go Further'***

Our aims are underpinned by a culture of **high aspirations**. Through developing positive relationships, we work towards every individual having a strong belief in their own abilities so that they work hard, build resilience and **achieve** their very best.

Intent

The curriculum includes project-based learning, assemblies and extracurricular activities. We regularly review content to ensure we continue to meet our curriculum aims. The Outdoor Learning curriculum is planned to allow students to become immersed in the world they live in and allow them to have personal growth in the skills that are required to be a well-rounded citizen, whilst conducting a range of fieldwork linked to Geography. By completing a range of topics, students build skills that are transferable across all curriculum areas and help them put theory into practice. The Outdoor Learning curriculum will enhance pupils' self-confidence, motivation and physical skills through project-based learning. The Outdoor Learning curriculum is planned to enable all students to confidently develop knowledge and skills in the following areas:

- Studying Land Based Studies offers students the opportunity to explore a wide variety of topics that underpin the skills and qualities needed for a multitude of future careers within the land based sector.
- Allow students to acquire the skills, knowledge and interdependence required to work in this industry.
- Studying Land Based Studies teaches our students about the industries that provide us with the food we consume, energy that we use and the impact on the environment whilst focusing on the small and medium businesses within these industries.
- In this subject student, will be academically challenged through the broadness of the curriculum and the wide range of real-life scenarios that they will face which prepares students for their life beyond school.
- Our courses offer a clear assessment and intervention programme where our students are encouraged to independently strive to achieve their full potential.
- The course is tailored to build resilience and practical skills required in real life situations.

Throughout our programmes of study, every attempt is made to make explicit links to careers and the world of work. In addition to subject specific links, we aim to explicitly reinforce the skills and aptitudes which support employers say are important in the workplace;

- Resilience (Aiming High Staying Positive Learning from Mistakes)
- Collaboration (Teamwork Leadership Communication)
- Creativity (Originality, Problem Solving, Independent Study)

The British values of democracy, the rule of law, individual liberty, and mutual respect of those with different faiths and beliefs are taught explicitly and reinforced in the way in which the school operates.

Sequence and structure

Our curriculum is delivered throughout Key Stage 4 (Years 10 and 11).

Literacy

We know that students who read well, achieve well. As such all subject areas are committed to providing regular opportunities to read extensively. There are a range of technical key words that are embedded throughout the course and students use these through PUSH and FRAYER models to help develop a deep understanding of these key words. A range of strategies are used to allow students to understand and develop their literacy skills such as the use of SMART reading and SMART writing tasks which allows students to focus on key words and develop their literacy skills. We use Literacy end points to help develop students literacy skills.

KNOW MORE: Land Based Studies Curriculum includes the following areas of study:

Two year KS4 with 3 lessons per week.

KS4	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 10	**Unit 201 – Exploring the Use of Land** Students will develop a deep understanding of the various different land uses that are found within the UK from agriculture to renewable energy. Students then move onto exploring the factors that can determine the success of failure of land production and use, such as; topography, climate, socioeconomic factors and conflicts between land uses. This half term students will look at how industries can diversify to promote the success of land in the UK, and explore how diversification	**Unit 201 – Exploring the Use of Land** Students will look at various diversification projects such as agroforestry, permaculture and farm shops and make clear links between clusters of industry. Students will investigate the history of human activity in the UK and how this has shaped the country today, from 1650 with the Enclosure act to Brexit and the impact this has had on UK land use and production. Once a deep understanding has been developed on the various land uses	**Unit 202 – Health and Wellbeing of animals** Students will understand the processes of administering feed types to a variety of domestic and agricultural animals, and the nutritional requirements of common companion and livestock animals. Students will develop their risk assessment skills through producing a series of risk assessments for feeding, handling and checking health of poultry and other livestock. Students will	**Synoptic Assignment** Students will be completing their synoptic assignment during this half term where students will complete 4 tasks based on a scenario. Task 1: Risk assessments Task 2: Soil sampling and written reports Task 3: Detailed written report based upon scenario. Task 4: Animal husbandry tasks.	**Unit 203 – Application of technology in the Land Based sector.** Understand the role technology plays in the management of land-based industries. Students will develop an understanding of how technology can be implemented within the land based industry. Students will also be look at the factors that influence the selection, design and operation of technology. Students will make comparisons between land industries to develop an	**Unit 203 – Application of technology in the Land Based sector.** Understand the range of technology used within land-based industries such as; Land management and production, Animal health and welfare and Environmental industries. Understand how science and innovation has influenced technology development, focusing on the use of scientific principles to bring about technological advancements.

	reduces business risk.	within the UK students will look at the challenges and conflicts that arise when land is used for; food production, leisure and conservation.	learn and develop practical skills for feeding animals, keeping records and completing a full inspection of the two species of birds they will use in their synoptic assignment.		understanding of the requirements of each industry, looking at how technology has improved the productivity of land in the UK.	
Year 11	**Unit 202 – Application of science in the land-based sector.** Students will understand the structure and function of plant cells and the structure of monocotyledons and dicotyledons, making comparisons between each one. Students will be explore the process of plant growth, tracking from seed to seed formation and be able to explain the complete cycle. Students will look at the different growing mediums that are available to grow in and explain the advantages and disadvantages of each one. Students will develop a deep understanding of the impact of poor growing conditions on crop yield and strategies to improve yields using a variety of	**Unit 202 – Application of science in the land-based sector.** What are the care requirements for plant growth across a variety of different land-based industries? Students will explore the signs of plant damage caused by common pests and the treatment methods of these to prevent impacting crop yields. Students will also be able to identify common plant diseases, application of treatments and prevention methods, in a variety of different horticultural and arable settings.	**Unit 202 – Application of science in the land-based sector.** Introduce nutritional requirements for carnivores, omnivores and herbivores as applied with the agricultural and animal management sector. What is the structure and function of monogastric and ruminant digestive systems. Understand the excretory system in animals. Function and sources of nutrients, the impacts of not providing the correct nutrients on growth and the impact on SME businesses. Plan diets for selected animals according to life stage and	**Unit 202 – Application of Science in the Land Based Sector.** Use scientific principles to monitor heath and wellbeing of animals. Be able to identify signs and symptoms of common diseases, and how to treat those diseases. Guest speakers – Vets, Farmers, Animal medicine suppliers.	**Exam preparation** Revision based on analysis from previous Mocks to prepare students for final exam in June.	**Exam preparation.** Revision based on analysis from previous Mocks to prepare students for final exam in June.

	natural and artificial fertilisers.		nutritional needs.			

DO MORE: Milestone assessment end points Unit specific substantive, disciplinary knowledge and skill end points are detailed on individual schemes of learning

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
10	Students shows very basic knowledge of land-based industries. Detail is extremely limited with only a few references made to land use, policies, scientific principles and geographical factors. Students has shown only a very basic understanding of land use in relation to geography and climate. There is limited evidence of explaining how the use of technology can influence productivity and connections are not always clear. There is some evidence of the candidate using their knowledge and understanding	Students shows basic range of knowledge from across the qualification which is sound and occasionally detailed. There is clear basic knowledge of the business, its role, history, the way land is utilised, geographical significance and scientific principles of plant or animal significance identified and accurate. Some technology has been integrated and accurate terminology is apparent. There is some reference to legislation. Students has shown a basic range of understanding of the relationship between geography, climate and land	Students shows a broad and detailed knowledge of the business and its purpose across the whole qualification range, showing a degree of confidence and accuracy. The knowledge clearly extends into the geographical significance of the location, the scientific principles of technology, plants and animals found in the business, inherent skills found, main challenges and conflicts and the organisations linked. Terminology is confidently used along with reference to relevant policies and legislation. Students shows broad and detailed understanding of concepts across the whole qualification range, confidently explaining the relationship between geography, climate, geology, advances in current and future technologies and land use in relation to industry productivity and competitiveness. All information is accurate.

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
	to make straightforward links between limited topics across the qualification.	use in relation to related industries, which are sound and on occasion detailed. Good explanations of how technology used influences productivity and competitiveness are given. Students consistently brings together their knowledge, understanding and skills when investigating the project. Candidate makes key links between a range of topics across the qualification.	Utilises a wide range of knowledge from across the qualification when investigating the project. Integration of knowledge, understanding and skills which informs an appreciation of the wider context of how the land is currently and could be used within the project.
11	Students has shown some basic knowledge of land-based industries, with only limited detail in some areas. Narrow range of examples provided. Knowledge of the business and consideration for wider factors such as diversity and relationships in land use management are limited. There is little evidence that one or more scientific principles have been understood in relation to plants and animals and only very limited technology has been identified. Students have shown some basic understanding of concepts from across the qualification, making very simple links between legislation and policy and land-based industries with insecurity in some areas. Examples of land use and industry provided cover a limited range. Some points show basic understanding but consideration of wider factors such as potential conflicts and challenges linked to geography, climate and use of technology are very limited.	Students have shown a good range of knowledge of the business, with some gaps, making several links to geographical significance of the site, accurate scientific relationships with technology, plants and animals deployed. Reference is made to other organisations linked and history of the business concerned. There is basic knowledge of the role skills play in the running of the business, and a basic understanding of the challenges and conflicts faced. Terminology regularly used to support descriptions and explanations are usually detailed. Students have shown a good range of understanding of concepts from across the qualification, showing a good understanding of the relationship between geography, climate, geology and land use. The candidate demonstrates a good understanding of the influence of legislation and policy and land use related industries and technology. Explanations are usually detailed. Understanding is consistent with reasoning coherent and well explained.	Explanation is clear and strong and links have been made between knowledge of all aspects of the qualification and the business studied. Gaps in knowledge of the business, its purpose, challenges and relevant legislation and policies which affect it are minimal. Scientific knowledge is clear, accurate and demonstrated with relevant links to technology, plants and animals and skills utilised in the business. Terminology is clear, accurate and routinely used. Integration of knowledge clearly and confidently shown throughout evidence. Explanation is clear and strong linking good practice to industry and highlighting potential impacts on communities, plants and/or animals associated with the project and the environment (where appropriate). The candidate shows a strong and thorough understanding of legislation and policy affecting land-based sectors. Concepts and understanding can be applied consistently and effectively within recommendations to improve productivity and remain environmentally sustainable. Utilises a wide range of knowledge from across the qualification to investigate the project holistically. Integration of knowledge, understanding and skills which informs a full understanding of the wider context of how the land is currently and could be used within the project.

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
	Students show evidence of using their knowledge and understanding to make key links between limited topics across the qualification.	Utilises a range of knowledge from across the qualification when investigating the project. Integration of knowledge, understanding and skills which informs basic appreciation of the land is currently and could be used within the project.	

GO FURTHER: Skills Builder

We aim to explicitly embed transferable 'Skills Builder' skills such as problem solving, aiming high and teamwork to prepare our students for higher education and employability skills for the future. This year in Land Based Studies we will focus on **TEAMWORK** including group decision making/recognising the value of others. **PROBLEM SOLVING** by exploring complex problems by analysing cause and effect and understanding through this through research. Furthermore, we want our students to **AIM HIGH** by setting goals, prioritising tasks and involving others.

How does our Curriculum cater for students with SEND?

Sandhill View is an inclusive academy where every child is valued and respected. We are committed to the inclusion, progress and independence of all our students, including those with SEN. We work to support our students to make progress in their learning, their emotional and social development and their independence. We actively work to support the learning and needs of all members of our community.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (CoP 2015, p16)

Teachers are responsible for the progress of ALL students in their class and high-quality teaching is carefully planned; this is the first step in supporting students who may have SEND. All students are challenged to do their very best and all students at the Academy are expected to make at least good progress.

Specific approaches which are used within the curriculum areas include:

- 1:1 support with practical tasks e.g. LSA within lessons to allow students to access controlled assessment and exam content.
- Resources adapted to accommodate a range of SEND needs.
- Seating plans to allow for peer/teacher support.
- Differentiated and feedback tasks outlined clearly on the board or in teaching resources and linked to assessment criteria at KS4.
- Group work and discussion tasks to develop confidence in leadership and ownership of learning.
- Work is always uploaded onto Teams in order for both students and parents to work outside of the lesson.

How does our curriculum cater for disadvantaged students and those from minority groups?

As a school serving an area with high levels of deprivation, we work tirelessly to raise the attainment for all students and to close any gaps that exist due to social contexts. The deliberate allocation of funding and resources has

ensured that attainment gaps are closing in our drive to ensure that all pupils are equally successful when they leave the Academy. More specifically within the Land Based studies department, we;

- Work to identify barriers, interests and what might help each pupil make the next steps in learning by using lead practitioner research and actions to support.
- Provide students with all materials to reduce financial burden on families.
- Provide support into work placements within year 10 in the Land Based Industries.
- Targeted support for under-performing students completed on a 6 weekly cycling following data capture

How do we make sure that our curriculum is implemented effectively?

- Staff have regular access to professional development/training to ensure that curriculum requirements are met.
- Curriculum resources are selected carefully and reviewed regularly.
- The subject leader's monitoring is validated by senior leaders.
- Staff have regular access to professional development/training to ensure that curriculum requirements are met. Staff also work in partnership to share good practice within the trust as well as networking in the local area.
- Effective assessment informs staff about areas in which interventions are required. These interventions are delivered during curriculum time to enhance pupils' capacity to access the full curriculum.
- Curriculum resources are selected carefully and reviewed regularly.
- Assessments are designed thoughtfully to assess student progress and also to shape future learning.
- Assessments are checked for reliability within departments and across the Trust.

How do we make sure our curriculum is having the desired impact?

- Examination results analysis and evaluation, reported to the senior leaders.
- Termly assessments-analysis and evaluation meetings
- Lesson observations
- Learning walks
- Book scrutiny
- Regular feedback from Teaching Staff during department meetings
- Regular feedback from Middle Leaders during curriculum meetings
- Pupil surveys
- Parental feedback
- External reviews and evaluations