



**WOOLGROVE SCHOOL**

# **Understanding the World Policy**



“Equal opportunities lie at the heart of all that we do at Woolgrove. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support of the school”

**Janine Budd/Jo Chrysandreas**

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**Review: June 2023**

## Understanding the World

This policy should be read in conjunction with the Computing and Food Technology policies.

### **Intent**

#### **Science, History and Geography**

In designing Woolgrove School's curriculum for Understanding the World, objectives have been selected from the EYFS framework and Key Stage 1 National Curriculum in order to equip our pupils with the relevant knowledge and skills they need to navigate their way in the world now and in the future. These objectives lend themselves to coverage through a wide range of science, history and geography topics, providing children with the opportunity to revisit the key skills and knowledge in different contexts within the framework of our spiral curriculum during their time at Woolgrove. It is intended that topics will be selected on the basis of their relevance to pupils' current interests and circumstances. Pupils' wellbeing was a major consideration in selecting key vocabulary to be learned, for example, the parts of the body.

### **Implementation**

To ensure high standards of teaching and learning in Understanding the World, we have implemented a curriculum that is progressive throughout each pathway within the whole school. Each unit of work is taught as a half-termly topic.

Teachers plan lessons for their class using our Skills and Knowledge Overview. Teachers can use this document to plan lessons suitable to their class's interests and what they want the pupils to learn. The overview document ensures that the curriculum is covered and that the skills and knowledge taught are progressive between pathways.

<b>Pathway</b>	<b>Curriculum Coverage Usage</b>
Early Years Foundation Stage (EYFS) Pathway	EYFS Curriculum
Pre-formal Pathway	EYFS Curriculum
Semi-formal Pathway	Consolidating the EYFS Curriculum with some aspects of National Curriculum (2014) Key Stage 1 (KS1) history, geography and science curriculum
Formal Pathway	More advanced skills and knowledge from aspects of National Curriculum (2014) KS1 history, geography and science curriculum

## Science

We provide a variety of opportunities for science learning inside and outside the classroom. Learning outside of the classroom, especially in our environment area, is an essential part of learning science. It is essential that children observe and immerse themselves in their local environment in order to apply their learning practically to real-life situations.

All pathways follow the same topics/knowledge areas, but the skills are specific and are tailored to the individual pathway.

Topic/Knowledge Areas:

- Plants
- Animals, Including Humans
- Everyday Materials
- Seasonal Changes

Skills related to working scientifically:

<b>Pathway</b>	<b>Skills related to working scientifically</b>	<b>The process</b>
EYFS and Pre-formal pathway	<ul style="list-style-type: none"><li>• Recognises similarities and differences</li><li>• Shows curiosity</li><li>• Explores and observes objects</li><li>• Shows care and concern for environment</li></ul>	Child-initiated learning Sensory Experiences Role play Practical and outdoor learning opportunities Trips and visits
Semi-formal pathway	<ul style="list-style-type: none"><li>• Performs simple tests or follows teachers' instructions</li><li>• Observes closely</li><li>• Gathers and records simple data</li><li>• Identify and name a variety of everyday materials</li></ul>	Child-initiated learning Sensory Experiences Role play Practical and outdoor learning opportunities Trips and visits
Formal pathway	<ul style="list-style-type: none"><li>• Asks simple questions</li><li>• Performs simple tests or follows teachers' instructions</li><li>• Observes closely</li><li>• Using simple equipment gathers and records simple data to help in answering questions,</li><li>• Compare and group together everyday materials on the basis of their physical properties</li></ul>	Experiments and exploration Role play Practical and outdoor learning opportunities Trips and visits

## Geography

We provide a variety of opportunities for geography learning inside and outside the classroom, making use of educational visits where possible. The children have regular opportunities to explore our environment area in order to observe the changes of seasons, read and make maps, and build dens. Classes also explore the wider community, including visiting local rivers and woods and using geography skills on the Year 6 residential trips.

All teachers plan their own topic related to children's experiences and interests, but the skills are specific and are tailored to the individual pathway.

<b>Pathway</b>	<b>Skills</b>	<b>The process</b>
EYFS and Pre-formal pathway	<ul style="list-style-type: none"> <li>• Observe what animals, people and vehicles do</li> <li>• Notices detailed features of objects in their environment</li> <li>• Begins to communicate about aspects of their familiar world and things they have observed</li> </ul>	Small-world play Child-initiated learning Sensory Experiences Role play Practical and outdoor learning opportunities Trips and visits
Semi-formal pathway	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences</li> <li>• Identify United Kingdom and its countries as well as other countries and oceans.</li> <li>• Use locational and directional language e.g near and far, left and right.</li> <li>• To create a simple map with support</li> <li>• Use simple fieldwork and observational skills to study the geography of their school and its grounds</li> </ul>	Use world maps, atlases and globes Practical and outdoor learning opportunities Trips and visits
Formal pathway	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences</li> <li>• Identify United Kingdom and its countries as well as other countries and oceans.</li> <li>• Use simple compass directions, North, South, East and West.</li> <li>• Use locational and directional language e.g near and far, left and right.</li> <li>• To create a simple map</li> <li>• Use and construct basic symbols in a key</li> </ul>	Use world maps, atlases and globes Use information books and the internet for research Use charts to conduct survey's Practical and outdoor learning opportunities Trips and visits

	<ul style="list-style-type: none"> <li>• Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features</li> </ul>	
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## **History**

We provide a variety of opportunities for history learning inside and outside the classroom. Teachers' planning also draws on individual children's experiences and special events that we celebrate throughout the year. At Woolgrove School opportunities for the children to experience history on educational visits, explore local museums and share learning and hands-on experiences with visitors to school will be encouraged wherever possible.

All teachers plan their own topic related to children's interests and special events, but the skills are specific and are tailored to the individual pathway.

<b>Pathway</b>	<b>Skills</b>	<b>The process</b>
EYFS and Pre-formal pathway	<ul style="list-style-type: none"> <li>• Develop curiosity about people</li> <li>• Shows interest in the lives of people who are familiar to them</li> </ul>	Look at pictures Listen to stories Child-initiated learning Small-world play Role play Trips
Semi-formal pathway	<ul style="list-style-type: none"> <li>• To use vocabulary related to historical terms</li> <li>• To be able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</li> </ul>	Look at pictures Listen to stories Child-initiated learning Role play Trips Visitors
Formal pathway	<ul style="list-style-type: none"> <li>• To be able to develop a simple timeline.</li> <li>• To use vocabulary related to historical terms</li> <li>• To be able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</li> </ul>	Use information books and the internet for research Look at pictures Listen to stories Role play Trips Visitors

All the children also have opportunities to share their Understanding the World learning with each other, their parents and carers through school-based exhibitions, performances, competitions and events. Developing their independence and motivation as learners and their sense of responsibility as future adults is at the heart of all our teaching and learning. This is also important in enabling all children at Woolgrove School to gain 'real-life' experiences.

## **Impact**

Over time, drawing on their innate curiosity, pupils will reinforce the key skills and knowledge that enable them to understand and engage positively with the world around them. They will become familiar with the vocabulary needed to communicate about natural and cultural events. Pupils will gain an awareness of how things change over time and that some of the events we commemorate today relate to happenings in the past.