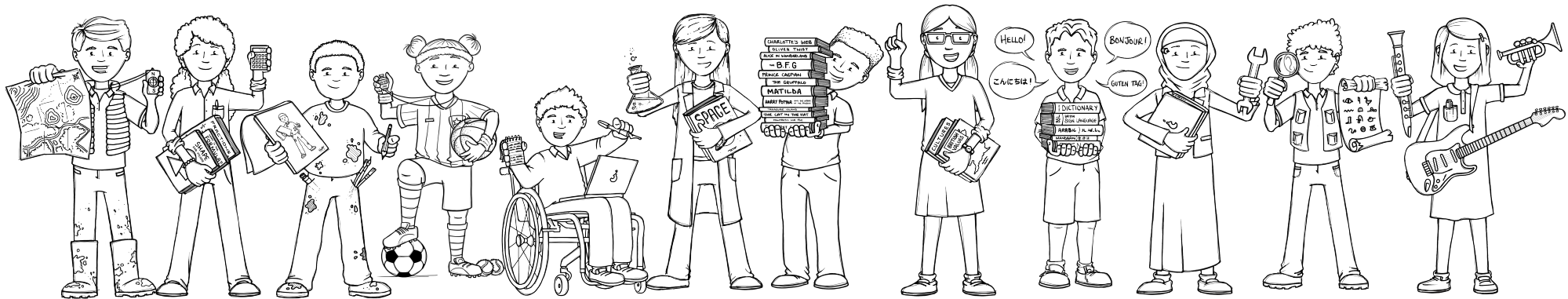


# What are States of Being?



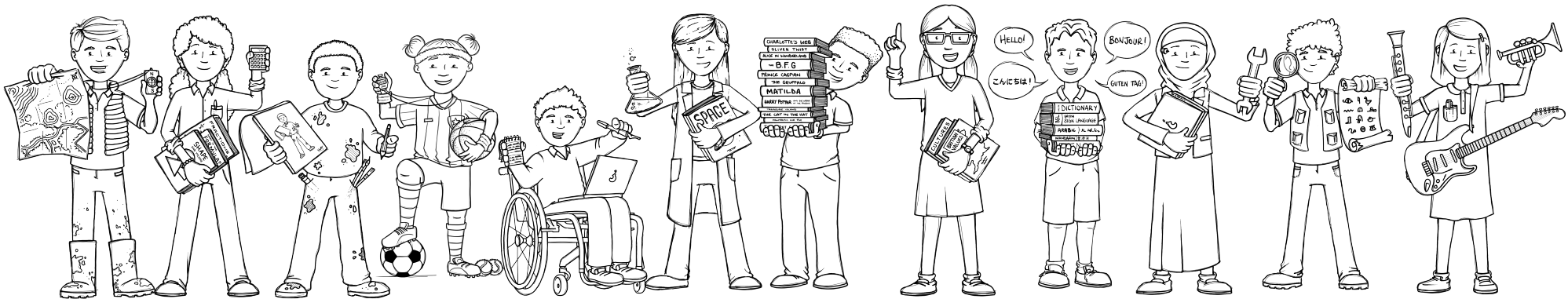
# States of Being

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

|                                 |   |               |
|---------------------------------|---|---------------|
| <del>English</del>              | → | Author        |
| <del>Maths</del>                | → | Mathematician |
| <del>Science</del>              | → | Scientist     |
| <del>History</del>              | → | Historian     |
| <del>Geography</del>            | → | Geographer    |
| <del>Design Technology</del>    | → | Engineer      |
| <del>Art</del>                  | → | Artist        |
| <del>Music</del>                | → | Musician      |
| <del>SMSC, British Values</del> | → | Philosopher   |
| <del>MFL</del>                  | → | Linguist      |
| <del>PE</del>                   | → | Athlete       |



# Being not doing



Geographers • Mathematicians • Artists • Athletes • Authors (writer) • Scientists • Authors (Reader) • Philosophers • Linguists • Engineers • Historians • Musicians

# And, this is how could describe them



**Authors...** read a lot and use what they have read to help them write what is inside their heads. This means other people can read what they have written to help them understand something, entertain them or make life better.



**Mathematicians...** use numbers to find solutions. Being a Mathematician can help with everyday things like shopping, cooking and travelling. The world is full of numbers so we often need to count, sort and measure things.



**Scientists...** ask questions about the world by looking closely at both big and small things, as well as things that cannot be seen easily. They constantly search for answers to understand the world better for everyone.



**Historians...** use things that have been left behind to understand what the past might have looked like. They use different sources to help understand people, places and stories throughout time.



**Geographers...** understand the world above, around and below us by exploring, mapping and documenting. They make connections between cause and effect and how actions affect the natural and made world.



**Philosophers...** try to make sense of the world by asking lots of questions. They particularly like 'why' questions and seek answers to difficult ideas like emotions, thoughts and ideas.



**Musicians...** express ideas and emotions using voices, tuned instruments or found objects. They communicate complex things in amazing ways through sound. Music can help communicate things that might be hard to say in just words.



**Artists...** use different ways to communicate ideas and emotions. They can use a variety of things to help them represent the world around us like painting and drawing, sculpture or performance. Artists help us to understand the world from different perspectives.



**Engineers...** try to find solutions to different problems. Engineers design things to be easier to use or work better like buildings and transport. They often try to improve things that already exist or create new versions.



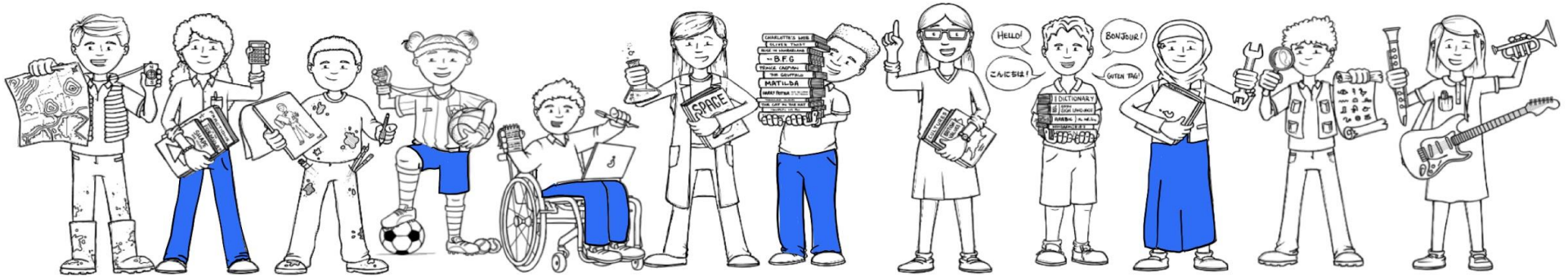
**Linguists...** understand the world through different languages. They love learning about faith, community and culture through understanding how people communicate in different places around the world. If we understand someone else's language, we not only can communicate with them, but understand how things might be different.



**Athletes...** are focused on being fit and healthy. They work hard at being the best they can be through listening to other people, problem solving and keeping going no matter how tough it gets. They constantly set new goals and are ambitious.



# 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?’

If you ask, ‘What did you do today?’, some children will tell about what they ate for lunch or who they played with. This is because the question encourages children to think about isolated events that they ‘did’. The core concept of States of Being, is about shifting questioning from what they did to what they have experienced. The language of ‘being’ and ‘been’ helps to recall connected experiences, particularly when the language of States of Being is echoed throughout a school. From timetables to certificates and enquiries, States of Being place ownership of learning onto children. If children are encouraged to be Scientists, for example, it encourages them apply learning and experiences, not that they were present whilst a teacher taught them science. Families will hopefully see and hear the States of Being being used in classrooms from Early Years to Year Six across a school. Some have displayed this poster at home, to help start the ‘What have you been today?’ conversation. Children should recognise the characters, although younger children may not understand all of them yet. The most common States of Being are underlined and wearing blue to help identify them and it is very likely that even if they have not been Athletes or Engineers that day, they will definitely have been Authors and Mathematicians.

# States of Being: an explanation

Families may have noticed characters in classrooms and corridors, on newsletters and certificates. They may also notice children talk about being an author or a scientist for instance. This is all part of a purposeful change towards an enquiry-led approach, where children apply newly acquired knowledge as different States of Being.



What we know about how children learn, is that when we teach children skills and knowledge in isolation, like punctuation in English, 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 apply the same 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* move away from content in subject boxes and uses clusters of knowledge that can easily be applied between disciplines. 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. This change in language from English to Author is important, and something that will happen throughout the school. This means that some of the subjects we may be familiar with as adults may change; Design and Technology and Computing become 'being and Engineer'. There are other reasons for using a *States of Being* approach, such as making links to the outside world where Environmental Scientists for instance, uses a blend of science, mathematics, geography and engineering. 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 blend. It also helps us to explore role models and to invite people from the local community in to school to talk about how they are Artists or Historians, for instance.



Families may notice that there are twelve characters but only eleven States of Being. This is because English as a subject is so large as it consists of both reading and writing. In the younger years children very much focus on phonics and early reading, with links to writing introduced slightly later. Therefore, *Being and Author* is subdivided into Readers and Writers. Different schools do this in different ways. Some schools will have separate *States of Being* or reading and writing, whilst others call them both Authors. Another aspect of *States of Being* is the change for teachers. When they plan to teach Science, they tend to focus on the content. When they plan for learners to be Scientists, they focus on enabling children to apply knowledge in different ways, often practically. This process means that the expectation is on learners to show what they have learnt as Scientists; they understand that they own their learning.



The best way for families to help children and teachers embed *States of Being*, is by using the language at home. If you ask, 'What did you do today?', some children will tell about what they ate for lunch or who they played with if you are lucky, 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. Some families have displayed the poster at home, to help start the 'What have you been today?' conversation. Many families report that their children talk a lot more about school when asked what have they 'been'. Children should start to recognise the characters, although younger children may not understand all of them yet. The most common *States of Being* are underlined and wearing blue to help identify them and it is very likely that even if they have not been Athletes or Engineers that day, they will definitely have been Authors and Mathematicians.