

## CULTURAL CAPITAL ENRICHMENT

### **Key Question - What have different cultures contributed to South Tyneside?**

Children will explore various aspects of cultures from communities which have settled in South Tyneside. These will include Sikhs, Hindus, and Muslims from Bangladesh and Yeman. Areas covered will include clothing, religion, food, art, literature, film, dance, and architecture. They will consider how these cultures and groups have impacted upon the local area.

Points of note;

- Other groups/cultures will be considered if links can be made which are appropriate to the learning experiences.
- The order of activities will be subject to change due to having to arrange a variety of visits and visitors.

Main Focus Areas/questions:

- What are the beliefs of your culture?
- What impact has your culture/beliefs had on the community of South Tyneside?
- How has your beliefs influenced the UK cultural capital.

An expectation would be pupils or class have:

- a book evidencing their visits and meetings with visitors
- Poems and artwork based on their studies of other cultures.
- Videos of their experiences
- Group Enrichment books - photos, quotes, findings
- Create a powerpoint/poster or video to show how other cultures have made a positive impact upon our local area.

### **Teaching and Learning Role**

As teaching and Learning Lead, my role will be to advise and support on the programme development, act as a critical friend to challenge thinking and practice, analyse pedagogy and effective practice. I will initiate initial meetings with visitors and visits to groups who have settled in South Tyneside. I will seek to embed and extend community links with the school and interested parties.

### **Programme**

Date	Activity	Outcome
Week 1 and 2	<p><b>What are mendi patterns.?</b></p> <p>StudentsTo explore the impact of art from Indian and Bangladeshi cultures. Students will look at Mendi patterns. They will discuss and compare marriage ceremonies.</p>	<p><b>Creative thinker</b> Asks questions of the performers to extend their thinking. Connects their own ideas and experiences with other art forms. .</p> <p><b>Reflective Learner</b></p>

	<p>Task: they will copy traditional Mendi patterns onto their blank templates.</p>	<p>Assesses themselves and others, identifying opportunities for their own Mendi patterns.</p> <p><b>Effective participator</b> Proposes practical ways forward and discusses issues of concern.(What will they need to learn to do?. What skills will they need to acquire?)</p> <p><b>Independent enquirer</b> Identifies questions to answer and problems to resolve.(How do they create that pattern. What pencil or pen will I need?)</p>
<p>Week 3 and 4</p>	<p><b>How do Sikhs contribute to their local community ?</b></p> <p>School visit from the North East Sikh Association.</p> <p>School Visit to local sikh Temple.</p>	<p><b>Creative thinker</b> Asks questions of the Sikh community to extend their thinking. Connects their own ideas and experiences to the Sikh idea of community.</p> <p><b>Reflective learner</b> Assesses themselves and others efforts in making a positive contribution to a local community. Evaluates experiences and learning to inform future progress (How can the choices we make as individuals and groups affect the local community.)</p>
<p>Week 5 and 6</p>	<p><b>How have Bangladeshis contributed to the local community?</b></p> <p>Visit to South Shields town centre to see the presence of the Bangladeshi community. Help groups, Mosques Restaurants</p> <p>Try a variety of Bangladeshi foods. Work with a partner to create some Bangladeshi food. (Link with DT)</p>	<p><b>Creative thinker</b> Asks questions of the Bangladeshi community to extend their thinking. Connects their own ideas and experiences to the Bangladeshi idea of community.</p> <p><b>Team worker</b> Collaborates with others to work towards the common goal of creating Bangladeshi food..</p> <p><b>Reflective learner</b> Assesses themselves and others efforts in making a positive contribution to a local community. Evaluates experiences and learning to inform future progress (How can the choices we make as individuals and groups affect the local community.)</p> <p><b>Self-manager</b> Seeks advice and support when needed.(ingredients, cooking methods))</p> <p><b>Effective participator</b> Proposes practical ways forward. Identifies improvements that would benefit others as</p>

		well as themselves.
Week 7	<p><b>How have Yemeni contributed to the local community?</b></p> <p>Visit to mosque at Laygate. Invite member of the Yemeni project into School to talk about the social and cultural impact. <a href="http://www.theyemeniproject.org.uk/4/6/yemeni-and-british-integration.html">http://www.theyemeniproject.org.uk/4/6/yemeni-and-british-integration.html</a></p>	<p><b>Creative thinker</b> Asks questions of the Yemeni community to extend their thinking. Connects their own ideas and experiences to the Yemeni idea of community.</p> <p><b>Reflective learner</b> Assesses themselves and others efforts in making a positive contribution to a local community. Evaluates experiences and learning to inform future progress (How can the choices we make as individuals and groups affect the local community.)</p>
Weeks 8	<p><b>How have other cultures influenced our literature?</b></p> <p>Watch the Jungle Book. Discuss setting (India) and author (Rudyard Kipling) Discuss British Empire</p>	<p><b>Creative thinker</b> Asks questions of the film to extend their thinking. Connects their own ideas and experiences with those of the characters .</p> <p><b>Reflective Learner</b> Assesses themselves and others, identifying opportunities for their own story writing..</p>
Week 9	<p><b>How have other cultures influenced our poetry?</b></p> <p>Students look at examples of Japanese Haiku poems. Students Work with a partner/groups to write their own haiku poems based upon the animals in Jungle Book.</p>	<p><b>Creative thinker</b> Asks questions to extend their own thinking regarding imagery and emotions to include.</p> <p><b>Reflective Learner</b> Assesses themselves and others, identifying opportunities for alternatives with word choice.</p> <p><b>Effective participator</b> Proposes practical ways forward and discusses issues of concern.(Does the poem follow the format? What other words could they use that have the same number of syllables?)</p> <p><b>Independent enquirer</b> Identifies questions to answer and problems to resolve.(How do they create that pattern)</p>
Week 10 and 11	<p><b>Review of learning</b> Create a powerpoint/poster or video to show how other cultures have made a positive impact upon our local area.</p> <p>Students choose their format. Discuss and plan which elements they wish to show. Students decide whether they wish to do it as</p>	<p><b>Reflective learner</b> Assess students' learning through self-reflection. What actions to be taken forward? What could be done to improve this unit for future learners?</p>

	solo project or with a partner/group.	
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### **Trips or Visits**

School visit from the North East Sikh Association.

School Visit to local sikh Temple.

Visit to mosque at Laygate.

Invite member of the Yemeni project into School to talk about the social and cultural impact.

Visit to South Shields town centre to see the presence of the Bangladeshi community.

### **Curriculum links:**

English: speaking and listening activities, haiku poetry

Maths: measuring and estimating when cooking

Art: Knowledge of mehndi patterns.

Food Technology. Knowledge of food from other cultures.

History: British Empire and Commonwealth

Geography: Knowledge of other countries.

### **Appendix 1**

<p><b>Creative thinker</b></p> <p>Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value</p>	<p>generate ideas and explore possibilities – link to developing a successful idea to use for social enterprise</p> <ul style="list-style-type: none"> <li>• ask questions to extend their thinking</li> <li>• connect their own and others' ideas and experiences in inventive ways</li> <li>• question their own and others' assumptions</li> <li>• try out alternatives or new solutions and follow ideas through</li> <li>• adapt ideas as circumstances change</li> </ul>
<p><b>Team worker</b></p> <p>Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative</p>	<ul style="list-style-type: none"> <li>• collaborate with others to work towards common goals of a successful social enterprise</li> <li>• reach agreements, managing discussions to achieve results</li> <li>• adapt behaviour to suit different roles and situations, including leadership roles</li> </ul>

<p>relationships, resolving issues to reach agreed outcomes.</p>	<ul style="list-style-type: none"> <li>• show fairness and consideration to others</li> <li>• take responsibility, showing confidence in themselves and their contribution</li> <li>• provide constructive support and feedback to others.</li> </ul>
<p><b>Self manager</b></p> <p>Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.</p>	<ul style="list-style-type: none"> <li>• seek out challenges or new responsibilities and show flexibility when priorities change</li> <li>• work towards goals, showing initiative, commitment and perseverance</li> <li>• organise time and resources, prioritising actions</li> <li>• anticipate, take and manage risks</li> <li>• deal with competing pressures, including personal and work-related demands</li> <li>• respond positively to change, seeking advice and support when needed</li> <li>• manage their emotions,</li> </ul>
<p><b>Effective participator</b></p> <p>Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.</p>	<ul style="list-style-type: none"> <li>• discuss issues of concern, seeking resolution where needed</li> <li>• present a persuasive case for action</li> <li>• propose practical ways forward, breaking these down into manageable steps</li> <li>• identify improvements that would benefit others as well as themselves</li> <li>• try to influence others, negotiating and balancing diverse views to reach workable solutions</li> <li>• act as an advocate for views</li> </ul>
<p><b>Reflective learner</b></p> <p>Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and</p>	<ul style="list-style-type: none"> <li>• assess themselves and others, identifying opportunities and achievements</li> <li>• set goals with success criteria for their development and work</li> </ul>

<p>progress, inviting feedback from others and making changes to further their learning.</p>	<ul style="list-style-type: none"> <li>• review progress, acting on the outcomes</li> <li>• invite feedback and deal positively with praise, setbacks and criticism</li> <li>• evaluate experiences and learning to inform future progress</li> <li>• communicate their learning in relevant ways for different audiences</li> </ul>
<p><b>Independent enquirer</b></p> <p>Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.</p>	<ul style="list-style-type: none"> <li>• identify questions to answer and problems to resolve</li> <li>• plan and carry out research, appreciating the consequences of decisions</li> <li>• explore issues, events or problems from different perspectives</li> <li>• analyse and evaluate information, judging its relevance and value</li> <li>• consider the influence of circumstances, beliefs and feelings on decisions and events</li> <li>• support conclusions, using reasoned arguments and evidence.</li> </ul>