



## Alderman Pounder Infant and Nursery School

# Policy for Understanding the World

**This policy incorporates the following former policies:**

- Geography
- History
- ICT
- Science
- RE

**Document Owner:** Understanding the World Subject Leaders

**Issue Date:** Spring 2017

**Version:** 1.3

**Review frequency:** every 2 years

### REVISION HISTORY

Version	Revision Date	Next review due	Summary of Changes (and author)
1.0	Autumn 2013	Autumn 2015	Policy incorporated (J Hemsley)
1.1	Spring 2015	Autumn 2015	Updated in light of new Notts agreed syllabus for RE (R Hardman, N Collins, S Ingram)
1.2	Spring 2016	Autumn 2017	Updated in light of AwL (R Hardman, N Collins, R Towlson)
1.3	Spring 2017	Spring 2019	Updated in light of changes to curriculum (R Hardman, N Collins, R Towlson) Minor changes (J Shelton)

## Understanding the World

### **Definition**

Understanding the World relates to children's everyday lives, their homes, families, other people, the local environment and community and the wider world.

### **Aims**

- We aim to inspire the children to have inquisitive minds and develop a sense of curiosity about their world on a local and global scale, encouraging them to consider the value of their natural world and instill in them a respect for their environment.
- We want them to understand their uniqueness as a person in a family and community and know why belonging is important; know that there are similarities and differences in all areas of life and to be able to show respect for others and their beliefs.
- We want to develop a knowledge base about religions and beliefs in relation to values, including British values whilst celebrating the diversity that exists within our nation.
- We want them to gain an understanding of past events and people, and be able to consider the impact of this on their present lives.
- We want them to develop confidence in technology across all subject areas.
- Through understanding all of these areas, children will gain attributes which will empower them to become well rounded citizens who can contribute compassionately and effectively to their own world.

These can be achieved through the process of experiential learning which:

- is central to good practice in the education of young children
- starts with the children's past or present experience
- encourages curiosity and exploratory play
- provides opportunities for children to recall and draw upon their experiences
- requires children to question their learning experiences
- enables children to explore and investigate their learning environments
- enables children to communicate, interact and talk about what they want to do
- enables children to feel they are valued
- relates learning to themselves, their own lives and the real world
- allows for new learning
- allows practice of skills
- allows opportunities to record their findings in a number of ways
- incorporates opportunities to evaluate learning
- encourages the imitation of others in role play and imaginative play
- includes being taught specific skills directly

### **Skill Development**

The following skills are essential to this area of learning and can also be developed across the curriculum:

- Observing
- Comparing
- Classifying
- Enquiring
- Exploring and experimenting
- Listening
- Decision Making
- Predicting and testing

- Reflecting
- Describing
- Thinking
- Problem solving
- Recording
- Communicating
- Evaluating
- Asking / answering questions
- Sorting and grouping
- Sequencing
- Investigating

### **Learning and Teaching**

Effective learning and teaching involves a variety of styles and strategies. Teachers identify the most appropriate methods to best support the learning of the children they are teaching. These are encompassed in an enquiry and investigation context with an emphasis placed on first-hand experience. We aim to access the knowledge and skills the children bring with them and to provide them with experiences that will help them to develop their level of knowledge and understanding and ability to problem solve. The quality of questioning and talk is a central feature of Understanding the World within the school. Children are encouraged to work as individuals, in pairs and in groups.

The delivery of Understanding the World often takes place with the context of an overarching topic. In addition the school has an active 'eco committee' whose work often informs classroom discussions and investigations related to this area of learning.

### **Planning**

Our Understanding the World planning is taken from the learning journey which spans from FS1 through to year 2. Staff reflect on, and evaluate their planning to inform the best way forward.

### **Assessment, Recording and Reporting**

We assess the children's work in Understanding the World by making informal judgments as we observe the children during lessons. Once a piece of work is complete, we mark and comment as necessary, to inform next steps in learning.

### **Reporting to parents**

Parent consultations take place termly and there is an annual written report. Assessment without levels is reported across key stages using the following terms:

In FS: below age related expectations (ELG), at age related expectations and exceeding age related expectations.

In KS1 Science is reported at the end of KS1 by stating if the child is working below age related expectations, working towards age related expectations, working at age related expectations and working at greater depth.

In other subjects the teacher makes a summary judgement about each pupil in regard to the key objectives and records their assessment on an individual tracker.

## **Understanding the World Subject Leadership**

This team consists of:

Ms Hardman  
Miss Collins  
Miss Towlson

Their role is

- to support and advise in policy development
- to help to ensure continuity and progression throughout the school
- to support colleagues in their planning and in assessment activities
- monitor progress and advise the Head teacher on any action needed
- to monitor progress
- to keep up-to-date with any curriculum development and to disseminate information to colleagues as appropriate
- to monitor resources

### **Equal Opportunities and Additional Needs**

We endeavour to provide a culturally diverse curriculum to which all pupils have access, differentiating work appropriately by taking account of ability as well as individual cultural backgrounds and linguistic needs. Resources are reviewed to ensure that cultural diversity is maintained.

We take positive steps to ensure that the contribution of all pupils is valued and that pupils work together with co-operation and understanding, learning from each other's varied experiences. Our teaching challenges racial prejudices and stereotypes and we foster pupil's critical awareness of bias, inequality and justice. Every effort is made to ensure that Understanding the World experiences are equally interesting for boys and girls. Provision is made for pupils with physical and sensory difficulties using appropriate methods.

### **Differentiation**

In order to provide for children of all abilities within each class, we endeavour to differentiate tasks in a suitable way – matching the challenge of the task to the ability of the child:

- by questioning – level of questioning appropriate to ability
- recording – using a variety of methods according to differing abilities
- by support – level of support from teaching and/or support staff and/or resource
- by outcome – open ended task to allow for a variety of outcomes
- by interest – individual pupils to pursue own interests within a project
- by task – same objective with a range of tasks
- by organisation – grouping of children and materials

### **Understanding the World across the Curriculum**

Effective planning for Understanding the World needs careful planning across all areas of learning to ensure that children have opportunities to develop, apply and extend their skills of observation, enquiry, investigation, communication and decision making through a variety of media. There are many opportunities to develop skills, knowledge and understanding within the other areas of learning and within the different teaching areas in school.