



Colvestone Primary School

Knowledge and Understanding of the World Policy.

Rationale

We aim to provide pupils with key skills, concepts and knowledge to support their understanding of the world. Learning will be supported by offering a wide range of experiences.

We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge so they can achieve their true potential.

Understanding the World: Extending and Nurturing a Childs Innate Curiosity.

Children's lives will be enriched if their curiosity is encouraged by exploring and thinking about the variety of physical and human conditions in the past , present and future.

Children need to understand progressively the interdependence of lands, of peoples, of cultures and of generations within a global ecosystem. Without a historical and geographical perspective children may build a distorted picture of the world .

Knowledge:Enquiry

We believe that studying Knowledge and Understanding the World is an investigative process which requires an investigative approach.

Children must have the opportunity to ask questions, to analyse information and to communicate such understanding.By developing questioning skills pupils will be able to explore causes, impacts and consequences.

Scientific enquiry is taught through contexts taken from sections on Life Processes and Living Things, Materials and their properties and Physical Processes

Enjoyment and a Sense of Purpose

These are seen as vital elements and we recognise excitement in learning. Children must see a purpose in what they are doing and why they are doing it.We aim to teach through our curriculum ,respect for the world and how we should care for it for future generations as well as our own.

Good Citizenship, International Understanding and Environmental Awareness

We aim to stimulate children's interests at local, national, European and global levels. Through the teaching of Science, ICT History and Geography we aim for our school community to become lifelong learners equipped to meet developing technologies .

Links between Home and School

Participation from family/carers is vitally important as the child's viewpoint of the world is moving from an egocentric to a sociocentric stance. We understand that teachers have a responsibility to build on children's prior experiences of the world.

Cross Curricular Links

We plan the curriculum so that there is coherence and coverage of the National Curriculum , and that there is planned progression. We recognise the important relationships between all areas of study and teach the skills of History, Geography, Science and ICT through our termly Topics. In order to cover all areas a child may concentrate in one term on a History Topic, then switch to greater emphasis on Geography in the next term and Science in the third term. Over the three terms of the academic year , each child has the opportunity to experience all subjects
ICT is integrated into all subjects taught at Colvestone. We aim to provide a creative and cross curricular approach to the teaching and learning of ICT. We strive to provide our pupils with the ICT skills necessary to become independent learners. We understand that by providing safe ICT opportunities in all subjects that we can motivate and inspire pupils and raise standards across the curriculum.

Equal Opportunities

Our curriculum is designed to provide access and opportunity for all pupils. It is important when teaching our curriculum that we value each person as a unique individual. Through the study of Geography we aim to develop children's understanding of people's race, religion and culture. Both Historical and Geographical learning will prepare our pupils for adult membership of a multi ethnic and multicultural society.

Inclusion

All pupils have access to a broad and balanced curriculum. Specific children with Special Educational Needs have differentiated work which takes into account the targets set in their Individual Education Plans. Specialist Teachers and support staff may assist SEN Pupils.

Organisation

We plan our curriculum in three phases. A long-term plan indicates which topics are to be taught in each term. With Medium-Term plans, guidance is given on the objectives and outcomes for each term. Our Short-Term plans are those that our teachers write

on a weekly basis. These set out learning objectives for each session and identify resources and activities that will be used in the lesson.

Each class will plan half termly visits that will enrich pupils understanding of their topic e.g. Science Museum, Museum of London.

Teachers will use Islington Library Service to provide artefacts and resources for their topic.

Each class will provide displays in communal areas , as well as classroom on a half termly Basis

Science Week will be held once per year.

Assessment

Assessment will be in accordance with School Assessment Policy procedures

Work will be marked according to Marking Policy. Teachers will report on progress at termly Parent Evenings. Assessment is on-going which informs future planning and ensures the child is given opportunity to reach their potential, and this progression reported to parents annually.

Monitoring

The monitoring will be carried out over the year to ensure policy in practice

This will include:

Scrutiny of planning

Scrutiny of pupil work

Observation of teaching and learning

Observation of displays

Dialogue with pupils

Foundation Stage

Understanding the World is an integral part of the topic work covered during the year. We offer a range of experiences for our pupils to encounter people plants and objects in their natural environments and in real-life situations.

The pupils begin to use and learn about ICT upon entering Nursery or Reception Classes. The curriculum in Early Years meets the requirements set out in the revised EYFS. Our curriculum planning focuses on the Early Learning Goals and on developing skills and experiences, as set out in the document.

During the Foundation Stage , the teacher makes continual observations to record pupils progress. These assessments form an important part of future planning for each child.

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