

Cultural Capital across the Curriculum at The Bicester School

‘Equipping our students with the knowledge, skills and experiences to thrive in the real world.’

Curriculum Area	How do we contribute to students Cultural Capital
Art & Design	<ul style="list-style-type: none"> ● Students gain an understanding of why art is important and how it enhances their lives. They develop a sense of their place in school and the wider world. ● Students develop their observational skills and understanding of colour theory and how to create colours and use them effectively to convey meaning and communicate with an audience. ● Through art, students understand how to convey perspective and how to create mood and atmosphere through a range of media. They develop an understanding of tone, texture line and form and how this has been developed over centuries to enhance human culture and to document human history. ● They develop their understanding of different artists such as Frida Khalo, David Hockney, Banksy, Vincent Van Gough, and many more. ● Through art, students also investigate and gain an appreciation of different cultures and artist movements and why they are important. Students learn about the Day of the Dead Mexican festival and investigate the way they use folk art images to symbolise death and rebirth. Students also look at expressive landscapes and investigate a range of artists who explore the impact their environment has on them. ● Students also gain an understanding of diversity and equality art, pop art, protest art, landscape and Impressionism. They develop an understanding and an appreciation of different periods of art and practice a variety of different skills and media relating to the topic. They develop evaluation skills and an understanding of how they can use different stimuli to enhance and shape their work. ● Through art, students gain the skills of creativity, curiosity, resourcefulness, resilience, communication, reflection and appreciation. Students will also develop the ability to generate ideas freely and independently, to research and respond to artists, craftspeople, and designers and to be open to cultural and social influences and inspirations.
Business and Economics	<ul style="list-style-type: none"> ● Students develop an understanding and an appreciation of the business world, goods and services and the concepts of enterprise and entrepreneurship. Students develop their understanding and appreciation of marketing and how companies focus on key demographics. They understand and appreciate human resources, recruitment, training, motivation, and organisation. They develop a sense of the world of work and how this is organised and how it will affect them in later life. ● In addition to these key concepts, students also develop their understanding of finance sources, revenue, profit and loss, which develops their understanding of financial capability in later life. ● Students are encouraged to express their opinions and feelings and reflect on topics such as ethics. ● Students develop their empathy and compassion and take into account people's aims, values, principles and beliefs.
Computing/ICT	<ul style="list-style-type: none"> ● In computing, students develop their cultural capital through spiritual, moral, social and cultural development. ● Spiritual: students develop their spirituality through exploring creativity and imagination in the design and construction of digital products. Students' self-esteem is promoted through the presentation of work to others. Students explore how ideas in computing have inspired others and they create digital products, which incorporate their own beliefs. ● Moral: students develop morally through the encouragement of good etiquette when using digital technology including mobile devices and with due regard to e-safety. In computing, we encourage respect for other people's views and opinions as well as developing respect for the computer room and the equipment students' use and how this affects others. In addition, students learn respect in the use of digital equipment and its impact on the environment — for example, ink and paper wastage. Students also explore moral issues around the use of digital technology - For example, copyright and plagiarism. ● Social: students are encouraged to assist one another in problem solving. In Computing, students are encouraged to model appropriate social behaviours in the classroom including listening whilst others are talking and generally interacting as a caring community. We also encourage good practice and respect in the use of social networking. ● Cultural: Encourage the sensible use of digital technology in the classroom and homework situations given that students are currently living in a digital world. Encourage an awareness and appreciation of the digital divide and to be aware of differing cultural and spiritual or religious views towards the use of digital technology. ● Key Stage 3 (KS3) Computing follows the 3 year Teach Computing programme. This has been created by the Raspberry Pi Foundation on behalf of the National Centre for Computing Education (NCCE) and includes 12 principles including working together and using online collaboration tools respectfully. ● At KS4 students will explore the ethical, legal, cultural and environmental impacts of digital technology.

<p>Drama</p>	<ul style="list-style-type: none"> ● In Drama, students develop the oracy skills they need through speaking and listening. ● Students learn how to speak to each other respectfully and how to give and take constructive criticism about their own and others' performances. ● Students are encouraged to speak to each other and develop their subject specific vocabulary as well as their use of Standard English. In order to develop their confidence in terms of their presentation skills, students work on their use of pitch, pace, volume, gesture, diction and eye contact. ● Essential reading techniques are developed across the curriculum such as scanning, skimming and breaking words into chunks. Students are expected to read aloud and to perform in front of other students, which are key skills that support them in later life. ● Students are taught to write for particular audiences and are taught how to plan to write and how to use short and long sentences to vary their writing. ● Students work with challenging topics in order to expand their understanding of 'real' issues, including mental health issues and bullying. ● Students are expected to show kindness and empathy when working in groups and responding to feedback. ● We teach them about a range of theatrical practitioners and types of theatre, such as Epic Theatre and Brecht, Verbatim Theatre (The Curious Incident of the Dog at Midnight), Musical Theatre (Blood Bothers, Everyone's Talking About Jamie), Commedia dell' arte, Shakespeare. ● Students are also able to participate in trips to watch live theatre productions across the year. The cultural capital they receive through the drama department enables them to watch and appreciate a live production and see many of the theories they learn through the drama curriculum, in action.
<p>English</p>	<ul style="list-style-type: none"> ● The English curriculum gives students a plethora of cultural capital to thrive in today's complex, demanding society. ● Through the curriculum, we do not just strive to prepare students for the demands of GCSEs. We also want them to develop key skills for the world of work. This is achieved through developing students' core literacy, reading and writing skills from Year 7 to Year 13. ● Through English, students develop an appreciation and a love of reading. They do this by being given regular opportunities to analyse a range of texts, including non-fiction, poetry, Shakespeare and whole novels. ● We also ensure that students have many opportunities to write for different audiences and purposes, ensuring that they recognise the importance of using punctuation and grammar accurately and by engaging the reader well, through effective and challenging vocabulary. ● Through the English curriculum, students also develop their speaking and listening skills in a range of contexts and for different purposes. This is vital cultural capital, which our students need to become effective speakers and confident communicators, to allow them to compete with their peers in a range of real world contexts including job interviews and debating. ● To that end, our students are able to use Standard English appropriately. This is supported by ensuring that they read a wide range of classic literature fluently and with good understanding. This enables our students to make connections across their reading and to read in depth, critically and evaluatively, so that they are able to discuss and explain their ideas and understanding in detail and with confidence and flair. ● Our schemes of learning are our main platform through which we deliver the national policy. Our literature texts also give us the opportunity to discuss a range of cultural influences, such as sociological ideas and historical events that have shaped our society: this in turn allows us to discuss moral and ethical issues too, such as society's response to poverty. ● We are constantly expecting our students to use their imaginations when reading and recreating fiction texts, which also requires them to be creative. ● The English department runs trips where possible so that we are giving our students the opportunity to participate in cultural events. ● Provision in place for disadvantaged students and minority groups is under-pinned by having high expectations of them in all lessons, as we do all students. We offer a broad and challenging curriculum to all students that exposes them to a range of texts chosen to broaden their experiences and cultural understanding. We aim to "teach to the top and support all to achieve", ensuring all students are exposed to challenging content and concepts.

	<ul style="list-style-type: none"> • We provide our disadvantaged students with a wealth of resources at KS4. We give them revision guides to support their knowledge and revision of our literature texts and workbooks to support the development of reading and writing skills too.
MFL	<ul style="list-style-type: none"> • Giving languages a life beyond the text book and the classroom is vital for students growing up in an increasingly global and interconnected world. One long-lasting and effective way to do this is by visiting other countries. Our department aims to offer trips to France and Spain on alternate years. • In Languages, we use role-plays, music, songs and target language to try to create as much cultural capital and experiences as possible for our students. • Students develop a range of transferable skills (problem solving, spotting patterns, risk taking, confidence, good communicator and memory). • Important dates that are observed by the MFL dept. include: European Day of Languages, Día de la Hispanidad (Columbus Day), La Fête Nationale / Le Quatorze Juillet (Bastille Day)
Geography	<ul style="list-style-type: none"> • Students develop a wide range of rich cultural capital through the Geography curriculum. • Through Geography, students develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material). • In Geography, students gain an understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts. (Think like a geographer). • Students develop their competence in a range of skills including those used in fieldwork, in using maps and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer). • Students develop their ability to apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography). • Through the Geography curriculum, we create successful learners who develop an inquisitive interest in their surroundings. • We ensure that students are able to write well-organised, balanced and structured arguments using valid evidence, which are key skills they will rely upon in later life, regardless of their chosen pathway. • We feel our curriculum across all key stages develops students' contextual knowledge of the location of globally significant places including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. Our progressive curriculum in KS3, KS4 and KS5 builds on students' understanding of the processes that give rise to key physical and human geographical features of the world and how these are interdependent and how they bring about spatial variation and change over time. Our curriculum also allows students to become competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. • Numeracy: Our work on grid references, scale, graphical skills, statistics (mean, median, mode, range) across KS3 and KS4 support numeracy skills. Students are expected to complete statistical questions, graphs, grid references and also understand and analyse graphs. • Speaking is encouraged in geography lessons through, questioning, task-based conversation (Think/Pair/Share) between students and encouraging the application of subject specific terminology; group work and whole class discussion are used to increase confidence with oral skills. • Reading is developed through teaching reading techniques such as scanning and skimming skills; identifying and highlighting key points in text; reading aloud and reading to students to help them to understand the meaning of a text; keywords are displayed on walls and glossaries provided for students across all key stages. • Writing is developed through demonstrating how to write appropriately for a particular audience, teaching the composition and the structure required to produce a balanced and well-argued answer, teaching how to develop a coherent argument through the use of mini-conclusions and reaching a final, substantiated judgement in the conclusion.

	<ul style="list-style-type: none"> ● Listening is developed through reading to students to aid understanding, oral instructions and verbal communications is every lesson. Students are also encouraged to listen to and respect different views on the topics we study.
Food Technology	<ul style="list-style-type: none"> ● Technology teaches students to be inquisitive, self-confident, independent and to develop excellent knowledge and practical skills ● All design subjects follow the design cycle, which takes a product from inception to completion. ● Students are taught how to research, investigate, design, plan, make and evaluate. ● In addition, students have access to excellent subject specific facilities and resources to support them in understanding how Technology exists in the real world. ● In Food Technology, students develop a clear understanding of a healthy diet. They also learn the valuable life skill of cooking a balanced meal using a variety of accessible recipes, within an industry standard kitchen.
Health & Social Care	<ul style="list-style-type: none"> ● The principles taught in Health and Social Care are concurrent with British Values particularly rule of law, individual liberty, tolerance, and acceptance of others. ● Equality, diversity and rights within Health and Social Care underpin personalisation, anti-discriminatory practice and the codes and legislation that guide practitioners. ● Delivering the Health and Social Care curriculum requires teaching in the affective domain and students are encouraged to challenge unfounded views that they may hold that are discriminatory. ● Differing opinions within the classroom are managed sensitively with respect for each other ● Students learn about human lifespan development and the physiological changes that occur across the life stages. Links are made to how physiological changes impact on physical, emotional and intellectual, social development. There are strong links to PSHE in this component.
History	<ul style="list-style-type: none"> ● Through History in KS3, students learn about the main developments, events and themes in British history 1066-20th C, which is delivered in a chronological framework with a combination of breadth and in-depth topics. ● Students also study some of the major world events from this timeframe. ● Students develop their knowledge and understanding of local history through learning about some key people and events in Oxford and placing these within a national context ● Our assessments in Y7-9 focus on written communication skills with an emphasis on literacy and extended writing techniques. These assessments nurture the skills that are needed to be successful learners at GCSE and A level and in the world of work. ● At KS4, we have selected a broad range of topics from the GCSE specification: Elizabethan England, 1558-1603; Health in Britain 1000-2000; Conflict and Tension 1950-75; America 1920-73. This enables our students to explore a range of countries' political, social, religious and economic developments. Source analysis skills are a key focus of our curriculum as is teaching the key skills required for writing successful essays. ● At KS5, we build on the skills developed at KS3 and GCSE. American and British history is studied in depth as well as Russian History as one of the NEA options. Once again, political, social, economic and religious aspects of societies are investigated. There is an increased focus on independent learning at KS5. ● Numeracy: Our work on chronology and timelines across KS3 and KS4 support basic numeracy skills. ● Speaking is encouraged in history lessons through, questioning, task-based conversation (Think/Pair/Share) between students and encouraging the application of subject specific vocabulary; group work and whole class discussion are used to increase confidence with oral skills. ● Reading is developed through teaching reading techniques such as scanning and skimming skills; identifying and highlighting key points in text; reading aloud and reading to students to help them to understand the meaning of a text; keywords are displayed on walls and glossaries provided for students across all key stages. ● Writing is developed through demonstrating how to write appropriately for a particular audience, teaching the composition and the structure required to produce a balanced and well-argued answer, teaching how to develop a coherent argument through the use of mini-conclusions and reaching a final, substantiated judgement in the conclusion. Model answers have been used to demonstrate how to use connectives, link paragraphs and exemplar conclusions. ● Listening is developed through reading to students to aid understanding, oral instructions and verbal communications is every lesson. Students are also encouraged to listen to and respect different views on the topics we study. ● The department run enrichment activities such as 'Meanwhile, Elsewhere' and host a talk by a Holocaust survivor.
Maths	<ul style="list-style-type: none"> ● The Maths curriculum aims to ensure that students become financially capable young people, equipped with the required skills and knowledge to improve their life chances, become financially aware citizens and discerning consumers. ● Through working on understanding graphical and numerical representation of data, students learn how to critically analyse information presented to them, spotting misleading or misquoted statistics that are used to support flawed conclusions.

	<ul style="list-style-type: none"> ● Speaking across the curriculum is developed through, questioning, encouraging conversation, modelling verbal answers and use of subject specific terminology, group work and discussion, oracy and public speaking and use of Standard English. Each unit of work details the new maths specific vocabulary required, focus is given in lessons to understanding this terminology. ● Reading across the curriculum is developed through teaching reading techniques such as scanning, skimming, breaking worded questions down into chunks, reading aloud and reading to students to allow them to understand the meaning of a text, developing a word rich learning environment through word walls and displays for learning. ● Listening across the curriculum is developed through reading to students for understanding, oral instructions and verbal communications is every lesson.
Media	<ul style="list-style-type: none"> ● Media Studies offers students considerable cultural capital, equipping young people with a suite of skills and analytical techniques that will prove of value in future life success. These include the practical production skills of photography, desktop publishing, copywriting. ● Media set texts provide opportunities to explore a range of social and cultural issues, as directed by the syllabus. Students are required to consider issues of social inequality and justice, and the responsibility of the media. ● The Media Studies curriculum affords us many opportunities to explore and promote positive social values.
Music	<ul style="list-style-type: none"> ● The music curriculum is rich in opportunities exploring, understanding and respecting diversity as well as participating and responding to cultural activities. From Y7 upwards students study music from a range of countries (such as learning about the music and contextual features of Gamelan (from Indonesia) music and the instruments, learning about the musical and contextual features of blues music) genres and time periods. Students also participate in performing, listening and composing activities relating directly to these cultures, genres and time periods. ● Paired and group work develops teamwork, respect for other opinions, working together, and co-operation . Peer assessments give opportunities for students to form opinions and communicate this with others as well as listening to other views and opinions.
Personal Social, Health Education	<ul style="list-style-type: none"> ● The PSHE Curriculum teaches and equips students with a wide range of knowledge and essential skills that they need to become well rounded adults and contribute positively to society. ● Through the theme of health and well being, students learn about: transition and safety, drugs and alcohol, peer influences, substance use and exploitation, mental health, self -esteem and resilience, healthy routines, mental health and emotional well being, diet, exercise, personal safety and first aid as well as managing stress and exam overload. ● Through the themes of 'living in the wider world, students learning about: Careers, teamwork and self- awareness, equality of opportunity, different types of employment and work patterns, their strengths and areas of development and goal setting, financial decision making and risk, applications for different progression routes, digital literacy and financial well- being. ● Through the theme of relationships, students learn about: diversity, prejudice, bullying, discrimination, radicalisation, respectful relationships, sexism, homophobia, families and parenting, conflict resolution, sex and expectations, myths, pleasure and challenges, the impact of the media on sex and body image, personal values, assertive communication, safe sex, self- worth, and friendships (including online) puberty, gender identity, sexual orientation, contraception, consent, 'sexting' STIs, pornography, addressing community cohesion and challenging prejudice.

<p>Physical Education</p>	<ul style="list-style-type: none"> ● The Physical Education curriculum adds a wealth of cultural capital to students lives and prepares them to be able to make valuable contributions to society through: ● Developing their physical abilities through gymnastics, athletics, team games, outdoor and adventurous activities and also teaches them valuable life skills such as communication, the ability to follow rules, problem solving, honesty, determination, passion, leadership and also to value the benefits of practice over time to better individual capability, knowledge, skills and understanding. ● Students’ overall well-being is also enhanced through physical education and physical activity. This teaches students the value of physical activity through the development of physical fitness and the mastery of skills and techniques and tactics. ● Physical Education teaches students the value of being part of something bigger than themselves through providing students with opportunities to take part in school teams. In addition, the opportunity to take part in annual sports days provides them with further opportunities to participate in the broader life of the school through healthy competition. ● Physical Education teaches students that they are valuable and that they can always contribute positively to their own and others' education. It also teaches them that at times there are winners and losers, and that this is part of everyday life and society. ● Physical Education also allows students to be aware of moral issues surrounding cheating and the need for people to behave with integrity and also ethically, without unnecessary cheating and foul play. ● It teaches students about etiquette and that deviant behaviour, is in the main, eventually punished and the consequences of this, often outweigh the potential short term benefits. ● Physical Education enables students to develop their self-esteem/confidence and also allows them to socialise and develop lifelong healthy lifestyle choices, which is the ultimate aim of the faculty. ● In recent years the school has been successful at district, county, regional and national level in a range of sporting activities.
<p>Psychology</p>	<ul style="list-style-type: none"> ● The Psychology curriculum links to everyday life in a number of ways:- ● Students learn about theories of child development such as attachment and cognitive development. ● Cognitive development in adults and how this can be altered by mental health issues. ● Students learn about theories of aggression (nature/nurture). ● Mental health which involves studying the symptoms and causes of depression, schizophrenia, OCD and phobias and also definitions of mental health. ● Gender development and issues associated with this. ● Memory and factors that can affect recall, aid retrieval and also eyewitness testimony. ● Research methods, information gained from scientific research and its application to real life. ● Social psychology looking at conformity, obedience, altruistic behaviour and crowd behaviour. ● Forensic psychology focuses on theories about criminal behaviour and how psychology and the law attempts to deal with them. ● Different approaches in psychology and how each explains human behaviour. ● In all of the above topics students are encouraged to link psychology to everyday life as this provides greater understanding and better retrieval of topics studied in class.
<p>RW</p>	<ul style="list-style-type: none"> ● RW exposes students do different viewpoints, cultures and religions such as Christianity, Islam, Hinduism and Buddhism. ● Through RW, students learn to be curious and to develop critical thinking, analysis and evaluation. ● Through the teaching of RW, students develop their understanding of how and why some countries have different rules and belief systems. ● We teach students to study the news and understand what is happening in the world and through our teaching and classroom discussions, we teach students how to question the reasons and motives behind the different phenomena and activities that they see unfolding within society. ● Students study topics such as abortion, the nuclear arms movement, war, life after death and think deeply about loss, grief and why things happen that do not always seem fair. ● Students learn about relationships, contraception and understanding the rights and responsibilities around birth and also the ethics in relation to medical treatment and also euthanasia. ● We learn about crime and punishment and about why laws are in place in society and how society can be improved

<p>Science</p>	<ul style="list-style-type: none"> ● The high-quality science education we strive for provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all students are taught essential aspects of the knowledge, methods, processes and uses of science. ● Through building up a body of key foundational knowledge and concepts, students are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They are taught to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. ● Ultimately, students are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future whether that be in a scientific career or as a member of society. ● Relevant aspects of delivering British Values and SMSC are incorporated within our schemes of learning. ● Students are encouraged to develop a sense of enjoyment and fascination in learning about themselves, others and the world around them. ● Students reflect on their experiences and apply their understanding to a range of issues. ● Students consider and recognise legal boundaries and subsequently develop an understanding of laws through topics such as drugs and reproduction. ● Students consider the work of key scientists past and present and gain an appreciation of their impact on society.
<p>Sociology</p>	<ul style="list-style-type: none"> ● Sociology by definition is the study of society and a large focus is on British society and British values. There is also a heavy focus on multiculturalism and acceptance of diversity in society. The subject aims to educate people into becoming well-rounded critical thinkers who are able to form their own judgements based on a range of evidence. Central to Sociology is the ability to use empathy and argue a point of view that one may not necessarily agree with but understand why someone may think a certain way. This gives learners cultural capital in that they understand different points of view and ways of life will benefit them in the real world of work. ● Through Sociology, students develop the ability to write extended essays, which describe sociological ideas in detail. There are very few short questions in the Sociology exams so it is essential that students can cope with the writing element of the course. This enables many of your students to successfully transition to university based education. ● The ability to see arguments for and against a particular debate is essential, as is the ability to justify why some people think a certain way and why they might be considered to be right or wrong. ● Students develop empathy, awareness of other cultures and ways of life, non-judgemental attitude, enthusiasm for politics and social issues. Students also develop a desire to question how society works and where things can improve. ● Students gain an understanding of the sociological study of education, the family, crime and deviance, inequality in society and sociological research methods. ● At the heart of sociological study is the debate over how class, age, gender, ethnicity, sexuality and disability impact on life chances. These aspects of society are covered in detail within the individual topics listed below. ● Key sociological debates around the education system, the purpose of the family, causes of crime and deviance and inequality in society and the research methods to discover these social factors. ● Sociology encourages students to question how society works and how school can prepare students for later life and the world of work. Sociology is about the extent to which society is meritocratic and therefore encourages awareness of the need to network and aim for the top. ● We also develop an understanding of the potential barriers to work including sexism, racism and ageism. In a critical way learners are exploring how they can develop their own life chances as well as those around them by challenging prejudice and discrimination.

