

# 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.

Please click next to view all of the great things we are doing to support cultural capital through History.

## Remembrance Day

All children and staff took part in many activities to mark the day that WWI 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.



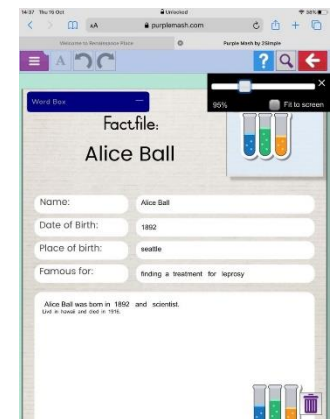
## VE Day

During lockdown we still celebrated VE Day, especially as it was to mark 75 years. We were able to create activities, support this and celebrate learning and engagement in school and via remote learning. We had so much fun that we created a video to collaborate the learning taking place and share for all children and families to enjoy.



## 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.

## 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

<p><b>Top Vocabulary</b></p> <p>England the country that we live in.</p> <p>Halifax - the town that we live in. Halifax is a town in England.</p> <p>Community - a group of people living or working together in the same area. A community is made up of different people.</p>	<p>England is the country where we live. Halifax is a town in England.</p> <p>Map of the World</p> <p>England is highlighted in red and the arrow is pointing to Halifax.</p>
<p><b>Sight</b> - Your eyes let you see all the things around you.</p> <p><b>Smell</b> - You smell using your nose. Your nose can tell if things smell nice or not nice.</p> <p><b>Taste</b> - Your sense of taste comes from your tongue. You can tell if something tastes bitter or sweet.</p> <p><b>Hearing/Listen</b> - Your ears let you listen to all the things around you. Your brain is able to tell what different sounds are.</p> <p><b>Touch</b> - Your skin gives you the sense of touch. You can tell if something is warm, cold, smooth or rough without even looking at it.</p>	<p><b>Significant stages</b> - events in your life so far.</p> <p>The world is made up of 7 continents and five oceans.</p> <p>Atlantic Ocean, Africa, Indian Ocean, Asia, Australia, Pacific Ocean, Antarctica</p>

## 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.



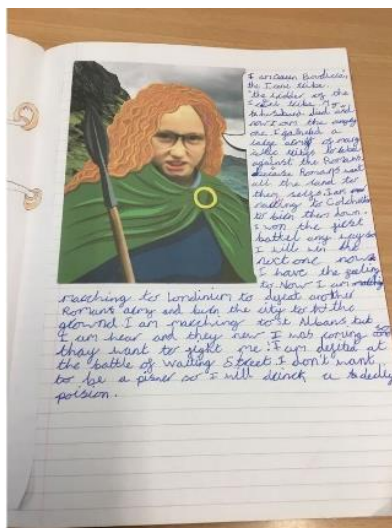
In year 1, we explore different items and toys from the past. We encourage children's family members to get involved too by sending in and toys or items they used when they were children.

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

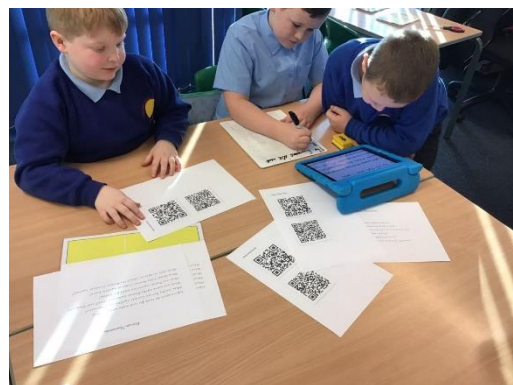
In year 2, we learnt about the Great Fire Of London. We enjoyed a virtual workshop. We learnt about what life was like back in the Victorian times, we were greeted by someone in Victorian clothing. It was very interesting!



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



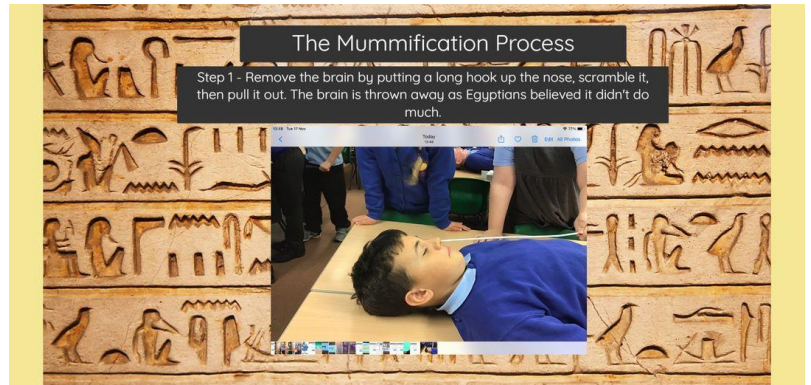
In year 3, we wrote a story in first person about Boudicca. We used ICT software to transform ourselves into her.



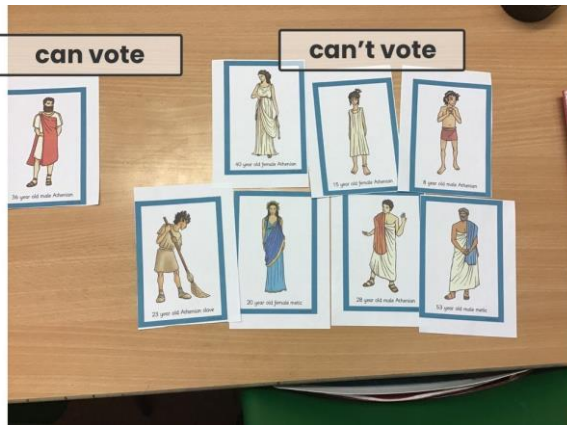
In year 3, as a historical enquiry, we worked together and discussed what the Roman's brought to Britain. We also enjoy a Roman day at Beech Hill school, exploring artefacts brought in by a visitor.



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.





Small - scale theft	Flogging Beating Repaying cost of stolen goods
Forgery	Amputation of limbs Execution - in lots of different ways!
Burglary	Exile (if you are a noble) Crucifixion or thrown to the lions
Murder, arson, libel	Being forced to become a gladiator Banishment (unless you a slave- in that case it would be death!)
Stealing from a temple	Execution - in lots of different ways! Exile (if you are a noble)
Rebellion: not worshipping the Emperor (treason)	Being whipped
Selling bread that was underweight.	Tied in a sack of snakes and thrown into the river
Committing patricide (killing your father)	

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

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.

