

# Cultural Capital at Ryhall CE Academy



Every child and family who joins our school will have their own knowledge and experiences that will link to their culture and wider family. This might include: languages, beliefs, traditions, cultural and family heritage, interests, travel and work.

Research shows that when children and families' cultures are valued, both the child's experience of learning and progress can benefit (Husain et al., 2018, p. 4 and Gazzard, E. 2018 in Chalmers, H. and Crisfield, E. 2019)

## What is Cultural Capital?

'Familiarity with the legitimate culture within a society' - *PIERRE BOURDIEU (FRENCH SOCIOLOGIST) 1970s*

'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.' - *SCHOOL INSPECTION HANDBOOK SEPT 2019*

'It is the role of the setting to ensure that children experience the awe and wonder of the world in which they live, through the seven areas of learning.' - *OFSTED EARLY YEARS INSPECTION HANDBOOK, SEPT 2019*

'This is an opportunity for schools to define the cultural capital that their children need and to think more widely than existing 'legitimate culture'. This will ensure that their pupils are confident creators, able to be the 'cultural omnivores' that can make informed decisions about what culture they consume and participate in, and can articulate why it has value.' - *CULTURAL LEARNING ALLIANCE 2019*

'Exposure not only to culture but also to situations in which they might not have previous experiences is of paramount importance to their ongoing successes. Moreover, having the understanding that economic capital is intrinsically linked to the level of a student's cultural and social capital keeps at the forefront of our minds the differences in experiences that our disadvantaged children may have had.' - *TES JAN 2020 (ADAM RICHES)*

**Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society, their career and the world of work.**

**Cultural capital gives power. It helps children achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital. Cultural capital is having assets that give children the desire to aspire and achieve social mobility whatever their starting point.**

**At Ryhall CE Academy, children benefit from a curriculum that builds on what they understand and know already. We believe that exposure, not only to culture but also to situations in which the children might not have previous experiences of, is of paramount importance to their ongoing successes.**

Gradually widening children's experiences as they progress through school is an important step in providing rich and engaging learning across the curriculum. We plan carefully for children to have progressively richer experiences in Reception year and beyond. These include trips to the local park, shops and visits to places of worship, museums, sports and music venues just to name a few.

This is our bespoke map for cultural capital which combines both core learning (i.e. that which is taught) and the DfE's Activity Passport which have been linked to the curriculum enhancing opportunities which are experienced. Our map highlights our commitment to giving all pupils the opportunity to 'live life in all its fullness' (*John 10:10*) and is also evidenced by our commitment to attaining (and renewing) key recognition awards for the school: Artsmark Gold, REQM Silver, Eco Schools Green Flag Status, School Games Mark Gold, Modeshift STARS Bronze.

RECEPTION			
Build a den	Go on an Autumn/Winter walk	Make a puppet show	Taste a new fruit
Watch the life cycle of a butterfly or frog	Make leaf rubbings	Plant bulbs and watch them grow	Draw a self portrait
Visit a local library	Make a paper boat and see if it floats	Make a treasure map	Re-tell a story to an audience
Get soaking wet in the rain	Have a Teddy Bears Picnic	Make a sandwich	Look up where you live on a map

YEAR 1			
Take a stroll along the beach	Perform a dance	Learn a story/poem off by heart	Create a piece of art in the style of Andy Goldsworthy
Walking bare foot in the sand	Prepare a fruit kebab	Learning from people who care for us	Marie Curie, Mary Seacole, Edith Cavell & Florence Nightingale
Visit a local library	Go on a hunt for insects	Re-tell a story to an audience	Look at and make a map
Bake Biscuits	Make a bug hotel	Design and create own invention	Make a spoon and sock puppet
Oakham Castle	Plant beans and record how they grow	Seasonal senses walk	Learn some words from a different language

YEAR 2			
Visit Rutland County Museum to see Victorian toys	Post a letter	Listen to Cello (Miss Watson)	St Paul's Cathedral, London and the Tate Modern – virtual visits
Make a puppet	Road Safety Pedestrian Training	Visit the local alpaca farm	Learn about the Taj Mahal, India
Learn how to sew a button on	Cook outdoors	Build a den	Eiffel Tower, Paris
Create a class museum	Walk around Village to look at houses	Yayoi Kusama	Van Gogh – 'Starry Night'
Plant a cherry tree from Japan	Trace the source of River Gwash	Locating places visited on UK and World map	Visit seaside

YEAR 3			
Prepare a healthy snack	Scooter Proficiency Training	George Stevenson	Abstract Art – Kandinsky & Delaunay
Learn about a new religion and visit a new place of worship	Visit a museum	Create Roman Art using traditional methods	Landscape Art: Constable & Turner
Take rubbings from fossils	Learn how to play a new instrument	Sir Isaac Newton	L S Lowry: 'The Mill, Pendlebury'

YEAR 4			
Write in hieroglyphics	Queen Cleopatra	Tutankhamun	Write in runes
Perform in a play/musical	Design and make an electric reading light	Thomas Telford & Isambard Kingdom Brunel	Hokusai – 'The Great Wave'
Rivers of the World	Design and make a pneumatic toy	London Landmarks	Role play as a Viking/Anglo-Saxon
Portrait Art: Picasso, Francis Bacon and David Hockney	Design and make a Viking purse – learn to sew	Christian conversion – Canterbury, Lindisfarne, Iona	Perform and record radio jingles

YEAR 5			
Spend a night away from home	Make and launch an air powered rocket	Explore the journey of the Rutland Water Ospreys	Pottery over time: Ancient Greek vases, Svend Bayer and Grayson Perry
Build and ride a vehicle with friends	Cycling Proficiency Training	Design and create a pair of rainforest footwear	Arts & Crafts to Art Nouveau: William Morris & Charles Rennie Mackintosh
Climb the high ropes	Go orienteering	Archimedes	Henri Rousseau: 'Exotic Landscape' and 'Tiger'
Visit a science laboratory	Take part in a debate	Thomas Edison	Leonardo Da Vinci – flying machines
Visit the Warning Zone	Create a campaign	Design a recipe and prepare/taste Greek food	

YEAR 6			
Learn to dance the maypole	Visit the Houses of Parliament	Make an electric model	Organise and perform in a Church Service
'Basilica of Santa Maria della Salute' & 'Grand Canal', Venice (Canaletto)	Write and read a book for younger children	Participate in a construction event with local businesses	Street Art: Banksy
Write a speech	Bikeability	William Shakespeare	Nikola Tesla
Organise an afternoon tea party	Plan and cook a 3-course meal	Lewis Carroll – 'Jabberwocky'	Visit the Warning Zone, Leicester
Take on a leadership role	Vote for leadership roles.	Drama workshops with local Theatre Company	

THROUGHOUT THE SCHOOL IN ALL YEAR GROUPS

Create a piece of art work for an exhibition	Perform in class assemblies	Share lessons with family members	Plant some bulbs and watch them grow
Visit a local library	Take part in a collection for a local food bank	Practice mindfulness/ meditation	Planning and running charity events
Create a class collage	Perform in a play	Go litter picking	Showcasing talents
Perform a dance	Watch a theatre performance live	Visits to places of worship	Young Voices (KS2)
Growth Mindset focus	Mental Health & wellbeing provision	Pupil Voice	

**Understanding how history has shaped our future**



**Celebrating different cultures and faiths**



**Appreciation and love for music**



**Learning about the work of people in our community**



**Having our say about Road Safety**



**Planning and running charity events**



**Supporting local charity**



**Showcasing talents**



**Year 6 Gala Dinner**



**Learning beyond the classroom**



**Spotlight Dance**



**Growing our own: Apple Pressing**



**Experiencing the power of performing together: De Montfort Hall, Leicester**

**Sharing cultures and traditions with our Italian friends**

**Enjoying the weather**

**Annual Young Voices Concert**



**Staff Wellbeing**



**Learning beyond the classroom**



**Experiencing Christian traditions**



**'The Lost Words' whole school exhibition**

