

**Developing Cultural Capital through Maths**

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

It follows that, as teachers, we need to ensure that along with teaching the content of the curriculum, we are enabling children to function as well-informed individuals well after they leave school. It is a huge job, but without the guidance of their teachers, some young people have very little cultural and social input from elsewhere. They could, therefore, miss opportunities that other young people are able to access, which could lead them to make decisions that are less informed than they could be.

Now more than ever, the job of the classroom teacher is of such high importance with regard to filling the gaps that students have. To this end at Newlands Junior School we have planned a curriculum to provide our pupils with an ambitious range of knowledge and opportunities which will open doors and give them confidence in wider society.

**Opportunities to develop cultural capital through maths teaching involves:**

* Offering a broad and varied curriculum so that children have the opportunity to develop their maths skills. We have written our topic curriculum to encourage as many links as possible between topic ideas and the application of maths. We choose a variety of opportunities, which enable children to experience real-life maths situations that prepare them for life as independent citizens in the years to come.
* Providing opportunities for children to develop the core values of citizenship (tolerance, responsibility, perseverance, fairness etc.) through engaging in a variety of cooperative activities. The more experience children have of working collaboratively within a group to problem solve and investigate actively, the more embedded core values will become, making them confident, respectful members of the future with every opportunity to contribute to society and flourish.
* Enabling children to learn that maths is an interconnected subject, by extending their knowledge of famous mathematicians, who have made significant contributions to the world of mathematics, engineering and science. During each topic, in every year, the children will gain an appreciation of the achievements of inspirational mathematicians, thus increasing their cultural knowledge and extending their exposure to role models who may have portrayed positive moral attributes, sometimes known as ‘virtues’, and including, for example, courage, honesty, generosity, integrity, humility and a sense of justice.
* Extending their vocabulary by immersing the children in mathematical terms and language linked to every area of maths taught. This acquisition of vocabulary helps to broaden a child’s knowledge of the world, making them more confident and worldly wise in their future life.
* Inviting a variety of visitors into school, for whom maths plays a key part of their profession, to educate the children about the importance of maths in daily life, whether they are tradesmen/women, engineers, or scientists, to name but a few. Giving the children this opportunity to interact with a variety of adults, who are specialists in their field, broadens their knowledge of others and prepares them to be responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.