

GEOGRAPHY INTENT

Our geography curriculum inspires in pupils a curiosity and fascination about the world and its inhabitants. The curriculum equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed with knowledge underpinning the following themes: **location and place** (human and physical features and processes), **climate, regions, trade** and **human-environment interaction**. Pupils build knowledge and make connections within these themes as they progress through the curriculum.

Our curriculum aims to build pupils' substantive and disciplinary knowledge progressively over time which are inter-linked throughout each unit. Pupils gain a **substantive knowledge (facts)** in local, British and global geography through the geographical themes. They gain competency in **disciplinary knowledge (skills)** through collection, analysis, interpretation and communication of geographical sources and enquiry such as fieldwork.

Disciplinary knowledge is used when pupils consider where geographical knowledge originates, and how they can learn the practices of geographers. Substantive knowledge sets out the content that pupils will learn:

- **locational knowledge**
- **place knowledge**
- **environmental, physical and human geography**
- **geography skills and fieldwork**
- **Subject specific vocabulary**

Pupils also learn about influential people who have affected local and global geography. These may be conservationists, explorers or scientists. This inspires pupils to consider future professions. We promote the **cultural development** of pupils by developing their understanding and appreciation of the wide range of cultures in the school and further afield as an essential element of their preparation for life in modern Britain.

Overall Reading Enhanced Curriculum Intent

Our reading-enhanced curriculum excites pupils to ask questions and learn new knowledge and skills. Our curriculum builds **pupils' substantive and disciplinary knowledge progressively over time**, from the moment they start school in the Early Years. It prepares them well for the Key Stage Three curriculum.

The reading-enhanced curriculum has **reading for purpose built into all learning**. Units of work have a high-quality, age-appropriate driving text assigned that is used as the catalyst to impart curriculum knowledge and promote questioning. These texts are carefully selected to engage, inspire and deepen understanding. Alongside this, supplementary texts and bespoke knowledge organisers enable pupils to enrich their knowledge, subject-specific vocabulary and curriculum skills. **Every curriculum session includes reading for purpose**, from either the driving book or a supplementary text. Pupils then use this as a stimulus to discuss new knowledge, deepen their enquiry skills and form links in their learning.



The long-term plan is devised so that there are clear subject links within a unit, enabling pupils to make **connections in their learning**. This is also the case with the subject strands, where skills correlate with other subjects. For example, the skills within similarities and differences in history work parallel with making comparisons in geography.

Pupils learn subject content in the reading-enhanced curriculum prior to accessing the reading strategy texts. For example, in the Year 5 Democracy unit, pupils learn about the Gunpowder Plot. This prepares them with background knowledge for reading *Black Powder* in Year 6. This ensures that pupils have a further opportunity to demonstrate knowledge in a different context, build schema and reinforce retention of knowledge.

Pupils master knowledge progressively through each year, phase and key stage. The needs of all pupils have been carefully considered when setting this ambition. This ambition remains high but **may be adapted by support and resources, for example, for those pupils with SEND.**

The **most important knowledge we expect pupils to remember is identified as take-aways** in each subject. Reinforcing our strong belief in fostering enquiry, all units have an **overarching Big Question** as its title and each session has a **threaded Big Question**: all of which are used to assess pupil progress.

Influential people are also paramount to the curriculum and are used in all subjects. These are selected to span different eras and link directly to the unit of work pupils are learning. By incorporating a diverse range of people (e.g., historians, scientists, entrepreneurs), new learning is put into a real-world context, developments within a subject historically are seen and pupils are given an insight into how their learning impacts on the world around them and **inspires them to pursue future careers.**

Throughout the REC curriculum, we take every opportunity possible to **promote pupils' spiritual, moral, social and cultural development.**