



Cultural Capital and Enrichment in Design & Technology

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.

In DT, Cultural Capital can be gained in many ways;

- From the study of differing cultures and designers both internationally and locally.
- Opportunities to create art from a wide range of topics including local, national, and international issues.
- Knowledge of local and international designers.
- Creating a link to the 'self' – becoming you.
- Encouraging a curiosity about the world.

By introducing cultural capital in Design and Technology, children are exposed to the work of great designers, creating intrigue and curiosity around design. Children develop a deeper understanding of the design process and what constitutes design.

The children learn about different designers and inventors. This increases children's knowledge, deepens their thinking around design and may open their insight into different career pathways.

Learning about structural design problems demonstrates to children that even professionals can't always foresee design issues; it emphasises the importance of design evaluation and improving the design process.

Children develop cultural capital by learning about the school's Significant People for Design Technology. Children can research our Significant People and learn more about their designs and inventions.



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Children learn about how designers have their own unique selling point (USP) and brand values which are represented throughout their designs. Learning about fashion designers develops cultural capital as children acquire knowledge and awareness of fashion design and designers. Children begin to appreciate the distinctiveness that sets brands apart. This allows them to draw inspiration from the fashion industry.

Children are asked to reason about the credit that goes to inventors when multiple inventors work on the same design concept. Children understand how different inventors improve each other's designs and relate this to the classroom, where they can peer review each other's work. Children build cultural capital by learning key facts and names and by considering challenges in bringing new and complex designs to fruition.

Children learn that, due to advancements in technology, we have gone from using mechanical and analogue electronics to digital technologies. They learn that, due to advancements in technology, we have gone from using mechanical and analogue electronics to digital technologies. Children evaluate wearable technology, considering how designs have evolved and adapted to changing times. Pupils will already be familiar with some of the issues around wearable technology and are encouraged to consider other possible problems. They may also contemplate the difficulties people faced in the past with older versions of the same inventions and how they have since improved. Regarding cultural capital, the digital revolution is vital for children today, as they are essentially part of it. It can be challenging for children to comprehend the speed at which digital technology has developed and how recently it has all happened.

Integrating opportunities to develop cultural capital into primary school Design and technology makes lessons more relevant. Children learn about real design examples, gain valuable insight into the need for testing and evaluation and understand more about the significant names and stories behind the designs.

Cultural capital is not just about knowledge acquisition; it's about providing information to spark curiosity and maybe even ignite future ambition in a young mind. It encourages children to think more deeply about the world around them; for example, to ask who designed their trousers or how car gears work.

Evidence of Cultural Capital at Walford Nursery & Primary School

In addition to the National Curriculum objectives, the Design and Technology curriculum at Walford Nursery & Primary School is enriched with a range of enrichment activities designed to enhance the learning experience of our learners and increase their cultural capital.

These enrichment opportunities include:

- Whole school Hedgehog Day.

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- Whole School Harvest / Christmas / Easter crafting experiences.
- Trips within the local area, e.g., Ross Community Gardens, etc.
- Local community links, including: Hopes Ash Farm, Drummonds Farm, Cobrey Farm, etc.
- Trips beyond the local area, e.g., Techniquet, The Science Museum, London, etc.
- Inviting visitors into school, e.g., Studio 31 3D Printing, G.O.S Tool and Engineering Services, etc.
- Forest School provision.

Year Group	Evidence of Cultural Capital
Nursery	• Forest School
Reception	• Forest School
Year 1	• Hopes Ash Farm visit • Techniquet trip
Year 2	• Techniquet trip
Year 3	• Farm to Fork live lesson
Year 4	• Amazon 'Future Engineers' online factory tour
Year 5	• London Residential, e.g., Science Museum • G.O.S Tolo, and Engineering Services STEM activities: Chocolate Welding, Big Pit, etc.
Year 6	• 3D Printers • Planting Trees Initiative • London Residential, e.g., Science Museum • G.O.S Tolo, and Engineering Services STEM activities: Chocolate Welding, Big Pit, etc.
Whole School	• Harvest / Christmas / Easter crafts • St Mary's Church Christmas Tree Festival • Ross Community Gardens visits • Engineering Leaders Award – 'What Would You Do If You Were an Engineer?' competition (Coventry University) • Sewing Club • Visitors to discuss careers and inspire children • PTFA Gingerbread House Decorating Family • Enrichment Activity • Pumpkin Carving Family Enrichment Activity • Whole School STEM Days, e.g., Rocket building / Robotics with the RAF • Aldi 'Design a Lorry' competition

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