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**Rolling Programme of Outcomes and Themes**

**Cultural Studies – KS3**

Cultural Studies follows different learner groups – 1. Encounter and experience 2. Explore and Experiment and 3. Develop and Apply. There are some suggestions below of possible routes to take and areas to teach. The teacher is free to adapt and change any of these ideas to meet the needs of their class cohort. More in depth support for teachers can be found in the individual modules for each theme.

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|  | **Autumn** | | **Spring** | | | **Summer** | | | |
|  | Theme | Outcomes | Theme | Outcomes | | Theme | | Outcomes | |
| **Year A** | **Britain** | Encounter and experience  Sensory experiences – hear the music, smell and taste the food. Experience the climate, cold and wet? Incorporate these into a sensory story?  Explore and experiment  Can we move to the traditional music? Can we touch and make marks with the colours of the flag?  Develop and apply  Can we make our own British flag? Can we copy British accents? Geography - Where is Britain in the world? Can we find Britain on google maps? Develop an understanding of Britain past and present, what has changed? | **USA** | Encounter and experience  Sensory experiences – hear the music, listen to the accents, smell and taste the food. Experience the climate, hot?  Incorporate these into a sensory story?  Explore and experiment  Can we touch and make marks with the colours of the flag? Can we cook some traditional USA food and taste it? What sports do they play in the US, could we explore these further and experiment by playing them as a class?  Develop and apply  Develop an understanding of the culture in the USA – compare it to somewhere else, what is the same and what is different? | | **Australia** | | Encounter and experience  Sensory experiences – hear the music, listen to the accents, smell and taste the food. Experience the climate, hot and dry?  Incorporate these into a sensory story?  Explore and experiment  Can we touch and make marks with the colours of the flag? What animals can you find in Australia? Could you celebrate Australia day – lots of representations of fireworks and music?  Develop and apply  Develop and understanding of the different areas in Australia – beaches, deserts, ‘the outback’. Develop an understanding of the different animals in Australia and what people do to protect them. | |
| **Year B** | **France** | Encounter and experience  Sensory experiences – hear the music, listen to the language, smell and taste the food. Experience the climate, warm?  Incorporate these into a sensory story?  Could we experience French carnival?  Explore and experiment  Can we touch and make marks with the colours of the flag? Can we build our own Eiffel tower? Can we look at and dress in traditional French clothing? Look at iconic French statues – can we copy their movements and positions? Can we explore the French Alps – icy and cold.  Develop and apply  Develop an understanding of the culture in France. Can we practice saying ‘hello’ and ‘goodbye’ in French?  French carnival – making our own masks for a masquerade ball? | **Canada** | | Encounter and experience  Sensory experiences – hear the music, listen to the accents, smell and taste the food. Experience the climate, cold?  Incorporate these into a sensory story?  Explore and experiment  Can we touch and make marks with the colours of the flag? Could we experiment playing hockey? Could we explore and experiment with water and make our own Niagra Falls?  Develop and apply  Can we look at the different Canadian animals? Where is Canada in the world? Could we look at Aboriginal culture in Canada and how culture differs across Canada? | | **Africa** | | Encounter and experience  Sensory experiences – hear the music, smell and taste the food, touch and try on traditional clothing. Experience the climate, hot and dry?  Incorporate these into a sensory story?  Explore and experiment  Can we touch and make marks with the colours of the flag? Can we explore some traditional African food?  Develop and apply  What is the same in Africa as the UK, what is different? Can we follow a recipe to make some food? What are different countries in Africa like? Could we try and learn some different greetings in different languages spoken across Africa? | |
| **Year C** | **Mexico** | Encounter and experience  Sensory experiences – hear the music, smell and taste the food, take part in a group game?  Explore and experiment  Can we experiment with our bodies and move to some music? Can we listen to a story and experiment with language?  Develop and apply  Can we read a story from Latin America? Can we take a leading role in a group game or follow a recipe to make some traditional foods? | **Brazil** | Encounter and experience  Sensory experiences – hear the music, smell and taste the food – Could we be a part of a festival – can we travel to Brazil in class and be part of a celebration?  Explore and experiment  Can we explore different materials and be a part of making something for a group game or a celebration?  Develop and apply  Can we think about what is the same in the UK and what is different? Could we attempt to write letters with support and find link schools to write to? | | **Spain** | | Encounter and experience  Sensory experiences – hear the music, smell and taste the food, touch and try on traditional clothing. Could we go on a sensory story adventure to Spain?  Explore and experiment  Can we touch and make marks with the colours of the flag? Can we explore some traditional Spanish food? Can we be part of a group game and explore aspects of being a community?  Develop and apply  Could we take a leading role in the group games? Could we learn and retain different greetings in Spanish? | |

**Rolling Programme of Outcomes and Themes**

**Cultural Studies – KS4**

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|  | **Autumn** | | **Spring** | | **Summer** | |
|  | Theme | Outcomes | Theme | Outcomes | Theme | Outcomes |
| **Year A** | **India** | Encounter and experience  Sensory experiences – hear the music, smell and taste the food, take part in a group game?  Explore and experiment  Can we experiment with our bodies and move to some music? Can we listen to a story and experiment with language?  Develop and apply  Can we read a story from India? Can we take a leading role in a group game or follow a recipe to make some traditional foods? Can we look at schools and their similarities and differences to Heaton? | **Europe** | Encounter and experience  Sensory experiences – hear the music, smell and taste the food, take part in a group game?  Explore and experiment  Can we explore different sensory items relating to the country we are learning about? Can we express our likes and dislikes or new experiences?  Develop and apply  Can we do some research more independently about the country we are looking at? Can we share with staff and peers something new we have learnt? | **Japan** | Encounter and experience  Sensory experiences – hear the music, smell and taste the food, take part in a group game?  Explore and experiment  Can we experiment with our bodies and move to some music? Can we listen to a story and experiment with language?  Develop and apply  Can we take a leading role in a group game or follow a recipe to make some traditional foods? Can we look at schools and their similarities and differences to Heaton? Could we make connections with a school in Japan and write letters? |
| **Year B** | **Iceland** | Encounter and experience  Sensory experiences – hear the music, smell and taste the food, take part in a group game? What is the climate like? Cold and dry? Could we make this into a sensory story and experience aspects of Iceland together?  Explore and experiment  Can we explore the landscape? Be part of experiments involving steam for hot springs or making our own volcanoes?  Develop and apply  Could we look at some of Iceland’s Viking history? What are the similarities and differences in the animals that live in Iceland compared to the UK? | **China** | Encounter and experience  Sensory experiences – hear the music, smell and taste the food, take part in a group game? Can we experience Chinese New Year by travelling there in class?  Explore and experiment  Can we experiment with our bodies and move to some music? Can we listen to a story and experiment with language?  Develop and apply  Can we read a story from China? Can we take a leading role in a group game or follow a recipe to make some traditional foods? Can we look at schools and their similarities and differences to Heaton? | **Popular culture** | Encounter and experience  Can we explore items we like and items we don’t like? How do we express our opinions on objects/music/sensory stimuli?  Explore and experiment  Can we explore what we like ourselves and what our peers like?  Develop and apply  Can we show interest in music/fashion/technology etc. of the past and future? Can we express what we like and don’t like? Can we plan and carry out our own birthday party celebration? |

KS5 do not follow a Cultural Studies curriculum however take part in whole school celebrations throughout the school year. Students in KS5 have sessions to support their cultural capital and cultural knowledge and experiences throughout sessions such as PSHE, Drama and WRL.