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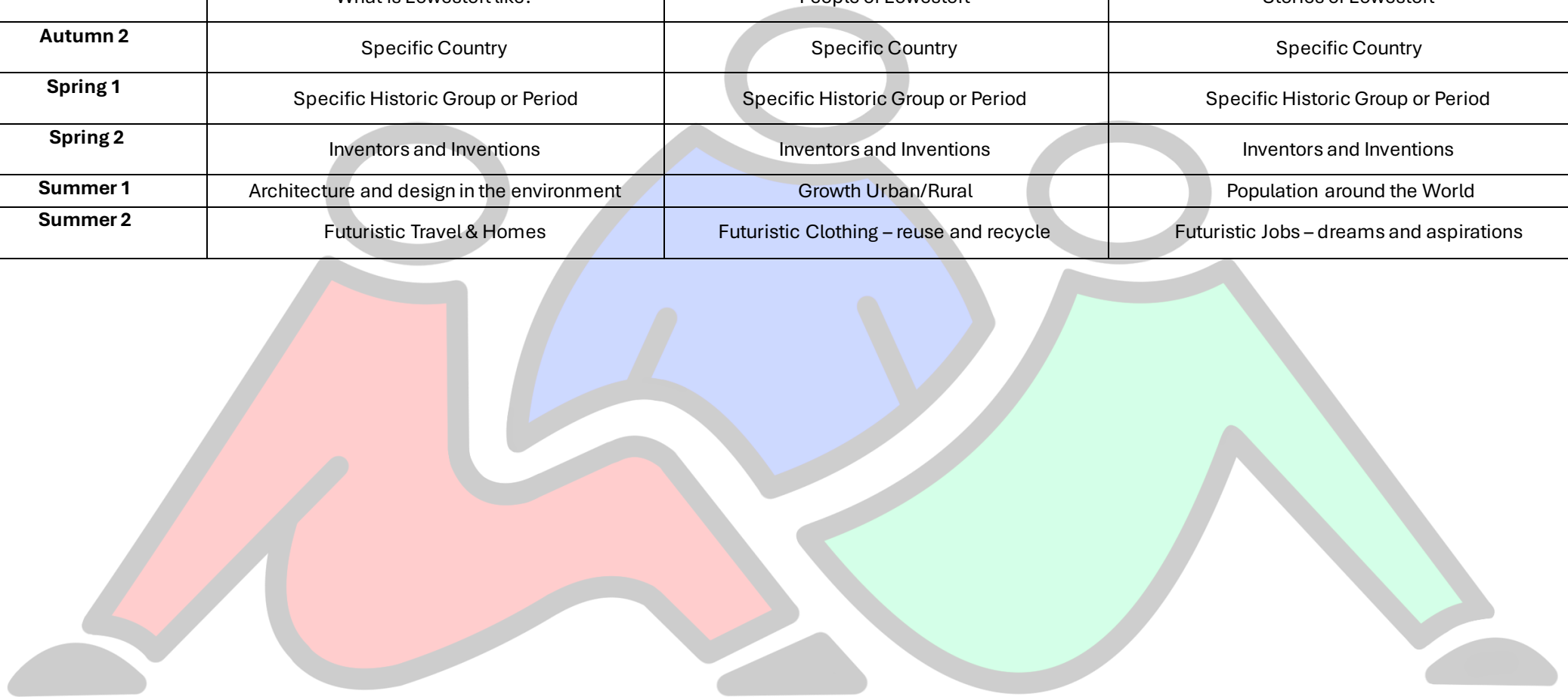
At Warren School, we focus on understanding ourselves and the world around us. When teaching History, we begin in the very recent past, looking at the pupils' own history, their family experiences and photographs. We also focus on local changes. The use of historical artefacts and visits to local places of interest help pupils to understand how and why changes occur. We commemorate significant historical events and use stories from the past to help the pupils' historical understanding. We encourage and develop deeper thinking, historical vocabulary, asking questions and the forming of opinions based on what we have found out.

We recognise that geography should develop a child's natural curiosity and fascination about the world. We ensure all our learning starts with the pupils' local area, encouraging pupils to explore the school grounds and surrounding area. This will lead to a greater understanding of places and people and a greater awareness of their own place within our world and community. It should help provoke and answer questions about both natural and human aspects of the world. We want pupils to feel connected to the world around them and recognise the important part we all play in looking after it. Pupils will have opportunities to explore and investigate their local area using geographical fieldwork skills and they will seek to make comparisons with other regions in the United Kingdom and the rest of the world. They will learn how to draw and interpret maps of their school, local area, United Kingdom and the world. Through carefully planned experiences, pupils will develop skills that enable them to recognise, describe, explain, compare and evaluate natural and human aspects of the world, gaining respect and appreciation of the world we live in, different cultures and ways of life. We encourage and develop deeper thinking, geographical vocabulary, by asking questions and forming opinions based on what we have found out.

Subject Intent	Subject Implementation	Subject Impact
<p>promote children’s interest to explore, experience and develop an understanding of diverse places, people, resources and the natural and human environment.</p> <p>Help pupils to have a sense of their surroundings and the wider world.</p> <p>Study different cultures and encourage an understanding of difference/diversity whilst comparing and contrasting human and physical aspects.</p> <p>explore the Earth’s key physical features and processes such as different biomes, volcanoes and extreme weather.</p> <p>provide opportunities to stimulate pupils’ experience and foster an understanding of events, chronology and places</p> <p>develop a sense of identity and cultural understanding based on our historical heritage.</p> <p>Enabling our children to learn to value their own and other people’s cultures in modern multicultural Britain.</p> <p>Enrich the curriculum by offering pupils the opportunity to be actively involved in exploring the world around them. This is achieved through a range of activities including but not limited to: handling artefacts, visiting museums, listening to speakers and stories, looking at books, photos and through taking part in practical craft-based activities linked to particular topics.</p>	<p><b>At the start of each topic Pupils will:</b></p> <p>Review previous learning and will have the opportunity to share what they already know about a current topic. This ensures lessons are relevant and take into account different starting points</p> <p><b>During the topic, pupils will:</b></p> <p>Be given opportunities to use enquiry, investigation, analysis, interpretation, evaluation and presentation.</p> <p>Observe effective modelling by teachers to ensure that pupils are able to achieve their learning intentions, with misconceptions addressed within it.</p> <p>Be supported to develop their ability to know more and remember more.</p> <p>There will be opportunities to review the learning that has taken place in previous topics and lessons.</p> <p><b>Planning and Support</b></p> <p>Medium term and sequence planning for all units will cover key concepts/skills</p> <p>Include educational visits and visitors, to enrich and enhance the pupil’s learning experience where possible</p> <p>Cross-curricular links are planned for, with other subjects such as Maths, Literacy, Computing, Art &amp; DT.</p> <p>Educational, immersive displays that help to create a rich learning environment for each Humanities focus.</p> <p>CPD opportunities are available to staff to ensure high levels of confidence and knowledge are maintained, when applicable</p>	<p>The impact of our curriculum design will lead to outstanding progress over time across all stages of learning from pupil starting point to completion.</p> <p>Each member of staff is confident to express and use judgements to identify pupil’s starting points, progress and planned experiences. They ensure ongoing observations to cement pupil advancements.</p> <p>Through the rich diet of balanced learning experiences, we develop happy, curious and enthusiastic geographers and historians, who will share their opinions through pupil voice and their work.</p> <p>Monitoring of teaching and learning will be through Evidence for Learning.</p> <p>Finding out about our local area through walks and visits.</p> <p>Learning through theme days and mini topics E.g. Fire Fire! (The Great Fire of London or The Gun Powder Plot)</p> <p>Educational visits and visitors which provide a great opportunity for pupils to gain such experience and contribute to the acquisition of knowledge and development of skills. (eg UK Parliamentary service, British Legion, Evacuees etc)</p> <p>Recycle day/ The Great Tidy Up Day - Our Eco Journey We have an active Sixth form who work hard to help the school to be eco-friendlier and to help to save our planet. To do this we have to be aware of how we use energy and resources in the school, fair trade and walk to school days.</p>

**Overview 3-year cycle**

	<b>Cycle Year 1</b>	<b>Cycle Year 2</b>	<b>Cycle Year 3</b>
<b>Autumn 1</b>	What is Lowestoft like?	People of Lowestoft	Stories of Lowestoft
<b>Autumn 2</b>	Specific Country	Specific Country	Specific Country
<b>Spring 1</b>	Specific Historic Group or Period	Specific Historic Group or Period	Specific Historic Group or Period
<b>Spring 2</b>	Inventors and Inventions	Inventors and Inventions	Inventors and Inventions
<b>Summer 1</b>	Architecture and design in the environment	Growth Urban/Rural	Population around the World
<b>Summer 2</b>	Futuristic Travel & Homes	Futuristic Clothing – reuse and recycle	Futuristic Jobs – dreams and aspirations



**Progression map Learning about our World**

Pathway	Past and Present	People, Culture and Communities	The Natural World
<b>Explorer</b>		Make connections between the features of their family and other families.  Notice differences between people.	Repeat actions that have an effect.  Explore materials with different properties.  Explore natural materials, indoors and outside  Explore and respond to different natural phenomena in their setting and on trips.
<b>Discoverers</b>	Begin to make sense of their own life-story and family's history.  Show interest in different occupations.	Continue to develop positive attitudes about the differences between people.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Use all their senses in hands-on exploration of natural materials.  Explore collections of materials with similar and/or different properties.  Talk about what they see, using a wide vocabulary.  Explore how things work.  Plant seeds and care for growing plants.  Understand the key features of the life cycle of a plant and an animal.  Begin to understand the need to respect and care for the natural environment and all living things.  Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.
<b>Adventurers</b>	Comment on images of familiar situations in the past.	Talk about members of their immediate family and community.	Draw information from a simple map.

	<p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>
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### **Assessment criteria – Explorers**

- Talk about the lives of the people around them and their roles in society
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Explore the natural world around them, making observations and drawing pictures of animals and plants

### **Assessment Criteria – Discoverers**

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class

### **Assessment Criteria – Adventurers**

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
- Understand the past through settings, characters and events encountered in books read in class and storytelling
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – map



**Action plan**

Focus area:	Quality of Education
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Key improvement priority (taken from the SDP)	Action and RAG rating	Led by	Success criteria	Review Date
<p><b>SDP2 - Curriculum/Teaching and Learning</b>  <b>2.4</b> Curriculum subject leads plan and develop their curriculum area and celebrate this across the school.</p>	<p>Raise the profile of learning about the world across the school.</p> <p>Improve the standard of work – ensure all staff fully understand and share the expectations.</p> <p>Provide CPD for all staff</p> <p>Work with new teachers to provide support and exemplar work.</p>	Debra Ripper	<p>Teachers fully aware of and share the high expectations of humanities.</p> <p>Schemes of work followed and each part of the process evidenced on EfL.</p> <p>CPD session in place</p>	<p>Implement September 2024</p> <p>Review November 2024</p>
<p><b>SDP3 - Planning and Assessment</b>  <b>3.3</b> Consistent and effective in the use of the Evidence for Learning (EfL) tool by all members of the class teams.</p>	<p>Lesson explorations Regular monitoring of pupils work on EfL</p> <p>Staff voice</p> <p>Pupil Voice</p>	Debra Ripper	<p>We have a clear monitoring system in place through EfL (TAGS) that supports the teaching of learning about our world and ensures consistency across the school.</p> <p>Pupils voice to be used throughout the year.</p> <p>Leaders are able to identify areas for development and provide support for staff</p>	<p>Implemented September 2024</p> <p>Review November 2024</p>

			Feedback to all teachers after learning exploration.	
<b>SDP4 - Learning Environment</b> 4.1 Connections to be formed with other schools to enable sharing of good practice.	Connections to be formed with other schools and external agencies	Debra Ripper	Links formed with Riverwalk School	Implemented September 2024 Review November 2024
<b>SDP2 - Curriculum/Teaching and Learning</b> 2.4 Curriculum subject leads plan and develop their curriculum area and celebrate this across the school.	To provide staff with bespoke CPD so that they can confidently deliver their schemes of work.  Staff to understand the skills being taught  Progression maps	Debra Ripper	Teachers possess the skills, enjoy and be confident when delivering the schemes of work.	Implemented September 2024 Review November 2024

