

Farm Curriculum Intent

Subject Vision

At Trinity Academy Newcastle, the Farm curriculum enables learners to develop practical skills, responsibility and confidence through meaningful, hands-on experiences with animals and the natural environment. Through land-based learning, learners develop knowledge of animal care, welfare and farming practices whilst building the independence, resilience, and self-belief needed for successful adult lives. The curriculum provides opportunities for learners to experience success through real-world learning and develop a strong sense of responsibility for the wellbeing of others

The Role of The Farm within the Trinity Curriculum

Farm forms a key part of the **Therapeutic and Applied Learning** strand of the Trinity Curriculum Model. Through practical experiences, animal care and outdoor learning, learners develop confidence, emotional regulation and independence whilst engaging in purposeful activities beyond the traditional classroom.

The curriculum contributes significantly to the academy's curriculum drivers by promoting SEMH development, independence, communication, and preparation for adulthood. Farm learning provides opportunities for learners to take responsibility, work collaboratively, and develop practical skills that can be applied within education, employment, and everyday life.

Assessment and Progression

Assessment is directly aligned to curriculum progression and enables learners to demonstrate growth in animal welfare knowledge, practical skills, responsibility and independence from their individual starting points.

Progress is measured through curriculum mastery and participation in authentic farm-based experiences. Through Trinity Academy's assessment framework, learners are supported to develop confidence, competence and transferable life skills across Key Stages 3 and 4.

Key Stage 3 Intent

Developing Knowledge of Animals and Farming

Learners develop knowledge and understanding of farm animals, their characteristics, and their needs through a carefully sequenced curriculum. Learning begins with animal identification, safety and basic animal care before progressing to a deeper understanding of health, welfare, husbandry and ethical farming practices. Learners develop an appreciation of the role farming plays within society and the wider environment.

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Developing Practical Skills and Responsibility

Learners develop practical skills through feeding animals, cleaning and maintaining enclosures, carrying out routine welfare checks, and supporting the day-to-day running of the farm environment. Through these experiences, learners develop responsibility, accountability and confidence whilst learning the importance of reliability and commitment

Developing Understanding of Animal Welfare and Ethics

Learners develop an understanding of animal welfare, including the Five Freedoms and the importance of ethical care and treatment. They learn how to promote animal health, wellbeing, and safety whilst developing respect for living things and an understanding of responsible animal management.

Developing Communication, Teamwork and Problem – Solving Skills

Farm learning provides opportunities for learners to work collaboratively, solve problems, and communicate effectively with others. Learners learn how to share responsibilities, work safely as part of a team, and make informed decisions when caring for animals and maintaining farm environments. These skills support learning across the wider curriculum and future employability

Developing Digital Literacy and Land – Based Awareness

Educational technology is used to support learning within the Farm curriculum through research, record keeping, animal welfare monitoring, and investigation of farming practices. Learners use digital tools to gather information, explore land-based industries, and develop an understanding of how technology is used within modern agriculture. This supports the academy's commitment to digital literacy and aligns with the NAACE EdTech Review Framework by preparing learners to use technology effectively within learning and future employment opportunities.

Key Stage 4 Progression

At Key Stage 4, learners build upon the practical skills, knowledge and understanding established during Key Stage 3 through increasingly independent and purposeful farm-based experiences.

Learners continue to develop:

- Animal care and welfare knowledge
- Practical farming and husbandry skills
- Leadership and responsibility
- Problem-solving and decision-making
- Workplace behaviours and employability skills

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The curriculum supports preparation for adulthood by enabling learners to apply knowledge and skills within realistic working environments whilst maintaining ambitious expectations for achievement and personal growth.

Supporting SEMH Development

The Farm curriculum has been designed to support learners with SEMH needs through practical, structured, and meaningful experiences. Outdoor learning, animal interaction and purposeful responsibilities support emotional regulation, confidence, resilience and wellbeing. Learners benefit from engaging activities that provide opportunities for success, positive relationships, and personal growth.

Preparation For Adulthood

Preparation for Adulthood is embedded throughout the Farm curriculum. Learners develop transferable skills including responsibility, teamwork, communication, organisation and problem-solving. They explore careers within land-based industries and gain an understanding of further education, training, and employment pathways associated with animal care, farming, and environmental sectors.

Intended Outcomes

By the end of Key Stage 4 learners will:

- Demonstrate knowledge and understanding of animal care, welfare, and farming practices.
- Apply practical skills safely and responsibly within farm and animal care environments.
- Understand the importance of animal welfare, ethical care, and responsible farming practices.
- Communicate effectively and work collaboratively with others.
- Demonstrate responsibility, resilience, and independence through practical activities.
- Use technology appropriately to research, record, and develop an understanding of modern farming and land-based industries.
- Explore pathways into further education, training, and employment within land-based sectors.
- Be prepared for adult life through the development of practical life skills, responsibility and community participation
- Demonstrate effective leadership and responsibility when caring for animals and managing tasks.
- Apply problem-solving and decision-making skills independently in practical environments.

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- Demonstrate employability skills that support progression into further education, training and employment.
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Ambition

Regardless of starting point or pathway, all learners are entitled to an ambitious Farm curriculum that develops confidence, responsibility, independence and practical competence.

Through carefully planned experiences and high expectations, learners are supported to become:

- Responsible animal carers
- Independent learners
- Effective communicators
- Confident problem-solvers
- Positive contributors to their communities
- Successful young adults prepared for further education, employment and adult life