

## Learning Outside The Classroom

Sixth Form students are provided with a plethora of opportunities to take their studies from the classroom environment and extend them into the wider world. This forms an important part of the education in Year 12 and 13. It gives our students the chance to apply their knowledge and understanding gained within school, explore how their classroom learning objectives can be developed and worked towards outside of the classroom and acquire new skills and information that will help them achieve the higher grades on their courses.

Holy Trinity Academy also acknowledges and values the way that learning outside the classroom will broaden the students' aspirations for their future. These experiences are carefully planned by the staff to ensure that the maximum benefit is achieved for the maximum number of students. Pupil Premium funding is used effectively to make sure equal access to learning outside the class is achieved.

Here are some of the experiences that our students benefit from.

**Geography:** A level students in the Geography Department complete a week long Independent Geographical Investigations fieldwork experience. Through close Liaison with the Field Studies Council at the lead centre Preston Montford students complete an intensive learning experience outside the class room exploring methodologies in Physical and Human Geography. The fieldwork experience builds on key components covered in the new OCR A level specification including: The Water and Carbon cycle (including sequestration); and Changing



spaces, Making places (urbanisation and urban redevelopment). The fieldwork aims to provide students with experience of an array of data collection methodologies and analysis techniques (including complex mathematical significance testing) during the first 3 days. The final two days are dedicated to students developing methodologies and collecting data for their Non-Examined Assessment Individual Investigations (20% of their final grade). Once back in the classroom students use this data to complete the formal investigation write up (4000-word guide).



The students have found the experience has given them an advantage in their UCAS applications providing them with key data collection and analytical skills desirable by Higher Education providers.



**History:** Each year History students are offered the opportunity to apply for places on the Holocaust Educational Trust's ground-breaking Lessons from Auschwitz project. Students from schools throughout the West Midlands take part in a half day seminar before an actual visit to Auschwitz itself. This is then followed up with a further half day seminar which ensures an exceptional educational experience. The four-part course explores the universal lessons of the Holocaust and its relevance for today. Students have the opportunity to explore and examine testimonies and primary sources. The students then become ambassadors for the Holocaust Educational Trust and should lead collective acts of worship in school, explaining the impact that the trip has had on them and their hopes for the future.



If you want further information on this, go to:

[www.het.org.uk/lessons-from-auschwitz-programme](http://www.het.org.uk/lessons-from-auschwitz-programme)

## Chemistry:

Sixth Form Chemistry students have been attending a series of lectures at the University of Birmingham. The first lecture entitled '*Smack, Crack, Speed & Weed: A Forensic Chemist's Tale*' helped the students understand the chemistry that is the foundation of today's drug detectors and how it relates to their work in class on alcohol breathalysers and the potassium dichromate crystals and dilute sulphuric acid that is used in them. Jack Hearne [Year 13] has liaised with the Forensics Manager for West Mercia Police about the importance and role of chemistry in forensic matters.



The '*How Far Does The Periodic Table Go?*' lecture was a favourite for many of the Chemistry students due to the fact that it extended their knowledge and understanding of the Periodic Table beyond what is covered in the classroom examining elements such as Lanthanides and Actinides which don't appear on most A Level versions of the Periodic Table.



According to the Chemistry A Level students, '*Chirality, Smell, Drugs & Chemistry*' can be a tricky topics when covering them in the classroom, so this third lecture was ideal. This allowed them to visualise how Chiral carbons operate within pharmaceutical drugs. Jack Hearne [Year 13] said, "*I think I can speak for everyone else when I say that we are more confident at identifying Chiral carbons after that lecture.*" The real-life examples used by the lecturer allowed the students to put their classroom learning into context.

## English:

In November, Mrs Woodvine and Mr Doust took our Year 13 English Literature students to a lecture day in Manchester. The focus for the day was Margaret Atwood's '*The Handmaid's Tale*', a text students will be examined on in their 'A' level prose exam in the summer.

The day comprised of 4 lectures, covering different aspects of the text. Each lecture was 45 minutes in length and focused on the importance of understanding the historical, social and political context of the novel – and how to write about this in the exam – as well as themes such as religion, storytelling and memory.



The students found the day extremely useful. Not only did they come away with detailed notes on all of the featured topics, they also gained an experience of lectures from university professors.

## Pastoral:

Year 12 students now have the opportunity to participate in the national debating competition, organised by Debating Matters. Students pit their research and debating

skills against other UK schools to see who will win through to the Finals. This year sees our new Year 12s head to Cardiff for the early rounds.

Regardless of the topics to be debated, this is an invaluable



“Debating Matters is preparation for life for these young people, it should be part of the school curriculum”

Andrew Gowers, Business Writer & Commentator, Former Financial Times Editor



experience to enhance one's ability to research a specific field, present an objective argument and sustain that that argument under scrutiny and questioning. The ability to think on your feet and remain calm is essential. When it comes to debating matters, it really is a case of substance over style. Any A Level student would benefit from such an

experience. Any curriculum subject which requires a student to assess, analyse and evaluate will have better students for having taken part in this event.

**Religious Studies:**

On the hallowed ground of Coventry Cathedral, the Year 12 and 13 Religious Studies students attended a series of lectures on philosophical and ethical issues presented by Peter Vardy. Natural Law, Situation Ethics, Proportionalism, the Cosmological Argument all featured throughout the day. Perfect for the



students as these all appear on their Religious Studies syllabus. The students had the opportunity to listen to Peter Vardy's presentation of the key arguments, ask him questions on the key issues, present their own views and discuss with other students from other school on normative ethical approaches to killing. All students hailed the day as informative, useful and enjoyable. Our thanks to Peter Vardy and his team. Hopefully they'll come to Holy Trinity Academy next year.