

Appleton Wiske Community Primary School
Understanding the World Policy

'Understanding the World' covers the subjects of computing, history, geography and science (see separate science policy). At Appleton Wiske Community Primary School, we recognise that our pupils are growing up in an increasingly technological and scientific world. As educators, we have a responsibility to prepare our pupils to live in and contribute to their future society. We believe that our pupils should be encouraged to be curious about the world around them, forming their own questions and considering which skills and equipment they might use to find the answers with increasing independence. We are aware of the importance of introducing our children to the awe and wonder of the natural world, through first-hand experience wherever possible. As well as preparing our pupils for the future, we hope to guide them in appreciating that important lessons can be learned from studying our past.

We are an inclusive school; we set high expectations and recognise the importance of accurate and regular assessment in order to support individuals at every part of their learning journey and in whatever circumstances. We use one-to-one support, small groups and cross-phase work to help with this. We plan teaching opportunities to help children with additional needs outlined in the SEND code of practice. We view equal opportunities in the widest possible sense as embracing the well-being, contribution and development of all the school community irrespective of gender, race, religion, ability, disability, age or socio-economic group. We aim to provide for all children so that they achieve as highly as they can in 'Understanding the World' according to their individual abilities.

It is our aim to:

- Encourage pupils to be enthusiastic about developing their understanding of the world.
- Follow the National Curriculum 2014 programmes of study which build upon previous experience and extend capability.
- Promote learning through a wide variety of teaching and learning styles.
- Encourage pupils to develop an enquiring approach to their learning, forming their own questions and considering how to find answers and solve problems.
- Provide opportunities for children to gain knowledge about computing tools, such as word processors, databases, interactive whiteboards, devices, spreadsheets and software for processing sound/images.
- Use computing and ICT to support pupils in their learning discretely and across the curriculum.
- Educate all pupils appropriately about e-safety (see E-Safety Policy).
- Encourage learning to continue outside school.

Teaching and Learning

Teachers are encouraged to adopt a variety of teaching styles to match the learning needs of every child. Work will be set for individuals, groups and the whole class as appropriate to the task. Some topics are best learned through investigative practical work while others demand a more direct teaching approach. Teachers will be committed to linking the children's learning to other areas of the curriculum. Objectives are taken directly from the National Curriculum and then used to inform medium term plans. We encourage children to lead their own learning; their interests are incorporated into our medium term planning through whole class discussions. Understanding the World is taught through a topic-based approach so that the subjects are linked when possible. Some aspects may need to be taught discretely, such as in computing where children are taught coding which can then be applied in other subject areas.

Assessment

- Children are assessed according to the criteria set out in the National Curriculum and Early Years Foundation Stage
- Formative assessment is ongoing; teachers monitor pupils' learning throughout every session and adapt their practice and planning accordingly.
- Parents are informed of their children's progress through parent/teacher consultations, written reports and informal discussions throughout the year.
- Children's work is recorded in a variety of ways, including photographic evidence, class big books, individual work books, folders and working walls.
- Children's work is marked in accordance with the Marking and Feedback Policy.
- Ongoing observational assessment informs the profiles in Knowledge of the World for children in EYFS.

Monitoring

Monitoring is undertaken on a regular basis by the subject leader and Head Teacher. A variety of methods are used, including lesson observations, learning walks, work scrutinies and pupil conferencing. The subject leader is responsible for improving the standards of teaching and learning in science through:

- Attending regular training and network meetings and cascading information to staff.
- Monitoring the subject through a range of methods identified above.
- Updating the policy in line with statutory requirements and the school's needs.
- Purchasing and organising resources.

Resources

Resources for history, geography, computing and science are stored centrally and updated when appropriate based on the needs of the school. Laptops and tablets will be updated on a rolling programme. Where possible, opportunities for the use of ICT will be provided which will enrich the children's understanding of the world. Interactive working walls will be used by the children to enhance their learning.

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