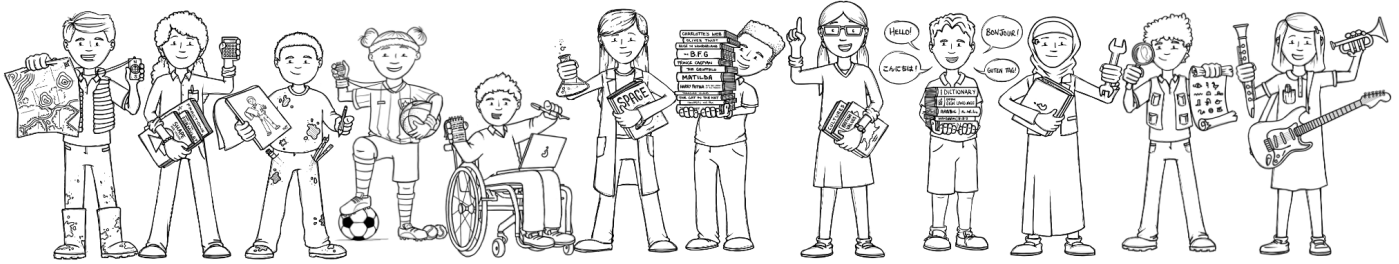


What are States of Being?



'States of Being' moves away from learning being put into discrete subject boxes and uses clusters of knowledge that can easily be applied across different areas of learning.

What we know about how children learn, is that when we teach children skills and knowledge in isolation, they rarely make links to other subjects. Even when they are writing about Ancient Egypt in History or how plants grow in Science, they tend to forget how to apply their English skills. This is in part because the information stored in the brain is locked up in the 'English box', and why would they open that box when they are in History or Science?

‘States of Being’ moves away from learning being put into discrete subject boxes and uses clusters of knowledge that can easily be applied across different areas of learning. For example, by learning how to punctuate as an Author, they can use this knowledge when they are being Scientists as they start to understand that Scientists also need to write to convey what they have discovered.

Using a 'States of Being' approach, also helps us to explore role models and to invite people from the local community to talk about how they are Artists or Historians, for instance. This will inevitably start discussions about what children want to be when they grow up. It opens up the notion that most jobs and careers do not just use one subject, they are a blend.

‘States of Being’ places the ownership of learning onto the children. If children are asked to be Scientists it encourages them to apply learning and experiences, rather than merely being present whilst a teacher taught them science.

If you ask, 'What did you do today?', some children will tell about what they ate for lunch or, if you are lucky, who they played with, some just say: 'I don't know'. This is because the question encourages children to think about isolated events that they 'did'. A core concept of States of Being, is a shift in questioning from what they did to what they experienced. Research shows that children often talk a lot more about school when asked: **What have you been today?**

Being not Doing!

The states of being focus on children actively using skills and knowledge for a purpose. They focus on giving experiences, talking to role models and creating aspiration.

Old subject based language

English
Maths
Science
History
Geography
~~Design Technology~~
~~Art~~
~~Music~~
~~SMSC, British Values~~
~~MFL~~
~~PE~~

New State of Being language

→ Author
→ Mathematician
→ Scientist
→ Historian
→ Geographer
→ Engineer
→ Artist
→ Musician
→ Philosopher
→ Linguist
→ Athlete

What have you been today?



Geographer | Mathematician | Artist | Athlete | Writer | Scientist | Reader | Philosopher | Linguist | Engineer | Historian | Musician

‘Have you been an Author today?’

‘How were you an Author? What did you learn?’

What is Enquiry Led Learning?

In a nutshell, enquiry-led learning provides learners with **key questions** that are too big to answer in one go, but not so conceptually large that they do not understand. The purpose is to guide pupils to answer these questions in a scaffolded process, allowing them to ‘**know more**’ and ‘**remember more**’ about their learning along the way.

We use 4 types of enquiry questions across the school; ‘**what**’, ‘**how**’, ‘**why**’ and ‘**if**’, starting with ‘what’ questions in the Foundation Stage and KS1 and moving towards ‘if’ questions in year 6.