



The Southfield Trust

The Lindfield School

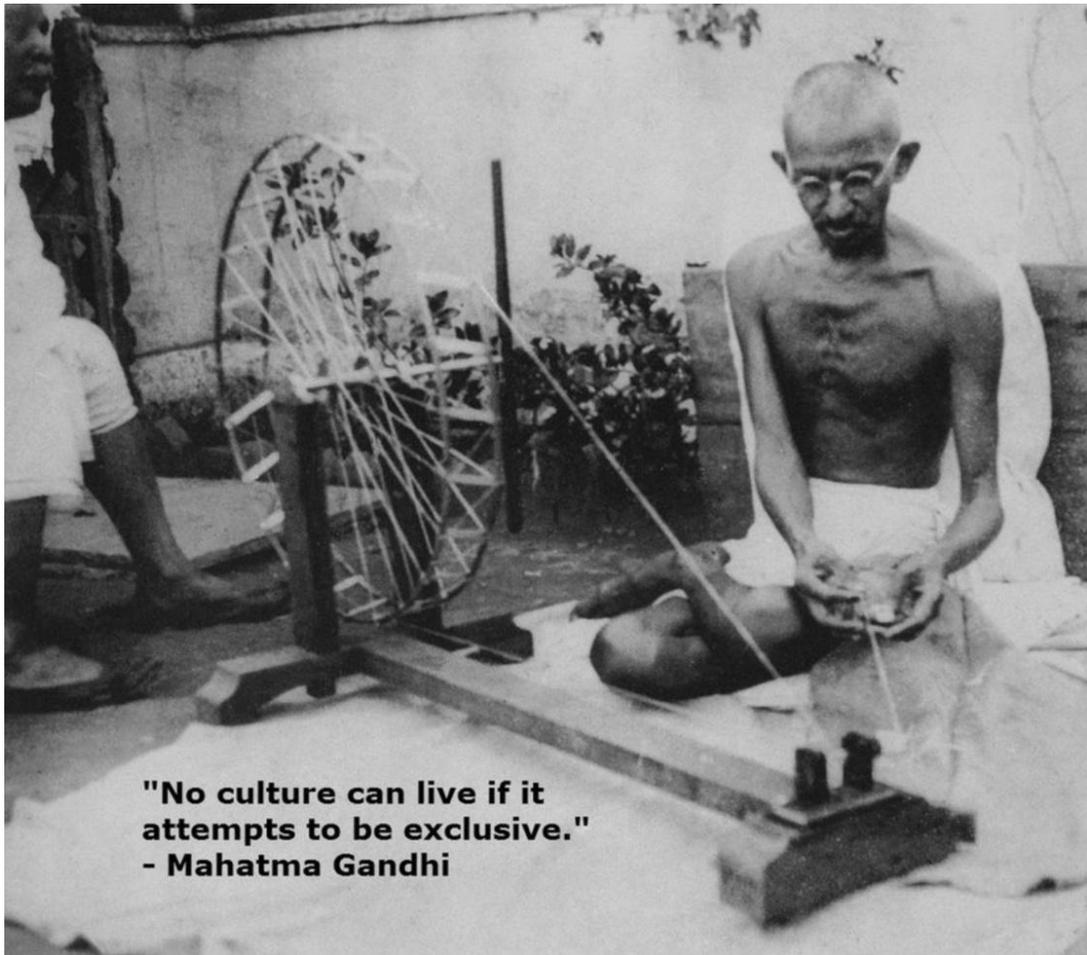
Curriculum Policy for

World Studies

The Lindfield School strives to provide a positive, safe and caring community where students are happy, confident and successful.

We recognise and respect each student as an individual, celebrate their successes, raise their self esteem and prepare them for their future by building on their strengths.

We aim to develop students' independence and empower them to become responsible young adults with the ambition to be lifelong achievers.



Core Values of the Lindfield School

To give students the skills to:

- pursue a love of learning into adult life
- communicate confidently and effectively
- develop their independence in order to succeed in adult life
- form and maintain appropriate positive relationships
- promote their own physical and emotional health & well-being

Subject Aims

To introduce and celebrate the diversity of culture, religion, language and geography in our world allowing students to appreciate, understand and evaluate their own community in relation to the wider world.

Outline of the Curriculum

Key Stage 3 (Years 7 and 8):

The course at KS3 is split into 6 distinct sections over two years. Each section is focused around a particular continent and the students study topics in connection to that region of the world. Geographical skills are linked to each topic area. The students also learn about the animals and people of these continents and about the different cultures within them. The language content of the course is also related to the areas studied and acts as a platform to improve communication skills. French is used as a linking language throughout the course as well as learning basics from multiple languages from around the world. We are also learning about the similarities and differences between religions practised in these continents and the cultures of the people that live within them.

Parts of the course relate to studies across the whole school curriculum (this includes close chronological links with the music curriculum) and help to develop the students' cross curricular skills/ knowledge. At the same time students develop a foundation in social/group/communication skills as well as literacy and numeracy skills which will help throughout their learning in the whole school curriculum.

Teaching & Learning

The whole school community (students and staff) will learn from each other and adapt the teaching and learning to best fit the potential and ambitions for each individual student. In world studies this encourages a flexible/ differentiated approach to learning and may inform the direction of topics and depth of study taken.

We embrace learning outside the classroom to give students a deeper understanding of the world around them.

We promote and develop our work as a UNICEF Rights Respecting school through world studies.

Assessment

- Classroom Monitor
- Students peer assessment and self-assessment.
- Lesson observations
- Plus's and Minus's
- Data Tracking /Yearly Tracking
- Student Progress meetings
- Student Reports
- Work scrutiny
- Continent based learning logs with assessment of prior learning for each continent
- Photo/ video evidence

Marking & Feedback

- The use of SPIRALS in every folder or book.
- A green star of progress if the target has been met
- Books will be marked by staff or students throughout the week.
- Targets for improvement – social or academic. The use of targets to make marking as specific and actionable as possible is likely to increase student progress.
- The use of a pen that is a different colour from the student's work
- Written comments about any learning that is not covered with students' written work and/or photographs of more practical or group learning.
- Self, peer or/and group feedback.



Equality & diversity within the subject

Equality and diversity is core to all of our learning in World Studies. Students have continuous opportunities to compare and reflect upon similarities and differences between cultures, ethnicity, religion, race, gender and values throughout the world and in relation to their own community.

Links to SMCS

Spiritual:

- Cave painting the importance of animals in Native America
- Trade with shells and fruit in Polynesia

Moral:

- Animal rights in Asia
- Refugees

Social:

- Collaborative projects
- World languages
- World travel

Cultural:

- Similarities and differences between the UK and countries in Europe
- World music

Links to Children's Rights

World Studies links with many of the rights listed in the UNCRC. In particular we focus upon:

Article 7: (Identity)

All children have the right to a legally registered name, and nationality. Also the right to know and, as far as possible, to be cared for by their parents

Article 8: (Identity)

Governments should respect children's right to a name, a nationality and family ties.

Article 13 (Freedom of Expression)

Children have the right to get and to share information, as long as the information is not damaging to them or to others

Article 14 (Freedom of thought, belief and religion)

Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

Article 24 (Health and health services – e.g. access to clean water)

Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this

Article 30 (Children from minority or indigenous groups – e.g. Life in the Amazon)

Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

UNICEF's disaster relief work, and the subsequent impact upon and protection of children, is highlighted in relevant topics such as volcanoes and earthquakes



Through encouraging participation in children's' rights our students are developing a commitment to global citizenship.

Links to investors in Careers

Although World Studies does not currently continue beyond Year 8, students are encouraged and given opportunities to recognise how their language skills, understanding of other cultures/religions, and ability to make difficult decisions, can be very useful attributes within a working environment.

A recent trip to the careers fair in Eastbourne allowed students from yr 9 and 10 to interact with volunteers and professionals from the South Downs Trust and realise that there are opportunities for work in relation to an interest in geography and protecting our environment.

Some students in Year 11 gain their work experience through organisations related to the environment and animal welfare.

Links to LOtC

There are many opportunities to learn outside of school in relation to world studies. This ranges from visiting local places of worship, visiting Seven Sisters Country Park to learn about rivers, our bi-annual trip to Sea-Life Brighton and the beach as well as exploring differences between urban and rural living.

Students also often learn by studying the environment within our own school grounds (the trees, animals, water-flow, distances and directions are all useful tools to our learning).

Students are also encouraged to take opportunities to practise their language skills outside of school with people who speak those languages and to consider where parts of their now local culture may have originated from.

Links to other school initiatives/quality marks

Inclusion Award: World Studies lends itself perfectly to this award as inclusivity and acceptance of different individuals with different cultures, beliefs and needs is at the heart of learning about our incredible and diverse world.

Arts/Artsmark Award: Celebrating art from around the world (e.g. Native American cave painting), dance and music (e.g. Maori culture and the Haka) are an important part of World Studies and consequently have a central role in our flexible approach to learning.