

## WORLD STUDIES POLICY

### DEFINITION

World studies is a cross curricular approach that combines the teaching of History, Geography, Modern Foreign Languages (MFL) and aspects of RE.

### History – learning outcomes

The new KASS framework identifies the following criteria as learning objectives across the key stages

1. Subject knowledge
2. Chronology
3. Similarities and differences
4. Using evidence
5. Interpretation
6. Application
7. Vocabulary

World studies will be delivered on a topic basis, with opportunities to investigate notable historical events and individuals, as well as the individual history of students and their awareness of what constitutes the immediate past, recent past and distant past.

### Geography – learning outcomes

The new KASS framework for Geography is yet to be confirmed.

### RE- learning outcomes

RE continues to exist as a discrete taught subject (please see discrete RE policy). World Studies draws on the key objectives of the RE curriculum, including:

- Raise questions about the meaning and purpose of life
- Develop each child's spirituality
- Awaken a desire to communicate and participate
- Enable pupils to acquire an introductory knowledge and understanding of Christianity and other principal religions and beliefs worldwide
- Foster positive attitudes towards the influence religious beliefs, values and traditions of individuals, communities and cultures

- Inform, clarify and develop pupils own beliefs

### **MFL- learning outcomes**

The MFL policy is for pupils in KS2, 3 & 4 to experience MFL as part of their world studies programme. For EYFS, KS1, the MFL component is at the discretion of the class teacher when deemed appropriate. It will develop an understanding of, and sensitivity to, other cultures and support the development of general language skills through a new learning experience. This experience can involve enjoyable activities involving games using words and phrases, songs and chants from the language, turn taking activities and role play. It can also be an introduction to aspects of the culture of that country or wider local community, including music, food, dance, clothes, customs and celebrations.

### **Social emotional mental health**

World studies aims to contribute to the development of social emotional mental health by developing empathy through the topics covered

### **Rights respecting schools**

World Studies aims to supplement the UNICEF UK rights respecting school work through children's understanding that rights are learned, taught, practiced, respected, protected and promoted. As a school committed the principles of the UNCRC (UN Convention of the Rights of the Child), this policy highlights Article 30 (All children have the right to use their own language and celebrate their own cultures.

### **World Studies Cross Curricular Links**

**MATHS** - To estimate the size of objects and order them;

Put familiar events in chronological order;

Compare and measure objects using non-standard and standard units of measurement.

**ICT** - To use information from online resources to find out about the life of a significant person, place or event and to present this in a manner which draws on a variety of multi-media.

**ENGLISH** - To remember points of interest;

To use captions, illustrations, contents, index, chapters, to find information;

To understand that different texts may contain different information;

To order events in a story on a time line;

To participate in a range of drama activities to explore and convey situations;

To write familiar words and attempt unfamiliar ones.

## **CURRICULUM PLANNING AND TEACHING**

World Studies aims to combine subjects into a manageable cross curricular area with scope to deliver a holistic subject approach based on the topic area for the year group or key stage. Numerous components of the topics combine to enhance understanding of the world through a humanities approach drawing inspiration from the numerous sites of historical interest in the local area using the geography of the area and local community to inspire and provide hands on examples of World Studies.

In terms of MFL focus on speaking and listening skills help the pupils to explore the language and encourage students to become more confident with sound and pronunciation.

Students explore various things which are relevant to them and could be used in realistic situations, such as introducing themselves, asking someone their name, learning how to order something in a café, asking for something in a shop, talking about their families, about things they like, etc. linking to historical similarities and differences between cultures and developing student's knowledge and understanding of the world through cross curricular mediums such as food, music, literature and appearance.

## **RECORDING AND ASSESSMENT**

The formal assessing and recording of pupils achievements in World Studies is carried out by continual teacher assessment, through the P Level descriptors/stages, pupil observation and recording of work with reference to the updated KASS level descriptors.

Photographic records are also kept where appropriate. These are then used to produce end of term assessments and contribute to the Annual Review reports and Targets.

## **STAFFING AND RESOURCES**

All staff teach World Studies, and this is reflected in World Studies planning to include aspects of Geography, MFL History and RE. The World studies Co-ordinator/group is responsible for supporting the World Studies Curriculum throughout the school (see Curriculum Co-ordinator job description). This may include guidance and direction towards resources, individuals, locations for visits, artefacts and equipment that will enhance the delivery of the subject.

## **HEALTH AND SAFETY**

In World Studies all activities will be carried out with the pupils and health and safety taken into Consideration and reflected in risk assessments (See Health and Safety Policy). Risk

assessments are carried out on World Studies linked school outings where appropriate, prior visits to such sites essential, especially given the nature of geographical hazards, E.G. water, sea, erosion, plus historic buildings, ruins etc.

### **LINKS WITH THE COMMUNITY**

Opportunities to visit places of historical, geographical, Religious and cultural interest in and around the local area in connection with the topic being studied are encouraged to enrich and enhance the pupils' understanding of World Studies. A case in point being the Beano Institute in Canterbury with a large number of resources from around the world, and many cross-curricular links and hands-on artefacts. The Museum of Canterbury has an excellent chronological journey through the city, again with artefacts and scope for examining notable local individuals such as Thomas Becket, Mary Tourtel (Rupert Bear) King Ethelbert, etc.

### **INFORMATION AND COMMUNICATION TECHNOLOGY**

History, Geography, MFL and RE is also accessible through Clicker 6 and the BBC Schools website, using BBC Bitesize and Class Clips provide excellent accessible classroom resources. There are many topic-related sites available on the internet which support and enrich pupils' experience. The school has subscribed to Edmodo which provides an excellent daily digest of world events and special days. The school also has a subscription to Twinkl, which has numerous related printable resources and powerpoints with excellent graphics and accessible subject knowledge. Also of note is the BBC Newsround web page which has handy bite-size clips suitable for students.

### **MONITORING AND REVIEW**

This World Studies policy will be monitored on a yearly basis by the Curriculum Co-ordinator to keep up to date with any adjustments to statutory legislation or curriculum and any changes will go via the Governing Body when necessary.

### **EQUALITY, SAFEGUARDING AND EQUAL OPPORTUNITIES STATEMENT**

St Nicholas School, in all policies and procedures, will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group, including gender, sexual orientation, family circumstances, ethnic or national origin, disability (physical or mental), religious or political beliefs.

St Nicholas School aims to:

- Provide equal opportunity for all
- To foster good relations, and create effective partnership with all sections of the community
- To take no action which discriminates unlawfully in service delivery, commissioning and employment

- To provide an environment free from fear and discrimination, where diversity, respect and dignity are valued.

All aspects of Safeguarding will be embedded into the life of the school and be adhered to and be the responsibility of all staff.

#### **LINKS TO OTHER POLICIES**

Health and Safety

Safeguarding

All curriculum policies

Community Cohesion

Equality

WORLD STUDIES GROUP

REVIEWED TERM 1 2018