

CASE STUDY

Hull Trinity House Academy
Maritime Futures Careers Curriculum



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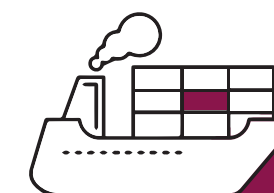
Kingston-upon-Hull, placed on the banks of the Humber, a gateway to the North Sea. A city, given a charter by Edward I in 1299, and crucially placed to be the chief seaport for all the many inland waterways that converged on the estuary of the River Humber. This location has shaped the history of the city, has shaped the geography and layout of the city and has shaped the lives of its residents for hundreds of years.

In 1369, 49 men and women formed themselves into a Guild, in honour of the Holy Trinity. It was inevitable that in this location, with the influence of the sea and shipping shaping the world around them, that this Guild of Hull Trinity House would have strong connections with the sea, seafarers and shipping.

By 1456, the Deed of the Guild given by Henry VI, was an agreement by twenty-four Shipmasters to pay their “Lowage and Stowage” into the Guild, to support distressed seamen. The treacherous nature of the Humber meant that Navigation is difficult and the Guild of Masters, Pilots, Seamen of the Trinity House of Kingston upon Hull, the Hull Trinity House, was asked to assign “Good Men” to pilot foreign ships in and out of the port of Hull in 1512.

As Britain grows into a global seafaring superpower so the influence of the sea and organisations like Hull Trinity House grows and expands. In 1787 a school is founded. A school to prepare young men to go to sea. When ‘Hull Trinity House Marine School’ opened on the 2nd of February 1787, it had only 36 pupils, the Master then being Reverend. T. O. Rogers (1787-1789), curate of the nearby Sculcoates Church. There was no curriculum, but there is no doubt that Arithmetic and Navigation were the principal subjects. Little is known about the first 36 boys to enter the school; however, we do know that only three of them did not complete the course.

WHAT IS THE NEED FOR THE MARITIME SECTOR?



95%
of all goods that
arrive or leave the
UK do so by sea

Today the school, now known as Hull Trinity House Academy, serves the city and surrounding area providing an education for young people, irrespective of their desire to go to sea. Part of Delta Academies Trust, their education reflects the needs of a modern Britain with a broad and balanced curriculum.

However, the links to Hull's maritime heritage, to the Hull Trinity House are still present and shape the nature of the academy in many ways. Students wear a merchant navy style uniform; they take part in daily parades and inspections. The Brethren of Hull Trinity House are part of the oversight of the academy with representatives on the Educational Advisory Body. Maritime education, once the sole focus of the school is still a part of the curriculum at the current academy. Special events take place, such as 'Dinner Day', where the full student body is inspected by the Master Warden of Hull Trinity House and the departing Y11 students are hosted at a lunch paid for by the House. The founding connections of the Guild, which came from good works, almshouses and a dedication to the Holy Trinity still manifest themselves in monthly chapel services and termly parades to the Hull Minster for a Sunday Civic Service.

So, in a city shaped by the sea, the legacy of the 49 men and women who formed the first Guild in 1369 still lives on. The Hull Trinity House is still an active working organisation and the school it founded with 36 pupils who desired to go to sea has grown and developed into a modern academy, soon to have 1200 students. The modern academy has not forgotten its history, or its heritage and the thread of maritime education continues. As with all things it is time to renew and reimagine how this can work in the 21st century. The world is a very different place and Britain has new challenges to face. The aptly named Maritime Futures curriculum is a modern, flexible approach that allows Hull to continue to provide training and education for young men and women, that opens a door to them to imagine a future linked to the sea.

WHAT IS THE CHALLENGE?



The maritime past of the Humber, crowded with merchant navy shipping is no longer.

The vast fishing fleets that used to exit the Humber for the North Sea are never going to be seen in those numbers again. But the future holds new promise. The docks at Hull, Immingham, Goole and Grimsby are busy thriving environments. Containers make their way along the River Humber to satisfy the demands of a nation. The need for new forms of power means the largest offshore wind farm in the world, the Hornsea One is driving new investment in the region. Located off the Yorkshire coast, Hornsea One spans a huge area over five times the size of the city of Hull. The need for high quality candidates to work onshore and offshore in these industries is growing and it is crucial that we provide the education that they will need.



WHAT IS OUR SOLUTION?



Maritime Futures has helped to reshape the delivery of Maritime Education at Hull Trinity House Academy.

Where before Maritime education was narrowly focussed on ships and seafaring, we can now lift our eyes to the horizon of the future and seek to address the needs of a modern Maritime nation.

Students will continue with specialist provision, sailing lessons provided by Welton Waters Activity Centre, owned and supported by the Hull Trinity House. Specialist classroom lessons delivered by an ex-student of the academy who has attained the rank of Officer of the Watch and has sailed across the world in a modern cruise liner. We are offering students a chance to gain a Level 2 Maritime Skills Award qualification as an extra-curricular offer whilst working with Pearson to develop a brand new Level 2 Tech Award Maritime qualification that can take its place in the mainstream curriculum. We will continue to provide an education for post 16 students who want to gain a cadetship and head to sea.

However, all of this has been separate and isolated from the mainstream education that all secondary age students enjoy. Maritime studies has been disconnected from Maths, Science and English. History and Geography are not seen as the essential context that runs through and weaves around Maritime study. Maritime Futures is a chance to change all that.

Hull has significant coastal defences in place and a flood barrier to prevent what was regular flooding from the River Hull that runs through the city. Geography lessons on this topic can provide an opportunity for students to assess the impact of those defences, wrestle with the issues of cost vs aesthetics vs effectiveness and present their findings. Lessons that are grounded in their city and their locality resonate and are recalled more readily.

Hull: a city which is one of the 20% most deprived in England, where students often suffer from poverty and a belief that nothing good comes from Hull. History lessons can show them the power of the city of William Wilberforce. A city that helped end the stain of slavery on our country. Our uniform and traditions give them pride in the academy, as commented on by Ofsted, but our curriculum can give them pride in their city and location.

HOW WILL WE IMPLEMENT?

Maritime futures implementation within the curriculum can occur in 3 different ways.

1. Enrichment
2. Project and topic themes
3. Individual lesson context

Enrichment

The purpose of enrichment is to provide extended learning prospects – it gives students the opportunity to study concepts with greater depth, breadth and complexity. They can develop their strengths and learn the essential skills of teamwork, collaboration and communication. An example of enrichment in our Maritime Futures curriculum is when students visit the Siemens Factory to see how the Wind Turbine blades are made for the offshore wind farms along the coastline or a visit to the Deep, a spectacular local Aquarium. In Geography, the tidal flood barrier at the mouth of the River Hull provides a fascinating insight into the problems facing coastal towns and cities all round the country. Art are creating an installation which will showcase how Hull has utilised the Humber over the years and explores the city's relationship with water as well as our traditions as a Maritime school.

Project Based Learning

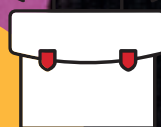
Some subjects more naturally lend themselves to project-based learning. Art and DT are two of those. DT have developed a brand-new textiles unit which links to the specialist maritime lessons by students making their own naval pennants. The use of pennants for communication by ships is covered as well as the material properties and practical skills required. Art have a Superhero topic which draws on Hull as the inspiration for their hero. English has developed an autobiographical writing unit which begins with the Brethren of Hull Trinity House sharing stories of their time as students of the school and at sea to help students to write inspiring and creative autobiographies.

Individual Lesson Context

Much of the current curriculum is defined by the requirements of Ofsted and exam boards. In Delta there are many common elements to ensure delivery is high quality across the academies in the Trust. However, the Science department has a unit covering waves, which uses Sonar as an exemplar for longitudinal waves. In Maths, when bearings is taught, plotting a sea route on a chart provides a real world context that relates both to the Mathematical skill being taught and links to the ships on the Humber they can see from their windows. Geography studies coastal defences and can see the various methods used by Hull City Council to protect the city and its inhabitants from the risk of flooding. In History, as the city of William Wilberforce, we can give additional context to the study of the slave trade and its impact on the development of the country.

83%

found the most useful aspect of the maritime curriculum was that it taught them about different jobs



ROOTED IN REAL WORLD EXPERIENCE - ADVISORY BOARD



In order to ensure that our curriculum is relevant for the local need and modern industries on our doorstep it has been essential to link up with a number of external organisations.

Their advice and feedback is an integral part of the development process. As might be expected we have strong links with Hull Trinity House as well as Trinity House London. We have partnered with these organisations to enable us to provide a maritime simulator suite for the training of post 16 students who are looking to secure a cadetship. With support from Cornelis Vrolijk, a large fishing fleet operator, we have bought and refurbished two training vessels to enhance the work we can do with students who have their hearts set on a future at sea. These three organisations provide the bedrock of our advisory board. However, there are many more partners involved. Associated British Ports, Siemens, Dunston Ship Repairs, Royal Yachting Association, Blaydes Maritime Centre (Hull University), Honourable Company of Master Mariners, Royal Navy, Merchant Navy Training Board to name but a few. The level of involvement varies from one off specialist advice on a specific area or topic through to regular visits, financial support and close partnership.



SUMMARY



We are at the beginning of our journey developing a Maritime Futures curriculum which will help engage our students and give them hope of a better future. We can see the benefits it brings and will be analysing impact, adjusting delivery and rolling out across more subjects and year groups as we learn from this initial start.

We are not alone in this. Delta has two other academies on the Humber at Goole and Grimsby which are also delivering the Maritime Futures curriculum. In addition, Ormiston Maritime Academy is another local partner and the synergy and sharing of resources that brings will help maximise the impact on the lives of young people on the Humber.

Find out more

For our full 'How to Guide' and Maritime Futures curriculum map go to:

<https://www.hthacademy.org.uk/maritime-futures/>

For the OAT Futures Career Portal see: <https://oatfutures.co.uk>

If you would like to hear more about a local maritime curriculum please contact Mark Newton, Maritime Futures Curriculum Lead: newtonm2@hthacademy.org.uk

