**GSA Cultural Capital Action Plan**

This Action Plan should demonstrate how, as a school, you intend to audit and implement global dimensions that provide opportunities for students to develop the key skills and knowledge to become global citizens. This vision should be shared by the whole school and implemented across the curriculum.

**EXAMPLE - Cultural Capital across the curriculum**

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| --- | --- | --- |
| **Curriculum Area** | **How do we contribute to students Cultural Capital?** | **Steps to improve** |
| LanguagesEXAMPLE | * Every topic we teach through Languages begins with a link to native-speaking countries and their culture.
* 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.
* We deliver a unit which is based on local cuisine.
* Students can attend a French Exchange, a trip to Paris, and a trip to Barcelona.
* We study the differences between French and English schools and students leave with a very good understanding of the French language, as demonstrated through exam results.
* Careers awareness through “jobs in languages” flyer.
* Students develop a range of transferable skills (problem solving, spotting patterns, risk taking, confidence, good communicator and memory.
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**TEMPLATE – Cultural Capital across the curriculum**

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| --- | --- | --- |
| **Curriculum Area** | **How do we contribute to students Cultural Capital?** | **Steps to improve** |
| Subject |  |  |
| Subject |  |  |
| Subject |  |  |
| Subject |  |  |
| Subject |  |  |
| Subject |  |  |
| Subject |  |  |
| Subject |  |  |

**TEMPLATE – Whole School Cultural Capital Improvement Targets**

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| --- | --- | --- |
| **School Context****(information, size, structure etc)** | **Current provision (policies, staff responsibilities, activities, links)** | **Vision (for global citizenship and SMSC)** |
|  |  |  |
| **Improvement targets** | **Tasks/actions** | **Resources** |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |
| 5. |  |  |
| 6. |  |  |
| 7. |  |  |
| 8. |  |  |
| 9. |  |  |
| 10. |  |  |