



History 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 race, religion, ethnicity and gender inequality, as well as broader political concepts such as economic and political changes over time. It also asks them to use the skills of evaluation and judgement, using clearly and carefully gathered evidence to make a point. It also gives student the chance to be critical, reflective and independent learners. These are key skills for employability, linked to delivering presentations, clear arguments, providing reports for anything from solicitors to data analysts, politicians and journalists.

Intrapersonal skills:

Independent learning and resilience are particular important for the coursework unit. Students need to be able to manage their time effectively, self-motivate and self-monitor their progress. These are all important employability skills. Students need to be willing to develop learn and develop new skills, be adaptable and willing to acquire new information.

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

History A Level students need to understand important aspects of the history behind the development of societies of different countries and in different time periods. They are required to consider issues shaping our social development that can impact on individuals and those around them. These include gender, race, religion and ethnicity.

This will improve their knowledge and ability to interact with others in a way that will show awareness of values and attitudes such as respect, equality, empathy and personal integrity.

Communication skills are vital to their academic and social development in History. Students need to be able to communicate their knowledge, to explain and evaluate their understanding of a topic, and to reach well substantiated judgment. This is through class debate, involvement in enrichment opportunities we provide, such as debate club, and through written work.



Students are offered many opportunities to speak with, and meet a range of subject specialists, from teaching staff to lecturers and university professors throughout their course. Giving them the opportunity to interact with a variety of experts in their field.

Debate club and involvement in international competitions gives students the opportunity to hone their communication skills. They are also learning how to develop and justify a clear argument based on fact, rather than just opinion. It also gives them the chance to interact with other students from schools in Zimbabwe, Nigeria, Scotland and England.

Use of individual and group tasks, where appropriate, allows students to learn about team work skills, how to develop their ability to discuss and take on board others opinions, as well as how to question others, and question information provided or available to them to develop critical thinking skills to evaluate the information they are being given.

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



Spiritual Development:

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

Element of the curriculum and/or enrichment

We consider the historical context of the development of religious thought and influence in England, Germany and the USA. We look closely at the impact of religion and the impact of scientific understanding on its influence in this country. We examine the importance of religion in shaping society, culture and political thought in the USA. We also examine the importance of religious freedom, as highlighted by our study of the Holocaust in Nazi Germany. This gives students a context and substantive knowledge to build their own understanding of the significance of religious and spiritual principles and beliefs.

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

History A Level students' gain an understanding of the complex history that has created many of the attitudes and behaviours evident in society today. From understanding the context of current race, class and gender inequality, they have a more knowledgeable understanding of the moral concepts that shape our current society.

History Units of study

Britain transformed includes the study of gender, race, immigration and government policy in these areas over time. It looks at how these elements have shaped our moral development as a society and how groups in society have used moral principles to fight against inequality. It also maps out the development of the moral values that we have held as a society.

USA boom, bust and recovery 1920-1955 considers the massive changes in American society and the changing moral values that have had a direct impact on our own in the UK. It considers the development of ideas surround race, gender and class. It discusses the fear of communism that shaped our moral compass in the Cold War years, which still has an impact today.

The Witch craze unit, looking at Britain, Europe and North America 1580-1750 touches on a variety of cultural elements and how they have been perceived in our past. It considers the issue of the control of a small elite, as well as the uses and importance of the justice system. It also discusses the key aspects of changing of mindset, with the development of scientific understanding and the need to ask and answer questions.



For the coursework, students study the causation of the Holocaust. This gives students a clear insight into some of the worst events that link to the developments in European cultural history. The extremes of the Third Reich an important area for students to extend their knowledge to make sure history is not repeated.

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

History Geography Units of study

Each of the units studied at key stage 5 for History leads to greater understanding and cultural development.

Britain transformed includes the study of gender, race, immigration and government policy in these areas over time. It looks at how these elements have shaped our cultural development, including the development of civil rights organisations and politics for gender and race in this country. It also maps our cultural transformation as a society through looking at changes in music, and the development of a consumer society.

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Debate club has also provided great opportunities to engage with students from other countries and learn about aspects of their life and education. Particularly those from Zimbabwe and Nigeria.

