

Cultural Studies intent

At Wargrave House School & College, our **Cultural Studies curriculum** is designed to provide learners with a **broad, enriching, and immersive experience** that fosters an appreciation for **diverse cultures, historical perspectives, and artistic expression**. Rooted in **Geography, History, Religious Education, Music, Drama, and Art & Design**, the curriculum empowers learners with **critical thinking, creativity, and a deepened understanding of the world around them**.

Through a **sequenced, thematic approach**, learners explore **global societies, traditions, and belief systems** while developing essential skills such as **communication, collaboration, and independent inquiry**. Our curriculum is personalised to support learners with **SEND needs**, ensuring accessibility, engagement, and meaningful learning experiences.

Each key stage will cover a **themed topic** for a whole term which will include the coverage of a **Humanities and Expressive arts area**. This allows learners to develop a **detailed, enriched, holistic understanding** of the topic area.

Implementation

The curriculum is structured across **Key Stages 1–4**, with a focus on:

- **Places** – Understanding different geographical regions and their cultural impact.
- **Civilisations** – Exploring historical events, influential figures, and societal changes.
- **Festivals** – Engaging with world religions, traditions, and artistic expressions.
- **Expressive Arts Integration** – Using **music, drama, and art** to explore cultural themes dynamically.

Learning is reinforced through:

✔ **Sensory & Practical Learning** – Encouraging experiential engagement with cultural artefacts, music, and performances.

✔ **Multi-Disciplinary Approaches** – Integrating Humanities with Expressive Arts to create **engaging and meaningful cross-curricular links**.

✔ **Personalised Adaptations** – Ensuring accessibility for learners through visual supports, interactive activities, and structured guidance.

All learners have two identified sessions of Cultural Studies a week and cover the following topics:





AGE – BREADTH						
Key Stage 1 Standard Humanities (Geography, History, Religious Education) Expressive Arts (Music, Drama, Art and Design)						
C Y C L E	AUTUMN		SPRING		SUMMER	
	Places Geography & Music		Civilisations History & Drama		Festivals RE & Art and Design	
1	England (What's on the school grounds)	English Music (nursery rhymes)	The Great Fire of London (Samuel Pepys)	Movement (Still images) Props	Christianity (festivals and symbols)	Textured materials (techniques and final product)
2	Japan (What do they have in Japanese schools?)	Japanese Music (Taiko drumming)	The first planes (Amelia Earhart)	Mime (Moving Pictures) Masks	Islam (festivals and symbols)	Textile techniques (techniques and final product)

Key Stage 2 Standard Humanities (Geography, History, Religious Education) Expressive Arts (Music, Drama, Art and Design)						
C Y C L E	AUTUMN		SPRING		SUMMER	
	Places Geography & Music		Civilisations History & Drama		Festivals RE & Art and Design	
1	Italy (Environmental survey of land)	European music (Cultural songs)	The Romans (Julius Caesar)	Melodrama Freeze Frame Theatre	Judaism (festivals and symbols)	Drawing (techniques and final product)
2	UK (Weather survey)	British and Irish Music (Cultural songs)	The Vikings (King Alfred)	Scripted Plays Tableaux Plays	Sikhism (festivals and symbols)	Painting (techniques and final product)
3	Brazil (Investigate land use in Brazil)	Brazilian Music Samba	The Ancient Greeks (Alexander the Great)	Comedy Spilt screen Puppets	Hinduism (festivals and symbols)	Printmaking (techniques and final product)
4	North America (Alaska, Oklahoma) (What happens to water when it hits the ground?)	North American Music (Pan-Indian Music)	The Stone Age to the Iron Age (Cartmondia)	Monologue Flashback Set design	Buddhism (festivals and symbols)	Sculpting (techniques and final product)

Key Stage 3 Standard Humanities (Geography, History, Religious Education) Expressive Arts (Music, Drama, Art and Design)						
C Y C L E	AUTUMN		SPRING		SUMMER	
	Places Geography & Music		Civilisations History & Drama		Festivals RE & Art and Design	
1	Kenya (What is the traffic like in the area?)	African Music (African Drumming)	Britain's transatlantic Slave trade; its effects and its eventual abolition (Olaudah Equiano)	Physical Theatre Contrast Job roles	Taoism (festivals and symbols)	Line and Tone (techniques and final product)
2	China (How has the land use changed over the last 200 years?)	Chinese Music (Cultural songs)	Magna Carta and the emergence of Parliament (John Lackland)	Drama Cross cutting Advertising	Jainism (festivals and symbols)	Collage (techniques and final product)
3	The World (How have/are shopping habits changing?)	Caribbean Polynesian Music (Cultural songs/Steel drumming)	World War 1 (Rise of Adolf Hitler)	Forum Theatre Climax Script writing	Shinto (festivals and symbols)	Printing Techniques (techniques and final product)




Impact

By the end of each Key Stage, learners will:

-  **Demonstrate an appreciation for cultural diversity and traditions.**
-  **Understand key historical events and their impact on modern society.**
-  **Express creativity through performance, music, and art inspired by cultural themes.**
-  **Engage positively with their local and wider community.**

Enrichment Opportunities

To bring learning to life, our **Cultural Studies curriculum** is enriched through a variety of hands-on experiences and community engagement projects:

-  **Educational Visits** – Learners visit **museums, cultural centres, heritage sites, and places of worship** to deepen their understanding of history and religious traditions.
-  **Cultural Exchange Days** – Themed days celebrating **global festivals, music, and cuisine** to foster an appreciation for diversity.
-  **Live Performances & Guest Workshops** – Opportunities to experience

theatre, storytelling, and live music from different cultures.

★ **Arts & Media Projects** – Learners create **murals, documentaries, and digital storytelling** projects inspired by cultural themes.

★ **Language & Communication Focus** – Exposure to **key phrases in different languages, Makaton-supported storytelling, and multi-sensory experiences.**

★ **Drama & Role-Play Activities** – Exploring historical events and cultural traditions through **physical theatre, puppetry, and improvisation.**

Capital of Culture – Our School's Cultural Identity

Wargrave House School & College promotes a **strong cultural identity** that embraces **inclusivity, respect, and community engagement.** Our **Capital of Culture** is reflected in:

🏠 **A School Culture of Celebration** – We recognise and celebrate cultural events such as **Black History Month, Chinese New Year, Holocaust Memorial Day, and Diwali.**

🎨 **Creative Expression as a Core Value** – Learners develop **confidence and voice** through **art, music, and drama performances inspired by world cultures.**

📖 **Inclusive & Accessible Learning** – A curriculum designed to **represent all learners**, ensuring that cultural learning is **adaptive, engaging, and meaningful.**

🌱 **Sustainability & Global Awareness** – Embedding **environmental and ethical discussions** into cultural studies, helping learners understand their role in a **global society.**

Community Learning & Partnerships

We extend **Cultural Studies beyond the classroom** by engaging with the **local and wider community.** Our **community learning approach** includes:

◆ **Partnerships with Local Organisations** – Collaborating with **cultural groups, heritage organisations, and arts initiatives** to offer authentic learning experiences.

◆ **School & Community Projects** – Learners participate in **cultural exhibitions, local festivals, and public art projects** to showcase their learning.

◆ **Intergenerational Learning** – Engaging with **elderly community members, historians, and cultural ambassadors** to hear real-life stories and experiences.

◆ **Volunteering & Social Action** – Encouraging **participation in cultural charity projects, community clean-ups, and awareness campaigns.**

Through these initiatives, learners **develop a sense of identity, social responsibility, and a lifelong appreciation for cultural diversity.**

Conclusion

Our **Cultural Studies curriculum** is more than just an academic subject—it is a **celebration of the world, its people, and their stories.** By integrating **enrichment, community learning, and expressive arts,** we create an engaging, **inclusive, and inspiring** educational experience that prepares learners for life in a diverse and interconnected world.

Community learning

To develop our learners' understanding and application of preparation for adulthood skills, characteristics and qualities, learners visit a variety of venues in the local and national community. These include community days; residential trips; outdoor education days; Puddle visits (our exclusive learning outside the classroom environment); visits to local colleges and universities and visiting different cultural venues across the North-West.

Complimentary courses

All learners in KS4, engage in a Btec pre-vocational studies - Entry to vocational studies course at E1-L2 level. Whichever level of course is being accessed, all learners participate in a variety of modules, designed to deepen their understanding of different work sectors and employability skills.

At Entry level 1, the learners can cover the following modules:

Pearson BTEC Entry Level 1 Subsidiary Award in Pre-vocational Study			
Unit reference	Unit title	GLH	Type
	Optional unit		
1	Engaging in New Situations	30	Optional
2	Following Given Instructions	30	Optional
3	Handling Own Money	30	Optional
4	Preparing a Meal for Yourself	30	Optional
5	Going on a Prepared Visit	30	Optional
6	Engaging in Personal Health and Wellbeing	30	Optional
7	Helping with an Event	30	Optional
8	Contributing to a Customer Service	30	Optional
9	Developing Digital Communication Skills	30	Optional
10	Participating in a Performance	30	Optional
11	Communicating with Others	30	Optional
12	Participating in a Sports Activity	30	Optional
13	Producing a Product	30	Optional
14	Taking Part in a Creative Activity	30	Optional
15	Exploring an Enterprise Activity	30	Optional
16	Exploring Future Options in the Local Community	30	Optional
17	Engaging in a Team Activity	30	Optional
18	Working Towards a Given Target	30	Optional
19	Producing a Basic Document	30	Optional
20	Navigating from One Place to Another	30	Optional

At entry level 2, the learners can cover the following modules:

Pearson BTEC Entry Level 2 Subsidiary Award in Pre-vocational Study			
Unit reference	Unit title	GLH	Type
	Optional unit		
1	Adapting to New Situations	30	Optional
2	Following Instructions to Carry Out a Task	30	Optional
3	Handling Money Transactions	30	Optional
4	Preparing a Meal for Others	30	Optional
5	Participating in a Visit	30	Optional
6	Understanding Personal Health and Wellbeing	30	Optional
7	Contribute to Running an Event	30	Optional
8	Providing a Customer Service	30	Optional
9	Using Digital Skills	30	Optional
10	Contributing to a Performance	30	Optional
11	Communicating with Others	30	Optional
12	Contribute to a Team Sport Activity	30	Optional
13	Create a Product	30	Optional
14	Being Creative	30	Optional
15	Contribute to an Enterprise Activity	30	Optional
16	Planning for the Future	30	Optional
17	Being Part of the Team	30	Optional
18	Working Towards an Agreed Target	30	Optional
19	Create a Document	30	Optional
20	Using Public Transport	30	Optional

At entry level 3, the learners can cover the following modules:

Pearson BTEC Level Entry 3 Subsidiary Award in Entry to Vocational Study			
Unit reference	Unit title	GLH	Type
	Mandatory unit		
1	Skills for Learning	30	Mandatory
	Optional units		
3	Finding Out About a Topic	40	Optional
4	Designing a Product	40	Optional
5	Creating a Product	40	Optional
6	Presenting to Others	40	Optional
7	Making an Event a Success	40	Optional
8	Providing Customer Service	40	Optional
9	Going on a Visit	40	Optional
10	Financial Awareness	40	Optional
11	Living with Online Technology	40	Optional
12	Using Technology for a Purpose	40	Optional
13	Supporting Other Individuals	40	Optional
14	Communicating with People	40	Optional
15	Problem Solving by Thinking Creatively	40	Optional
16	Contributing to the Community	40	Optional
17	Managing Time	40	Optional
18	Responding to a Situation	40	Optional
19	Health and Wellbeing for the Workplace	40	Optional
20	Using Guidance	40	Optional

