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CASE STUDY: DJANOGLY SHERWOOD ACADEMY

# ENRICHING THE CURRICULUM WITH THE POWER OF DIVERSE HUMAN STORIES





## Summary

Djanogly Sherwood Academy is a two-form entry primary school in Nottingham. The school has a higher-than-average number of pupils whose first language is not English and a number of pupils eligible for free school meals. In this case study, we share some of the impactful ways global learning is being enhanced at the school with Lyfta.

Pupils spend the last 30 minutes of the day exploring and discussing a new storyworld. Ideas generated by the conversations are put onto post-it notes and stuck on the classroom display boards. Michael Brothwood, Year 5 and 6 Teacher and Leader of Global Learning stated that there had been a clear impact on pupils and learning; boosting cultural capital and providing experiences that the children wouldn't normally get. Lyfta maps have appeared in the classrooms, relevant books have been

tied into the curriculum and displays inspired by the stories have been in the hallways.

## Enriching the curriculum with the power of diverse human stories

Lyfta is an award-winning global learning platform that invites students to explore the world through a growing series of immersive learning environments. They can encounter real human stories from across the globe through interactive 360° spaces and soundscapes, high-quality short films and rich media content.

Schools and trusts across the UK are using Lyfta to support pupil outcomes, including work on developing character, skills and values, embedding diverse stories into the curriculum, building cultural capital and exploring complex topics like sustainability.

This article looks at a case study from Djanogly Sherwood Academy - part of the Djanogly Learning Trust which has been using Lyfta to embed Global Goals and develop oracy.



## Lyfta at Djanogly Sherwood

Djanogly Sherwood Academy is a two form entry primary school in Nottingham. Diversity and individuality is celebrated in many ways in the school which has a higher than average number of pupils whose first language is not English. There is also an above average number of pupils eligible for free school meals. One of the school improvement aims outlined by Hayley Keen, Headteacher, is to ensure that the academy's curriculum inspires children to demonstrate their depth of understanding, knowledge and progress through quality of work in books and other media. Lyfta is being used as an immersive learning experience to facilitate this aim.

Michael Brothwood, Year 5 and 6 Teacher and Leader of Global Learning, has embedded the Global Goals across the curriculum at the school. Developing oracy is also a focus for the school and Lyfta is a powerful way to enhance this.

Once a week, pupils spend the last 30 minutes of the day exploring and discussing a new storyworld. Ideas generated by the conversations are put onto post-it notes and stuck on the classroom display boards. Each Key Stage cohort then meets together in an assembly on the following day where they have a space to talk and compare ideas.

## Beachcomber storyworld: impact on learning

There's been a clear impact on pupils and learning. Michael Brothwood Curriculum Lead noted, "There are a lot of crossover ideas in the group assemblies and these have become part of the school conversation". Lyfta maps have appeared in the classrooms, relevant books have been tied into the curriculum and displays inspired by the stories are in the hallways.

After watching the Beachcomber storyworld pupils discussed what they can do in their community, such as on the walk home where there is plastic waste and rubbish on the streets. Adam, aged 11 said, "If you raise awareness about an issue, you can make a difference." They asked for litter pickers and a mini litter police team did a community clean up. A climate change group now meets on





Friday lunchtime to discuss further ideas. There is now a group of pupils who turn off the lights and whiteboards around the school at the end of the day. Single-use plastic bottles have also been highlighted as an issue and are being removed from school trips and parent visits.

## Increasing cultural capital

Although many of the children and their families come from countries outside the UK, many have limited experience beyond their own postcode. As mentioned by teaching assistant Sophie Hartley:

*“Many haven’t even had the opportunity to go clothes shopping, they have not had that experience of seeing the world and therefore have limited knowledge of what it looks like.”*

Lyfta is boosting cultural capital and provides experiences that the children wouldn’t normally get. There are early

“  
“You say ‘seaside’,  
they don’t know what  
that is because they  
haven’t been there. The  
schemas we have, they  
don’t have yet. I think  
Lyfta is helping to build  
that”.

signs that it is helping things like reading, with vocabulary being picked up. Victor, aged 9, said,

*“The people on Lyfta are telling us about their lives and how they live and stuff they do. Therefore we can see what other people are doing and use that to help them or relate to them and make the world a better place.”*

It is early on in the Lyfta journey for Djanogly Sherwood Academy but here are good signs of impact so far. Lyfta has been embedded quickly, fits in well with the wider work on the Global Goals and there is already evidence of impact on learning.