



Understanding the World Policy 2021

RATIONALE:

John Chilton School has grouped the following subjects together as Understanding the World: History, Geography, Science, Religious Education (RE) and French.

We believe that understanding the world develops knowledge of our environment and other people. We provide opportunities to acquire investigative and enquiry skills. Acquiring these skills will enable our pupils to succeed in understanding the world around them and interacting within their world.

AIMS:

- To develop the skills and concepts in History, Geography, Science, RE and French
- To develop enquiry and investigative skills.
- To develop an interest and understanding of the world around them
- To develop an understanding and appreciation of the wider community and diversity.
- To have the opportunity to explore cultures and habitats beyond their lives.

INTENDED OUTCOMES:

- To demonstrate an active interest in the world around them.
- To understand themselves in time and place and how they are part of a diverse community
- To demonstrate an interest in how people and the natural world relate and how patterns exist in the world.
- To demonstrate an active interest in broader elements of learning.

RESPONSIBILITIES:

Overall responsibility: Charleen Bruce

History and Geography: Rebecca Sloggett

Science: Daniel McNamara

RE: Tahira Ahmad

French: Emilie Verbieze (CB)

MONITORING AND EVALUATION:

Each area of the curriculum is overseen by a member of the Senior Leadership Team. Regular meetings are held with the subject leaders involved in the group.

Regular observations and learning walks are held and these feed into curriculum monitoring and evaluation.

Subject leaders are expected to fulfil a number of roles in monitoring and evaluation. These include:

- Giving advice and support to colleagues; arranging CPD as appropriate through peer mentoring, modelling or outside agency training
- Auditing and ordering resources and overseeing the allocated budget
- Developing, implementing and reviewing a cycle of action plans
- Ensuring policies and schemes of work are in place and annually reviewed
- Scrutinising and giving advice and feedback on termly plans
- Frequent and regular work sampling

- Contributing to assessment and moderation of the subject
- Giving feedback to SLT on areas of strengths and development
- Surveying parents, pupils and staff regarding the effectiveness of their subject.
- From time to time and when appropriate, to liaise with the appropriate teacher or department in ARA and/or other providers.

ASSESSMENT AND REPORTING:

JCS monitors pupil progress and achievement against I Can statements, through a tracking system which allows realistic progress to be recognised. Progress is monitored in all curriculum areas as well as communication, fine and gross motor and social and emotional areas of learning.

The system tracks depth and breadth of learning. A pupil's progress is measured using the following scales of learning:

- Encountered
- Participated
- Involved
- Developed
- Achieved
- Mastered

Where applicable and appropriate, pupils take end of Key Stage national tests; as well as GCSEs and other nationally recognised accreditation.

The school provides an annual academic report of progress and achievement to parents in all curriculum areas. In addition, parents are invited to discuss their child's progress termly.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT:

John Chilton School regards SMSC as a core entitlement for all pupils. It is embedded in the culture of the school, the whole curriculum, modelled by staff and pupils and provided in all formal and informal settings. Teaching provides opportunities for reflection on learning, ideas, opinions and behaviour. The bespoke curriculum has been developed to motivate pupils, encourage them to imagine and enquire and cultivate a sense of enjoyment and fascination in learning about themselves, others and the world around them.

The Understanding the World element develops SMSC by providing opportunities to:

- Explore people, cultures, faiths, languages and different ways of life;
- Access community facilities and apply knowledge in practical situations;
- Investigate the natural world and their place within it, exploring and appreciating the beauty of nature.
- Explore moral issues of rules for living, respecting others, responsibilities to the environment and challenging prejudice and discrimination.

BRITISH VALUES:

The DfE have reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs."

Our school's curriculum incorporates and promotes British Values through celebrating diversity, finding out about and respecting other cultures and faiths, using a wider range of resources and texts, learning about the British monarchy, justice system and democracy in action.

SPECIFIC SUBJECT AREA: HISTORY

AIMS:

- To develop curiosity in, and an understanding of, the past.
- To learn about the History of Britain and how Britain has been influenced by the wider world
- To develop an awareness of people through history, how their lives have changed and how their lives have shaped the nation.
- To develop understanding and use of historical language, and of abstract terms.
- To develop concepts of continuity, change, cause and consequence, similarity and difference, and significance.
- To develop methods of historical enquiry.
- To have the opportunity to gain a historical perspective of a period of time.

INTENDED OUTCOMES

- To be able to use language relating to the passing of time.
- To be able to demonstrate an understanding of their own personal history
- To be able to identify events from the recent past, and the more distant past through a chronologically secure understanding of events in history.
- To be able to identify key events, features and ways of life in different periods in time
- To be able to identify people who have made significant contributions to national and international achievements
- To be able to identify how national life has altered over time.
- To be able to understand and use a wide vocabulary of historical terms.
- To be able to identify ways in which we can find out about the past.
- To be able to identify ways in which the past is represented.
- To be able to identify connections and contrasts over time.
- To be able to address questions about change, cause, similarity, difference and significance
- To be able to explore artefacts and primary and secondary sources.
- To use the history skills they have acquired to continue their learning.

ORGANISATION:

- History is taught across the whole school as part of the Humanities curriculum. There is an emphasis on history across the school as a discrete subject to enable pupils to use and apply these skills in different contexts. The work covered matches the objectives of the National Curriculum to the ability of the pupils rather than to their chronological age
- Humanities are taught in class groups in the Primary Department and in ability sets in the Secondary Department. In the Early Years, Phase 1, Sharks and Phase 3 Blue group, humanities is integrated into the curriculum in a cross curricular approach to learning. In Phase 2 and 3, Humanities is taught in blocks of learning. Reflection of learning takes place throughout the topic.
- In Phase 4 Purple and Red groups, pupils study humanities as a discrete subject, they complete history modules based on WJEC Entry Pathways and are awarded with JCS certificates in Humanities at the end of the 3 year course following the WJEC Entry Pathways accredited course.

SPECIFIC SUBJECT AREA: GEOGRAPHY

AIMS:

- To develop a curiosity and fascination about the world.
- To equip pupils with knowledge about places, people, resources and natural and human environments.
- To develop a knowledge of significant places

- To develop an understanding about the Earth's key physical and human processes, and the relationship between these.
- To develop an understanding of the formation and use of landscapes and environments.
- To develop an understanding of how the Earth's features are shaped, and change over time.
- To develop skills in collecting, analysing, interpreting and communicating data and information.

INTENDED OUTCOMES:

- To be able to demonstrate an interest and enjoyment in finding out about the world around them.
- To be able to use subject specific vocabulary.
- To be able to locate key places on a world map.
- To be able to identify the countries and capital cities of the UK
- To be able to locate some countries and cities, and some topographical features (e.g. rivers, mountains) in other countries of the world.
- To be able to identify similarities and differences between places (human and/or physical)
- To be able to identify daily and seasonal weather patterns.
- To be able to use an atlas or globe.
- To be able to give compass directions
- To be able to use maps, including symbols, keys and grid references.
- To be able to identify features from an aerial photographs.
- To be able to use simple fieldwork techniques to study the local area.
- To be able to recognise and describe key features of physical and human geography

ORGANISATION:

- Geography is taught across the whole school as part of the Humanities curriculum. There is an emphasis on geography across the school as a discrete subject to enable pupils to use and apply these skills in different contexts. The work covered matches the objectives of the National Curriculum to the ability of the pupils rather than to their chronological age
- Humanities are taught in class groups in the Primary Department and in ability sets in the Secondary Department. In the Early Years, Phase 1, Sharks and Phase 3 Blue group, humanities is integrated into the curriculum in a cross curricular approach to learning. In Phase 2 and 3, Humanities is taught in blocks of learning. Reflection of learning takes place throughout the topic.
- In Phase 4 Purple and Red groups, pupils study humanities as a discrete subject, they complete geography modules based on WJEC Entry Pathways and are awarded with JCS certificates in Humanities at the end of the 3 year course following the WJEC Entry Pathways accredited course.

SPECIFIC SUBJECT AREA: SCIENCE

AIMS:

- To develop an interest in and understanding of the natural and man-made world around them
- To develop scientific enquiry skills through exploration and investigation
- To develop understanding and knowledge of scientific ideas, processes and skills, through exploration of the environment, living things, materials, objects and events, and consider how these relate to everyday experiences.
- To develop the use of senses in order to raise awareness and interest in themselves and their environment
- To learn about prediction, testing and evaluating hypotheses

INTENDED OUTCOMES:

- To be able to ask scientific questions and recognise different ways of answering these.
- To be able to choose appropriate equipment to carry out experiments safely.
- To be able to collect, present and analyse data and to present observations in different ways.
- To be able to identify, group and classify objects, materials and living things correctly and recognise patterns and properties.
- To be able to recognise features of the environment and habitats.
- To be able to identify, name and compare similarities between living things.
- To be able to use scientific language appropriately

ORGANISATION:

- All pupils in Phase 1 and 2 follow programmes of study that have been developed to ensure that students are exploring science through a balance of life processes, physical processes and material processes. Lessons are resourced through a variety of books and practical equipment.
- Pupils in Phase 3 and 4 Red and Purple groups- complete science modules, based on WJEC Entry Pathways, that are moderated by local special school science leaders and are awarded with JCS certificates in Science at the end of the 3 year course~~follow the WJEC Entry Pathways “Science Today” accredited course~~. The units studied aim to broaden pupils learning from the Primary Department whilst ensuring the pupils study relevant information for adult life and independent living.
- Pupils in Phase 3 Blue group study science through cross curricular themes
- Pupils in Phase 4 Blue study elements of science based on ASDAN Personal Progress units

SPECIFIC SUBJECT AREA: RELIGIOUS EDUCATION (RE)

AIMS:

- To develop an understanding of beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- To provide opportunities to evaluate the nature, significance and impact of different ways of life and ways of expressing meaning.
- To offer opportunities for learning through a wide range of practical activities and experiences
- To encourage pupils to consider the answers offered by faith groups to questions of meaning and purpose and problems within society and their own experience.

INTENDED OUTCOMES

- To be able to ask their own questions about God/deity, special people and special occasions
- To show respect for their own and others’ ways of life
- To make links between their own ideas about how to lead a good life with the teachings of religions and beliefs being studied
- To be able to describe some of the rules and guidance used by believers and how that might be applied in working with others from different traditions

ORGANISATION:

- Religious Education is taught across the whole school as a curriculum subject. In Years Reception to Year 6 and the Blue Pathway, this takes place on set RE Days, exploring a certain theme or religion in a spiralling level of skills and understanding; there are 6 RE days per year. Phase 3 have a weekly lesson building on the concepts and knowledge in Primary. There is an emphasis on enabling the pupils to show awareness and sensitivity towards their own and others’ needs, views and feelings. The work covered matches the objectives to the ability of the pupils rather than to their chronological age. Reflection of learning takes place

throughout the theme and during a whole school assembly to celebrate the learning at the end of each RE day.

- Phase 4 Red and Purple groups follow the RE syllabus based on WJEC Entry Pathways and gain a JCS accreditation in RE.
- Progression in depth of learning and understanding is evident as the pupils move through the school, ranging from a basic understanding of each religion to presenting accredited coursework looking at and questioning different practises and beliefs.

SPECIFIC SUBJECT AREA: FRENCH

AIMS:

- To foster an interest in and develop the ability to communicate using the French language
- To develop confidence in listening, speaking, reading and writing in French
- To explore the patterns and sounds of language through songs and rhymes and link the sound, meaning of words and spelling
- To learn about some of the cultural aspects of France

INTENDED OUTCOMES:

- To be able to listen attentively to spoken language and show understanding by joining in and responding
- To appreciate stories, songs, poems and rhymes in another language
- To be able to write words and phrases from memory, and adapt these to create new sentences, and to express ideas clearly
- To demonstrate a broader vocabulary and understand new words that are introduced into familiar written material, including through using a dictionary
- To achieve national qualifications in functional French

ORGANISATION:

- French is taught in Phase 2, Phase 3 Red and Purple groups and Phase 4 Red.
- The work covered matches the objectives to the ability of the pupils rather than to their chronological age. Lessons are exploratory, interactive and practical.
- In Phase 4 more able pupils complete French modules based on WJEC Entry Pathways and are awarded with JCS ~~work towards achieving WJEC Entry Pathways~~ qualifications as part of a Humanities accreditation.