Whole School Rolling Program – Cultural Capital Overview

Whole-School Cultural Capital Strengths

Across the rolling programme there is strong evidence of:

- 30 Ways to Connect
- Regular educational visits (farms, beaches, historic sites, Eden, Dartmoor, supermarkets)
- Visiting speakers and engagement with faith communities
- Exposure to significant artists and musicians
- Outdoor adventurous elements (campfire, fieldwork)
- Community engagement and civic responsibility
- Performance opportunities
- Financial and economic understanding
- Environmental and sustainability education
- Digital literacy and creative technology

Phase	Area	Cultural Capital Opportunities
Year 1 & 2	Community & Locality	Local walks; Library visit; Beach survey; Farm visit; Supermarket enquiry
	Historical Understanding	Queen Elizabeth I & II; Sir Francis Drake; Guy Fawkes; Grace Darling; Great Fire of London
	Arts & Culture	Matisse; Hepworth; Van Gogh; Inuit Art; Christmas performance; Instrument learning; French language
	Religion & Diversity	Christianity, Islam, Judaism; Visiting speakers; Ocean curriculum
Year 3 & 4	Community & Locality	Poole Farm walk; Dartmoor visit; River fieldwork; Kents Cavern; Campfire experience
	Historical Depth	Romans; Anglo-Saxons; Vikings; Stone Age; Ancient Egypt
	Arts & Culture	Picasso; John Piper; Sheila Hicks; Instrument learning; Sculpture & printing
	Religion & Diversity	Hinduism (Diwali); Islam; Judaism; Places of worship visits; Visiting speakers
Year 5 & 6	Community & Locality	Connections with local schools, university and hospital.
	Global & Civic Awareness	Climate change; Fair trade enquiry; Eden Project; Community improvement project; Meaningful connections beyond school
	Historical & Political Literacy	WWII (HMS Harrowbeer); Ancient Greece; Maya; British Empire; Working historically
	Arts & Culture	Georgia O'Keefe; William Morris; Antol Knotek; Local artist collaboration; Web & video production
	Religion & Diversity	Humanism; Christianity; Hinduism; Islam; Judaism; Faith & moral philosophy

Cultural Capital Progression Map

This progression map outlines how cultural capital develops the school, building from early experiences in EYFS to global, civic and critical awareness by Year 6.

Strand	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Community & belonging	Understanding family, celebrations, local environment, community helpers	Local area studies, library visits, significant national events and people	Regional studies, national parks, historic Britain, local fieldwork	National identity, civic responsibility, community action projects
Arts & Culture	Nursery rhymes, role play, early mark making, expressive arts	Study of key artists, performances, simple musical experiences	Exposure to classical & modern artists, instrument learning, theatre & creative media	Critical study of artists/designers, digital production, cultural critique & performance
History & Heritage	Past and present in own life	Significant individuals & events in British history	Chronological understanding (Romans, Saxons, Egyptians etc.)	Historical interpretation, empire, war, civilisation comparisons, debate
Geography & Environment	Immediate environment and seasonal change	Locality, UK geography, simple fieldwork	Rivers, settlements, sustainability, global comparisons	Climate change, global trade, megacities, ethical responsibility
Faith & Worldviews	Special people, places and stories	Introduction to Christianity & other faiths; belonging	Hinduism, Islam, Judaism; visits & speakers	Humanism & diverse worldviews; philosophical enquiry & moral debate
Global Awareness	Awareness of different cultures through stories & celebrations	Simple international comparisons; food & traditions	Study of global regions & cultural diversity	Fair trade, global conflict, sustainability, international responsibility
Character & Aspiration	Turn taking, resilience, independence	Teamwork, respect, simple leadership roles	Responsibility, collaboration, problem-solving	Enterprise, debate, secondary transition readiness, leadership