Geography A Level: Developing Cultural Capital, Diversity and Equality

Cultural capital is 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 a diverse society, their career and the world of work. In the Sixth Form, we aim to build our student aspirations and expose them to a range of experiences to help them achieve goals and become successful individuals who understand and support diversity and equality.

We recognise that for students to aspire and be successful academically and in the wider areas of their lives, they need to be given diverse, 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, careers activities, and PSHE/RSE programme.

There are nine key realms to cultural capital in the Sixth Form at Samuel Whitbread Academy:

Cultural Capital
provides health, well-being and growth

Cultural Capital
lets us share our histories, our memories, the people, the places and the things that matter to us.

Cultural Capital
creates the curiosity and confidence to make connections between the past, the present and the future.

Cultural Capital sparks generations of innovators.

Cultural Capital is to be found locally, nationally, globally - **everywhere.**

Cultural Capital nurtures inclusive communities.

Cultural Capital enriches today and inspires tomorrow.

Cultural Capital is ours to discover, ours to create, ours to share.

Cultural Capital belongs to me, belongs to you, belongs to us all.

These nine realms can be broken down further into the following sub-categories: **Personal development, Social development (including political and current affairs awareness), physical development, spiritual development, moral development, and cultural development**.

What is now outlined are the key areas of both academic and enrichment that take place within and outside of this course area to enhance and develop these diverse elements of cultural capital:

Personal Development:

Personal development consists of activities that develop a person's capabilities and potential, build

human capital, facilitate employability, and enhance the quality of life and the realisation of dreams

and aspirations.

Element of the curriculum and/or enrichment
The specification content gives students the opportunity to develop an in-depth understanding of physical and human geography, the complexity of people and environment questions and issues, and to become critical, reflective and independent learners Intrapersonal skills: Adaptability – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments. self-management and self-development – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work

Social Development:

The process by which a child learns to interact with others around them. As they develop and perceive

their own individuality within their community, they also gain skills to communicate with other people

and process their actions.

Element of the curriculum and/or enrichment
Geography A Level student's can recognise and are be able to analyse the complexity of people–environment interactions at all geographical scales, and appreciate how they underpin understanding of some of the key issues facing the world today. Improve students understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment, and develop the knowledge and ability to engage, as citizens, with the questions and issues arising Develop a deep understanding of both physical and human processes, applying this understanding to interrogate people–environment interactions and people–place connections at all scales from local to global

Communication – active listening, oral communication, written communication, assertive communication and non-verbal communication.

Relationship-building skills – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.

Collaborative problem solving – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation

Meeting and talking to geography specialists including secondary teachers, lecturers, professors, architects, planners and fieldwork tutors.

Group work activities when learning about conflict of interest and other concepts which are suitable for group role play and discussion activities.

Physical Development:

These are the major motor or physical achievements a student enhances and develops. Physical

development is a vital part of growing up as students learn to master control of their body

Element of the curriculum and/or enrichment
Geography A Level content is framed by enquiry questions that encourage an investigative and evaluative approach to learning.
Fieldwork – the fundamental role of fieldwork as a tool to understand and generate new knowledge about the real world, and become skilled at planning, undertaking and evaluating fieldwork in appropriate situations
Guided walks in fieldwork locations such as London Docklands and Dorset.

Spiritual Development:

The development of the personality towards a religious or spiritual desired better personality.

Element of the curriculum and/or enrichment
Visiting Dorset (Swanage) to develop an understanding of landscapes offers time to reflect on the interconnectedness of people and landscapes and well -being.

Moral Development:

The development of attitudes and behaviours toward other people in society, based on social and

cultural norms, rules, and laws.

Element of the curriculum and/or enrichment
Geography A Level students are able to recognise and are able to analyse the complexity of people–environment interactions at all geographical scales, and appreciate how they underpin understanding of some of the key issues facing the world today **Human Geography Units of study** Diverse Places: Students learn about places that vary both demographically and culturally with change driven by local, national and global processes. These processes include movements of people, capital, information and resources, making some places more demographically and culturally heterogeneous while other places appear to be less dynamic. This creates and exacerbates considerable social inequalities both between and within local areas. Students learn about variations in past and present connections with places that lead to very different lived experiences of places at a local level. This is because demographic and cultural changes impact variably on people in terms of the lived experience of change and their perception of and attachment to places. The relative success of the management of demographic and cultural changes for individuals and groups depends on that lived experience of change and how perceptions of, and attachments to, the place are changed. Students begin by studying the place in which they live or study in order to look at demographic and social changes. They will then put this local place in context in order to understand how regional, national, international, and global influences have led to changes in this place. They should then study one further contrasting place, which will develop wider knowledge and understanding about how places change and are shaped. A local place may be a locality, a neighbourhood, or a small community, either urban or rural. Globalisation: Students learn that globalisation and global interdependence continue to accelerate, resulting in changing opportunities for businesses and people. Inequalities are caused within and between countries as shifts in patterns

of wealth occur. Cultural impacts on the identity of communities increase as flows of ideas, people, and goods take place. Recognising that both tensions in communities and pressures on environments are likely, will help players implement sustainable solutions.

Superpowers:
Students learn how superpowers can be developed by several characteristics. The pattern of dominance has changed over time. Superpowers and emerging superpowers have a very significant impact on the global economy, global politics and the environment. The spheres of influence between these powers are frequently contested, resulting in geopolitical implications

Migration, Identity, and Sovereignty:
Students learn that Globalisation involves movements of capital, goods, and people. Tensions can result between the logic of globalisation, with its growing levels of environmental, social, and economic interdependence among people, economies, and nation states and the traditional definitions of national sovereignty and territorial integrity. International migration not only changes the ethnic composition of populations but also changes attitudes to national identity. At the same time, nationalist movements have grown in some places challenging dominant models of economic change and redefining ideas of national identity. Global governance has developed to manage a number of common global issues (environmental, social, political, and economic) and has a mixed record in its success in dealing with them. It has promoted growth and political stability for some people in some places whilst not benefiting others. Unequal power relations have tended to lead to unequal environmental, social, and economic outcomes

Cultural Development:

Cultural Diversity is at the heart of the Sixth Form and students will learn about themselves and

relationships with others from a variety of cultural backgrounds.

Element of the curriculum and/or enrichment

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