



esSENTials **14+**
• for life •

Moving On

World Studies

Science
Technology
Foreign Cultures
Creativity
Humanities



Globetrotter



World Studies

Preview

<p>Science</p> <p>Industry and Production</p> <p>The Solar System</p> <p>Habitats on Land and Sea</p>	<p>Technology</p> <p>Specialist Clothing and Costumes</p> <p>Food Groups and a Balanced Diet</p> <p>Making Gifts for Sale</p>	<p>Foreign Cultures</p> <p>UK Culture:</p> <p>Language or Dialects</p> <p>Lifestyles</p> <p>Wider Culture</p>	<p>Creativity</p> <p>Popular Music</p> <p>Contemporary Art</p> <p>Theatre and Film Making</p>	<p>Humanities</p> <p>Local Community Events</p> <p>Landmarks</p> <p>Famous Buildings</p>
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Independent Living

<p>Personal, Social and Health Education</p> <p>Personal Care and Presentation</p> <p>Using Local Facilities for Health</p> <p>Drugs Awareness</p>	<p>Citizenship</p> <p>Democracy: Rights and Responsibilities</p> <p>Residential Experience</p> <p>The Year of: Campaigns</p>	<p>Leisure and Recreation</p> <p>Joining a Club</p> <p>Competitive Sport</p> <p>Health Action Plan</p>	<p>Daily Living Skills</p> <p>Container Gardening</p> <p>Planning Meals for a Period of Time</p> <p>Clothing Care and Maintenance</p>
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Vocational Studies

<p>Work Skills</p> <p>Understanding a Work Production Line</p> <p>Advertising</p> <p>The Work Place</p>	<p>Careers Education & Guidance / Post School Planning</p> <p>Person Centred Planning</p> <p>Preparing for New Situations</p> <p>Transition Arrangements</p>
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Globetrotter

World Studies Course Content

Science

- a. Industry and Production
- b. The Solar System
- c. Habitats on Land and Sea

Technology

- a. Specialist Clothing and Costumes
- b. Food Groups and a Balanced Diet
- c. Making Gifts for Sale

Foreign Cultures

United Kingdom Culture:

- a. Language or Dialects
- b. Lifestyles
- c. Wider Culture

Creativity

- a. Popular Music
- b. Contemporary Art
- c. Theatre and Film Making

Humanities

- a. Local Community Events
- b. Landmarks
- c. Famous Buildings

Programme: Globetrotter

Course of Study: World Studies

Subject Area: Science

Unit Content:

a. Industry and Production

The student will learn about and experience industry and production.

b. The Solar System

The student will learn about and experience the solar system.

c. Habitats on Land and Sea

The student will learn about and experience habitats on land and sea.

Resources

Industry and Production

Production of Fairtrade Products

www.fairtrade.org.uk

Directory of ethically produced products

www.ethicalproducts.org.uk

Milk production

www.milk.co.uk

The Solar System

Fun games to play

<http://kids.f9.net.uk>

Astronomy

www.bbc.co.uk/science/space

www.kidsastronomy.com

Habitats on Land and Sea

DVD Selections

www.nationalgeographical.com

Activities

www.iknowthat.com

Course of Study World Studies Subject Area Science Unit a. Industry and Production			
Learning Objectives	Sample Teaching Activities	Examples of Personal Progress Units	Sets – Differentiated Learning Outcomes
<p>The student will learn about and experience:</p> <p>Industry and Production.</p>	<p>Experiment with new materials that are made from natural resources: Soap Paper Candles Felting Cheese Biscuits</p> <p>Create a production line for one of the processes above.</p> <p>Visit a factory that has an industrial product e.g. Chemical works Dairy Food</p>	<ul style="list-style-type: none"> • developing skills for the workplace: getting things done • developing skills for the workplace: following instructions • developing skills for the workplace: health and safety • dealing with problems • encountering experience: being part of things 	<ol style="list-style-type: none"> 1. Encounter Characterised by presence and reflex responses relating to industry and production. 2. Early awareness Characterised by fleeting attention and inconsistent responses relating to industry and production. 3. Interest Characterised by more consistent and differentiated reactions relating to industry and production. 4. Supported participation Characterised by cooperation and engagement relating to industry and production. 5. Active involvement Characterised by recognition, anticipation and proactive responses relating to industry and production. 6. Development Characterised by remembered responses and intentional communication relating to industry and production. 7. Exploration Characterised by concentration, recall and observation relating to industry and production. 8. Initiation Characterised by established responses and conventional communication relating to industry and production. 9. Consolidation Characterised by the formation of skills, knowledge, concepts and understandings relating to industry and production. 10. Application Characterised by the application of skills, knowledge, concepts and understandings relating to industry and production.

Course of Study World Studies Subject Area Science Unit b. The Solar System			
Learning Objectives	Sample Teaching Activities	Examples of Personal Progress Units	Sets – Differentiated Learning Outcomes
<p>The student will learn about and experience:</p> <p>The Solar System.</p>	<p>Produce a tactile representation of the solar system.</p> <p>Role play the planets and their movement around the sun.</p> <p>Visit a planetarium.</p>	<ul style="list-style-type: none"> • developing ICT skills • early mathematics: position • early mathematics: shape • early mathematics: sequencing and sorting • developing learning skills: learning to learn • engaging with the world around you: objects 	<ol style="list-style-type: none"> 1. Encounter Characterised by presence and reflex responses relating to the solar system. 2. Early awareness Characterised by fleeting attention and inconsistent responses relating to solar system. 3. Interest Characterised by more consistent and differentiated reactions relating to solar system. 4. Supported participation Characterised by cooperation and engagement relating to solar system. 5. Active involvement Characterised by recognition, anticipation and proactive responses relating to solar system. 6. Development Characterised by remembered responses and intentional communication relating to solar system. 7. Exploration Characterised by concentration, recall and observation relating to solar system. 8. Initiation Characterised by established responses and conventional communication relating to solar system. 9. Consolidation Characterised by the formation of skills, knowledge, concepts and understandings relating to solar system. 10. Application Characterised by the application of skills, knowledge, concepts and understandings relating to solar system.

Course of Study World Studies Subject Area Science Unit c. Habitats on Land and Sea			
Learning Objectives	Sample Teaching Activities	Examples of Personal Progress Units	Sets – Differentiated Learning Outcomes
<p>The student will learn about and experience:</p> <p>Habitats on Land and Sea.</p>	<p>Create a tactile display of habitats involving land and sea.</p> <p>Make a habitat e.g. Aquarium Wormery Ant trail</p> <p>Visit an aquarium, zoo, a butterfly world.</p>	<ul style="list-style-type: none"> • developing skills for the workplace: following instructions • developing learning skills: learning to learn • dealing with problems • engaging with the world around you: objects <p>Refer to introduction (p18) for NDAQ codes</p>	<ol style="list-style-type: none"> 1. Encounter Characterised by presence and reflex responses relating to habitats on land and sea. 2. Early awareness Characterised by fleeting attention and inconsistent responses relating to habitats on land and sea. 3. Interest Characterised by more consistent and differentiated reactions relating to habitats on land and sea. 4. Supported participation Characterised by cooperation and engagement relating to habitats on land and sea. 5. Active involvement Characterised by recognition, anticipation and proactive responses relating to habitats on land and sea. 6. Development Characterised by remembered responses and intentional communication relating to habitats on land and sea. 7. Exploration Characterised by concentration, recall and observation relating to habitats on land and sea. 8. Initiation Characterised by established responses and conventional communication relating to habitats on land and sea. 9. Consolidation Characterised by the formation of skills, knowledge, concepts and understandings relating to habitats on land and sea. 10. Application Characterised by the application of skills, knowledge, concepts and understandings relating to habitats on land and sea.