



The three types of knowledge

At Sonning CE Primary School, we focus on three different types of knowledge. Each subject will have a different ratio of distribution for these three types of knowledge, and the three types of knowledge can intersect at times.

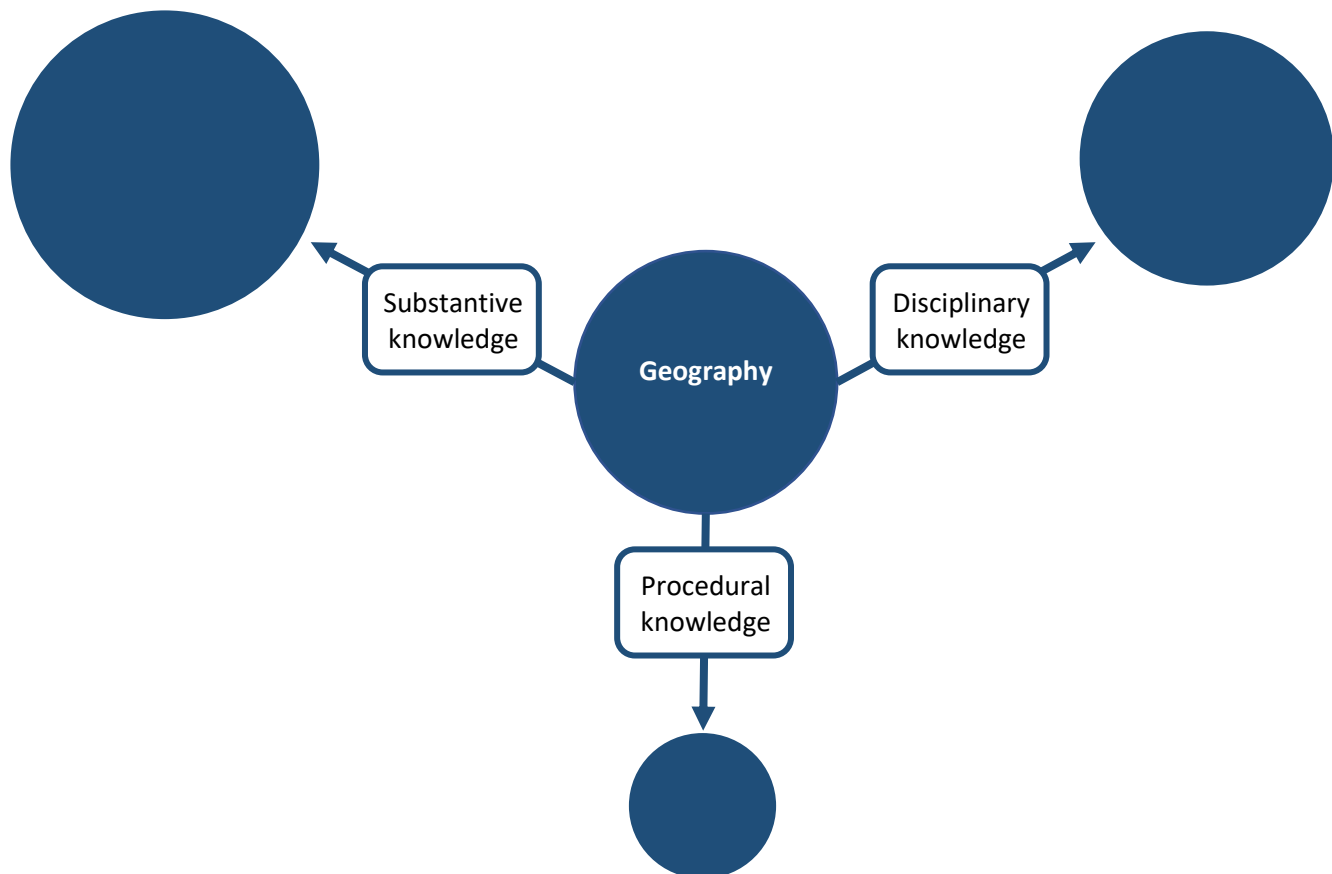
Substantive knowledge refers to the body of facts, principles, laws, descriptions, concepts etc. of a subject. In other words, this could be referred to as the facts and main knowledge that pupils might learn (e.g. knowing capital cities or names of countries/continents).

Disciplinary knowledge refers to the methods that establish substantive knowledge (i.e. how a geographer learns about the effects of river erosion, through methods such as recording data, observations, monitoring and building on the research of previous geographers). An understanding of the disciplines (methods of establishing facts) that shape a subject can help provide a lens or rationale for the way the subject is delivered. A pupil's capacity to learn and use disciplinary knowledge is highly dependent on the depth and security of their substantive knowledge, so there is often a focus on substantive knowledge first. As well as considering how a fact was established, disciplinary knowledge also includes considering its degree of certainty and how it continues to be revised.

Procedural knowledge refers to the skills or techniques needed to complete a procedure or task. It is the 'know how' of the processes required in a subject (e.g. using equipment accurately to measure rainfall or temperature changes). Procedural knowledge is often incremental and requires regular practice.

Knowledge distribution

We recognise that different subjects have different weightings of substantive, disciplinary and procedural knowledge. The infographic below highlights what we consider to be the ratio of each form of knowledge within this subject:



Sonning Church of England Primary School

Curriculum Vision: Geography V1



Our vision

Geography at Sonning Church of England Primary School engages and inspires children to learn about the world around them. The curriculum is predominantly delivered through asking questions about the world around us, and using (where appropriate and practical to enhance the learning) skills such as field and map work. We take the pupils' backgrounds and experiences into consideration where it can enhance the curriculum, choosing countries or areas to study which are relevant to our cohorts. This includes utilising our local area and surrounding areas. However, we ensure this does not affect the clear progression we have developed for this subject. Geography at Sonning Church of England Primary School allows children to understand more and more about our world, as well as how they can respectfully interact with the environment and the cause and effect of human and physical actions.

Early Years Foundation Stage (Acorn class)

In Early Years Foundation Stage (EYFS), our Reception pupils learn about places and structures. They explore their environment and learn more about how some of their learning experiences can be similar to what happens in nature (e.g. seeing water flowing through sand is an example of river erosion, or puddle water evaporate is part of the water cycle).

Key Stage 1 (Beech and Chestnut classes)

In Key Stage 1 (KS1), pupils are taught about where they live in relation to the rest of the world. They begin to develop their use of geographical vocabulary and human and physical features of geography. They make comparisons between locations and start to use and devise simple maps and plans. They are taught by using key questions in each lesson/unit to help them develop new knowledge and begin to apply specific skills which are taught and modelled.

Key Stage 2 (Fir, Holly, Maple and Oak classes)

In Key Stage 2 (KS2), pupils build on the skills they have developed in KS1 to enable them to extend their knowledge of the wider world. They develop confidence using maps and explaining similarities and differences between different locations. Pupils are able to understand and describe aspects of physical and human geography. Within their enquiries, they have opportunities to apply map skills and fieldwork.

Building strong foundations through experiences

To complement the curriculum, there are visits from experts, themed class events and educational visits, and local area visits, all of which enhance pupils' understanding and provide varied learning experiences.

Curriculum coverage

To ensure the National Curriculum is covered effectively, there is an edited version of the National Curriculum which has notes to highlight where in our Unit Maps a statement or section is covered.

Curriculum structure

Units are taught using blocking, with one covered every term. This allows time to go into depth in a unit, but having one unit per term ensures the time between units does not adversely affect the ability to build on prior skills and knowledge. We use retrieval practice, knowledge organisers and other methods to ensure that pupils are prepared for their subject and focus on the right objectives during lessons. Subject-specific vocabulary is taught and we aim to deepen understanding through questioning.

Our Unit Maps provide the overview for each subject's unit of lessons for a topic. This includes the following:

Building strong foundations for the years ahead (Matthew 7:24-25)

Love - Courage - Respect - Aspiration - Curiosity

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Knowledge taught / prior knowledge

Knowing what core substantive knowledge to teach, as well as prior learning which we can build on, is essential to ensuring clear progression and depth of understanding in a subject.

Milestones and assessment opportunities

Our milestone objectives and assessment opportunities ensure that there is clear progression and we know how to assess those types of knowledge and outcomes within a unit.

Concepts

Each subject has concepts which run through every unit and year group. These concepts allow consistency of focus and progression within each concept from unit to unit and year to year. Our key concepts are as follows:

Locational Knowledge	Human Geography	Physical Geography	Map and Fieldwork Skills
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We also have important themes which shape our planning and focus. These are as follows:

Human Impact on the World	Weather and Climate	Sustainability	Cultural Awareness and Diversity
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Vocabulary

As part of our focus on oracy, we have developed a list of Tier 2 and Tier 3 vocabulary to cover within a unit. This vocabulary also links into our knowledge organisers, so that the pupils have access to this essential vocabulary.

Cross curricular links

It is important to understand how subjects can work with each other, so there are specific links to other subjects outlined in the Unit Maps.

Links with our values, spirituality and organisations

Our school values are part of everything we do. To ensure that is seen within the curriculum, we make explicit links to our values, as well as British Values, spirituality and OECD and UN objectives.

Impact

We measure the effectiveness of our curriculum in the following ways:

- Pupil data tracking (PITA grids and Target Tracker)
- Book scrutiny
- Monitoring of lessons and planning (including from governors and external validation e.g. TKAT or WBC)
- Pupil conferencing.

Supplementary support

We utilise the following support within our curriculum for this subject:

- Geography.org subscription
- TKAT subject network meetings
- Local experts and support networks (including Sonning Lock, Reading University and Reading Blue Coat School).

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Overview of the units covered

	Autumn Term	Spring Term	Summer Term
Reception (Acorn)			
Year 1 (Beech)	<p>Weather Patterns ‘How does the weather effect how we live?’ (identifying season and daily weather patterns; key human and physical features)</p> <p>Geographical skills and fieldwork (inc. map skills) Lesson 1: Weather fieldwork</p>		<p>The Seaside ‘What do we find at places where the land meets the sea?’ (developing an understanding of costal areas and their physical/human geography compared to where we live)</p>
Year 2 (Chestnut)	<p>Human and Physical Features: Local area study ‘What is the Geography of Sonning like?’</p> <p>Geographical skills and fieldwork (inc. map skills) Lesson 2: Fieldwork in Sonning</p>	<p>Place Knowledge ‘How does Chembakoli compare to where I live?’ (Contrasting a small area of the UK with a non-EU country)</p>	
Year 3 (Fir)	<p>Understanding different countries ‘What can we learn about places through maps?’</p>	<p>Local area study ‘Where do we live?’</p> <p>Geographical skills and fieldwork (inc. map skills) Lesson 3: Fieldwork in Sonning</p>	
Year 4 (Holly)	<p>Volcanoes and Earthquakes ‘Why do people live on volcanoes?’</p>	<p>European Study ‘Who are our European neighbours?’</p>	<p>Geographical skills and fieldwork (inc. map skills) Lesson 4: Fieldwork in Sonning</p>

Building strong foundations for the years ahead (Matthew 7:24-25)

Love - Courage - Respect - Aspiration - Curiosity

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<p>Year 5 (Maple)</p>		<p>Biomes, Climate Zones and vegetation belts ‘Why are tropical rainforests so hot and wet and deserts so hot and dry?’</p>	<p>Arctic/Global warming ‘What might the Arctic be like in 2050?’</p> <p>Geographical skills and fieldwork (inc. map skills) Lesson 5: Litter survey – link to global warming topic</p>
<p>Year 6 (Oak)</p>		<p>South America ‘What is life like in Brazil?’</p>	<p>Rivers and the water Cycle ‘How do the Thames and Amazon compare?’</p> <p>Geographical skills and fieldwork (inc. map skills) Lesson 6: River fieldwork</p>