

Curriculum Intent, Implementation, Impact

Subject: PAIL Creative - World Studies

| Intent (Curriculum design, coverage and appropriateness) | Implementation (Curriculum delivery, teaching and assessment) | Impact (Attainment and progress, destinations) |
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| <p>As part of the PAIL Creative curriculum, in World Studies our aim is to inspire in pupils a curiosity and fascination about the world and its people, and equip them with knowledge about diverse places, people, resources and natural and human environments.</p> <p>We aim to cover different topics that directly affect our lives and the world around us, linking this subject with others that are part of our PAIL curriculum and helping our pupils to connect them. These topics are also used to compare British Values with the different lifestyles all over the world, equipping our pupils with a wider scope of understanding of the complexity of people's lives, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. This is achieved through complementing the lessons with workshops and trips.</p> <p>The curriculum is designed to incorporate the aims of the National Curriculum for history and geography.</p> | <p>At the Courtyard we trust in the capacity of our pupils to develop perspective and judgement and also think critically. That is why World Studies is structured according to the difficulty of the topics covered. In this way, the Autumn term covers topics that are directly related to our pupils, such as family and education. The Spring term covers more complex topics, such as society, gender equality or solidarity. Finally, in the Summer term, our pupils should be able to debate topics such as world conflicts and the world economy.</p> <p>To be successful independent learners, pupils are given regular opportunities to reflect on and identify what they have learned, what needs to be learned next and what they need to do to continue their learning. This is managed through pupils carrying out an initial activity to demonstrate their starting point and then at the end of the topic, module or lesson, an activity is then carried out which allows them to demonstrate the progress they have made. This might involve a 'mind-map' of everything they know, think or believe and questions they have about the new topic, then at the end of the module they take a different coloured pen and revisit their original mind-map, adding to it, correcting previous misconceptions, answering their original questions and so on. This will demonstrate the progress they have made and can also be used to measure attainment against a set of success criteria identified by the teacher.</p> <p>There are many opportunities for cross-curricular work within the PAIL curriculum, particularly PSD and RSE, whilst including many opportunities to link to British Values, and the development of Spiritual, Moral, Social and Cultural values.</p> | <p>By the time our pupils leave The Courtyard they will have developed a wider scope of understanding of the world around them and they will have improved their communication skills.</p> <p>They will also have increased their capacity to develop and express their own opinion on a topic, thinking critically.</p> <p>Pupils will show their successes throughout debating and being able to develop an argument using their own knowledge on each topic.</p> <p>The focus is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding from basic topics such as different types of families or religions around the world, to more complex ones like society, gender equality or global conflicts.</p> <p>So, by the time our pupils leave our school, they will be able to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p> <p>Pupils will also be able to demonstrate and apply the British Values of Democracy, Rule of Law, Tolerance of different cultures and religions, Mutual Respect and Individual Liberty.</p> |

PAIL Creative - World Studies Teaching Overview

| Autumn Term 2019 PAIL The Self/Identity and Relationships | Spring Term 2020 PAIL Communication | Summer Term 2020 PAIL Our World |
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| <p>Exploring topics directly related to self: family, education, health and welfare.</p> <p>Family:</p> <ul style="list-style-type: none"> - Looking at different definitions of family, and family-related terminology. - Looking at families around the world to help them understand that there are several different types of family. <p>Education:</p> <ul style="list-style-type: none"> - Understanding why children go to school. - Getting to know what rights they have as children and comparing the situation in the UK with different countries around the world. <p>Health:</p> <ul style="list-style-type: none"> - Understanding that everybody is responsible for their own health. - Understanding that health includes both physical and mental well-being. - Comparing the lifestyle habits that we have in the UK with different countries around the world. | <p>Exploring topics such as society, gender equality and solidarity.</p> <p>Society:</p> <ul style="list-style-type: none"> - Understanding the meaning of society. - Practising the basic skills needed in democratic participation. - Comparing different types of societies around the world. <p>Gender equality:</p> <ul style="list-style-type: none"> - Understanding the meaning of equality. - Understanding how equality is part of students' everyday life. - Comparing gender equality in different countries around the world. <p>Solidarity:</p> <ul style="list-style-type: none"> - Understanding that a civilised person strives to do what is right, respecting him/herself, other people, and the environment. - Understanding that the well-being of each member of a community benefits everybody. - Practising decision-making skills based on empathy with the situation of people in need around the world. | <p>Debating on topics such as world conflicts and the world economy.</p> <p>World conflicts:</p> <ul style="list-style-type: none"> - Understanding that everybody is equally valuable. - Understanding that every human being and community has the right to decide their values. - Looking at different conflicts around the world and understanding that war and conflict won't solve dispute. <p>World economy:</p> <ul style="list-style-type: none"> - Understanding the relationship between economy and work. - Understanding the meaning of work from the individuals and communities perspectives around the world. - Understanding the role of different professions in societies around the world. |