

Cultural Capital: Curriculum Intent & Implementation

Walthamstow Montessori School



1. Executive Summary: Our "Why"

At Walthamstow Montessori School, **Cultural Capital** is the "essential knowledge" children need to be educated citizens.

We do not see this as a list of activities, but as a **Life Foundation**. We aim to close the "experience gap" by ensuring every child—regardless of their starting point—leaves us with the vocabulary, social confidence, and global awareness needed to thrive in Primary School and beyond.



2. The Four Pillars of our Cultural Capital

Pillar I: Global Perspective & Social Diversity

- **The World First:** We use Montessori Globes (Sandpaper and Painted) and Continent Maps. We move from the "whole world" to our local "Walthamstow community," helping children understand where they fit in.



- **Authentic Traditions:** We move beyond "token" celebrations. When we explore **Diwali, Lunar New Year, or Eid**, we use real music, authentic artefacts, and traditional dress. We often invite parents as "experts" to share their living heritage.

- **British Values:** We explicitly promote democracy (making group choices), the rule of law (classroom ground rules), and mutual respect for all faiths and cultures.



Pillar II: Intellectual Capital (Language & Literacy)

- **Linguistic Precision:** We model clear, age-appropriate language at all times for example we use correct scientific terms. A child at our school learns the names of continents, the parts of a plant (*stamen*, *pistil*), and the names of geometric solids. This **High-Level Vocabulary** is a key indicator of future academic success.
- **Diverse Literacy:** Our library is a "Mirror and a Window." Children see their own lives reflected in books, but also look through "windows" into lives, family structures, and traditions that are different from their own.



Pillar III: Social Capital (Grace, Courtesy & Independence)

- **The Social Curriculum:** Through "Grace and Courtesy" lessons, we teach children how to navigate society. This includes how to greet a visitor, how to ask for help, and how to resolve a disagreement with words.
- **Practical Life:** By mastering real-world tasks (preparing snacks, buttoning coats, polishing wood), children gain **Personal Agency**. They learn that they are capable, independent members of society.
- **The Mixed-Age Society:** Older children act as mentors to the younger ones. This builds leadership, empathy, and a sense of responsibility to others.

Pillar IV: Community & Career Aspirations

- **Local Walthamstow:** We use our local area as a classroom. Trips to the local market, library, and parks help children feel a sense of "belonging" to their town.



- **Community Helpers:** We invite professionals (firefighters, dentists, artists) to visit. This



challenges stereotypes and broadens children's horizons about what they can achieve in the future.

3. Implementation & Impact Table

This table explains the **purpose** behind what we do every day.

Activity	The Intent (The "Capital")	The Impact (What you will see)
Guest Visitors (e.g., Diwali)	Community Knowledge: Connecting with local experts to understand diversity.	Children use correct terms (e.g., <i>Diva</i> , <i>Rangoli</i>) and show deep respect for different traditions.
World Food Tasting	Social Confidence: Overcoming "fear of the new" and	Children are brave and curious. They can name global foods and discuss their origins.
Music Workshops	Aural Literacy: Hearing different rhythms, beats, and instruments.	Children distinguish between "fast/slow" and "loud/quiet," and identify different global

Gentle Sensory Play	Scientific Intelligence: Using the 5 senses to categorize the	Children use descriptive words like <i>rough</i> , <i>smooth</i> , <i>translucent</i> , or <i>brittle</i> to
The "Silence Game"	Internal Capital: Developing self-regulation, focus, and	Children show the ability to "find calm," listen deeply, and control their own movements.
Snack Prep & Baking	Mathematics & Logic: Understanding measurement, chemistry, and hygiene.	Children can follow a sequence, serve others with "Grace and Courtesy," and handle tools safely.
Gardening/ Nature	Environmental Stewardship: Understanding our duty to the	Children identify life cycles (seed to plant) and show a "Culture of Care" for all living

4. Ensuring Equity for All Children

Cultural Capital is our tool for social mobility. We ensure that:

- **Inclusive Planning:** We identify children who may have fewer "out-of-school" experiences and ensure they are the first to lead on community outings.
- **Vocabulary Support:** For children with EAL, we use the **Three-Lesson** to ensure they gain the level vocabulary as their peers.



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