

## Celebrating Diversity within the curriculum 2023/24

At Goldington Academy we recognise and celebrate diversity in the curriculum throughout the year, whilst also undertaking a range of activities during certain times of the year, e.g. Black History month and World Day for Cultural diversity.

Below are examples of the work undertaken at Goldington Academy.

Art	<p>Black History Month - diversity focus during lessons            Year 7 culture project focusing on a range of cultures            Yr 7 Creative Arts Day- diversity theme            Many opportunities to focus on diverse artists/artwork at GCSE</p> <p>Inspirational artists display boards in both art rooms representative of a diverse range of artists</p>
Computing	<p>Groups will be shown the “Pioneers in Computer Science” presentation with highlight all of the contributions of individual from a variety of cultures.            Students will have an opportunity to research addition individuals who made significant contributions to the development of technology, programming, gaming, computer aid design and artificial intelligence.            All groups to watch:  <a href="https://www.youtube.com/watch?v=uhcA6K8rWp0&amp;ab_channel=Code.org">https://www.youtube.com/watch?v=uhcA6K8rWp0&amp;ab_channel=Code.org</a>.</p>
Cooking and Nutrition	<p>In Lessons: Food and Religion and the importance of celebrating differences in food and culture</p> <p>Celebration weeks: World Food Day - 17th Oct</p> <p>BHM: Recipe of the Week - Pound Cake - with information about its history (due to slavery in America and people not being able to read and write, they could follow a recipe where each ingredient is 1 pound in weight) Celebrating Black British people in food culture - Riaz Phillips and Shanice Bryce</p>
Dance	<p>Year 8 will be completing a SOW on a Black Lives matter performance by Diversity.</p> <p>Year 9 will be studying Hip Hop which links to black culture in the US.</p>
Design & Technology	<p>Promotion of black designers/inventors within the curriculum where appropriate.</p> <p>‘Designer of the month’ display board reflects a range of designers with different backgrounds and ways of working e.g. Zaha Hadid, Yinka Ilori, Norman Foster etc.</p> <p>Methods and working of different designers within the design/make process. Origin of different materials.</p>
Drama	<p>BHM focus during lessons and in the texts and extracts we explore. Opportunities to look at diverse playwrights at GCSE level.</p> <p>Set text ‘Around the World in 80 Days’ at GCSE.</p>

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English	<p>Diversity is celebrated in the texts we study and is also embedded in the curriculum. Although we celebrate Black History Month by reading poetry and stories by black writers, we incorporate a range of voices throughout the year. Indeed, wherever we teach a text, we explore diverse writers in order to balance perspectives and experiences. For example, in Year 7 explore the lives of the Rohingya refugees in the novel <i>The Bone Sparrow</i>. They also study poems in a collection called “Words that Burn” that are written from a variety of poets from different cultures such as Dean Atta, John Agard and American poet Walt Whitman. Similarly, in Year 9, when writing about ‘heroes’ we find examples of heroes from black history, such as Francis Barber and Equiano to ensure that we tell stories and celebrate figures from all backgrounds. We also teach a unit called ‘Diversity shorts’ with stories written by Polish, Asian and African American writers. In Year 9 in our Love and Relationships unit, alongside writers like Simon Armitage, Heaney and Carol Ann Duffy, we include poetry from Grace Nicholls when exploring relationships between mothers and children.</p> <p>In the wider life of the school, the whole school reading project also takes authors from diverse backgrounds such as Malala Yousafzai, Malorie Blackman, Anne Frank, Ruta Sepyts and neuro diverse characters in Mark Haddon’s ‘<i>A Curious Dog in the Night-time</i>’. The library also celebrates - through its displays and recommendations – books that represent and interest all pupils in our community.</p>
Enterprise	Focus on black and ethnic minority entrepreneurs and their achievements in industry.
French	<p>In French lessons, during Black History Month particularly, we look at “l’Afrique Francophone” and its diaspora and impact on contemporary France. Working with all year groups, we assess the students’ knowledge of French-speaking countries initially and we then discuss French colonialism, its links to the slave trade (with a video about Dakar – where Mme Storey used to live – and slavery &amp; worksheet), and most importantly the ongoing linguistic, cultural and social legacy of “la francophonie”.</p> <p>We regularly discuss/embed diversity into the French curriculum during topics in KS3 &amp; KS4: diversity in French sport (e.g. the World Cup winning team 2018), in music (e.g. listen/watch with French subtitles songs by artists such as BigFlo et Oli, GIMS, Belgian/Rwandan musician Stromae, again discussing links to Francophone Africa and their impact on contemporary France), in films (themes around disability/race/poverty etc) and looking at daily routines, education and festivals in francophone countries, such as Mali, Haiti etc.</p>

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Geography	<p>Diversity is embedded in the curriculum so it is celebrated all the time. For example:</p> <ul style="list-style-type: none"> <li>- Tackling misconceptions and attitudes and perceptions of Africa - more balanced view</li> <li>- The role of Empire</li> <li>- The impact of the Slave Trade and Colonialism</li> <li>- The danger of a single story – experiences of Chimamanda Ngozi-Adichie</li> <li>- Sustainable Development Goals - a western view and neo-colonialism</li> <li>- role of females</li> <li>- Alternative perspectives of people and places</li> <li>- Geographical skills using old and new maps e.g. Colonial maps and contemporary maps</li> <li>- Guest speakers</li> <li>- Local area study: how is the Windrush generation part of Bedford's history?</li> <li>- The role of the UK in the wider world</li> <li>- Causes of uneven development - historical, political, geographical</li> </ul>
History	<p>Our schemes of learning in history seek to integrate diverse histories throughout all of our Big Questions, weaving the untold stories of individuals into bigger picture narratives, rather than simply bolting on histories of different demographic groups. The aim is for students to see that the history of all communities in Britain are fully integrated into 'British history'. These diverse histories not only include the stories of ethnic minority groups in Britain, but also the LGBTQ+ community, different religious groups, women, children, and disabled histories, all of which, historically, have been neglected.</p> <p>In each year group we develop skills and disciplinary knowledge which enable students to be accepting of different cultures and perspectives, whilst teaching them to question and challenge non-representative evidence (comparing historical interpretations, for example). As appropriate, we also focus on local, national and global history rather than just the micro-history of England, to ensure that students understand how geography has impacted migration histories and conflicts.</p> <p>Selected examples of where we have included diverse histories of under-represented groups include:</p> <ul style="list-style-type: none"> <li>• Tasks related to the Ivory Bangle Lady and Cheddar Man in our Celts unit</li> <li>• A lesson on the role of women in the Civil Wars</li> <li>• Exploration into everyday life of the average person in different time periods (including women in the Roman eras, National Archives virtual lessons concerning life as a Black Victorian etc.)</li> <li>• Tasks linked to the 'golden age' of Islam and how it has positively influenced Britain</li> <li>• A focus on the religious diversification of England during the Reformation</li> <li>• An enquiry into Commonwealth contributions to World War One and World War Two</li> <li>• A consideration of women's contribution to medicine</li> <li>• The work of Alan Turing and the women of Bletchley Park</li> <li>• A unit about women and the vote</li> <li>• Lessons about pre-colonial Africa which precede our lessons on slavery and Empire</li> </ul>

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	<ul style="list-style-type: none"> <li>• A unit on different indigenous and national groups and the ways in which they were affected by the British Empire.</li> <li>• A unit of study on Islamic soldiers who fought for Britain during the First World War.</li> <li>• An investigation into post-war immigration to Britain and the impact on our local community and Britain as a whole</li> <li>• Focus slides throughout the Key Stage Three units, for example to:             <ul style="list-style-type: none"> <li>○ celebrate the work of prominent women from Bedford</li> <li>○ celebrate historical trans figures, like James Barry</li> <li>○ highlight the work of historians from diverse backgrounds, such as David Olusoga and Santandu Das.</li> </ul> </li> </ul>
Creative iMedia	<p>Course work based around the diversity of our local area and designing an appropriate website</p> <p>Looking at addressing different target audiences, including, for example, gender and ethnic diversity</p> <p>Video of Inspirational Black people working in the media industry</p>
Life Skills	<p>Diversity is embedded in the spiral curriculum so it is celebrated throughout Life Skills lessons. For example,</p> <p>Within the Relationships topics:</p> <ul style="list-style-type: none"> <li>• Challenging stereotypes and discrimination</li> <li>• Stereotypes in the media</li> <li>• Living in a diverse society</li> <li>• Homophobia and biphobia</li> <li>• Challenging racism and religious discrimination</li> <li>• Disability discrimination</li> <li>• Different types of family and parenting</li> <li>• Types of relationship</li> <li>• Protected characteristics</li> </ul> <p>Within the Health and Wellbeing topics:</p> <ul style="list-style-type: none"> <li>• Challenging prejudice and discrimination based on mental health</li> <li>• Social norms and gang culture</li> <li>• Gangs and knife crime - breaking down stereotypes of who might join a gang</li> <li>• Body image and mental health</li> <li>• FGM and the law</li> <li>• Challenging stigma, stereotypes and misinformation about mental health</li> <li>• Reputation, life chances and role models</li> </ul> <p>Within the Life Beyond School topics:</p> <ul style="list-style-type: none"> <li>• Challenging stereotypes in the workplace</li> <li>• Challenging discrimination in the workplace</li> <li>• Career aspirations</li> <li>• British values and terrorism</li> <li>• Removing barriers and creating equality in employment</li> </ul>
Maths	<p>Celebration of black mathematicians and their contributions to mathematics during Black History month (all year groups).</p> <p>Cultural links made through the KS3 curriculum where appropriate in examples. EG rangoli and mandala designs in the Y9 transformation unit.</p>

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Music	<p>Y7 - Blues: Featured Artists (to include homework research activity) MuddyWaters, BB King, John Lee Hooker.</p> <p>Linking the development of Blues from the 19th into the 20th century, with a focus on the influence of spirituals, work songs (through slavery) and traditional West African musical styles, such as call and response.</p> <p>Y8 - Jazz: Featured Artists: Duke Ellington, Louis Armstrong, Ella Fitzgerald(to include homework research activity).</p> <p>Y9 - DJing: A particular focus on Turntablism, as part of Hip-Hop culture, to include a focus on the following African American turntablists: Grandmaster Flash, Jam Master Jay and DJ Jazzy Jeff (to include homework research activity).</p> <p>Y10 - Pop Ballads: Listening exercise on Killing Me Softly by Roberta Flack; Focus on the 80s &amp; 90s ballads of Whitney Houston, discussing links with her aunt, Dionne Warwick, her mother, Cissy Houston and the influence of growing up singing gospel in church to the development of her own career.</p> <p>Y11 - Rhythms of the World: Making connections with the cross-rhythms and polyrhythmic elements of Samba, Calypso and African Drumming and exploring/understanding the links with slavery and colonialism in the fusion aspects of these styles.</p>
Psychology	<p>Diversity and culture are regularly discussed as part of students learning of human behaviour. Students recognise the role of culture and the impact this may have on human behaviour and understanding. For example, the differences between individualistic and collectivist cultures.</p>

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<p>Religion, Philosophy and Ethics</p>	<p>Diversity is celebrated throughout the whole RPE/RS schemes of work from year 7-11 by nature of the subject. We study diversity of beliefs and experiences within each religion (Buddhism, Sikhism, Christianity, and Islam), exploring historical, global, and local experiences of individuals and communities.</p> <p>We also use the diverse religious viewpoints that students learn about to explore different real-world issues. For example, students study a unit which explores what could make our community a better place in which they explore the work of key figures in black civil rights movements such as Martin Luther King and Archbishop Desmond Tutu, or the peaceful community spirit that was seen in Bedford during the Black Lives Matter protests.</p> <p>Students also get opportunities to explore spiritual music from a variety of backgrounds, including music that originated from escaped slaves.</p> <p>In both KS3 and KS4 students look at how religious viewpoints impact people who have protected characteristics. For example, the GCSE lessons on abortion explore the debate around abortion laws and disabilities like Down's Syndrome. We also explore religious viewpoints on LGBTQ+ issues, including an entire unit on Religion and Families which explores same sex marriages and parenthood.</p> <p>These are just a few examples of how diversity is embedded throughout the whole of our curriculum.</p>
<p>Science</p>	<p>Display board in the corridor featuring influential black scientists.</p> <p>The science curriculum covers many aspects of diversity such as:</p> <p>Kizzneka Corbett, a leading scientist who helped produce the Moderna vaccine, the genetics topic, live virtual talks from scientists etc.</p> <p>International day of Women and girls in science covered in lessons in February</p>
<p>Travel &amp; Tourism</p>	<p>Positive and negative social impacts of tourism on local communities.</p>
<p>Other</p>	<p>Black History Month assemblies and events</p> <p>Black History Month is a focus during the Daily Bulletin</p> <p>World Day for Cultural Diversity (celebrated in June) – lessons focus on how diverse the world is. Students encouraged to attend school in their cultural dress and share meaning with the school community.</p>