

OAT 'Curriculum gold – using industry as a context for teaching'

COWES
ENTERPRISE COLLEGE
AN ORMISTON ACADEMY

[OAT]
Ormiston Academies Trust
ACHIEVING MORE TOGETHER

At a glance

Purpose:

To inspire students by bringing learning to life through connected learning with real world skills and careers and to embed maritime as a context for learning in Key Stage 3 with approximately 10% of all lessons using maritime to teach national curriculum subjects.

Developed resources:

Professional resources and tools to support teachers in other academies across the country to contextualise elements of their curriculum leading to the production of curriculum maps for teaching maritime across Key Stage 3, case studies and a 'How to' guide to support any school wishing to embed career learning outcomes within the curriculum.

[Find the resource here](#)

Treasure in plain sight

Christmas 1996. 24 million viewers tune into the Christmas special of the BBC sitcom 'Only Fools and Horses'. The episode features the discovery of a priceless 18th Century John Harrison watch used to calculate longitude at sea. It has been hidden in plain sight in Del Boy and Rodney's garage for years and its discovery finally makes them millionaires.

The episode is an apt picture for our experience at Cowes Enterprise College on the Isle of Wight. Surrounded by water, inheritors of a rich legacy of sailing and boat building, heirs to a thriving industry of cutting-edge composite technology used in super yachts and offshore energy and situated on major shipping lanes crucial for the supply of the UK economy, the maritime sector has been an educational treasure trove hidden in plain sight.

Maritime Futures

In 2019, we started to use maritime as a context for learning in Key Stage 3 with approximately 10% of all lessons using maritime to teach national curriculum subjects - an initiative we've entitled Maritime Futures. Maritime has brought learning to life and connected learning with real world skills and careers available in our locality. In geography, students learn about containerisation as a mechanism for globalisation and view and track the ships passing the island from Southampton Water.

In science, students learn about energy through different types of fuel used to power vessels and study variables through the design of sails. Design Technology provides an environment where academic skills find practical application as students design, build and race model boats using leading industry techniques.

Maritime has provided us with effortless and natural opportunities to fulfil the Gatsby Benchmarks. Local employers help deliver specialist lessons in naval architecture, boat building, diving and coastal management and young people go offsite to Further Education partners to access world-class facilities in composite construction and electronics. Funding from the Careers and Enterprise Company allowed us to create a suite of maritime virtual encounters encompassing the breadth of the sector from Maritime Lawyer to Shipwright to Ocean Modeller.





Staff from Cowes Enterprise College worked in depth with four coastal schools to refine the curriculum and test how it translated into different coastal settings. A maritime consultant supported each school to develop strong links in their local area with maritime industry, further education and the local Economic partnership. They were able to contextualise work, review lesson plans and suggest opportunities from employers to support areas of the curriculum. Schools involved were Ormiston Maritime Academy (Grimsby in NE Lincolnshire); Holbrook Academy (Ipswich, Suffolk); Hull Trinity House (Hull; Humberside) and other schools across Delta.

Maritime Futures has increased student engagement and attainment at Key Stage 3, it's made students aware of the abundant and varied opportunities that are right on their doorstep and it's given them pride in where they live.

What's your Treasure Trove?

I would encourage you to think about your context. What is the educational treasure hiding in plain sight? How can you link your curriculum to careers so your young people are engaged? To coin Del Boy, using a sector or theme as a context for your curriculum won't mean that 'This time next year your young people will be millionaires', but they will genuinely possess a richer and deeper educational experience that gives them exposure to different careers and provides them with choice and opportunity.

If you would like to find out more about Maritime Futures, please visit maritimefutures.co.uk.

"The visit to the college really helped you to have an in-depth experience. It was incredible to work with people who are professionals and we got so involved because it was interactive. It's really cool to see for real what happens in work and to learn this way."

Year 7 student

"At Holbrook, we want all our students to know for themselves what it means to be in their element and to think of their future lives without limits; living life "to infinity and beyond". Embracing the maritime context gives us the opportunity to redefine the boundaries of ambition, to show children that their careers could take them further than they might imagine. This year, our first year of implementation in Year 7, we have already found that this new focus in our curriculum planning has added considerable value to our offer.

Overall, establishing Holbrook as a maritime school makes where we are matter, and I'm looking forward to seeing this through to fruition further up the school in the ambitions of our Year 11 leavers and their career pathways beyond this peninsula."

Holbrook