

History Cultural Capital

“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*.’”

(Ofsted School Inspection Handbook, Nov 2019)

Cultural Capital is the accumulation of knowledge, behaviours and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence. It is one of the key ingredients a student will draw upon to be successful in society, at secondary school and further education and eventually their career and the world of work.

At Dean Field we enhance children’s experiences and learning by utilising different opportunities in our History curriculum and around school and within our wider community.

We provide engaging History lessons and we encourage children to extend their vocabulary within History. We also plan various experiences to develop their skills to prepare them for the real world. We take advantage of any opportunities to visit our local community or wider community to see what is happening around us, with adults modelling and encouraging the right social, language and behavioural skills. We also have many workshops and events taking place in school to highlight specific historical events and allow the children to fully absorb themselves into the culture of the past respectfully.

Within this we also demonstrate and encourage our school values and responsibilities through assemblies and class, whole-school or community projects.

Where possible, we invite our parents and carers in to join us to participate in History activities, modelling to them behaviours we want to promote in our school and community and sharing ideas with them on how this can be supported at home too.

Remembrance Day

All children and staff took part in many activities to mark the day that WW1 ended at 11am on the 11th month in 1918. Children watched a video, made poppies for the historical timeline and took part in a two-minute silence. Mrs White one of our lunchtime supervisors also kindly knitted lots of poppies for some to wear in school. We thanked her with recognition in that week's newsletter.



Must Knows

The whole school start each topic with a copy of the must knows shown. They include the vocabulary to be learnt and the key teaching. They use them every lesson to discuss prior learning and future learning as a working document, used as self-assessment.

Year 1 Spring 1 Must Knows: Marvellous Me

England - the country that we live in.	England is the country where the poppies are made.
Poppy - the flower that we have in England. It is known as England's poppy.	Map of the World - England is highlighted in red and the arrow is pointing to England.
Community - a group of people living in the same place. A community is made up of different people.	The world is made up of continents and oceans.
Self - Your name. All you are all the things around you.	Continents - large areas of land on the earth.
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Black History Month

Black History Month is part of our History curriculum at Dean Field. Within this our classes from Nursery - Year 6 focus and learn about one person each week of October that we were in school. We have a range of activities produced including a Diversity dance from Nursery to a boxing focus on Muhammad Ali and tennis skills based on Venus Williams. Some activities linked more specifically to cross-curricular sessions such as poetry and writing. Each person we learnt about we added to our classroom historical timeline. As we have half term during October we also set our homework tasks on Seesaw relating to Black History Month to raise the profile of this and encourage continued fun, discovery and learning at home too. We've had so much fun and will embed this each year into our History curriculum.



History Through Reading

We have invested in the books called 'Little People, Big Dreams', these are books based on famous people from their childhood until death or present day. They can be borrowed from the library and have inspired and sparked the interest of many children for pleasure when reading about history. Children in Y1-6 have access to myON - an online digital library where children can read a variety of historical books and then take an Accelerated Reader test, this supports children's reading skills as well as providing support for particular interests/topics. Each class has a topic working wall which allows for relevant historical texts to be placed on, this again encourages children to read or make links to specific texts within the topic.



Historical Class Timeline

In year groups 1-6 we have a timeline in our classroom which we are able to add key moments to in order to help us understand the order of historical events. This includes information relating to the topics based on National Curriculum as well as events which happen in our current and part relating to our community and culture.

EYFS

Most of our historical teaching links in with the EYFS framework strand - Understanding the World as well as other areas being supported to holistically prepare the children for learning about History when they reach the National Curriculum. Cultural Capital is supported through this as the children are exposed to a wide variety of real experiences which support the teaching of national and worldly matter such as Remembrance Day and Black History Month. They also take part in focusing on themselves, such as sharing photographs of their younger selves and family members and using circle times to discuss past events in their own lives. There is a great focus on modelling a wide range of vocabulary for children to be able to correctly articulate their thinking when talking about what happened in the past, what is happening in the present and what they would like to happen/predict in the future. Many activities are set up for these conversations to be supported in an exciting and natural way.



In nursery, we have often taken an interest in dinosaurs. Due to this we have acted as palaeontologists and had our own dinosaur bone dig up!



In nursery, we visit Ogden Reservoir for a trip. When we return to school we look at the pictures and talk about the past experiences.

In nursery, we focus on the changes of season over the year. We use carpet times to talk about past, present and upcoming seasons. This is then supported in play with activities that allow us to reenact those experiences. E.g. using ice to represent and remember winter and brown colours for autumn.



In reception, we focus on two topics of 'All About Me' and 'Growing'. Here, children bring in photos showing their younger selves and family members. We discuss and explore the changes over time.



In reception, we visit Shrogg's Park and look and talk about the changes we can see over time happening in Autumn within our local environment.



In year 1, we explore different items and toys from the past. We encourage children's family members to get involved too by sending in items they used when they were children.



In year 1, we write our own Victorian style Christmas cards to our friends.

In year 2, we learnt about the Great Fire Of London. We enjoyed a virtual workshop. We learnt about what life was like back in the Victorian times, we were greeted by someone in Victorian clothing. It was very interesting!



In year 2, whilst learning about the 'Great Fire of London'. We took part in a craft activity to create a Tudor house.



In year 3, we wrote a story in first person about Boudicca. We used ICT software to transform ourselves into her.



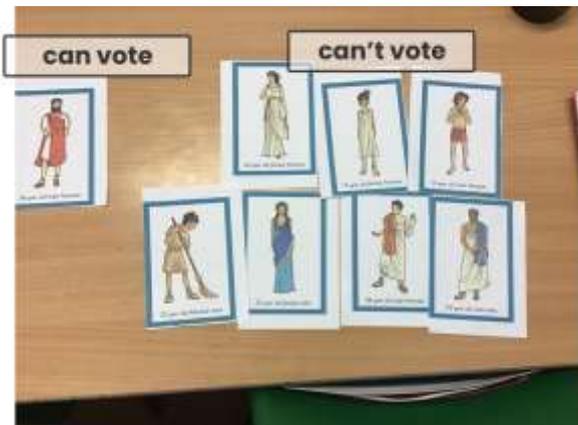
In year 3, as a historical enquiry, we worked together and discussed what the Roman's brought to Britain. We also enjoy a Roman day at Beech Hill school, exploring artefacts brought in by a visitor.



In year 4, we have a virtual tour of the Leeds City Museum. We saw their Ancient Egyptian exhibition, it was fascinating, they have a REAL mummy from the Ancient Egyptian times.



In year 4, we learnt about what the Ancient Egyptians did to preserve bodies for the afterlife - they mummified them! We learnt about the steps they took to do this and we applied our learning by mummifying our peers!



In year 5, we complete a sorting activity. Who could vote in the democracy and who could not. This helps us to understand how voting was back then in comparison to now.

In year 5, we collate a timeline of the Ancient Greek events and placed them in chronological order.



In year 5, we take part in a Greek workshop, exploring the different cultures, stories and traditions of Ancient Greece and how it applies in culture today.





In year 6, we use Microsoft PowerPoint to create a presentation about our

Death - acute theft	Flogging Beheading Stripping out of stolen goods
Torture	Amputation of limbs
Burglary	Execution - in lots of different ways! Crucifixion (if you are a noble)
Murder, arson, libel	Crucifixion or thrown to the lions Being forced to become a gladiator
Stealing from a temple	Beheading (unless you are a slave - in that case it would be stoning)
Rebellion: not worshipping the Emperor (treason)	Execution - in lots of different ways! Crucifixion (if you are a noble)
Selling bread that was underweight	Being whipped
Committing patricide (killing your father)	Used as a mark of honour and thrown into the river

In year 6, we matched the Roman crime with the punishment. We also acted out the Roman punishments.

In year 6, we visit Bankfield museum to learn about World War 2.

