



# John Chilton School Understanding the World Policy

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## **Understanding the World**

### **Intent**

#### **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 demonstrate an interest in how people and the natural world relate and how patterns exist in the world

#### **Monitoring and Evaluation:**

- Regular meetings are held with the subject leaders involved in the group.
- The curriculum, environment and other learning activities are regularly monitored through 'deep dives' in collaboration with leaders, teachers and pupils. This involves gathering evidence on the curriculum intent, implementation and impact. The aim of the 'deep dive' is to seek to interrogate and establish a coherent evidence base on quality of education.

Subject leaders are expected to fulfil several roles in monitoring and evaluation, which includes:

- 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.

## **HISTORY**

### **Intent**

#### **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

#### **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

### **Implementation**

#### **Teaching and Learning:**

- History is included in the humanities curriculum throughout the entire school, excluding Phase 4 Red. 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 is taught in class groups, in blocks of learning.
- In the Early Years and the Blue Pathway, history is integrated into the curriculum in a cross curricular approach to learning.

#### **Resources**

- 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.

### **Impact**

Throughout their time at John Chilton School, pupils develop their historical journey with a starting point that is individual and personal to them, developing curious, critical, morally sensitive, communicative individuals. Through a spiralling curriculum, knowledge and understanding of their world is used to hook Historical knowledge and understanding of a different time and of how people lived in the past.

This is then explored to reinforce key historical skills and knowledge, enabling our pupils to understand and engage positively with the world around them. Pupils become familiar with vocabulary giving them the tools to communicate about natural and cultural events, whilst developing an awareness of how things change over time and how some of the events we experience today are a result of events in the past. Pupils are encouraged to develop the confidence and skills so that they are able to ask questions, gather, interpret and evaluate information so that they are able to make decisions and draw conclusions based on their learning.

## **GEOGRAPHY**

### **Intent**

#### **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 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

### Implementation

#### Teaching and Learning:

- Geography is included in the humanities curriculum throughout the entire school, excluding Phase 4 Red. 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.
- Geography is taught in class groups, in blocks of learning.
- In the Early Years and the Blue Pathway, Geography is integrated into the curriculum in a cross curricular approach to learning.

### Resources

Our pupils experience a hands-on approach through field work of their locality, explore the school setting, use of photographs to label and identify features in their local, national and global communities. Pupils have access to a range of resources such as atlases, digital technology, books, photographers as well as field visits.

### Impact

Our Pupils geographical journey is offered through a kinaesthetic approach, with opportunities to experience both the 'indoor' and 'outdoor' classroom. A spiralling curriculum gives pupils opportunities to practise skills of asking geographical questions and answering them through the exploration and practise specific techniques to gather, experience and present evidence and data to build an understanding of the physical and human geography of their world.

Collaborative tasks provide our pupils with tasks where they practise communication and turn-taking skills through groupwork to show their understanding and knowledge of geographical concepts and vocabulary. Visits beyond the local area provide pupils with an experience of different or unknown locations and environments.

## SCIENCE

### Intent

#### 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 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

### Implementation

#### Teaching and Learning:

- Pupils in EYFS and Blue Pathway the Science units provide a theme/context for multi-sensory delivery with repetition to sustain each pupil's achievements. There is an intensive focus on all aspects of communication and personal outcomes and engagement through the themes
- Pupils in the Red and Purple Pathway follow a programme of study which is planned and arranged topic blocks. Teachers facilitate the achievement of substantive and disciplinary knowledge. The units studied aim to broaden pupils learning from the Primary Curriculum whilst ensuring the pupils study relevant information for adult life and independent living. Teachers use precise questioning in class to test understanding, knowledge and skills, and assess pupils regularly.

### Resources

- John Chilton offers a wide range of workshops, trips and resources that are practical and online to help develop skills and concepts.



## Impact

- The successful approach at John Chilton results in a fun, engaging, high-quality science education, that provides pupils with the foundations and knowledge for understanding the world. Through various workshops, trips and interactions with experts, pupils develop an understanding that science has changed our lives and that it is vital to the world's future prosperity. Pupils learn the possibilities for careers in science, as a result of our community links and connection with national agencies such as the STEM association/NHS and learn from and work with professionals, ensuring that pupils have access to positive role models within the field of science from the immediate and wider local community.

## RE

### Intent

#### 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

### Implementation

#### Teaching and Learning:

- RE is taught across the whole school as part of the Humanities curriculum. There is an emphasis on RE 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.
- RE is taught in class groups, in blocks of learning.
- In the Early Years and the Blue Pathway, RE is integrated into the curriculum in a cross curricular approach to learning.

- 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 and looking at and questioning different practises and beliefs.

### Resources

The knowledge and skills are developed through an engaging curriculum, using a range of resources including interactive/sensory stimuli, digital and real-world experiences to increase pupils' knowledge of religions and the elements in them. Experiential first-hand learning, includes visitors to school from faith communities, involvement in festivals inside and outside of the school community and visits to religious buildings

### Impact

At John Chilton Religious education involves more than learning about different forms of organized religion. It takes the children on a developmental journey that is also about children forming their own judgments and reaching a clearer understanding of their personal beliefs.

## FRENCH

### Intent

#### 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 a JCS qualification in functional French

### Implementation

#### Teaching and Learning:

- French is taught in Phase 2, Phase 3 Red and Purple groups and Phase 4 Red group only.
- 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 a JCS Certificate in functional French.

## Resources

We have a wide bank of practical and online resources available to pupils to develop their skills (including at a level of challenge.) They are used by the French teacher to aid planning and delivery of sessions. We provide a high level of differentiation and adaptation.

## Impact

At John Chilton School, pupils have the opportunity to forge their own learning journey, which will allow them to discover their own areas of strength, as well as areas they might like to explore further. Pupils will demonstrate their ability to learn French vocabulary by developing skills such as listening, singing/speaking/signing, reading and writing.

All pupils will access fundamental abilities, such as achievement and self-confidence. They will also develop an awareness of the similarities and differences between themselves and other people. Overtime, pupils will reinforce key skills and knowledge that enable them to understand and engage positively with the world around them.