



Castle School Our World Curriculum

A guide for parents and
carers, staff and visitors



Our World

We want students to develop a comprehensive understanding of the world around them, so they can navigate it safely and understand themselves and their communities. We encourage students to be curious learners, exploring the world around them through experimentation and discovery.

We also believe in exposing students to a rich variety of experiences from cultures different from their own, so that they can learn to be curious, tolerant, compassionate citizens of the world.



Updated Summer 26



Castle School, Cambridge





Our World

Pre-formal

reactive and pro-active

Semi-formal

Formal



Our World



Cognition and Learning

Aims:

- Expand experiences of the world around us

Delivery:

- holistically embedded throughout the day through the story topic and through use of specialist areas.
- community visits linked to everyday life topics and themes



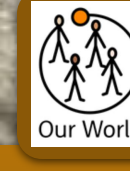
Our World

Aims:

- Expand experiences of the world around us
- Begin to understand more abstract concepts about the world around us

Delivery:

- experiences in in-school spaces, e.g. Forest School
- community visits linked to topics and themes
- may have subject specific humanities, computing, food technology, DT or science sessions.



Our World

Aims:

- Expand global awareness (past, present, future).
- Explore artefact boxes, community visits, experiments, and cooking.
- Cultivate respect for diverse beliefs.

Delivery:

- subject-specific humanities, computing, DT, food technology and science sessions.
- community visits linked to topics and themes.

Introduction

How we organise learning

The 'Our World' area of learning covers the academic subjects of Humanities, RE, Science, Food Technology, Design Technology, Careers and Computing. All aspects feed directly into the Preparation For Adulthood agenda.

Formal students will study these subjects discretely from KS 3 onwards. Semi-formal and pre-formal learners will explore these subjects through projects linked to the long term plan. Pre Formal learners will explore Our World through sensory play, life skills, forest school, and a variety of other social and community experiences.



Areas within Our World and who co-ordinates them.

Science - Meriel Charlton

Humanities – History / Geography – Rachel Read

RE Rachel Read

Computing Sarah Haithcock / Elliott Noble

Resistant Materials – Colin Rudwick

Food Technology – Sam Clark

Forest School – Rachel Read

Pre-formal Learners – Laura Frohock

Semi- formal Learners – Pathway Leads

Fields – Rachel Gilzean

Residential opportunities – Tanzi Foulger Betts

Careers – Anne Haberfield

Preparation for Adulthood – Anne Haberfield Claire Laidler Beth Jackson



How we sequence learning and plan for progression – Fields Site

- At the Fields, we support the children to make sense of their expanding world and their place within it, through encouraging their curiosity and exploration in a range of contexts, inside and outside
- Learners have regular and direct contact with natural and virtual role play environments, in which adults support them to engage in collaborative activities which promote exploration and problem-solving
- Role play and real world experiences support learning about different cultures and society and are linked to our termly topics, on a 3 year cycle
- When pupils start at the Fields, they learn about themselves, their peers and their school environment. Through our termly topics, they develop concepts about different places such as the farm, the city and the seaside.



How we sequence learning and plan for progression – Pre formal

Pre formal learning is delivered by the class teacher and is embedded throughout the class topic, often linked to a text, and within community outings. Learners will explore the world in a rich variety of ways within the classroom, specialist areas and outside the school. Activities are centered around sensory exploration such as dressing up to explore a different culture, using action-reaction equipment in the explore room, interacting with nature in forest school and creating sensory exploration in tuff trays. Attention Building 'bucket' activities are often used to gain interest, encourage joint attention and expand concentration and independent work.



How we sequence learning and plan for progression – Semi Formal

Semi-formal sessions are delivered by the class teacher following a long-term plan within a key stage. The curriculum is set out in a medium term plan which usually lasts a half-term. This may be centered around a story or theme.

In Primary and KS 3 Science and Humanities are integrated into the long-term planning cycles and cross-referenced with termly topics, core texts, and, where appropriate, PSHE. RE focuses on celebrations linked to the 6 main religions

In KS 4 and 6th form classes this may be linked to a qualification such as Life and Living Skills .

Learners will explore the world in a rich variety of ways within the classroom, for example through messy play, music, attention building and specialist rooms and spaces including forest school and horticulture. The themes are continued or linked to community visits for example to the shop, parks or museums . This may include subject specific humanities, computing, food technology or science sessions.



How we sequence learning and plan for progression – Formal

For Formal Classes subject specialist teaching starts in KS 3. Lessons are planned and delivered by subject specialist teachers. The formal topics are centered around a half-termly theme. Students use a mix of learning styles such as written work, artefact boxes, community visits, experiments and cooking to experience an engaging education.

Students in KS3 are assessed via Castle levels. Students in KS4 work towards the OCR Entry Level exams and students in KS5 work on functional skills and OCR life and living skills.



Science

Science is a subject that captures both key skills for exploring the world and essential knowledge for accessing it. At Castle School our pupils will be exposed to opportunities to engage, inquire and investigate real-world concepts through hands-on experimentation and sensory exploration through themes accessible from, and relevant to, their personal learning journeys. We encourage pupils to be creative and explore.

Our science curriculum is skills-centered: children will be supported to learn transferrable skills for adulthood such as communication, attention, observation, problem-solving, resilience, cooperation and curiosity. This will be delivered through links to key knowledge necessary for our Pupils to progress on their path towards independence.



Science

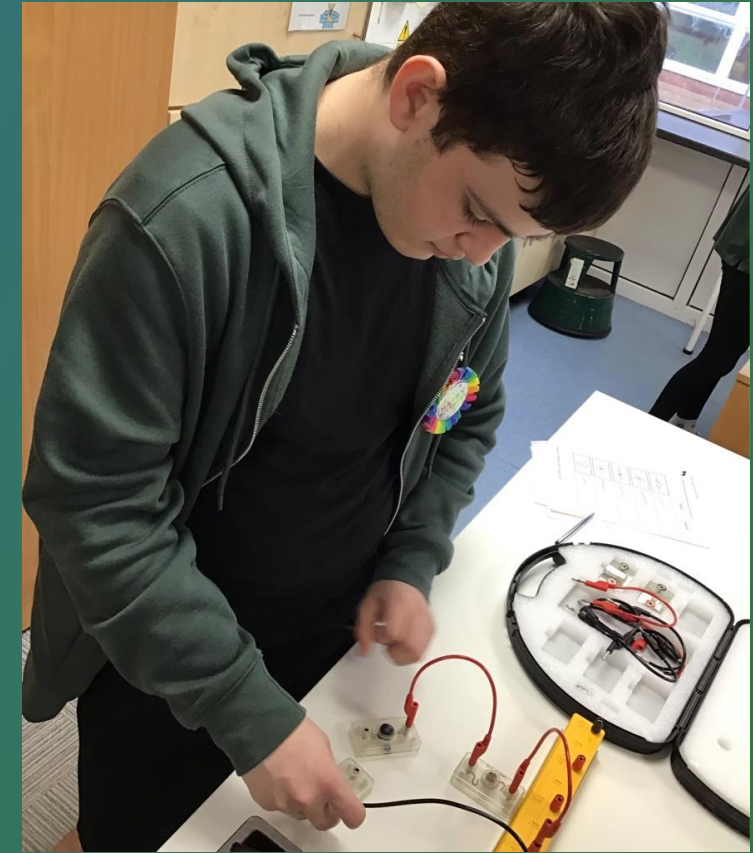
Formal classes are taught by a subject specialist teacher.

In Key Stage 3 National Curriculum content is covered through exciting hands-on practical experiences.

In Key Stage 4 students work towards the WJEC Science today qualification.

We have strong links with external partners including local museums Raspberry Pi, Cambridge Science Centre, and Hills Road.

These support and enhance our curriculum delivery.



Humanities

At Castle School, humanities is an exciting, hands-on experience. Pupils discover humanities through their senses in a creative and enjoyable way.

Pupils are immersed into a topic by dressing up, acting, eating, exploring topic boxes, listening to music, dancing, watching educational videos and carrying out experiments.

We have strong links with local museums, and historical sites, which enhance our curriculum offer.

For each topic we have identified a “wow event” this could be a visitor to school, a special event or trip out of school.



Humanities

In the Primary and Semi formal secondary phase most students will have dedicated lessons for humanities/Our World, these generally link to the half termly unit of work or are delivered through community outings.

In key stage three, formal classes humanities runs on a three-year cycle where pupils will explore nine topics across History, Geography and Religious Education.

In key stage four, pupils in the formal strand follow an Entry level qualification in Geography. Pupils complete a piece of coursework and a fieldwork notebook across the two-year syllabus. An exam is sat at the end.

In 6th form pupils are offered History as an optional course, this has been very successful and has included developing strong links with Duxford Air Museum



History and Geography

In KS 2 across the 4-year cycle pupils learn about:

History

Changes within living memory ,Events beyond living memory that are significant nationally or globally

The lives of significant individuals in the past who have contributed to national and international achievements

Significant historical events, people and places locally.

Changes in Britain from the Stone Age to the Iron Age

Britain's settlement by Anglo-Saxons and Scots

Geography Locational knowledge Place knowledge
Human and physical geography Geographical skills and fieldwork



History and Geography

In Key stage 3, across the three year cycle pupils learn about:

History Medieval life, Tudor times, The world wars, The British empire, The Victorians and the Olympics including Ancient Greece in their history studies.

Geography we learn about Climates, The water cycle, Africa and Asia, natural disasters and a world event such as the World Cup or Olympics.

In Key Stage 4 and 5 we follow the OCR Entry Level exam Syllabus for History and Geography

In 6th form the foci link to Preparation For Adulthood with the majority of learning taking place in the community



Religious Education

- At Castle school we follow the Cambridgeshire agreed syllabus for Religious Education.
- Across the school we celebrate festivals and events associated with the six main religions.
- During key stage three, pupils will explore the six major religions in line with this through their humanities lessons.



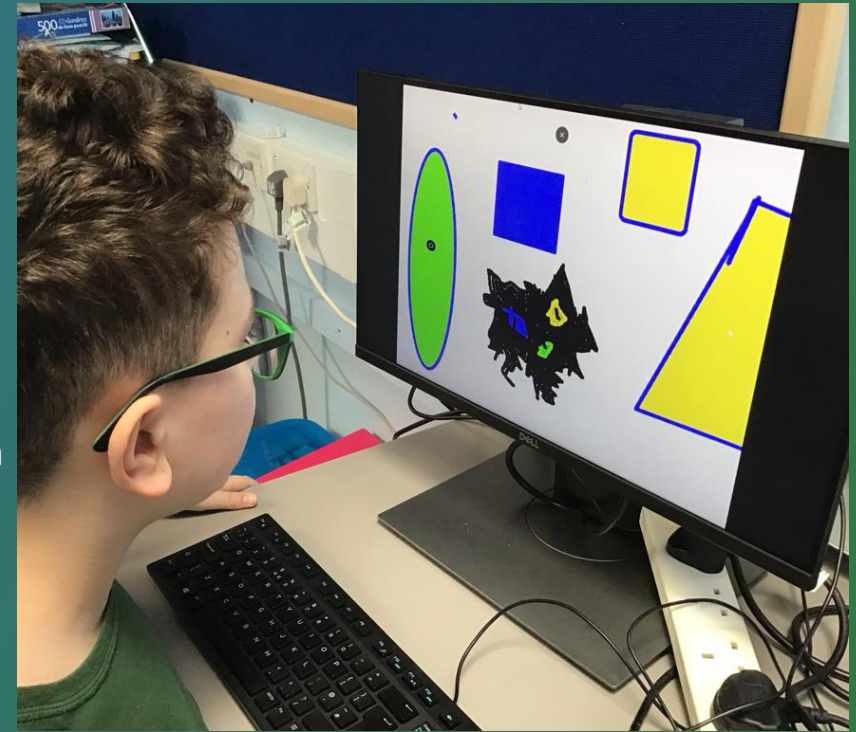
Computing

Through the teaching of Computing at Castle School we equip pupils to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology. We want to enable them to find, explore, analyze, exchange and present information in a safe and effective way. Increased Computing capability promotes initiative and independent Pupils.

Our curriculum offers opportunities to learn skills about digital media, internet safety, programming, the use of word processing tools and familiarising pupils with using the internet for research.

Through Augmentative and Alternative Communication, we can give some pupils a voice.

We know that Computing skills are a major factor in enabling children to be confident, creative, and independent pupils. It is our intent to enable all children in the school to develop the knowledge, skills and understanding that will enable them to be autonomous and safe in the digital age.



Resistant materials

Through the designing and making process, pupils are taught:

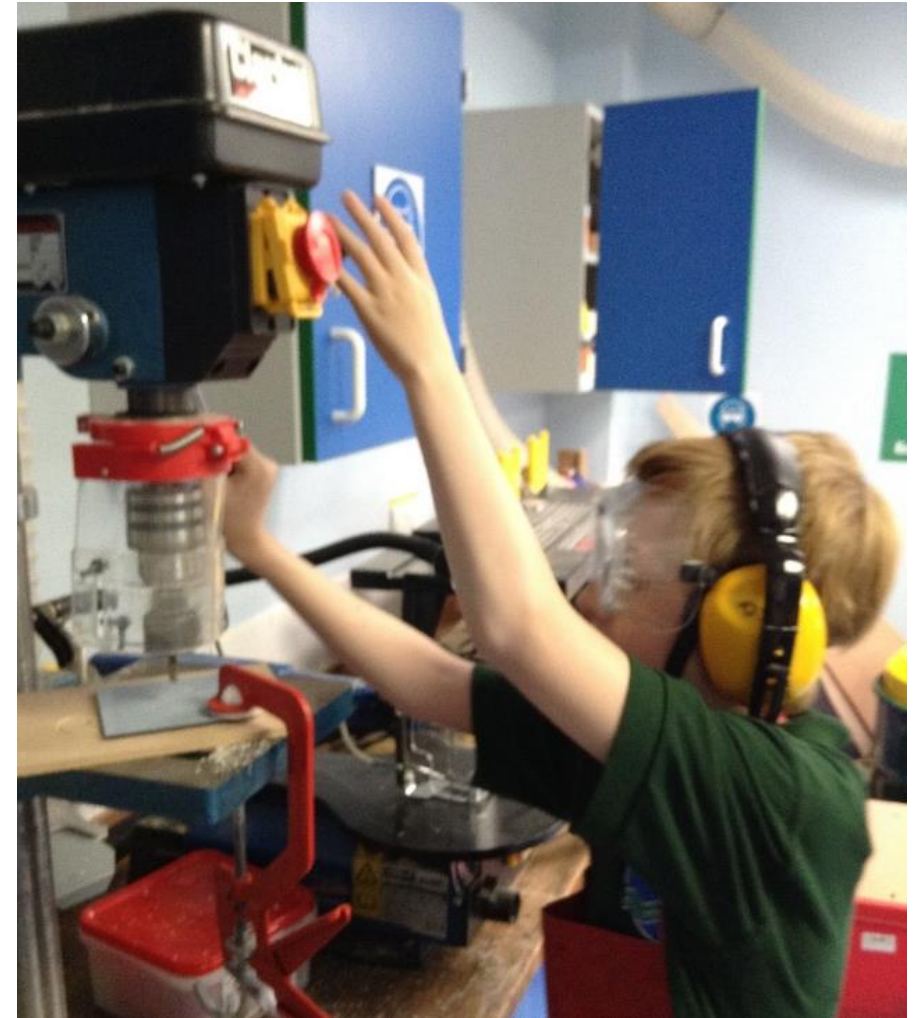
Designing - Making - Technical Knowledge – Evaluating

KS3: Through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in projects using wood, plastic, and metal. They are taught how to use a variety of both hand and machine tools. Projects are based on the book topic that their classes are working on. Lessons take place either within their tutor rooms or the Design Technology room, where appropriate.

In KS4 and 6th form Resistant Materials is delivered to selected students through Work Related Learning and Enterprise projects. These projects enable the students to develop the skills and techniques they learnt in previous units and to use them in a more work-based environment. Pupils will not necessarily be making products for themselves, and will therefore, need to think about how other people would use them.

WRL projects may include Enterprise projects. Equally, they may be based on making things for the house and garden or around the school, such as building climbing frames to grow fruit and vegetables up.

Enterprise projects enable the students to learn simple marketing strategies such as production lines, consumer research and feedback, advertising, buying and selling etc.



Food technology

- Food Technology at Castle School provides many opportunities for cross curricular learning, reading recipes and weighing items, for example.
- Pupils will work either in the classroom or the Food Technology room, learning to use equipment safely. Pupils will be given the opportunity to taste and cook foods, some of which they may not be familiar with.
- As pupils move through the school there will be opportunities to achieve accreditation through OCR life and Living skills, whilst developing skills, such as budgeting, shopping, and cooking meals, that will help prepare them for adulthood.



Forest School

- Forest school is outdoor, nature-based learning that focuses on the holistic development of the child.
- Forest school fosters a child-led learning approach where pupils follow their own interests in the outside world.
- In forest school, activities are provided, but rather than being adult-led, each child chooses and tailors the activity to suit them, while we observe their preferences and development. Adults flow with the energy of the session and support what children explore.



Assessment and Accreditation

Formal learners may have their progress measured against the Castle levels in appropriate subjects. Semi- and pre-formal learners will use their Our World experiences to work towards their EHCP goals, and may have specific EHCP goals related to community transitions and experiences.

Accreditation is covered via Entry Levels and Life and Living .



Celebrations and events

Part of learning and experiencing Our World is becoming aware of personal, local and world events.

At Castle we mark key events that help students learn and understand the world around us. For example, each year we represent the school at the Arbury Carnival, a local celebration where we enjoy mixing with other local schools and businesses.

We also celebrate world events such as Chinese New Year to help our understanding of cultures around the world. In addition to this we think it is important that each students own religions or culture are celebrated as part of school life, and we have a full program of events to celebrate Christmas, Eid, coronations, inclusion days and much more!



Residential opportunities

Castle school offers a range of residential opportunities, for all pathways . These opportunities take learning beyond the classroom , push boundaries and develop self esteem.

In Key Stage 2 we complete a 1 night “sleep over”

In Key Stage 3 we complete a 2 night residential at Graffham Water.

In KS 4 and 6th form we complete Duke of Edinburgh Bronze and Silver Awards.

Our Year 14 formal learners are currently involved in the Trailblazer project, which bridges support the transition post school. They have two residential opportunities linked to this project.

