



Knowledge and understanding of the world

Knowledge and understanding of the world seeks to provide opportunities for young people to experience and explore the world that they live in through a specialised curriculum with opportunities to access activities both in and out of school.

Intent

Sensory

- To make individual choices about what they like and don't like.
- To explore different celebrations and cultures using all senses.
- To be able to join in important times within personal life and the wider world.
- To develop curiosity to express themselves.
- To use a wide range of ICT equipment to cause and effect.

Primary

- To make choices and decisions
- To begin to work independently and with others
- To develop thinking skills
- To explore and understand environment of the wider world
- To develop curiosity about the wider world
- To anticipate celebrations linked to special times
- To explore different facts and ideas using a range of technologies

Secondary

- To develop beliefs.
- To think about questions which are hard to answer.
- To express own ideas and values.

- To work collaboratively to create a finished product.
- To begin to problem solve.
- To find and interpret information facts and ideas.
- To recognise the impact they have on their environment and the wider world.

Post 16

- To cement their understanding of their ability to explore and understand their environment in relation to the wider world.
- To develop tolerance of other cultures and beliefs.
- To have understanding of rights in the wider world.
- To independently recognise and develop strengths when using a range of technologies.
- To become responsible citizens.

Implementation

Sensory

- To learn about cultures, times and celebrations through sensory based activities including colour, lights, music, drama, dressing-up, and food tasting.
- To encourage engagement through a range of activities using different technologies.
- To develop tolerance of new sensory experiences through curriculum based activities.
- To gain external accredited awards in all areas of the Knowledge and Understanding of the World curriculum.
- Learning opportunities are integrated into the sensory continuous provision model.
- Begin to access theme day activities and assemblies as part of the wider school.
- Begin to access off-site activities in the local community.

Primary

- To incorporate learning about cultural, historical and geographical features of our world through the theme based curriculum
- To include IT based activities within continuous provision
- To demonstrate, model and encourage morals and values throughout the curriculum delivery
- To develop learning skills through a range of sensory based activities.
- To recognise different celebrations through iconic features e.g. sounds, sights.
- To take part in theme days and relevant events throughout the year.
- To attend assemblies.
- Access a range of off-site activities in the local community.

- Weekly lesson taught by class teacher, curriculum area focus may change each half term.

Secondary

- To offer RE, Humanities and MFL as options.
- To develop student's independent interests via specialist teaching.
- To take an active role in supporting teachers in daily assemblies.
- To hold a conversation with a familiar adult.
- To deliver accredited courses and gain appropriate qualifications
- Taught in 2 weekly sessions, curriculum focus to be at teachers' discretion in line with Long Term Plan.
- Access more thematic specific learning experiences off-site.

Post 16

- Develop individual pupils' interests via assemblies, theme days, incidental learning and through local, national and international events and awareness days in our lives.
- To take an active role in becoming responsible citizens supporting local charities and making a difference to others.
- To recognise the importance of rules and their impact on society through preparing for adulthood.
- To recognise the good/bad effect own behaviour can have on society.
- To deliver accredited courses and gain appropriate qualifications.