

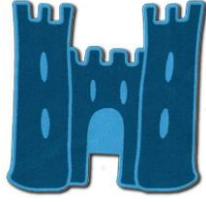


# The World Around Us

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Carrowdore Primary School





## CARROWDORE PRIMARY SCHOOL

### **Vision**

In Carrowdore Primary School our vision for our pupils is that they will:

- have the skills and knowledge they require to adapt to and cope with the fast changing world in which they live;
- be inquisitive, enthusiastic and independent learners with a desire to learn throughout their lives;
- fulfil their academic potential and creativity and experience personal success and happiness;
- become successful and responsible citizens of the future who promote equality and have respect for other individuals and groups and for themselves;
- be confident, with a high level of self-esteem and self-belief;
- develop positive values and attitudes such as honesty, compassion, perseverance, resilience, self-discipline and tolerance;
- develop spiritual well-being and a positive moral code;
- be enabled to make informed lifestyle decisions which promote health, fitness, good relationships and happiness;
- be effective communicators.

### **Mission Statement**

**Our Mission in Carrowdore Primary School is to create a happy and caring environment in which we will inspire every child to love learning, encourage academic excellence and empower children to reach their full potential.**

### **Aims**

- To create a happy and caring school atmosphere where children and parents feel welcome;
- To sustain a safe, secure and supportive learning environment for our pupils where everyone is valued and respected;
- To cherish every child equally and to recognise and celebrate achievement with every child;
- To provide a rich and balanced curriculum through engaging learning activities;

- To provide a positive learning atmosphere which promotes confidence, self-esteem and independence where children are encouraged to try without fear of failing;
- To equip children with the knowledge and skills they will require to become effective ; successful and responsible citizens, in their community and in the world, now and in the future;
- To promote environmental awareness and care;
- To promote spiritual well-being, positive values and attitudes and healthy living;
- To strive to understand and address the learning needs of each individual child.
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## WORLD AROUND US POLICY

### **Introduction**

This policy is based on the requirements of the Northern Ireland Curriculum document (2007) which is the starting point for planning a school curriculum that meets the needs of individual children. Within these requirements we at Carrowdore Primary School aim to provide a broad and balanced curriculum so as to prepare our children for a rapidly changing world.

Carrowdore Primary School is a medium sized school situated on a mature site on the edge of Carrowdore village, Co. Down. Pupils come from a range of backgrounds both from within the village and also from the surrounding areas including Greyabbey, Millisle, Ballywalter, Newtownards and Donaghadee.

### **1. What is the World Around Us?**

Children are naturally curious and often ask profound questions about themselves and the nature of the world around them. The purpose of this area of learning is to find age appropriate answers to some of these big questions from the perspectives of geography, history and science and technology. (P83 N.I. Curriculum document)

The World Around Us is one of the six Areas of Learning in the Northern Ireland Curriculum. It focuses on the development of knowledge, skills and understanding in Geography, History, Science and Technology. Carrowdore Primary School aims to retain the best of current practice within the three subjects, while developing a topic/theme based approach to this area of learning, and making relevant connections across all areas of learning, while ensuring breadth and balance.

The statutory curriculum for World Around Us is structured as follows:

#### **Foundation Stage:**

The World Around Us *including* Geography, History and Science and Technology

## **Key Stages One & Two:**

The World Around Us *through the contributory elements of Geography, History and Science and Technology*

The **World Around Us** is presented as four inter-related strands that connect learning.

- **Interdependence**
- **Place**
- **Movement and Energy**
- **Change Over Time**

### **Three contributory elements within the World Around Us**

**Geography** explores the relationship between the earth and its people through the study of the environment, place and space. It develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative and problem solving skills both inside and outside the classroom. Children should develop knowledge and understanding of their place in the world, other places, and the processes which affect the people, conditions and life in that place. They should explore ideas about people, jobs, the weather and the environment both locally and globally and begin to consider their part in maintaining a sustainable world.

**History** is concerned with the concepts of sequence and time and with evidence which allows us to find out what happened in the past. The concepts of chronology, change/continuity, empathy and cause and effect will be developed through investigation of life in the past. Children should gain an awareness of their past and changes which have occurred over time through examining evidence, looking at photographs, watching TV and multimedia clips and listening to stories. Children will recognise the importance of evidence in giving a picture of the past but will understand that there can be different interpretations of this depending on how it is viewed.

**Science and Technology** aims to stimulate a child's curiosity in finding out why things happen in the way they do. It teaches methods of enquiry and investigation to stimulate creative thought. Children learn to ask scientific questions and begin to appreciate the way science will affect their future on a personal, national, and global level. Children should have opportunities to develop the skills of Science and Technology and to develop awareness of the relevance and importance of Science and Technology in everyday life in finding out about themselves, the environment, the material and physical world.

## **2. Aims**

- To develop knowledge, understanding and skills in the context of the World Around Us
- To promote understanding, respect and appreciation for the world in which they live and their immediate environment

- To acknowledge and appreciate a sense of the past, changes which have occurred and how these affect the world today
- To develop an appreciation of the relevance and importance of Science and Technology in everyday life
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation

### **3. Skills**

'At the heart of the curriculum lies an explicit emphasis on the development of skills and capabilities for life-long learning and for operating effectively in society. Through opportunities to engage in active learning contexts . . . children should develop **Cross-Curricular Skills** (in Communication, Using Mathematics and Using ICT) and **Thinking Skills and Personal Capabilities**.' (Northern Ireland Curriculum Page 5)

At Carrowdore Primary School we also develop Geography, History and Science skills through the World Around Us (Appendix 1). Links with the Thinking Skills and Personal Capabilities Framework have been highlighted to enable teachers to cross reference both. While many of the skills will be developed incidentally, we also plan for the development of subject specific skills when appropriate.

### **4. Planning Approaches**

The WAU programme will be implemented at a level appropriate to the needs of the children in the context of our school and will also provide opportunities for pupils to explore their world in the context of home, school, the local area and the wider world. All planning is based on the statutory requirements of the Northern Ireland Curriculum. We will also use the Ideas for Connected Learning materials, Thematic Units and other guidance material from CCEA and ELBs in our planning. Whilst initial planning is for the pupils, at all stages children will be encouraged to become active participants in the planning and learning process as we plan with the children as part of a plan, do, review process in all classes.

#### **Planning for Progression and Continuity**

Planning for the WAU builds on the earlier experiences of children and continues to help them to explore the world they live in. At Foundation Stage, skills and concepts are developed during play and other planned activities relevant to the children's interests and experiences. Careful observation informs the planning of future learning experiences within the World Around Us.

We ensure that the overall programme of learning in any one year group, and across the key stages, is broad and balanced and that there is continuity and progression in children's learning. We are adopting 'a spiral approach to the World around Us so that concepts, knowledge and skills are introduced without undue repetition or significant gaps and are reinforced in a variety of contexts.' (Northern Ireland Curriculum Page 85)

### **Connected Learning**

Recognising the changes and requirements of the Northern Ireland Curriculum, we aim to plan thematically. We emphasise the totality of the children's learning across the curriculum by making meaningful links across the learning areas. We encourage children to transfer understanding and skills from one context to another, allowing them to practise and apply the skills they have gained.

**Our planning for WAU** aims to promote:

- Meaningful investigations and the development of children's enquiry skills
- Good use of ICT to support teaching and learning
- Effective use of the school and local environment, educational visits and visitors to the classroom
- Progression in key aspects of geography, history and science and technology.

### **5. Learning and Teaching**

In Carrowdore Primary School, Learning and Teaching approaches provide suitably challenging opportunities for all pupils to take part in lessons fully and effectively. Learning experiences are active, practical and enjoyable. We make use of a wide range of teaching methods balancing whole class, group and individual activities to engage children in effective learning. In the Foundation stage children experience much of their learning through well planned and challenging play. Children have opportunities to make choices and decisions, developing their own ideas and interests, either as starting points for learning activities or pursuing a topic in more depth. They are supported in taking risks in their efforts to succeed and are actively involved in planning, carrying out and reflecting on their work within the World Around Us Learning Area.

### **6. Assessment**

Assessment in WAU, as in all areas of learning, will be used to promote, enhance and deepen the children's learning. It involves all methods normally used to appraise the children's learning, either individually or in groups. The outcomes from these assessments can then be used to identify the progress which pupils make in relation to the processes, skills, understanding and knowledge outlined in the NI Curriculum. We take account of Assessment for Learning strategies and allow this formative assessment to help and guide planning. The key reasons for assessment within WAU will be to:

- enhance performance, self esteem and self-confidence
- promote greater resilience when faced with challenges
- increase independence
- develop a positive climate for learning
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## **7. Inclusion**

At Carrowdore Primary School the World Around Us forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Children will be helped to access this Learning Area using a range of learning styles including visual, auditory and kinaesthetic. They are able to record and demonstrate their learning in a variety of ways according to their learning needs and preferences. Children with exceptional ability will have access to more demanding aspects of the WAU and increased resources may be required.

The cultural backgrounds of pupils of different ethnic origins and religions are respected and acknowledged in WAU provision. Children are encouraged to share their experiences within a respectful and tolerant environment.

## **8. Learning in the Outdoors**

We recognise that the outdoor area provides children with one of the best environments in which to learn. Our pupils have opportunities to develop skills and concepts in an outdoor learning environment where they will:

- Become more aware of, more observant in and more responsive to their surroundings
- Develop an approach to careful observation, accurate recording and thoughtful analysis
- Encourage an interest in environmental issues
- Foster a sense of wonder and discovery

Children should have the opportunity to study aspects of their own immediate world, including different features of town and countryside and make comparisons between local and wider world issues.

All educational visits will be undertaken in accordance with 'Educational Visits Policy, Practice and Procedures 2009'

## **9. Health and Safety**

We enable pupils to have access to the full range of World Around Us activities. Where children are to participate in activities outside the classroom, we carry out a risk assessment prior to the activity, to ensure it is safe and appropriate for all pupils.

There will always be elements of risk and uncertainty as children engage in active learning. The NI Curriculum document states, 'All activities must be taught within a safe environment and children must be made aware of safe practice at all times.' (Page 84)

For WAU activities, we assess and manage risks with reference to the following documents as outlined in the whole school Health and Safety Policy.

- ASE: 'Be Safe!' which provides detail on legislation, teacher responsibilities, risk assessment and curriculum activity
- ELB/ESA: 'Out of School' details statutory obligations of schools when taking children off the school premises.
- CLEAPSS: providing direct assistance to classroom teachers.

## **10. WAU Coordinator/Curriculum leader Role and Responsibilities**

It is the responsibility of the World Around Us coordinator to

- Draw up an action plan for the development of the World Around Us in our school
- Monitor the running of the World Around Us scheme to ensure continuity and progression throughout the school.
- Negotiate, in accordance with the whole school Learning and Teaching policy, the place of WAU within the SDP and be involved in Monitoring and Evaluating
- Develop and disseminate knowledge and expertise of WAU in the context of the whole school policy on CPD.
- Advise and guide colleagues with regard to appropriate classroom practice.
- Formulate policy / scheme of work in association with teachers and principal, in line with SDP.
- Promote and disseminate the policy within school. Undertake monitoring to include lesson observations, examination of planning, and carry out evaluations.
- Ensure that the area of learning is properly resourced in terms of acquisition, safe storage and access.
- Liaise with appropriate advisory services e.g CLEAPSS, ASE etc.

## **11. Monitoring and Review**

The implementation of this policy is the responsibility of all teaching staff. Monitoring of the standards of children's work and of the quality of teaching in Geography, History and Science and Technology within the World Around Us is the responsibility of the coordinator/ curriculum leader.

The work of the WAU coordinator/ curriculum leader also involves supporting colleagues in the teaching of this Learning Area, being informed about current developments, and providing a strategic lead and direction. There is time allocated for fulfilling the vital task

of reviewing samples of children's work and visiting classes to observe teaching in the subject.

The WAU coordinator / curriculum leader gives the principal and/or the Board of Governors an annual review report in which s/he evaluates the strengths and weaknesses in this Learning Area.

## **12. Resources**

We are currently developing resources for all WAU topics/themes in the school. We keep some essential equipment and practical materials in a central store. Class teachers will supplement these resources with their own (and pupils') materials. Class libraries contain a good supply of topic and reference books, with additional materials provided by the school library service. Each classroom has at least one computer with Internet access and each class has access to the school ICT suite with software to support children's individual research.

# Appendix 1

Stages	Learning Intentions (we are learning...)
<b>Foundation</b>	
	<p>To begin to have a sense of the world around them (BC)</p> <p>To become familiar with concepts such as fair/not fair, the past, my place (MI)</p> <p>To use our senses to find out about our world (TPD)</p> <p>To stop to look closely and carefully (MI)</p> <p>To use a magnifying glass, digital microscope (MI)</p> <p>To record independently in a variety of ways (MI)</p> <p>To make suggestions when planning what to do (BC)</p> <p>To use simple subject specific language (TPD)</p> <p>To begin to have a sense of the passage of time (MI)</p> <p>To be aware of how to find out about the past (TPD)</p> <p>That we can find out by exploring (BC)</p> <p>To begin to ask questions relevant to our explorations (BC)</p> <p>To recognise change in our own lives (MI)</p>

Stages	Learning Intentions (we are learning...)
<b>Key Stage One</b>	<i>As for Foundation Stage and</i>
	<p>To begin to have a sense of how geography, history, science and technology help us to understand our world (MI)</p> <p>To begin to ask more focussed questions around our observations (BC)</p> <p>To make simple predictions and give reasons for these (TPD)</p> <p>To recognise and begin to explain why tests are fair/not fair (TPD)</p> <p>To classify according to simple differences (TPD)</p> <p>To recognise patterns in the natural and built environment e.g. Spring growth, house types etc. (MI)</p> <p>To interpret information from simple maps (MI)</p> <p>To begin to plan what to do (MI)</p> <p>To follow a structured enquiry (MI)</p> <p>That we may use all senses to explore and survey the natural and built environments (MI)</p> <p>To use standard measures when working (MI)</p> <p>That we can record work in a variety of ways (MI)</p> <p>To describe what happens and explain why (TPD)</p> <p>To relate what happened to what we predicted (TPD)</p> <p>To examine evidence and opinions from a range of sources (TPD)</p> <p>To record information using simple timelines (MI)</p> <p>To begin to understand what life was like for older people we know (BC)</p> <p>To be aware of how people's experiences may have influenced how they felt (BC)</p> <p>To identify how life in other time periods is similar to, or different from, the present day (TPD)</p> <p>To begin to identify why events happened in the past (TPD)</p>

Stages	Learning Intentions (we are learning...)
<b>Key Stage Two</b>	<i>As for Key Stage One and</i>
	<p>That history, geography, science and technology help us to understand our world (MI)</p> <p>To use more precise subject specific language (TPD)</p> <p>To suggest subject specific questions using an enquiry-based approach (MI)</p> <p>To record and present information in appropriate formats (MI)</p> <p>To use different ways to find out about our world e.g. exploration, survey, fair test (BC)</p> <p>To make predictions based on previous knowledge (TPD)</p> <p>To design and carry out a fair test (TPD)</p> <p>To make observations noting close detail and to be able to use microscope (MI)</p> <p>To make observations taking account of the need for care and accuracy (SM)</p> <p>To make decisions about what, when and how to measure with increasing accuracy (TPD)</p> <p>To draw conclusions and make comparisons from our work (TPD)</p> <p>To sort and classify according to more complex similarities and differences, offering explanations (TPD)</p> <p>To begin to relate cause with effect (TPD)</p> <p>To structure a simple enquiry (TPD)</p> <p>To investigate an issue from different viewpoints (BC)</p> <p>To develop a sense of place through the use of maps, plans, photographs and atlases etc. (MI)</p> <p>To examine evidence and opinions from a range of sources and distinguish between fact and opinion (TPD)</p>

	<p>To order and sequence information to demonstrate understanding (TPD)</p> <p>To create timelines within a broad historical period (MI)</p> <p>To identify change and continuity within a period studied and suggest reasons (TPD)</p> <p>To appreciate that there may be different points of view / different causes and consequences of an event or situation (BC)</p>
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