



Developing Cultural Capital at Newlands



What is Cultural Capital?

Cultural capital will mean different things to different people, but in the Ofsted school inspection handbook it is defined as:-

“As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life.”

Our understanding of ‘knowledge and cultural capital’ is derived from the following wording in the national curriculum: ‘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.’

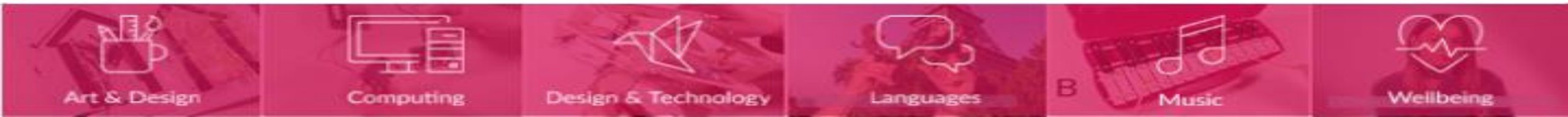


How does cultural capital impact education?

Some people believe that these activities add to a child's cultural capital

- Listening to a wide range of music
- Reading a range of books including fiction and non-fiction
- Going to museums and having educational experiences
- Visiting town, city and rural locations
- Going on holidays abroad
- Learning about inspirational people

And these activities are more likely to lead to educational advantage.



What does cultural capital mean to schools?

Schools can help children acquire cultural capital by providing opportunities to them that they may not otherwise receive, for example:

- School trips
- Visitors to school
- Exposure to a wide range of books
- Exposure to different types of music including world and classical music
- Exposure to a wide range of inspirational people
- Develop an understanding of the world by exposing children to experiences and people outside of their usual family and community
- Forest school experiences and learning outdoors



How do schools implement cultural capital?

Through their curriculum intent, implementation and impact, schools can ensure that cultural capital is being considered and included.

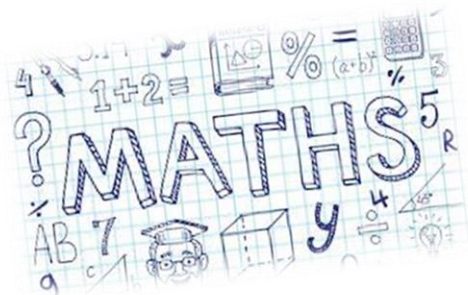
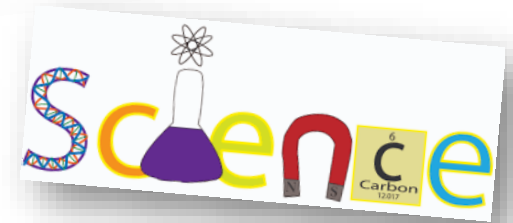
This could take the form of:-

- An emphasis on the arts for example, music, art and DT.
- Lunchtime clubs
- After school clubs
- Show and tell
- School trips to art galleries and museums
- Intergenerational trips and contact
- Visitors to school



How we develop Cultural Capital across the curriculum at Newlands

- ❑ English
- ❑ Maths
- ❑ Science
- ❑ P.E
- ❑ History
- ❑ Geography
- ❑ Computing
- ❑ Art and design
- ❑ Design and Technology
- ❑ R.E
- ❑ Citizenship
- ❑ Music
- ❑ French



English

- ▶ We choose a variety of written texts (fiction and non-fiction, modern, classic, poetry) and visual texts (both films and pictures) that open as many windows on the world as possible for our children.
- ▶ Providing opportunities for children to develop the core values of citizenship (tolerance, responsibility, perseverance, fairness etc.) through engaging in a variety of cooperative activities.
- ▶ Extending their knowledge of famous authors and illustrators, who have made significant contributions to literature.
- ▶ Extending their vocabulary by immersing the children in terms and literary language linked to each and every topic taught.
- ▶ Taking the children to different places of literary interest.
- ▶ Inviting authors and illustrators into school to teach the children.

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Developing cultural capital through
English



Maths

- ▶ 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.
- ▶ 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.
- ▶ Extending their vocabulary by immersing the children in mathematical terms and language linked to every area of maths taught
- ▶ 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

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through
Maths



Science

- Expose children to a wide range of topics, experiences and books broadening children's understanding of the world which surrounds them.
- Develop an understanding of the world by exposing children to experiences through school visits and visitors which focus on a National Curriculum unit or objective, as well as stimulating natural curiosity.
- Science after-school club allows children further opportunities to develop a positive attitude to enquiry-based learning.
- Science Week gives children the opportunity to learn about how Science is an important aspect of their lives.
- Through the planning for famous people, places and events, children have their Science learning broadened by exploring key scientists throughout their years at Newlands.

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through
Science



Physical Education

- Offering a broad and varied curriculum so that children have the opportunity to develop their skills in dance, gymnastics, fitness, athletics, games, swimming and outdoor and adventurous activities. Also offering a huge variation of extra-curricular activities, both at lunchtime and after school.
- Providing opportunities for children to develop the core values of citizenship (tolerance, responsibility, perseverance, fairness etc) through engaging in a variety of teambuilding activities and sports.
- Extending their knowledge of famous sportspeople throughout the world, who have made significant contributions in their particular sport.
- Taking the children to local venues (schools, colleges, sporting complexes, forested areas) in order to compete against other schools in a variety of different events.
- Inviting expert, external coaches into school to teach the children during curriculum time and also after school. Giving the children this opportunity to interact with a variety of adults, who are specialists in their field.
- School signposts children to different physical activities available in the local community

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Physical Education



History

- Offering a broad and varied curriculum so that children have the opportunity to develop their history skills.
- Providing opportunities for children to develop the core values of citizenship (tolerance, responsibility, perseverance, fairness etc.) through engaging in a variety of cooperative activities.
- Extending their knowledge of famous people from history throughout the world, who have made significant contributions in their particular field.
- Extending their vocabulary by immersing the children in terms and historical language linked to each and every topic taught.
- Taking the children to different places of historical interest. Nottinghamshire is rich with buildings and places of interest for many of our curriculum topics.
- Inviting visitors and history experience providers into school to teach the children. We use Partake History to enrich the children's knowledge of historical times.

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through
History

Geography

- We have written our topic curriculum to encourage the development of geographical skills and deepen understanding, as well as exposing them to geographical regions around the world that they would not otherwise have the opportunity to experience.
- Providing opportunities for children to develop the core values of citizenship (tolerance, responsibility, perseverance, fairness etc.) through engaging in a variety of cooperative activities.
- Extending their knowledge of famous people from geography throughout the world, who have made significant contributions in their particular field.
- Extending their vocabulary by immersing the children in terms and geographical language linked to each and every topic taught.
- Taking the children to different places of geographical interest. Nottinghamshire is rich with geographical places of interest for many of our curriculum topics. These range from Vicars Water in Clipstone, Creswell Crags at Welbeck to The Peak District, in neighbouring Derbyshire.
- Inviting visitors into school to speak to the children about their own personal experiences

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through
Geography



Computing

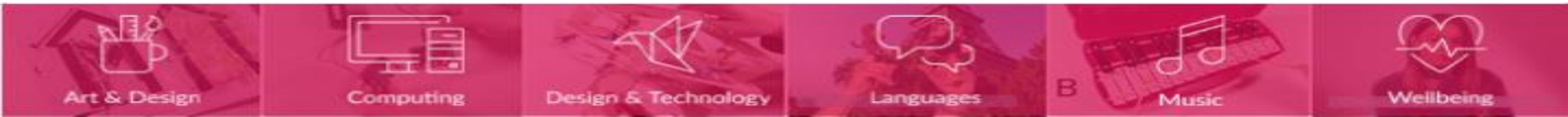
- ▶ Providing opportunities for children to develop the core values of citizenship (tolerance, responsibility, respect, fairness, reliability) through our digital literacy/ e safety programme of learning.
- ▶ Extending their vocabulary by immersing the children in computing terminology linked to each topic – computer science and technology in our lives, digital literacy, programming, handling data and multi-media whilst becoming responsible digital citizens who question the reliability of online information.
- ▶ Extending their knowledge of famous computer scientists, software developers across the timeline of computing, who have made significant contributions and advancements to lead to the technology we have today.
- ▶ Invite in experts across the field of computing from animators to web developers to game designers – developing children's knowledge, understanding and aspirations.
- ▶ Access to many e-books through serial mash online with writing opportunities and read theory online giving access to an abundance of fiction and non-fiction texts as well as linked books to digital literacy themes – online safety, permission and consent, too much use of technology
- ▶ Access to creative applications and tools to create and publish their own work and share on the web through Purple Mash and Seesaw. Access to many online learning platforms to access in school and at home
- ▶ The ability to listen to a wide range of music and create their own music and link music/ add music into projects using different apps and tools – Garage band, audacity, 2 beat and 2 sequence.

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Art and Design

- ▶ A wide range of artists and designers are studied across a range of periods and places extending children's knowledge beyond their locality.
- ▶ Allowing children to experience the wider world of art & design outside of Newlands is exceptionally important, whether this be trips to view prehistoric artwork at Creswell crags or viewing a vast range of art & design installations at the Yorkshire sculpture park.
- ▶ We encourage children to learn in many different ways whether this be independently, with a partner or in groups, enabling children the opportunity to develop our core school values of respect, friendship innovation and questioning at every opportunity
- ▶ We use art & design within a wider, whole school context at Newlands which can be seen within a great range of activities and initiatives.
- ▶ We allow children to express themselves through the use of art & design to show their feelings and communicate their thoughts within such matters as anti-bullying and diversity

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Developing cultural capital
through Art and Design



Design and Technology

- ▶ The Design Technology (DT) curriculum has been planned to ensure that children are made aware of a wider range of disciplines, resources and areas within DT which they may otherwise never have the opportunity to explore
- ▶ We try and allow our children to become engaged within their DT learning by providing them with opportunities to discover a broader variety of learning with a DT focus whether this be analysing the design and structure of the local mining headstocks at Clipstone or working collaboratively in order to achieve a common design purpose or goal.
- ▶ We encourage children to learn in many different ways whether this be independently, with a partner or in groups, enabling children the opportunity to develop our core school values of respect, friendship innovation and questioning at every opportunity.
- ▶ We allow children to express themselves creatively through the use of DT to show their feelings and communicate their thoughts whether they are positive or critiques.

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Developing cultural capital
through Design and
Technology



Religious Education

- Offering a broad and varied curriculum, which focuses on the whole child, whilst developing their understanding of the faiths and beliefs of others, encouraging respect and tolerance for others at all times.
- Providing opportunities for children to develop the core values of Citizenship, like tolerance, perseverance etc. through assemblies, engaging in a variety of cooperative activities.
- Linking our school values like honesty, courage etc. to stories of faith and inspirational people, in order to inspire our children and expose them to positive role models
- Ensuring our children are immersed with key religious vocabulary, values and British values.
- Inviting individuals into school to broaden our children's experiences of the faiths of others first hand.
- Further broadening children's first-hand experience of other faiths by either visiting a place of worship, for example a gurdwara, or by having people in to turn a classroom into a place of worship.
- Offering themed weeks across school, for example diversity week, multi-cultural week
- Constantly offering a window into the outside world, by keeping up to date with key religious ceremonies, celebrations and events

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Developing cultural capital
through
Religious Education



Citizenship

- ▶ Offering a broad and varied curriculum, which focuses on the whole child, their behaviour, and their attitudes towards others. All of which will help them to become balanced well-rounded citizens as they progress through life.
- ▶ Providing opportunities for children to develop the core values of Citizenship, like tolerance, perseverance etc. through assemblies, engaging in a variety of cooperative activities.
- ▶ Linking our school values like honesty, courage etc. to real events and inspirational people both past and present, in order to inspire our children and expose them to positive role models
- ▶ Ensuring our children are immersed with key vocabulary, for example our values, British values, global vocabulary
- ▶ Inviting individuals into school to broaden our children's experiences of the kind of citizens they should inspire to be, whilst also teaching key life skills.
- ▶ Offering themed weeks across school, like aspirations week, diversity week, to further enhance children's awareness of themselves and their own lives, encouraging them to have a goal in life to aim for, to encourage tolerance and respect for others and to show examples of the best that humanity has to offer.
- ▶ Constantly offering a window into the outside world, by keeping up to date with key ceremonies, celebrations

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Developing cultural capital
through Citizenship



Music

- ▶ Offering a broad and varied curriculum so that children have the opportunity to develop their musical skills, appreciation, knowledge and vocabulary. Children study a wide range of musicians and composers throughout history to the modern day.
- ▶ Extending their vocabulary by immersing the children in language linked to music.
- ▶ Extending their knowledge of famous people throughout the world, who have made significant contributions to music.
- ▶ Encouraging children to develop their creativity and have the confidence to perform. We provide children with a wide range of opportunities to sing a wide variety of songs from different genres in and out of school e.g. assemblies, school performances, visits to care home, Young Voices, talent shows.
- ▶ Inviting visitors into school to teach the children and extend their knowledge about musical instruments, choirs etc.

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through Music



French

- Offering a broad and varied curriculum which focuses on knowledge and vocabulary, will enable our children to thrive in an ever-changing society.
- Providing opportunities for children to develop the core values of Citizenship, like tolerance, perseverance etc. through engaging in a variety of cooperative activities.
- Ensuring our children are exposed to key French vocabulary, which can be constantly referred back to and understanding how different languages are made up and can be learnt. Parents/grandparents from the local community with a link to France. Someone who could demonstrate how to prepare French food. Someone familiar with French culture and language.
- Giving the children the opportunity to interact with a variety of adults who broaden their knowledge of others and prepare them to be responsible, respectful and active citizens
- Organising French themed lunch times to make children aware of an aspect of French culture.
- Offering a themed French week to further enhance children's awareness of France and its culture
- Constantly offering a window into the outside world, by keeping up to date with key events, celebrations, individuals from France.

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through
French

