

	CULTURAL CAPITAL explanation and overview examples (see whole school curriculum for each subject for how we are addressing Cultural Capital)	What is Cultural Capital and why is it important?
English	Classic poems and significant poets Classic texts and significant authors Grammatical knowledge & formalities of speech Advanced vocabulary Performance (drama, plays, theatre visits) & Library visits	<p>Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. As part of making a judgement about the quality of education, inspectors will consider how well leaders use the curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged. (142 p31 <i>Ofsted Early Years Inspection Handbook</i>, Sept 2019)</p> <p>Cultural capital, when used in relation to education, promotes the idea that schools should support the modern definition of what ‘cultural capital’ means. That is an individual who is knowledgeable about a wide range of culture, is comfortable discussing its value and merits, and has been given a vast array of experiences and access to skill development.</p> <p>Within each subject and each cohort it is important to ‘open the doors’ for our children into great thinking, art, writing, creativity, design, achievements in the past and present in each subject and across cultures, genders, and social groups.</p> <p>Exposure to ‘high culture’ is about knowing, appreciating, critiquing and experiencing great thinkers, significant figures, creatives and events from the past and present (from all parts of society, ethnicities, gender, culture and tradition), as a springboard for pupils’ own creativity and to enrich their lives.</p> <p>Increasing the ‘cultural capital’ of our pupils is not just about facts but also about experience (tacit knowledge)</p> <p>It is achieved both discretely (specific lessons about ‘high culture’) but also incidentally (e.g. through discussion, texts, conversations, TV/CBBC newsround ,subjects) when appropriate reference can be made within the context of lessons in all subjects.</p> <p>Providing opportunities e.g. via clubs, sporting events, visits and visitors are all key to building up a pupil’s cultural capital.</p>
Maths	Famous mathematicians Mathematical discoveries and laws & Mathematical vocabulary Financial matters Critical analysis of data Cultural contributions to mathematics (from different societies & cultures e.g. Islam)	
Science	Famous scientists Famous scientific discoveries and laws & Scientific vocabulary The role of science in society Visits to science museums & places of scientific interest (e.g. beach / nature reserve) Science lectures including TV programmes / media	
History	Famous historical figures from each period of time studied (and those beyond periods of study) and significant events British monarchy through time Visits to museums and historical sites (local and further afield) Famous historical discoveries & historical vocabulary Significant days e.g. Remembrance, Queen’s Platinum Jubilee Famous explorers and historical figures from other subject areas	
Geography	Capital cities of the UK / UK flag and flags of the world & four UK nations Continents & study of people groups (now and ancient) and climates and knowledge of equator, hemispheres and tropics Significant places, locations, national parks, places of world heritage and geographical interest Geographical vocabulary (e.g. landforms and physical features or processes)	
Art	Significant artists (in all genres including sculpture, painting and textiles) & significant works of art Traditions / genres in art Participation in arts projects Architecture (including significant architects e.g. Leitch, Foster, Wren)	
Music	Significant composers, compositions and musicians Music traditions across the ages and around the world Learning to play a musical instrument and musical notation / vocabulary (e.g. six key elements) Learning traditional songs and participating in a choir Experiencing a live concert/performance	
DT	Significant engineers, designers, craftspeople and designs/engineering Visits to technology museums Food from around the world Design through the ages and key technological innovations over time	
RE	Visits to places of worship (and chance to talk to people from different faiths) Significant aspects of different religions: symbols, food, clothes, ritual, art, vocabulary, life events and journeys Significant religious figures and religious stories / scriptures / texts	
PE	Significant sports people (past and present) from a variety of sports and significant sporting events Participation in competitive and traditional sports and visits to sports stadiums	
MFL	Speaking in another language (including pronunciation) & reading/writing Understanding and immersing in the culture of another country (Spain, of pupils in school and focus countries from topics)	