

2026

Understanding The World



**Woolgrove School,
Special Needs Academy**
Live, Laugh and Learn
Together

Owner: Headteacher
Authored by: Subject Leads
Adopted by: Curriculum Committee
Review cycle: Triennially
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WP0069

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This policy should be read in conjunction with the Computing and R.E. policies.

Intent

In reviewing the teaching and learning of Understanding the World we wanted to design a curriculum that would be exciting and engaging for the children and enjoyable to teach. Objectives have been drawn from the EYFS Development Matters document with extension activities derived from the KS1 science, history and geography curriculum. This allows teachers to plan activities to suit a wide range of abilities and interests, including greater depth learning for those children with special interest in a particular area. The recording of children's learning has been adapted to allow adults to spend more time facilitating activities and enjoying hands-on learning experiences with the children.

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.

Understanding the World is divided into three areas in line with the EYFS curriculum:

Past and Present

People and Communities

The Natural World

Teachers plan activities using their half-termly topic focus with the aim to provide rich, real-world experiences for the children encouraging curiosity about the world around them.

This is supported by the Skills and Knowledge Overview (SKO). This document gives an overview of the areas that should be covered in each pathway, allowing the children to progress throughout their time in school as well as allowing for flexibility to follow the children's interests.

Pathway	Curriculum Coverage Usage
Early Years Foundation Stage (EYFS) Pathway	EYFS Curriculum (Ages 6 months to 4 years)
Semi-Formal 1 Pathway	Understanding the World is not explicitly taught. SF1 classes have the option to evidence UW through trips.
Semi-Formal 2 Pathway	EYFS Curriculum (Ages 4-6 years)
Formal Pathway	EYFS (Early Learning Goals)
Extension (intended for those formal pupils who need additional challenges and those with special interest in a particular subject)	National Curriculum Year 1 Science, History and Geography.

Evidencing Learning and Progress

Children's learning is evidenced using paper evidence slips or on TrackAble. Both options provide a series of progressive statements that children can work on across all three UW areas. Adults can also use photos and videos (only on TrackAble) and include a written description of how each child engages with an activity and any communication they offer. Both methods of evidencing enable the subject lead to see a fuller picture of the progress a child makes from initially engaging in an activity through to being able to explore, discuss and make their own connections about a subject.

Impact

Over time children will be offered opportunities to develop their knowledge of the world around them and the cultures and communities that are important to them. They will also develop skills that allow them to communicate, share, discuss and question aspects of their environment and allow them to develop a wider range of interests and experiences.