

# Cultural Capital in geography at Archbishop Temple

## What is Cultural Capital?

**Cultural capital** is defined as the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their **cultural** awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work. At Archbishop Temple we work hard to build our student aspirations and expose them to a range of experiences to help them achieve goals and become successful.

We recognise that for students to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital. We do this in many ways, for example, through our curriculum, extra-curricular activities, trips and visits and careers activities.

We recognise that there are six key areas of development that are interrelated and contribute to building a student's cultural capital:

1. Personal Development
2. Social Development, including political and current affairs awareness
3. Physical Development
4. Spiritual Development
5. Moral Development
6. Cultural development

## What specific opportunities are there for the development of cultural capital in Geography at ATS?

**Opportunities to develop specific geographical skills: analysis, decision making, forming balanced opinions, critical thinking, organisation, report-writing, data presentation and interpretation, ICT, team work, adaptability, offering a wider perspective**

### Analysis, decision making and communication

Geography students are made aware of the skills the subject develops. Geographers analyse the world to find patterns and make sense of spatial patterns. Geographers use a variety of sources such as GIS data, printed maps, aerial photographs, and statistical data. Geographers must be able to decide which information is relevant to the task at hand and to be able to analyse that data in order to draw conclusions. Being able to analyse information in order to choose the right GIS data, analytical method, and scale of data is important. Geographers must display logic, good judgment, and the ability to reason when analysing information. For geographers, one of the most common ways to report findings is by creating and presenting a map. Therefore, possessing solid cartographic techniques and data visualization skills is a must.

Communication plays a critical role. Geographers are often tasked with explaining complex geographic information and presenting the results of their analysis. The ability to collaborate and work with others is also essential since most geographers work as part of a team.

Geographers must be adaptable and acquire the specialized skills for the industry they work in. Their wide skills set supports their ability to be adaptable. A geographer working as a demographer must obtain skills in statistical analysis and working with population data. A geographer working in urban planning will need to pick up knowledge about land use planning and environmental impact reviews.



### Career aspirations and the World of work

Year 9 Geographers are taught about career opportunity paths that Geography can open up. Within the curriculum students in KS3 carry out geographical career research to facilitate a geography careers wall display. As a department we continually strive to raise aspiration and emphasize the importance of social mobility. Students explore G.A. careers resources such as 'I am a Geographer', showing examples of people who have studied Geography at college and University and use their subject directly within their profession.

### Fieldtrips and Fieldwork

Geography fieldtrips allow students to experience different environments and social settings they may otherwise not experience. Coastal fieldwork along the Fylde coast at KS3 allows students to explore unfamiliar ecosystems and understand the processes at work. In exploring the great outdoors we also promote physical development and encourage students to look for opportunities to get outdoors more.

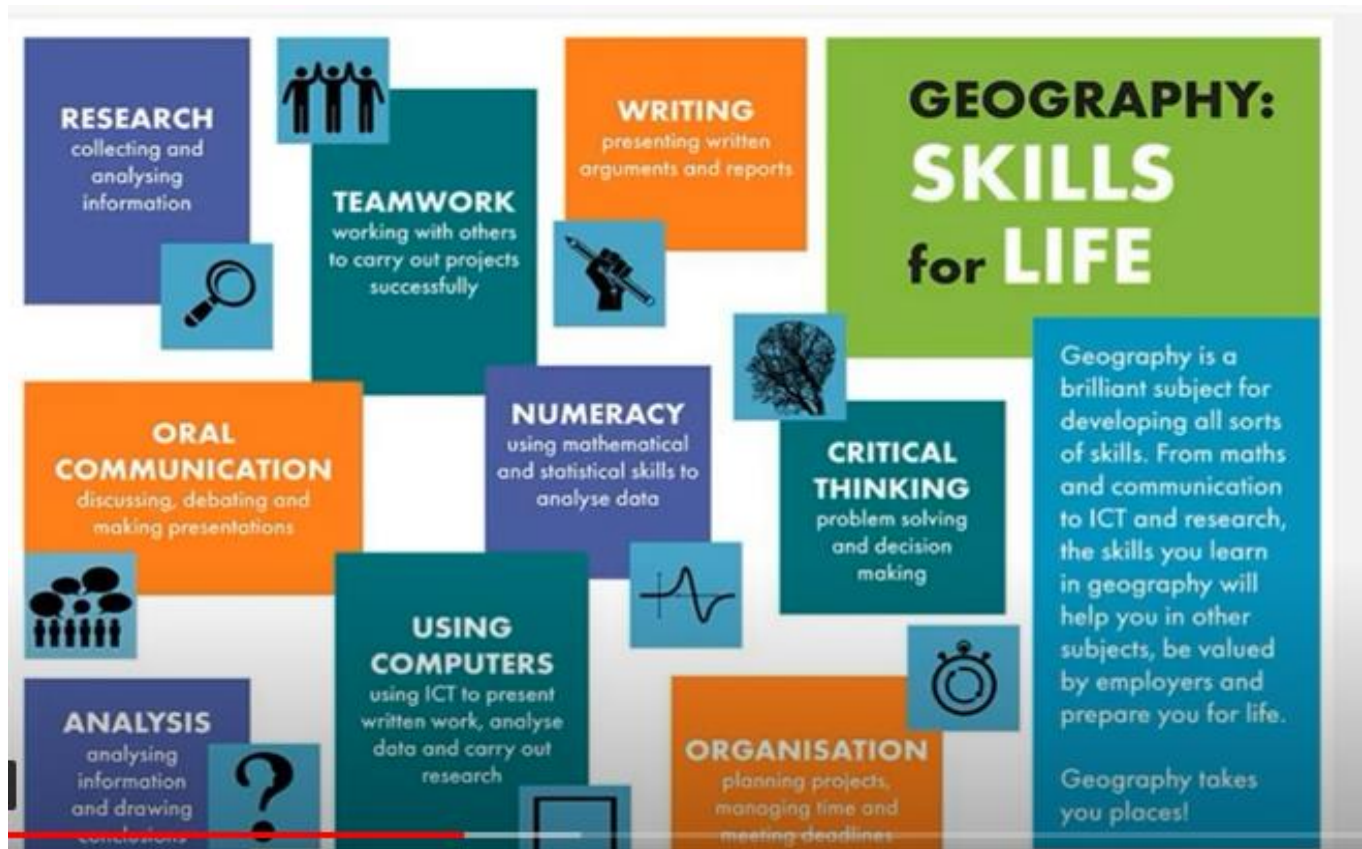
The Iceland fieldtrip allows students to experience unique landscapes that are not typically visited on a family holiday. This can instil a sense of awe and wonder and a thirst to explore more exciting landscapes. This can promote spiritual development and a real appreciation and love for the wonders of the World. Fieldwork write-ups can enable students to develop a range of skills in data collection, presentation and interpretation.

### Awareness of their place in the World, current affairs and personal stewardship responsibilities

Students develop a greater cultural awareness on a local and global scale, and a broad understanding of global systems and interactions. They appreciate the physical and human processes that shape the modern world and how their actions help shape and change the world in which they live. The concept of social responsibility and moral code is embedded. An understanding of British Values is explored – tolerance of different cultures and religions is particularly relevant, as is an understanding and appreciation for diversity. Year 9 and Year 11 lessons on development and multi-cultural societies enable students to explore their own views on complex social issues. Our Geographers are encouraged to embrace diversity and seek to understand and break down inequalities. They understand about the importance of mutual respect when they learn about political and social geography.

Geography empowers students to form their own opinions about important social, economic, environmental and political issues. We support good literacy practices in teaching explicit methods in their writing to argue or persuade. In class debates such as with the 1 child policy, and in decision-making

exercises such as those surrounding the energy mix, students are given opportunities to explore different views and conflicts, and then reflect upon their understanding and draw their own conclusions. It is this active participation in such activities that empowers and promotes confidence in their own opinions - skills set that are essential to acquire the ability to become upwardly mobile in society.



<https://www.youtube.com/watch?v=MvG5FWEs9NQ>

### Current Affairs: newsfeeds, special focus events on firefly ideas

Geog Soc./ Eco-group: Coronavirus and the environment, ATS response to plastic campaign to go plastic free. Tree planting – environmental stewardship link to Archbishop of York Award. Christian-distinctiveness link – funds for link schools, Kenya Elunya school kitchen project. Specific link to development lessons.

Current Affairs: Icelandic eruption/ Fairtrade Group

Creative Mapping project

STEM projects – river drainage basin models, earth-quake proof building toothpick towers challenge, 3d volcano model, model of a waterfall, coastal erosion stop-motion animation.

### British Values

A specific lesson in the Year 7 UK unit enables students to become aware of the 5 key principles:



- \*Democracy
- \*The rule of law
- \*Individual liberty
- \*Mutual respect
- \*Tolerance of those with different faiths and beliefs.

Pupils consider how these principles apply specifically to our school and to the wider community.