




























**Cultural Capital** - is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, helping to engender an appreciation of human creativity and achievement.











Our in school curriculum planning aims to ensure that pupils' are provided with the cultural capital that they require. To enhance pupils' learning experiences we have planned external trips and visitors throughout their school journey that will inspire, embed and enhance learning: experiencing the best that our city and surrounding areas has to offer from the past to the current day.

### Curriculum Enhancement - TRIPS

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
EYFS THEMES	All About Us	Celebrations and Festivals	Friendship and Fairness	Caring for our Environment	People who Help Us	Changes
Nurs						
			<b>Manchester Museum</b> <b>CL &amp; Lit</b> - Link to text Brown Bear	<b>Manley Park Junior Orchard</b> <b>UW &amp; Lit</b> - respect and care for the environment - Jack and the Beanstalk		<b>Local Farm</b> <b>UW</b> - life cycle of plants and animals

Rec						
	<p><b>BMX Centre</b> <b>PD</b> - Develop overall body-strength, balance, co-ordination and agility</p>	<p><b>Barbakan</b> <b>Literacy</b> - Little Red Hen <b>UW</b> - notice changes</p>	<p><b>Aquarium (Trafford)</b> <b>UW</b> - explore the natural world</p>	<p><b>Imagine that (Liverpool)</b> <b>UW</b> - people who help us/name and describe people</p>	<p><b>Salford Art Gallery and Museum</b> <b>UW</b> - Comment on images of familiar situations in the past.</p>	
	<p><b>Diversity/Respect</b> <i>develop a sense of awe at the variety of peoples and environments around the world</i></p>	<p><b>Values &amp; Perceptions/Understanding</b> <i>question and challenge values and assumptions</i></p>	<p><b>Social Justice/Compassion</b> <i>appreciate the importance of informed choices and want to contribute to a more just world</i></p>	<p><b>Sustainable Development/Responsible</b> <i>recognise how to contribute to a better quality of life now and for future generations</i></p>	<p><b>Interdependence/Patience</b> <i>understand how people, places and environments are all interrelated</i></p>	<p><b>Aspirations/Positive</b> <i>have dreams and plans for the future</i></p>
Year 1						
	<p><b>Alexandra Park</b> <b>Science</b> - observe changes in seasons</p>	<p><b>St Margaret's Church</b> <b>Religious Studies</b> - Christianity</p>	<p><b>Eureka</b> <b>Computing / PSHE</b> - programme different digital devices and explore occupations</p>	<p><b>The Lowry</b> <b>Art / History</b> - significant individuals and develop a range of art techniques</p>	<p><b>Alexandra Park</b> <b>Science</b> - observe changes in seasons</p>	

Year 2						
	<p><b>Science and Industry Museum</b> <b>Design technology</b> - mechanical systems</p>	<p><b>Manchester City Centre</b> <b>Geography</b> -studying the human and physical geography</p>	<p><b>Local Community Group</b> <b>PSHE</b> - different ways of caring for people, pets and the environment</p>	<p><b>RHS Bridgewater Garden</b> <b>Science</b> - Plants and Animals <b>Design Technology</b> - understand where food comes from &amp; understand seasonality,</p>		<p><b>Blackpool Beach</b> <b>Geography</b> - beside the seaside</p>
Year 3						
	<p><b>Tatton Park</b> <b>History</b> - stone age / iron age</p>	<p><b>Manchester Landmarks</b> <b>Geography</b> - sketch maps of Manchester and draw landmarks on them.</p>	<p><b>Manchester Art Gallery</b> <b>Art</b> - Monet / Pupils should be taught about great artists</p>	<p><b>Manchester Museum</b> <b>History / Science</b> - Fossils / Ancient Egypt</p>	<p><b>Chester Zoo</b> <b>Science</b> - Animals inc Humans</p>	
Year 4						
	<p><b>Manchester Art Gallery</b> <b>Art</b> - portraits, styles, history / culture</p>	<p><b>Manchester Jewish Museum</b> <b>Religious Studies</b> - festivals, traditions, beliefs and attitudes</p>	<p><b>Land use survey of the local area</b> <b>Geography</b> - use fieldwork to observe, measure, record and present the human and physical features in the</p>	<p><b>Roman Discovery Centre</b> <b>History</b> - the Roman Empire and its impact on Britain</p>	<p><b>Halle sessions</b> <b>Science / Music</b> - sound in science &amp; explore pitch and dynamics</p>	<p><b>Visit a play being held in the city</b> <b>English</b> - play script</p>

			local area			
Year 5						
	<b>Bridgewater Hall</b> <b>Music</b>	<b>Jorvik Centre</b> <b>History</b> - Vikings		<b>Gita Bhavan Hindu Temple</b> <b>RE</b> - <i>If God is everywhere, why go to a place of worship?</i>	<b>EDF Energy Nuclear Plant Heysham</b> <b>Geography</b> - <i>energy and the environment</i>	<b>Museum of Science and Industry</b> <b>Science</b> - Light
Year 6			 			
		<b>Pankhurst Centre</b> <b>History</b> - <i>How has the role of women in society changed since 1066 and why is this significant in our locality?</i>	<b>Saint Ann's Church</b> <b>RE</b> - <i>If God is everywhere, why go to a place of worship?</i> <b>Manchester Art Gallery</b> <b>Art</b> - <i>Printing and evaluating art</i>	<b>People's History Museum</b> <b>History</b> - <i>How did the Peterloo massacre impact our local area?</i>	<b>Jodrell Bank</b> <b>Science</b> - <i>Earth and Space</i> <b>Yorkshire Sculpture Park</b> <b>DT</b> - <i>Structures/Frame Structures.</i>	<b>PE</b> - <i>OAA trip</i> <b>Music</b> - <i>Theatre Trip</i>



**MANLEY PARK**

PRIMARY SCHOOL

GROWING TOGETHER