

History Cultural Capital

Cultural capital is the accumulation of knowledge, behaviour 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.

LOCAL STUDY WEEK - At Clee Hill Community Academy, we believe our children should have a good understanding of the village they live in and local study week gives us an opportunity to learn more about the History of Clee Hill and nearby localities. Clee Hill is on the 14th Century Mappa Mundi



and it's rich history - from Bronze age burial cairns to the mining of coal and Dhustone - means that there is so much to learn about our incredible village. As part of local study week, we looked at how the village of Clee Hill grew and the impact of Technology on the mining industry. We looked at maps from the past and talked to local residents about how Clee Hill has changed over time.



EXPERTS IN THE FIELD - We are fortunate to have strong links with Ann & Alf Jenkins, MBE, local Historians and authors, whose input into our curriculum has enriched the staff and pupil's knowledge of Clee Hill immensely.



TRIPS AND EXPERIENCES - Trips and experiences can bring History alive and create memorable experiences both in the classroom and beyond. Throughout our curriculum, learning is enriched with visits to museums and workshops; access to high-quality artefacts and texts; and opportunities to discover more about their own local and cultural histories.

VISITORS AND ARTEFACT BOXES - Being able to handle evidence from the past (whether real or a replica) can really bring history to life. As part of the curriculum we look for opportunities for pupils to explore the past in different ways, including experience days and artefact boxes to provide 'hands on' op-



portunities.

SMSC & BRITISH VALUES

SMSC	
Spiritual	The study of History involves a sense of curiosity and the mystery of how and why events in the past happened, as well as raising questions as to what could have happened if an event's results were different. Artefacts are used to give pupils a sense of the past and aid pupils in understanding the people who produced and used these objects. Pupils are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Pupils also reflect upon different interpretations of the past and how these interpretations have been arrived at.
Moral	Events and beliefs in the past are different what we would consider unacceptable today (and were to some people in the past also). Pupils will be encouraged to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind these decisions. Notions of right and wrong are explored in connection with events from the past, linking with the value of justice.
Social	Within our curriculum, we explore the similarities and contrasts between past and present societies and pupils, through discussions may consider how, in the main, we are very fortunate to live in 'the modern world', which links with the value of thankfulness. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils will also be encouraged to build up their own social development through collaborative and team working activities. The study of social issues is a common theme in History lessons
Cultural	As part of many aspects of history, pupils are encouraged to gain an understanding of and empathise with people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils develop a better understanding of our multicultural society through studying links between local, British, European and world history. The contribution of different cultures to human development and progress are studied, which links with the values of wisdom and endurance.

British Values in Computing	
Democracy	Children will consider what it was like for individuals during different time periods and consider themselves in the positions of others and the concept of fairness.
Laws and Rules	Children throughout the history curriculum look at the role of parliament and taught how the rule of the law is fundamental to our society and the effects if it is ignored
Individual Liberty	Children will explore their own individual liberty in terms of exploring their own career paths within History and surrounding the subject. Through looking at historical sources, children will balance past events through the lenses of

	people's individual liberties against the balance of the greater good. For example Building the Pyramids (Class 3) and Victorian living (Class 5).
Mutual respect	Mutual respect is taught and given when children are expressing their opinions and beliefs through different historical time periods. Children are taught and encouraged to show respect to each other's beliefs, feelings and opinions by giving each child a forum to share these on with the expectation that these must be listened to. When discussing what it means to be British and how this is demonstrated in different historical time periods, children can celebrate our heritage whilst embracing the ties which bind us together
Tolerance of those with different faiths and beliefs	Children consider questions about identity and belonging when learning about different religious beliefs during different historical periods. When comparing people during different time periods and how they lived, children will consider the effects of religion on their lives and the impact on society.

Specific examples of Spiritual, Moral Social and Cultural and British Values in History our curriculum:

- The use of artefacts to understand how historians study the past and to help pupils gain an understanding of the people who produced these objects
- The study of 19th century living and working conditions, including child labour.
- The role of individuals and the challenges they faced due to prejudices, for example Harriet Tubman, Martin Luther King, Alan Turing, Walter Tull, Mary Seacole etc
- Pupils explore the beliefs and values of past societies and from different cultures ie slavery
- Social issues - the study of the experiences of people with different races and genders in Britain and beyond during the 20th century ie suffragettes
- Pupils exploring the treatment and persecution of minorities in Hitler's Germany
- Democracy - from Ancient Greeks to modern day