Scholar Green Primary School



Substantive and Disciplinary Knowledge in our Curriculum

English at Scholar Green Primary School: Substantive and Disciplinary Knowledge

Our approach to English knowledge

At Scholar Green Primary School, English is at the heart of learning. It provides pupils with the knowledge and skills they need to communicate confidently, make sense of the world and access learning across the curriculum. Our English curriculum brings together three closely connected areas: reading, writing and spoken language. These areas are developed together so that pupils become enthusiastic readers, confident and creative writers, and articulate communicators.

We place a strong emphasis on developing a love of reading, building secure foundations in phonics and fluency, and providing meaningful opportunities for pupils to write for different purposes and audiences. High-quality texts, rich vocabulary experiences and purposeful learning opportunities help pupils to develop their understanding of language and their ability to express ideas. Oracy is also an important part of our approach: pupils are encouraged to speak clearly, listen carefully, share opinions, perform, debate and respond respectfully to others.

Our curriculum is rooted in the National Curriculum and the Early Years Foundation Stage framework. Knowledge and skills are developed progressively, with pupils building on what they have learned so that they become increasingly independent and confident in their use of English.

Substantive knowledge gives pupils the foundations of language, literature and communication; disciplinary knowledge enables them to read, write, speak and listen with understanding, purpose and increasing independence.

Substantive knowledge



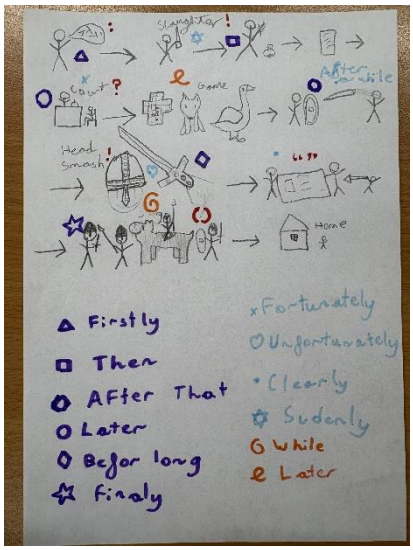
Substantive knowledge in English is the knowledge pupils acquire about language, reading, writing and communication. It includes the vocabulary, concepts, conventions and structures that enable them to understand and use English effectively.

This knowledge includes:

- **Phonics and word reading:** knowledge of the relationship between sounds and letters, including phonemes, graphemes, blending, segmenting and spelling patterns. Pupils develop the knowledge needed to decode unfamiliar words and recognise

an increasingly wide range of words accurately and fluently.

- **Vocabulary and language:** knowledge of word meanings, synonyms, antonyms, shades of meaning, word choices and how language can be used to communicate ideas and create effects. Vocabulary is developed through reading, discussion and explicit teaching.
- **Reading and literature:** knowledge of a broad range of fiction, non-fiction, poetry and drama, including different authors, genres, forms, themes, characters and settings. Pupils develop an understanding of how texts are organised and how writers communicate meaning.
- **Comprehension:** knowledge of the information, ideas and meanings within texts, including how to understand literal information, make inferences, recognise themes, identify authorial choices and consider different interpretations.



- **Grammar and sentence structure:** knowledge of how words, phrases, clauses and sentences work, including word classes, sentence types, tenses, conjunctions and grammatical structures. Pupils learn how these choices affect clarity, meaning and impact.
- **Punctuation and spelling:** knowledge of spelling conventions, prefixes, suffixes, word families, homophones and punctuation. This includes understanding how punctuation helps to organise writing and make meaning clear.
- **Writing conventions and text structures:** knowledge of different forms and genres, including narratives, descriptions, explanations, instructions, reports, letters, poetry and persuasive writing. Pupils learn how texts are structured and how language choices vary according to purpose and audience.
- **Spoken language and oracy:** knowledge of the conventions of effective communication, including turn-taking, listening, questioning, discussion, debate, presentation and the use of appropriate vocabulary and language for different contexts.

This knowledge is carefully built over time. In the Early Years and Key Stage 1, pupils develop essential foundations in language, phonics, early reading, handwriting, spelling and sentence construction. At Scholar Green, Read Write Inc. is used to teach systematic phonics and support the development of early reading, fluency and comprehension.

As pupils move through Key Stage 2, they build on these foundations by encountering increasingly challenging texts, broadening their vocabulary and developing a more sophisticated understanding of grammar, punctuation, spelling and text structure. They learn about a wider range of literary forms and develop the knowledge needed to write at greater length, with increasing accuracy, control and purpose.

Substantive knowledge is not confined to English lessons. Pupils encounter and develop vocabulary, reading and communication knowledge across the wider curriculum, helping them to understand new concepts and express their learning in different subjects.

Disciplinary knowledge

Disciplinary knowledge in English is the knowledge of how to use language as a reader, writer, speaker and listener. It enables pupils to apply what they know, make informed choices and communicate effectively in different situations.

This includes:

- **Reading fluently and with understanding:** applying phonics, word recognition and reading strategies to read accurately, fluently and with growing expression. Pupils learn to monitor their understanding and use strategies when they encounter unfamiliar vocabulary or meaning.
- **Interpreting and responding to texts:** retrieving information, making inferences, predicting, summarising, explaining ideas and supporting interpretations with evidence. Pupils learn to consider how authors create meaning and how different readers may respond to a text.
- **Developing as independent readers:** choosing books, reading widely, discussing preferences and recommending texts. Pupils develop the confidence and motivation to read for pleasure as well as for information and learning.
- **Writing for purpose and audience:** applying their knowledge of vocabulary, grammar, punctuation and text structure to create writing that communicates effectively. Pupils learn to make choices about language, form and organisation according to what they want their writing to achieve.
- **Planning, drafting and composing:** generating ideas, organising content, selecting vocabulary and constructing sentences and paragraphs. Pupils learn to develop and communicate their ideas through increasingly sustained pieces of writing.
- **Editing and improving:** reviewing writing for meaning, clarity, accuracy and effect. Pupils learn to identify areas for improvement, respond to feedback and make deliberate changes to strengthen their work.
- **Speaking and listening effectively:** expressing ideas clearly, listening attentively, asking questions, building on the contributions of others and responding appropriately. Pupils develop confidence in discussion, performance, presentation and debate.
- **Collaborating and evaluating:** sharing ideas, giving and receiving constructive feedback, considering alternative viewpoints and reflecting on the effectiveness of communication.



These disciplinary practices develop progressively. Younger pupils learn to apply early phonics and reading knowledge, talk about stories and experiences, form letters and words, and communicate simple ideas. As they become more secure, they develop greater independence in reading, writing and discussion. Older pupils are expected to interpret more challenging texts, select and apply language with greater precision, organise extended writing and communicate increasingly complex ideas with confidence.

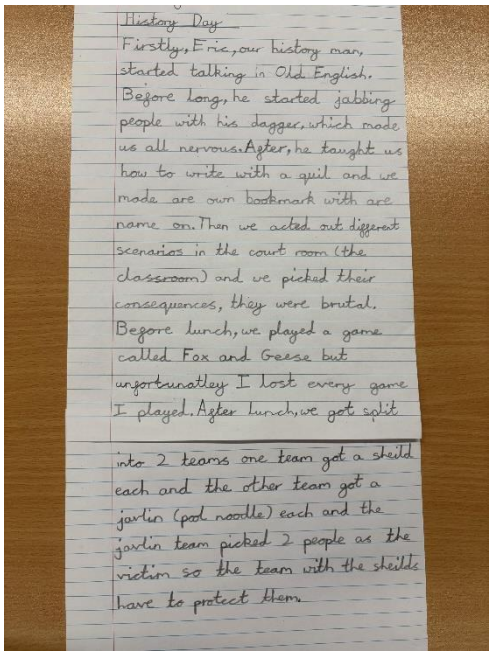
Oracy is explicitly valued and practised throughout the curriculum. Pupils learn to hold conversations, express their views, listen to different opinions, challenge respectfully, negotiate and use talk to develop their thinking. These experiences help pupils to clarify ideas before writing and to become confident participants in learning and wider society.

Bringing substantive and disciplinary knowledge together

Substantive and disciplinary knowledge are closely connected and should be developed together. Pupils need a secure understanding of vocabulary, phonics, grammar, spelling, text structures and literary forms in order to read and write successfully. They also need opportunities to apply this knowledge: to interpret texts, discuss ideas, make choices as writers, improve their work and communicate with different audiences.

For example, when pupils write a persuasive piece, they draw on substantive knowledge of vocabulary, sentence structures, punctuation and persuasive language. They use disciplinary knowledge to consider their audience, select effective arguments, organise their ideas, choose language deliberately and edit their writing to improve its impact. When reading, pupils draw on their knowledge of vocabulary, grammar and literary conventions to understand a text, while applying reading strategies to make inferences, explain interpretations and support their ideas with evidence.

At Scholar Green, high-quality texts, meaningful writing opportunities, explicit teaching, guided practice, independent work and purposeful talk provide opportunities for pupils to make these connections. Pupils learn to respond to one another supportively, share their thinking and develop their work through discussion and feedback.


History Day

Firstly, Eric, our history man, started talking in Old English. Before long, he started jabbing people with his dagger, which made us all nervous. After, he taught us how to write with a quil and we made are own bookmark with are name on. Then we acted out diffrent scenarios in the court room (the classroom) and we picked their consequences, they were brutal. Begore lunch, we played a game called Fox and Geese but ungortunatley I lost every game I played. After lunch, we got split into 2 teams one team got a sheild each and the other team got a jarlin (pool noodle) each and the jarlin team picked 2 people as the victim so the team with the sheilds have to protect them

Our ambition is for every pupil to leave Scholar Green as a fluent and enthusiastic reader, a confident and capable writer, and an articulate communicator. We want pupils to have the knowledge to understand language and literature, and the confidence to use their voices effectively in school, in their future education and in the wider world.

Substantive knowledge gives pupils the foundations of language, literature and communication; disciplinary

knowledge enables them to read, write, speak and listen with understanding, purpose and increasing independence.

Mathematics at Scholar Green Primary School: Substantive and Disciplinary Knowledge

Our approach to mathematical knowledge

At Scholar Green Primary School, we want every pupil to develop confidence, enjoyment and a secure understanding of mathematics. Mathematics is an essential part of everyday life and provides pupils with the knowledge and skills they need to make sense of the world, solve problems and make informed decisions.



Our mathematics curriculum is carefully sequenced so that pupils build secure foundations before moving on to more complex concepts and procedures. Learning is designed to help pupils develop fluency, deepen their understanding and make connections between different areas of mathematics. Pupils are encouraged to explore mathematical ideas, use practical and pictorial representations, explain their thinking and apply their knowledge in a range of contexts.

We recognise that mathematical understanding involves more than learning rules and procedures. Pupils need to know mathematical facts and concepts, understand why methods work and develop the confidence to choose and apply appropriate strategies. Through explicit teaching, practice, discussion and problem-solving, pupils develop the knowledge and skills needed to become increasingly independent mathematicians.

Substantive knowledge gives pupils the mathematical facts, concepts and procedures they need; disciplinary knowledge enables them to reason, investigate, solve problems and apply their understanding with confidence.

Substantive knowledge

Substantive knowledge in mathematics consists of the key facts, concepts, relationships and procedures that underpin mathematical understanding. It provides pupils with the foundations they need to calculate accurately, recognise patterns and make connections across the subject.

This knowledge includes:

- **Number and place value:** understanding the number system, counting, ordering, comparing and representing numbers. Pupils learn how the value of a digit changes according to its position and develop knowledge of number bonds, multiples, factors, negative numbers and increasingly large numbers.
- **Addition, subtraction, multiplication and division:** learning the relationships between the four operations, recalling key number facts and developing efficient mental and written calculation methods. Pupils build fluency in multiplication tables and related division facts, and understand how operations can be used and connected.

- **Fractions, decimals and percentages:** understanding parts of a whole, equivalence, comparison and calculation. Pupils learn how fractions, decimals and percentages are related and how they can be used to represent quantities and proportions.
- **Ratio, proportion and algebra:** developing an understanding of multiplicative relationships, scaling, sequences, formulae and unknown values. Pupils learn to recognise and describe mathematical relationships and use symbols to represent them.



- **Measurement:** understanding units and methods of measuring length, height, mass, capacity, volume, time, temperature, perimeter and area. Pupils learn how units relate to one another and how measurement can be used to solve practical problems.
- **Geometry:** developing knowledge of two-dimensional and three-dimensional shapes, their properties and relationships. This includes angles, lines, position, direction, coordinates, symmetry and transformations.
- **Statistics:** understanding how data can be collected, organised, represented and interpreted. Pupils learn about tables, charts, graphs and averages, and how these can be used to communicate information.
- **Mathematical vocabulary and notation:** learning the precise language, symbols and conventions used in mathematics. This enables pupils to describe mathematical ideas, understand questions and communicate their thinking accurately.

Conceptual understanding is central to substantive knowledge. Pupils learn not only how to carry out calculations but also why methods work and how mathematical ideas are connected. For example, understanding place value supports calculation with larger numbers and decimals; recognising the relationship between multiplication and division supports the development of fractions, factors and multiples; and understanding fractions provides the foundations for later work on decimals, percentages, ratio and proportion.



This knowledge is developed progressively. In the Early Years and Key Stage 1, pupils establish secure foundations through counting, recognising and representing numbers, exploring patterns, understanding number bonds and developing early calculation strategies. They begin to explore shape, space and measure through practical experiences and mathematical language.

During Lower Key Stage 2, pupils extend their understanding of place value and number, develop fluency in the four operations, learn multiplication tables and explore fractions, measurement, geometry and statistics in greater depth. They become increasingly confident using formal written methods and applying their knowledge to different types of problem.

In Upper Key Stage 2, pupils work with larger numbers and increasingly complex calculations. They deepen their understanding of fractions, decimals and percentages, and develop knowledge of ratio, proportion and introductory algebra. They also extend their understanding of geometry, measurement and statistics, applying their knowledge with increasing accuracy and independence.

Disciplinary knowledge

Disciplinary knowledge in mathematics focuses on the ways pupils think, reason and work mathematically. It is about how they use their substantive knowledge to explore ideas, investigate relationships, solve problems and communicate their understanding.

This includes:

- **Mathematical fluency:** recalling key facts accurately and efficiently, selecting appropriate methods and carrying out calculations with increasing confidence. Pupils develop flexibility in their thinking so that they can use known facts and strategies to solve unfamiliar calculations.
- **Problem-solving:** identifying what a problem is asking, selecting relevant information and choosing appropriate strategies. Pupils learn to represent problems using objects, diagrams, models, number lines and mathematical symbols, and to break more complex problems into manageable steps.
- **Mathematical reasoning:** explaining why a method works, identifying relationships, making connections and justifying answers. Pupils learn to use mathematical vocabulary accurately to communicate their thinking.
- **Recognising patterns and making conjectures:** noticing similarities, differences and relationships, predicting what might happen and testing ideas. Pupils learn to identify generalisations and consider whether these are always, sometimes or never true.
- **Representing mathematical ideas:** using concrete resources, pictorial representations and abstract symbols to explore and communicate mathematical concepts. Pupils learn to move between different representations and recognise how each can support understanding.
- **Comparing and evaluating methods:** considering different approaches to a problem, explaining their choices and deciding whether a method is efficient and appropriate. Pupils learn that mathematical problems can often be solved in more than one way.
- **Checking and verifying:** using estimation, inverse operations, known facts and logical reasoning to check calculations and assess whether answers are sensible in context.
- **Reflecting and persevering:** approaching challenges with resilience, learning from mistakes and adapting strategies when an approach is unsuccessful. Pupils develop confidence in tackling problems that require sustained thought.



These disciplinary practices develop throughout the primary years. Younger pupils begin by exploring number, shape and pattern through practical activities, talking about what they notice and explaining simple strategies. As their knowledge grows, they become more confident in using representations, identifying relationships and explaining their reasoning. Older pupils are increasingly expected to justify their methods, compare approaches, make and test conjectures and apply their knowledge to unfamiliar and multi-step problems.

Mathematical discussion is an important part of this process. Pupils are encouraged to explain how they reached an answer, listen to different approaches, ask questions and consider whether another method might be more effective. This helps them to develop a deeper understanding rather than relying solely on memorised procedures.

Bringing substantive and disciplinary knowledge together

Substantive and disciplinary knowledge are closely connected. Pupils need secure knowledge of mathematical facts, concepts and procedures in order to reason effectively and solve problems. Equally, applying this knowledge through investigation, discussion and problem-solving helps pupils to deepen their understanding and recognise connections.

For example, when solving a problem involving fractions, pupils draw on substantive knowledge of equivalent fractions, numerators, denominators and the relationship between fractions and division. They use disciplinary knowledge to interpret the problem, choose a suitable representation, select an appropriate strategy, explain their reasoning and check whether their answer is reasonable.

Similarly, when exploring a number pattern, pupils use their substantive knowledge of number, place value and operations. They apply disciplinary knowledge to identify relationships, make predictions, test conjectures and explain the rule they have discovered.

At Scholar Green, pupils are encouraged to develop both the accuracy and efficiency needed for mathematical fluency and the curiosity and resilience needed to tackle more challenging problems. They learn that mistakes are a valuable part of the learning process and that explaining, testing and refining their thinking can lead to deeper understanding.

Our ambition is for every pupil to leave Scholar Green as a confident and capable mathematician. We want pupils to have secure knowledge of mathematical concepts and procedures, alongside the reasoning skills, resilience and independence needed to apply mathematics in everyday life and in their future learning.



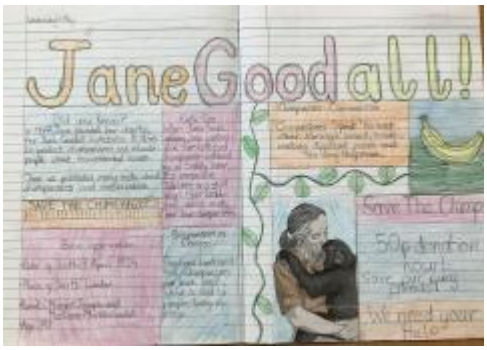
Substantive knowledge gives pupils the mathematical facts, concepts and procedures they need; disciplinary knowledge enables them to reason, investigate, solve problems and apply their understanding with confidence.

Science at Scholar Green Primary School: Substantive and Disciplinary Knowledge

Our approach to scientific knowledge

At Scholar Green Primary School, we want every pupil to develop curiosity about the world around them and an understanding of the scientific ideas that help explain it. Science encourages pupils to ask questions, explore, investigate and make sense of the natural and physical world. It develops their ability to think critically, use evidence and understand how scientific knowledge is established.

Our science curriculum is carefully sequenced so that pupils build secure knowledge and understanding over time. They explore the three broad areas of biology, chemistry and physics, learning about living things, materials and the physical processes that shape the world. They develop scientific vocabulary and make connections between concepts, enabling them to explain what they observe and apply their knowledge in new contexts.



Alongside learning scientific content, pupils develop their understanding of how science works. Through practical experiences and scientific enquiry, they learn to ask questions, make predictions, observe carefully, carry out investigations, collect and interpret evidence and communicate their findings. These opportunities help pupils understand that science is not simply a collection of facts, but a way of investigating and explaining the world.

Substantive knowledge gives pupils an understanding of scientific concepts and the natural world; disciplinary knowledge enables them to investigate, interpret evidence and think scientifically.

Substantive knowledge

Substantive knowledge in science refers to the key facts, concepts, principles and explanations that pupils learn about the natural world. It provides the foundations for understanding living things, materials, physical processes and the wider universe.

This knowledge includes:

- **Plants and living things:** understanding the structure and functions of plants, their requirements for growth and survival, and their life cycles. Pupils learn about germination, reproduction, pollination, seed formation and dispersal.
- **Animals, including humans:** knowledge of animal groups, classification, habitats, food chains and life processes. Pupils learn about nutrition, skeletons, muscles,

digestion, teeth, circulation and the ways in which humans and other animals grow and remain healthy.



- **Living things and their habitats:** understanding the characteristics of living things, how organisms are suited to their environments and how they depend on one another. Pupils learn to classify living things and explore ecosystems, adaptation and environmental relationships.
- **Materials and their properties:** understanding the characteristics and uses of everyday materials, including their physical properties. Pupils learn about solids, liquids and gases, changes of state, evaporation, condensation and the properties of materials such as conductors and insulators.
- **Forces and motion:** knowledge of pushes and pulls, gravity, friction, air resistance, water resistance, magnetic forces and the effects forces have on objects. Pupils learn how forces influence movement and how mechanisms can make tasks easier.
- **Light and sound:** understanding how light travels, how we see, how shadows form and how light is reflected. Pupils also learn how sounds are produced through vibrations, how they travel and how pitch and volume can change.
- **Electricity:** knowledge of electrical components, simple circuits, conductors and insulators. Pupils develop an understanding of how circuits work and how changing components can affect the operation of a circuit.
- **Earth and space:** understanding the Earth, Sun and Moon, the planets in the solar system and their movements. Pupils learn about the Earth's rotation, day and night and the relationship between celestial bodies.
- **Scientific vocabulary and concepts:** learning the precise terminology needed to describe and explain scientific ideas. This includes words such as germination, habitat, classification, evaporation, condensation, conductor, vibration, gravity and orbit.

Conceptual understanding is central to substantive knowledge. Pupils learn how scientific ideas relate to one another and how they can be used to explain observable phenomena. For example, understanding the needs and structures of plants provides a foundation for learning about growth, reproduction and life cycles. Knowledge of materials and their properties supports later learning about states of matter and changes caused by heating and cooling. Similarly, understanding forces and movement helps pupils make sense of how objects behave in different situations.



Scientific knowledge is developed cumulatively, with new learning building on previously established concepts. In Year 1, pupils learn to identify and describe common plants and their basic structures. In Year 2, they build on this knowledge by exploring how seeds and bulbs grow into mature plants, including the process of germination. In Year 3, they develop a deeper understanding of plant structures and their functions, including how water is transported through plants and how flowering plants reproduce.

As pupils move through the school, their knowledge becomes increasingly detailed. For example, pupils develop their understanding of animals by moving from identifying and describing familiar animal groups towards more sophisticated classification. By Year 6, they are expected to classify living things using more complex characteristics and classification systems. In Year 5, pupils learn about the solar system, including how the Earth and other planets move in relation to the Sun and how the Earth's rotation explains day and night.

Through this progression, pupils develop a secure body of scientific knowledge that enables them to recognise patterns, explain processes and understand the world with increasing accuracy and confidence.

Disciplinary knowledge

Disciplinary knowledge in science is often described as *working scientifically*. It focuses on how scientists develop, test and refine explanations about the world. Pupils learn to use a range of scientific approaches and investigative methods to answer questions, gather evidence and draw conclusions.

This includes:



- **Asking questions:** developing curiosity about the world and identifying questions that can be explored through scientific enquiry. Pupils learn to recognise what they already know and what they need to find out.
- **Making predictions:** using existing scientific knowledge and observations to suggest what might happen in an investigation and explaining their reasoning.
- **Planning investigations:** deciding how to investigate a question and selecting an appropriate method. Pupils learn about comparative and fair testing, including identifying variables that need to be changed, measured or kept the same.
- **Observing carefully:** using their senses and appropriate equipment to notice similarities, differences and changes. Pupils develop accuracy and attention to detail when observing living things, materials and physical phenomena.
- **Measuring accurately:** selecting and using scientific equipment, such as rulers, thermometers, stopwatches and measuring cylinders, to gather reliable information using appropriate units.
- **Identifying, classifying and grouping:** recognising characteristics and using them to sort and organise objects, materials and living things. Pupils learn to use classification keys and explain the decisions they make.
- **Recording and presenting data:** gathering and organising information systematically using tables, labelled diagrams, charts and graphs. Pupils learn to select appropriate ways of presenting their findings so that patterns and relationships can be identified.
- **Interpreting results and identifying patterns:** analysing observations and measurements, recognising trends and considering what the evidence shows. Pupils

learn to distinguish between what their results demonstrate and what they might suggest.

- **Drawing conclusions:** using evidence to answer the original question and explaining whether their findings support their predictions. Pupils develop the ability to link conclusions to scientific knowledge.
- **Evaluating investigations:** considering whether a method was fair, accurate and reliable, identifying limitations and suggesting improvements or further questions.
- **Communicating findings:** explaining scientific ideas and investigations using accurate vocabulary, diagrams, tables, graphs and spoken or written explanations.

These disciplinary practices develop progressively. In the Early Years and Key Stage 1, pupils are encouraged to explore their surroundings, ask simple questions, observe closely, compare objects and living things, and talk about what they notice. They begin to use simple equipment, carry out straightforward tests and record their observations.

During Lower Key Stage 2, pupils develop greater independence in planning and carrying out enquiries. They learn to make systematic observations, take measurements using standard units, carry out comparative and fair tests, and present findings using tables, labelled diagrams and charts. They begin to identify patterns in their results and use evidence to support their conclusions.



In Upper Key Stage 2, pupils develop a more sophisticated understanding of scientific investigation. They learn to plan different types of enquiry, recognise and control variables where appropriate, take increasingly accurate and precise measurements and record more complex data. They interpret results, evaluate the reliability of methods and suggest improvements or further investigations.

Scientific vocabulary is essential to this development. Pupils learn to use subject-specific language to describe observations, explain processes and communicate conclusions accurately. They also develop an understanding that scientific explanations are based on evidence and that investigations help scientists test ideas, challenge assumptions and improve their understanding.

<u>Bringing substantive and disciplinary knowledge together</u>

Substantive and disciplinary knowledge are closely connected and should be developed together. Pupils need a secure understanding of scientific concepts in order to ask meaningful questions and investigate phenomena. Equally, opportunities to observe, test, measure and interpret evidence help pupils deepen their understanding of scientific ideas and recognise how knowledge is developed.

For example, when learning about plants, pupils draw on substantive knowledge of plant structures, growth and the conditions needed for healthy development. They use disciplinary knowledge to observe plants over time, measure their growth, plan comparative

investigations and record their findings. Through this process, they develop a deeper understanding of the factors that affect plant growth.

Similarly, when exploring sound in Year 4, pupils draw on substantive knowledge of vibrations, pitch and volume. They use disciplinary knowledge to investigate how sounds are produced, measure or compare sound levels around the school, record their findings and present results in a bar chart. They then interpret the data to identify patterns and communicate what they have discovered.



At Scholar Green, practical experiences provide important opportunities for pupils to make these connections. They are encouraged to be curious, ask questions, use equipment safely, work collaboratively and explain their findings. Investigations are purposeful and linked to the scientific concepts pupils are learning, ensuring that practical work develops knowledge and understanding rather than becoming an activity in isolation.

Our ambition is for every pupil to leave Scholar Green with a secure understanding of important scientific concepts and the confidence to think and work scientifically. We want pupils to be curious, observant and critical thinkers who can use evidence to explain the world around them, appreciate the importance of science and apply their knowledge in their future learning and everyday lives.

Substantive knowledge gives pupils an understanding of scientific concepts and the natural world; disciplinary knowledge enables them to investigate, interpret evidence and think scientifically.

History at Scholar Green Primary School: Substantive and Disciplinary Knowledge

Our approach to historical knowledge

At Scholar Green Primary School, we believe that a high-quality history curriculum should develop both pupils' knowledge of the past and their ability to think and work like historians. Our curriculum is built around two interconnected strands: substantive knowledge and disciplinary knowledge. These are not taught as separate elements but are deliberately interwoven throughout every history unit and across all year groups.

Substantive knowledge gives pupils the foundations; disciplinary knowledge enables them to use, question and deepen that knowledge. Together, they provide pupils with the understanding, skills and confidence to make sense of the past, explore historical evidence and develop their own informed interpretations.

Substantive knowledge

In history, substantive knowledge encompasses the facts, concepts, events, people and periods pupils must learn about. Pupils gain knowledge of national and world history, including significant events, civilisations, leaders and everyday life in different eras. This includes chronological understanding, such as the order of events and their relationship to one another, and thematic knowledge such as migration, conflict, trade, power, religion and technological change.

At Scholar Green, substantive knowledge is carefully sequenced across the year groups to develop pupils' understanding of the past. Learning builds progressively from an initial understanding of chronology and changes within living memory towards a broader understanding of British, European and world history.

- **Year 1:** Pupils begin to develop an understanding of the past through familiar experiences, people and events. They recognise similarities and differences between life in the past and present, developing an early understanding of chronology and the language needed to describe historical events. Alongside this, they begin to ask questions about the past and use simple evidence to support their observations.
- **Year 2:** Pupils build on these foundations by developing their understanding of significant people, events and changes over time. They strengthen their awareness of chronology and begin to make comparisons between different periods and ways of life. They develop their ability to ask and answer questions about historical events and make simple deductions from sources.
- **Year 3:** Pupils develop a deeper understanding of historical periods and begin to explore how societies, communities and



civilisations have developed. They build on their earlier chronological knowledge and begin to make connections between historical events, people and significant changes. They increasingly use historical evidence to support their ideas and explanations.

- **Year 4:** Pupils study Ancient Greece, exploring aspects of Greek life, democracy, philosophy and the achievements and influence of the Ancient Greeks on the Western world. They also investigate the Roman Empire and its impact on Britain, learning about invasion, conquest, resistance and Romanisation. Key individuals, including Julius Caesar, Claudius and Boudica, help pupils understand the events and consequences of Roman Britain. As they acquire this knowledge, pupils investigate historical sources, make deductions and justify their ideas using evidence.
- **Year 5:** Pupils study the settlement of Britain by the Anglo-Saxons and Scots, the spread of Christianity and the struggle between the Vikings and Anglo-Saxons for control of England. They also study a non-European civilisation, developing an understanding of societies beyond Britain and making comparisons between different cultures and civilisations. Alongside this substantive knowledge, pupils explore continuity and change, consider different historical interpretations and use a range of sources to investigate the past.
- **Year 6:** Pupils draw together and extend their historical knowledge through further studies of British history, including an aspect or theme that extends their chronological understanding beyond 1066. They develop a more sophisticated understanding of historical legacy and the connections between different periods, people and events. They apply their accumulated historical knowledge to investigate questions, evaluate evidence and construct well-supported historical arguments with increasing independence.



Pupils are taught about historical sources and artefacts, including letters, photographs, diaries, archaeological evidence and oral histories. They learn about differing perspectives and the causes and consequences of events. Knowledge of historical vocabulary (e.g. empire, democracy, revolution, monarch, invasion, conquest, resistance and legacy) is explicitly taught and revisited throughout the curriculum, enabling pupils to describe, compare and analyse the past with increasing accuracy.

Substantive knowledge also includes understanding the context of events and recognising connections between past and present. At Scholar Green, pupils encounter local, national and global history, exploring how societies and communities have developed over time. Through the study of different periods, they build an increasingly coherent understanding of how ideas, technologies, beliefs and cultures evolve and how the past has shaped the world in which they live today.

Disciplinary knowledge



Disciplinary knowledge in history is how historians work and think. Pupils learn to interpret sources critically, evaluate their usefulness and reliability, and consider perspective and bias. They learn to ask historically valid questions, compare evidence and construct reasoned arguments.

At Scholar Green, disciplinary knowledge is developed progressively throughout the school and is always taught in the context of substantive historical knowledge. In the earlier years, pupils begin by observing and handling historical objects, photographs and other sources, asking questions about what they can see and what these might tell them about the past. As they move through Key Stage 1 and into Key Stage 2, they become increasingly confident in using evidence to answer questions, making deductions and explaining their thinking.

By Year 4, pupils are expected to identify explicit and implicit evidence within sources, make deductions and justify their ideas using evidence. They also develop their understanding of change over time, use historical dates and terminology, and begin to explain the reasons for and results of significant events.

In Year 5, pupils develop greater independence when investigating the past. They consider why different accounts of historical events may differ, recognise that the past can be represented and interpreted in different ways, and begin to select and combine information from a range of sources. They also explore continuity and change and make links between different historical periods, developing a wider global perspective.

By Year 6, pupils should be increasingly confident and independent historians. They draw on their accumulated knowledge and skills to investigate historical questions, evaluate evidence, consider different interpretations and develop well-supported conclusions. They use their understanding of chronology, cause and consequence, change and continuity, and historical significance to explain and communicate their ideas with increasing depth and precision.



Skills such as analysing cause and consequence, identifying change and continuity, and recognising historical significance are central to our curriculum. Pupils also develop chronological thinking, organising information into timelines, using dates and historical terminology, and understanding the sequence and duration of events.

Teachers explicitly model how to extract evidence from historical sources, make inferences and develop interpretations supported by

evidence. Pupils are encouraged to discuss, debate, question and justify their conclusions, using increasingly sophisticated historical vocabulary.

Bringing substantive and disciplinary knowledge together

At Scholar Green Primary School, substantive and disciplinary knowledge are intrinsically linked. We recognise that pupils cannot become confident historians by simply acquiring facts about the past, nor can they develop meaningful historical skills without a secure foundation of historical knowledge. Both are essential and are deliberately interwoven within every unit of learning.

As pupils learn about particular people, periods, civilisations and events (substantive knowledge), they simultaneously develop an understanding of how historians investigate and interpret the past (disciplinary knowledge). Historical knowledge provides the context and understanding needed to make sense of evidence, while disciplinary knowledge enables pupils to question, explore, interpret and make connections between the things they learn.

For example, when studying Ancient Greece in Year 4, pupils develop substantive knowledge about Greek society, democracy, philosophy and its influence on the Western world. Alongside this, they develop disciplinary knowledge by exploring historical evidence, making deductions, identifying explicit and implicit information within sources and justifying their conclusions. Similarly, when learning about Roman Britain, pupils acquire knowledge of invasion, conquest and resistance while investigating the reasons for and consequences of the Roman occupation and considering the evidence that helps historians understand this period.

In Year 5, pupils study the Anglo-Saxons, Vikings and a non-European civilisation. As they develop their knowledge of these societies, they also explore continuity and change, consider why historical accounts may differ, examine different interpretations and select and combine evidence from a range of sources. Their growing substantive knowledge enables them to make increasingly meaningful comparisons and connections, while their disciplinary understanding helps them to interpret the significance of what they have learned.

This integrated approach is consistent throughout Key Stage 1 and Key Stage 2. In the earlier years, pupils develop their historical knowledge alongside foundational skills such as asking questions, observing historical objects, identifying similarities and differences and beginning to use evidence to make simple deductions. As they progress through the school, both strands become increasingly sophisticated. Pupils move from recognising and describing historical information towards explaining, comparing, evaluating and independently interpreting the past.

Teachers explicitly model historical thinking and provide opportunities for pupils to apply their developing knowledge through discussion, questioning, source analysis, timelines, debate and written explanations. Historical vocabulary is taught and revisited so that pupils can communicate their understanding accurately and confidently.

Through this carefully sequenced and integrated approach, pupils develop a secure body of historical knowledge alongside the ability to think and work like historians. By the end of Year 6, pupils should understand not only what happened in the past, but how we know about it, why interpretations may differ and how historical evidence can be used to reach reasoned conclusions.

Ultimately, our aim at Scholar Green is to develop knowledgeable, curious and confident young historians who can draw upon what they know, ask meaningful questions, make connections and use evidence to form their own informed understanding of the past. Substantive knowledge gives pupils the foundations; disciplinary knowledge enables them to use, question and deepen that knowledge. Together, they create a rich, coherent and ambitious history curriculum that prepares pupils for the next stage of their education.

Geography at Scholar Green Primary School: Substantive and Disciplinary Knowledge

Our approach to geographical knowledge

At Scholar Green Primary School, we believe that a high-quality geography curriculum should develop both pupils' understanding of the world and their ability to think and work like geographers. Our curriculum is built around two interconnected strands: substantive knowledge and disciplinary knowledge. These are not taught as separate elements but are deliberately interwoven throughout every geography unit and across all year groups.

Substantive knowledge gives pupils an understanding of the world; disciplinary knowledge enables them to investigate, interpret and make sense of it. Together, they provide pupils with the knowledge, skills and confidence to understand the relationships between people, places and environments, and to recognise how our world is constantly changing.

Our curriculum aims to spark curiosity about the world, develop a deep understanding of places, people and environments, and encourage pupils to make meaningful connections between human and physical geographical processes. We want children to develop a strong sense of their local area and their place within the wider world, becoming confident geographers who are inspired to explore, understand and care for the environment.

Substantive knowledge

In geography, substantive knowledge consists of factual knowledge about places, environments, human and physical processes, and the interconnections between them. Pupils learn about local, national and global environments, including climate, ecosystems, land use, population patterns, settlements, natural resources and economic activity.

Pupils acquire geographical vocabulary and concepts such as erosion, settlement, latitude, longitude, climate zones, hemisphere, trade, urbanisation and sustainability. Knowledge of maps, atlases, globes, Ordnance Survey maps and digital mapping tools forms a crucial part of the curriculum. Pupils also learn about environmental challenges, sustainability and the impact of human activity on the world.

At Scholar Green, substantive knowledge is carefully sequenced across the year groups to develop pupils' understanding of the world. Learning builds progressively from an understanding of their immediate surroundings and local area towards a wider knowledge of the United Kingdom, Europe and the world.

- **Year 1:** Pupils begin by developing an understanding of their immediate surroundings and a small area of the United Kingdom. They learn about the countries of the UK, their capital cities and the surrounding seas. They explore weather patterns within the UK and begin to recognise geographical features of familiar places. Alongside this knowledge, pupils begin to use simple maps, develop an

understanding of location and direction, and describe the human and physical features they observe.



- **Year 2:** Pupils extend their knowledge of the world by learning about the seven continents and five oceans, developing their understanding of the location of countries and places. They study a small area of the UK alongside a contrasting non-European country and investigate hot and cold areas of the world. This enables them to compare different environments, ways of life and geographical features. They develop their use of maps and directional language, building on their earlier understanding of location and place.
- **Year 3:** Pupils develop their knowledge of the United Kingdom through the study of its cities, counties and regions. They explore the Equator, the Northern and Southern Hemispheres and begin to develop a more secure understanding of global location. They study two contrasting regions within the UK, different types of settlements and physical geographical features, including volcanoes and mountains. They also develop their understanding of Ordnance Survey symbols and compass directions, including the eight points of a compass.
- **Year 4:** Pupils extend their global understanding through the study of countries within Oceania and major cities of Europe. They develop their knowledge of the Tropics of Cancer and Capricorn and study a region of the UK alongside a region of a European country. They explore rivers, the water cycle and land use, developing an understanding of how physical processes shape the environment and how people interact with and use the land. They also develop their ability to interpret maps through the use of four-figure grid references.
- **Year 5:** Pupils develop a more sophisticated understanding of global geography through their study of world countries, with a particular focus on North America. They explore latitude and longitude, the Arctic and Antarctic Circles, climate zones and earthquakes. They compare a region of a European country with a region in North America, developing an understanding of similarities and differences between places. They also develop their understanding of physical processes and how geographical features influence the lives of people and communities. Their map skills progress through the use of six-figure grid references.
- **Year 6:** Pupils consolidate and extend their global geographical knowledge through a particular focus on South America. They study the Greenwich Meridian and develop their understanding of day and night. They compare a region of North America with a region of South America, exploring similarities and differences in their physical and human geography. They also investigate biomes, vegetation belts and economic activity, developing an understanding of how climate, natural resources and physical environments influence how people live and work around the world.

Pupils are taught to recognise that geographical features are interconnected and that places are shaped by a combination of physical and human processes. Knowledge of geographical

vocabulary is explicitly taught and revisited throughout the curriculum, enabling pupils to describe, compare and explain geographical features and processes with increasing accuracy and confidence.

Substantive knowledge develops cumulatively. Understanding location, weather and the characteristics of familiar places in the earlier years provides the foundations for later learning about climate zones, biomes and global environments. Similarly, early understanding of settlements and land use supports more sophisticated learning about economic activity, natural resources and sustainability. Pupils are encouraged to make connections across different geographical scales, comparing local, national and global perspectives and recognising the relationships between human and physical geography.

At Scholar Green, we place particular importance on developing pupils' knowledge of their local geography and environment. The local area provides a meaningful context for learning, enabling pupils to explore their surroundings and understand how geographical features, including the nearby canals, have influenced the development and use of the landscape. This local knowledge is then connected to wider geographical learning, helping pupils to understand their place within the world.

Disciplinary knowledge

Disciplinary knowledge in geography focuses on how geographers investigate, analyse and interpret the world. Pupils learn to ask geographical questions, collect and record data, identify patterns and relationships, interpret information and draw conclusions.

At Scholar Green, disciplinary knowledge is developed progressively throughout the school and is always taught in the context of substantive geographical knowledge. Pupils do not simply learn about places and environments; they learn how to investigate them, understand the processes that shape them and use geographical evidence to explain what they observe.

In the earlier years, pupils begin by observing and describing their immediate surroundings. They learn to use simple maps, recognise geographical features, follow routes and use directional language. Through first-hand experiences and local walks, they begin to ask questions about the places they encounter and develop an understanding of how geographical information can be collected and recorded.



As pupils move through Key Stage 1 and into Key Stage 2, they become increasingly confident in using maps, atlases and other geographical resources. They develop their ability to locate places, identify patterns, compare environments and explain similarities and differences. They begin to use geographical information to support their observations and conclusions.

By Year 3 and Year 4, pupils develop greater confidence in interpreting maps and using geographical tools. They use compass directions, Ordnance Survey symbols and grid references to locate and describe places. They begin to investigate physical and human geographical processes, making connections between the features of different environments and the ways in which people use them.

In Year 5, pupils develop greater independence when interpreting geographical information. They use latitude and longitude, six-figure grid references and a range of geographical resources to locate places and investigate patterns. They begin to explain more complex relationships between physical and human geography, using their knowledge of climate zones, earthquakes and different environments to support their understanding.

By Year 6, pupils should be increasingly confident and independent geographers. They draw on their accumulated knowledge and skills to investigate geographical questions, interpret data, compare different regions and explain the relationships between people, places and environments. They use their understanding of global location, physical processes, biomes, vegetation belts and economic activity to reach reasoned conclusions and communicate their findings with increasing depth and precision.

Geographical skills are central to our curriculum. Pupils develop their ability to use maps, atlases, globes and digital mapping tools, interpret symbols and scales, use compass directions and grid references, and collect, present and interpret geographical data. They also develop the ability to recognise patterns, identify relationships, compare places and explain how geographical processes bring about change.



Fieldwork is an essential and embedded part of geography at Scholar Green. Pupils are provided with opportunities to observe, investigate and record the world around them in real-life contexts. Fieldwork is carefully linked to educational visits and learning experiences, enabling pupils to apply their geographical knowledge and skills beyond the classroom. Through local walks, visits and practical investigations, pupils develop their ability to observe features, collect information, identify patterns and draw conclusions about the environments they study.

Teachers explicitly model geographical enquiry and provide opportunities for pupils to apply their developing knowledge through questioning, map work, fieldwork, data collection, discussion and written explanations. Geographical vocabulary is taught and revisited so that pupils can communicate their understanding accurately and confidently.

Bringing substantive and disciplinary knowledge together

At Scholar Green Primary School, substantive and disciplinary knowledge are intrinsically linked. We recognise that pupils cannot become confident geographers by simply memorising facts about places, nor can they develop meaningful geographical enquiry skills

without a secure foundation of geographical knowledge. Both are essential and are deliberately interwoven within every unit of learning.

As pupils learn about particular places, environments, geographical features and processes (substantive knowledge), they simultaneously develop an understanding of how geographers investigate and interpret the world (disciplinary knowledge). Geographical knowledge provides the context and understanding needed to make sense of the world, while disciplinary knowledge enables pupils to question, investigate, interpret and make connections between the things they learn.



For example, when studying rivers and the water cycle in Year 4, pupils develop substantive knowledge about how rivers form, how water moves through the environment and how physical processes shape the landscape. Alongside this, they develop disciplinary knowledge by using maps to identify river locations, investigating the features of river environments and using fieldwork and geographical evidence to observe and explain what they find. Their knowledge of physical processes enables them to make sense of their observations, while their developing enquiry skills allow them to investigate geographical features in greater depth.

Similarly, in Year 5, when studying climate zones and earthquakes, pupils develop substantive knowledge about the distribution of different climates and the physical processes that cause earthquakes. They also develop disciplinary knowledge by interpreting maps, identifying geographical patterns, comparing locations and using evidence to explain why particular physical processes occur in different parts of the world.



In Year 6, pupils study biomes, vegetation belts and economic activity, building on their previous understanding of climate, location and physical geography. They use this knowledge to investigate the relationships between environments, natural resources and human activity. Through comparing regions of North and South America, pupils develop their ability to interpret geographical information, identify similarities and differences and explain how physical and human processes influence the characteristics of different places.

This integrated approach is consistent throughout Key Stage 1 and Key Stage 2. In the earlier years, pupils develop their geographical knowledge alongside foundational skills such as observing their surroundings, asking questions, using simple maps and describing geographical features. As they progress

through the school, both strands become increasingly sophisticated. Pupils move from recognising and describing places towards investigating, comparing, analysing and explaining geographical patterns and relationships with greater independence.

Teachers explicitly model geographical thinking and provide opportunities for pupils to apply their developing knowledge through map work, fieldwork, questioning, data collection, discussion and written explanations. Pupils are encouraged to make connections between different places and environments, consider the impact of human activity and develop an increasing awareness of their responsibilities towards the world around them.

Through this carefully sequenced and integrated approach, pupils develop a secure body of geographical knowledge alongside the ability to think and work like geographers. By the end of Year 6, pupils should understand not only where places are and what they are like, but why they are the way they are, how they are connected and how they change over time. They should be confident in using geographical knowledge and evidence to investigate the world, explain patterns and relationships and consider the impact of human activity on the environment.

Ultimately, our aim at Scholar Green is to develop knowledgeable, curious and confident young geographers who understand their local environment and their place within the wider world. We want pupils to be able to draw upon what they know, ask meaningful questions, investigate geographical issues, make connections and develop an informed understanding of the world around them. Substantive knowledge gives pupils an understanding of the world; disciplinary knowledge enables them to investigate, interpret and make sense of it. Together, they create a rich, coherent and ambitious geography curriculum that prepares pupils for the next stage of their education and encourages them to become responsible global citizens.



Art and Design at Scholar Green Primary School: Substantive and Disciplinary Knowledge

Our approach to artistic knowledge



At Scholar Green Primary School, we believe that a high-quality Art and Design curriculum should develop both pupils' knowledge and understanding of art and their ability to think, create and work like artists and designers. Our curriculum is built around two interconnected strands: substantive knowledge and disciplinary knowledge. These are not taught as separate elements but are deliberately interwoven throughout every art unit and across all year groups.

Substantive knowledge gives pupils an understanding of art, artists, materials and techniques; disciplinary knowledge enables them to experiment, create, evaluate and develop their own artistic practice. Together, they provide pupils with the knowledge, skills and confidence to express their ideas, explore their creativity and make increasingly informed artistic choices.

Our curriculum aims to inspire creativity, develop artistic confidence and provide opportunities for pupils to explore a wide range of materials, techniques, artists and artistic traditions. We want children to appreciate the value of art, understand how it communicates ideas and emotions, and develop their own individual creative identities. Through practical experiences, experimentation and reflection, pupils learn that art is both a way of understanding the world and a means of expressing their own thoughts, ideas and experiences.

Substantive knowledge

In Art and Design, substantive knowledge encompasses the knowledge pupils acquire about artists, craftspeople, designers, artistic movements, materials, techniques and the visual elements of art. Pupils develop an understanding of how art is created, the purposes it serves and the ways in which artists communicate ideas, feelings and messages through their work.

Pupils develop knowledge of the formal elements of art, including line, shape, colour, tone, texture, pattern and form. They learn about different artistic processes and techniques, including drawing, painting, printing, collage, sculpture and textiles. They also acquire knowledge of materials, tools and equipment, understanding their properties and how they can be used to achieve different effects.

At Scholar Green, substantive knowledge is carefully sequenced across the year groups to develop pupils' artistic understanding and technical expertise. Learning builds progressively

from early exploration of materials and simple techniques towards more sophisticated understanding, experimentation and independent creative decision-making.



- **Year 1:** Pupils begin to develop their understanding of art through exploring a range of materials, tools and techniques. They learn about the basic elements of art, including line, shape, colour and texture, and begin to understand how different materials can be used to create different effects. They develop foundational skills in drawing, painting, collage and sculpture, learning to observe the world around them and represent their ideas creatively. Alongside this, they begin to look at the work of artists and recognise that artists use different techniques and materials to create their work.
- **Year 2:** Pupils build on these foundations by developing greater control and confidence when using different materials and techniques. They extend their understanding of colour, pattern, shape and texture and begin to make more considered choices about the materials they use. They develop their knowledge of printing, collage, drawing, painting and three-dimensional work, learning how techniques can be combined to create particular effects. They also explore the work of a wider range of artists, craftspeople and designers, beginning to identify similarities, differences and distinctive features in their work.



- **Year 3:** Pupils develop a deeper understanding of artistic techniques and begin to work with greater precision and purpose. They explore a wider range of artistic styles, materials and processes, building on their previous experience of drawing, painting, printing and sculpture. They develop their understanding of line, tone, colour, pattern, texture and form, and begin to understand how artists use these elements to communicate ideas. They also explore art from different historical periods and cultures, developing an appreciation of how artistic traditions and practices have evolved.
- **Year 4:** Pupils extend their technical knowledge and develop greater confidence when working with a range of media. They explore collage, printing and sculpture, learning about techniques such as tessellation, mono printing and relief printing. They develop their understanding of layering colours, creating repeated patterns, cutting and joining materials, and using

recycled, natural and man-made materials to create three-dimensional work. They also study artists and designers including Maurits Escher, William Morris and Leo Sewell, learning about their distinctive approaches and how their techniques can influence their own work.

- **Year 5:** Pupils develop increasingly sophisticated technical knowledge and understanding. They extend their skills in drawing, painting and textiles, exploring more complex techniques and making increasingly considered decisions about materials and processes. They develop their understanding of colour, including tertiary colours, complementary and contrasting colours, and the use of colour to create atmosphere and visual impact. They also explore drawing techniques such as cross-hatching, shading, perspective, reflections and the representation of light and shadow. They begin to combine techniques and use annotations to explain their artistic intentions and choices.



- **Year 6:** Pupils consolidate and extend their artistic knowledge, demonstrating greater independence and confidence when selecting and combining materials, techniques and processes. They develop greater accuracy and expression in observational drawing, including their understanding of proportion, perspective, movement, tone and texture. They refine their painting techniques, creating and using colour palettes and selecting appropriate media for a particular purpose. They also extend their understanding of textiles and mixed media, developing the ability to communicate more complex ideas and messages through their artwork.

Pupils develop knowledge of significant artists, craftspeople, designers and architects from a range of periods, cultures and backgrounds. They learn about different artistic styles, movements and traditions, understanding that art reflects the time, place and context in which it was created. This knowledge enables pupils to appreciate the diversity of artistic expression and recognise the influence that artists and designers have had on the world.

Substantive knowledge also includes developing an understanding of the purposes and meanings behind artwork. Pupils learn that art can communicate emotions, represent experiences, challenge ideas, celebrate identity and respond to social, cultural and environmental issues. Through the study of different artists and artistic traditions, they develop an appreciation of how art has evolved and how it continues to influence contemporary life.

Knowledge of artistic vocabulary is explicitly taught and revisited throughout the curriculum. Terms such as line, tone, texture, form, composition, perspective, proportion, contrast, complementary, relief printing, tessellation and observational drawing enable pupils to describe, discuss and evaluate artwork with increasing accuracy and confidence.

Disciplinary knowledge



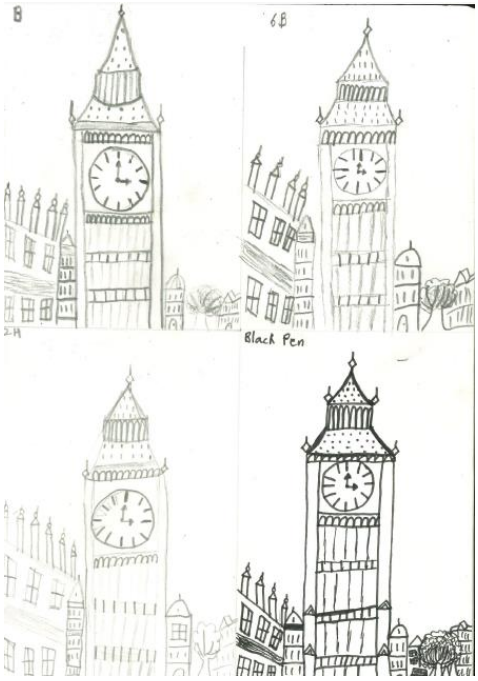
Disciplinary knowledge in Art and Design focuses on how artists and designers work, think, experiment and develop their practice. Pupils learn how to observe, explore, investigate, experiment, make creative decisions, refine their work and evaluate the outcomes. They develop an understanding that artistic practice involves curiosity, imagination, experimentation and reflection, rather than simply following instructions to produce a finished piece.

At Scholar Green, disciplinary knowledge is developed progressively throughout the school and is always taught in the context of substantive artistic knowledge. Pupils do not simply learn how to use materials and techniques; they learn why artists use particular processes, how different choices affect the outcome and how they can apply their understanding to develop their own creative ideas.

In the earlier years, pupils begin by exploring and experimenting with a range of materials, tools and techniques. They learn to make marks, mix colours, manipulate materials and create simple forms and patterns. They develop their ability to observe objects and images, talk about what they notice and begin to explain their own creative choices. They learn that there is more than one way to approach an artistic task and that experimentation is an important part of the creative process.

As pupils move through Key Stage 1 and into Key Stage 2, they become increasingly confident in selecting and combining materials and techniques. They develop their ability to observe closely, record ideas through drawing and sketching, and use their knowledge of the formal elements to create particular effects. They begin to plan their work, make decisions about composition and materials, and adapt their ideas as their work develops.

By Year 4, pupils develop greater control and precision when applying artistic techniques. They learn to create repeated patterns, layer colours, construct printing tiles and experiment with mono and relief printing. They develop their ability to select materials for a particular effect, adapt their work when necessary and explain the reasons behind their decisions. They also begin to analyse the techniques used by artists and apply aspects of these approaches to their own creative work.



In Year 5, pupils develop greater independence and sophistication in their artistic practice. They experiment with a wider range of drawing and painting techniques, including shading, cross-hatching, perspective and the representation of light and shadow. They begin to make more deliberate choices about media, colour and composition, using annotations to record and explain their ideas. They develop the ability to combine techniques and refine their work to achieve a particular intention or effect.

By Year 6, pupils should be increasingly confident and independent artists and designers. They draw on their accumulated knowledge and skills to plan, experiment, select appropriate materials and techniques, and develop and refine their own creative ideas. They demonstrate greater accuracy and control in their practical work, make increasingly sophisticated artistic decisions and evaluate the effectiveness of their outcomes in relation to their original intentions.

Artistic skills are central to our curriculum. Pupils develop their ability to observe, draw, paint, print, sculpt, construct, manipulate materials and work with textiles. They learn to experiment with the formal elements of art, make informed choices about media and techniques, and adapt their work in response to what they discover during the creative process.

Teachers explicitly model artistic techniques and provide opportunities for pupils to practise, experiment and apply their developing knowledge. Pupils are encouraged to take creative risks, explore different possibilities, learn from mistakes and recognise that refinement and improvement are important parts of artistic practice. Sketchbooks provide an important opportunity for pupils to record observations, explore ideas, practise techniques, make annotations and reflect on their developing work.

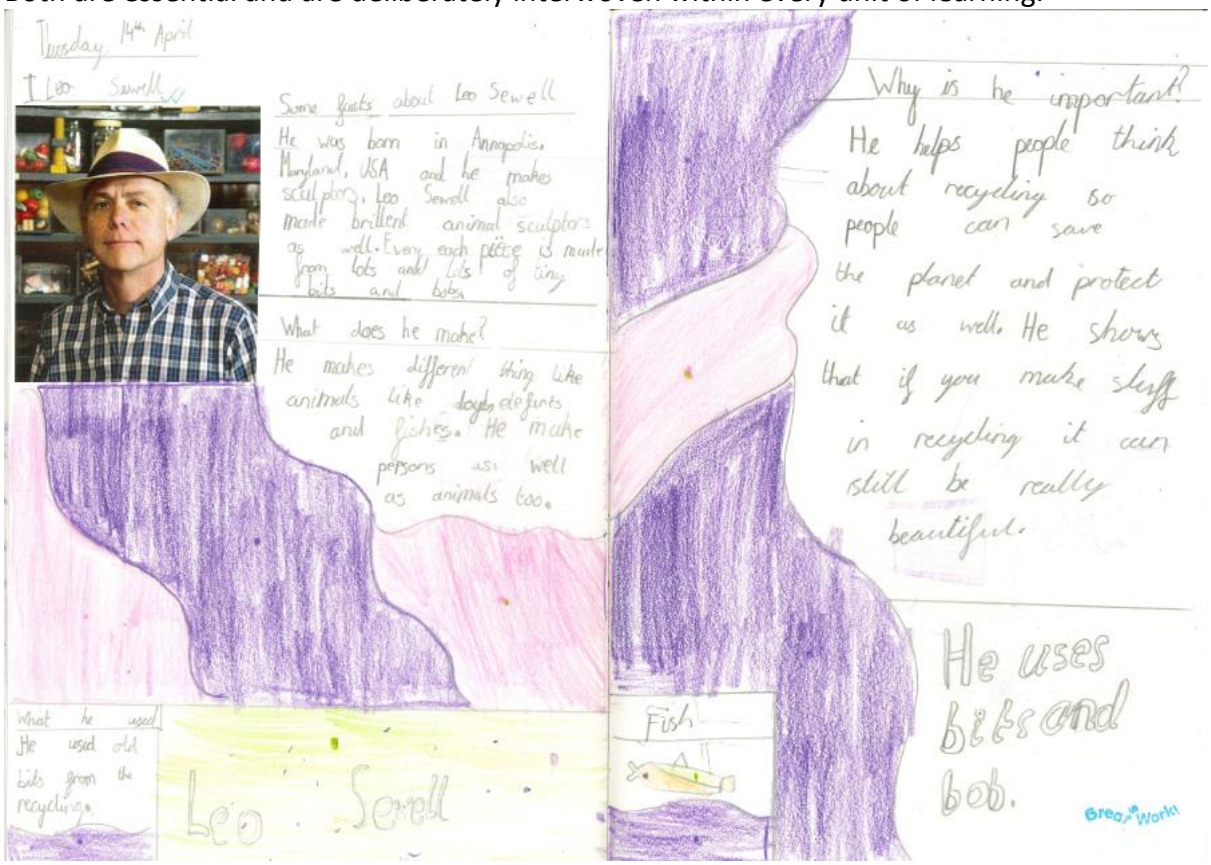


Evaluation and reflection are also important aspects of disciplinary knowledge. Pupils learn to look carefully at their own work and the work of others, describe what they notice, identify successful techniques and consider how work might be improved. They

develop their ability to discuss artwork using subject-specific vocabulary, explain their artistic intentions and give considered opinions about different creative approaches.

Bringing substantive and disciplinary knowledge together

At Scholar Green Primary School, substantive and disciplinary knowledge are intrinsically linked. We recognise that pupils cannot become confident artists and designers by simply learning facts about artists or memorising techniques, nor can they develop meaningful creative skills without a secure understanding of materials, processes and artistic concepts. Both are essential and are deliberately interwoven within every unit of learning.



As pupils learn about particular artists, artistic movements, materials, techniques and the formal elements of art (substantive knowledge), they simultaneously develop an understanding of how artists observe, experiment, create, evaluate and refine their work (disciplinary knowledge). Artistic knowledge provides the foundations needed to make informed creative decisions, while disciplinary knowledge enables pupils to apply, explore and develop that knowledge through their own artistic practice.

For example, when studying collage, printing and sculpture in Year 4, pupils develop substantive knowledge about the different materials, processes and techniques involved. They learn about tessellation, mono printing, relief printing and the use of recycled, natural and man-made materials. Alongside this, they develop disciplinary knowledge by experimenting with these techniques, making decisions about colour and materials, creating repeated patterns, adapting their work and explaining the effects they have achieved. Their knowledge of artists such as Maurits Escher, William Morris and Leo Sewell provides

inspiration and context, while their practical experimentation enables them to develop their own creative responses.

Similarly, as pupils develop their drawing and painting techniques in Years 5 and 6, they acquire substantive knowledge about colour theory, tone, perspective, proportion, light and shadow. They simultaneously develop disciplinary knowledge by experimenting with different media, making observational studies, refining their techniques and evaluating how effectively their choices communicate their intended ideas. Their growing technical knowledge enables them to make increasingly independent decisions and produce more individual and purposeful artwork.

This integrated approach is consistent throughout Key Stage 1 and Key Stage 2. In the earlier years, pupils develop their artistic knowledge alongside foundational skills such as exploring materials, making marks, mixing colours, creating patterns and talking about what they notice. As they progress through the school, both strands become increasingly sophisticated. Pupils move from exploring and practising simple techniques towards making informed creative choices, combining processes, refining their work and independently expressing their own ideas.



Teachers explicitly model artistic thinking and provide opportunities for pupils to apply their developing knowledge through practical exploration, sketchbook work, experimentation, discussion and evaluation. Artists, craftspeople and designers provide inspiration and context, but pupils are encouraged to develop their own creative identities rather than simply reproduce the work of others. They learn to appreciate the techniques and intentions of other artists while using this understanding to inform and influence their own original work.

Through this carefully sequenced and integrated approach, pupils develop a secure body of artistic knowledge alongside the ability to think and work like artists and designers. By the end of Year 6, pupils should understand not only how to use a range of materials and techniques, but why particular artistic choices are made, how artists communicate ideas and how they can apply their knowledge to create and refine their own work. They should be confident in experimenting, taking creative risks, expressing their individuality and evaluating their artistic outcomes.

Ultimately, our aim at Scholar Green is to develop knowledgeable, creative and confident young artists who can draw upon what they know, explore different possibilities, make

informed artistic decisions and express their own ideas through a range of media and techniques. Substantive knowledge gives pupils an understanding of art, artists, materials and techniques; disciplinary knowledge enables them to experiment, create, evaluate and develop their own artistic practice. Together, they create a rich, coherent and ambitious Art and Design curriculum that prepares pupils for the next stage of their education and fosters a lifelong appreciation of creativity and the arts.

Design and Technology at Scholar Green Primary School: Substantive and Disciplinary Knowledge

Our approach to design and technological knowledge

At Scholar Green Primary School, we believe that Design and Technology is an inspiring, rigorous and practical subject that enables pupils to use creativity and imagination to solve real and relevant problems. Through designing, making and evaluating, pupils learn to consider the needs, wants and values of others and develop the knowledge and skills to create purposeful, functional and appealing products.



Our curriculum is built around the relationship between substantive knowledge and disciplinary knowledge. Substantive knowledge gives pupils the understanding of materials, components, mechanisms, structures and food that they need to design and make successfully. Disciplinary knowledge enables them to think and work like designers and engineers: identifying problems, developing ideas, making informed decisions, testing solutions and improving their work.

Substantive knowledge gives pupils the foundations; disciplinary knowledge enables them to apply, test and develop that knowledge to solve real problems.

Substantive knowledge

Substantive knowledge in Design and Technology is the knowledge pupils acquire about materials, products, tools, techniques, systems and processes. It includes understanding how things work, how they are made and why particular materials, components and methods are selected for different purposes.

At Scholar Green, pupils develop knowledge across key areas of Design and Technology, including food and nutrition, mechanisms and structures. They learn about the properties and uses of materials, how components work together, and how products can be made safe, stable and fit for purpose. They also develop an understanding of the principles of nutrition, food preparation and cooking.



This knowledge includes:

- **Materials and their properties:** understanding the characteristics of different materials and how their properties influence their suitability for a particular product.
- **Structures:** learning how structures are formed, joined and strengthened, and how stability and strength can be improved.

- **Mechanisms and mechanical systems:** understanding how moving parts work and how mechanisms can be used to create movement and solve problems.
- **Food and nutrition:** developing knowledge of ingredients, healthy choices, food preparation, cooking techniques and food safety.
- **Tools, techniques and processes:** learning how to select and use tools, equipment and practical techniques safely and effectively.
- **Design and technical vocabulary:** developing the language needed to describe materials, components, functions, mechanisms, construction methods and design decisions.



Pupils also develop an understanding of the purpose of products and the importance of designing with a particular user in mind. They learn that successful products need to be functional and reliable, but should also consider appearance, quality and the context in which they will be used.

Knowledge is carefully sequenced so that pupils revisit and build upon important concepts and skills over time. As they move through the school, they develop increasing confidence in selecting materials, using tools, understanding how products work and applying technical knowledge to more demanding challenges.

At Scholar Green, Design and Technology is taught through a planned programme of learning, with opportunities to explore food, mechanisms and structures. Published school materials provide further examples of the learning and practical work undertaken, including the more detailed Year 4 and Year 5 curriculum information.

Disciplinary knowledge

Disciplinary knowledge in Design and Technology is concerned with how designers, engineers and food technologists approach problems and develop solutions. It is the knowledge pupils need to understand and apply the processes of designing, making and evaluating.

Pupils learn that design is purposeful. It begins with identifying a need, problem or opportunity and considering who a product is for and what it needs to achieve. They develop the understanding that successful design involves making choices, testing ideas and responding to what they discover.

Through the design process, pupils learn to:

- **Investigate and explore:** examine existing products, consider how they work and identify their purpose, strengths and limitations.
- **Identify needs and develop ideas:** consider the intended user, establish design criteria and generate possible solutions.
- **Plan and communicate:** use drawings, models, annotations and discussion to explain ideas and make decisions about materials, components and construction.
- **Make and construct:** select appropriate materials, tools and techniques, applying practical and technical knowledge to create a product.
- **Test and evaluate:** assess whether a product meets its design criteria, works as intended and is suitable for its user.
- **Improve and refine:** use testing, feedback and reflection to make changes and develop the quality and effectiveness of a product.



Teachers explicitly model these processes and guide pupils to make thoughtful decisions at each stage. Pupils are encouraged to explain why they have chosen particular materials or techniques, identify what has worked well and recognise where improvements could be made.

Evaluation is an important part of the discipline. Pupils learn that a product is not simply successful because it has been completed; it must be judged against its intended purpose and the needs of its user. They develop the confidence to reflect honestly on their work, respond positively to feedback and make purposeful improvements.

As pupils progress through the school, they become increasingly independent in their approach. They move from exploring materials and following supported design processes towards making more considered choices, solving practical problems and refining their own solutions.

Bringing substantive and disciplinary knowledge together

At Scholar Green, substantive and disciplinary knowledge are taught together so that pupils understand both what they are learning about and how to apply that knowledge as designers and makers.

For example, when learning about structures, pupils develop substantive knowledge of materials, strength, stability and joining techniques. They apply disciplinary knowledge by investigating existing structures, designing for a particular purpose, selecting suitable materials, constructing a model and testing whether it meets the intended criteria.

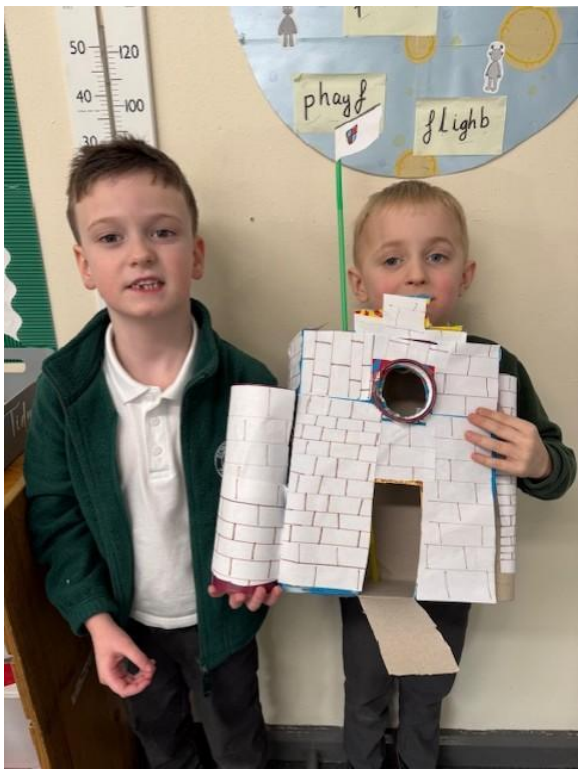


When working with mechanisms, pupils learn how components create movement and how different systems operate. They then use this knowledge to design, make and evaluate products that incorporate moving parts.

In food and nutrition, pupils develop substantive knowledge of ingredients, nutrition, food preparation and safety. They apply disciplinary knowledge when planning, preparing and evaluating food products, considering the needs of the intended user and the quality of the finished outcome.

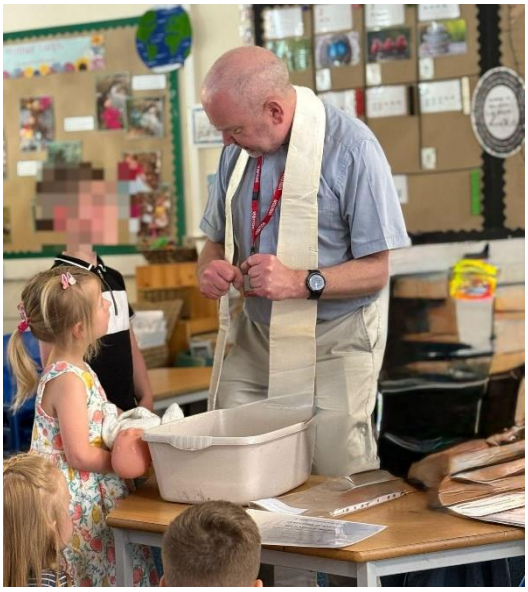
By bringing these two forms of knowledge together, pupils develop a secure understanding of Design and Technology as both a practical and intellectual discipline. They learn to combine creativity with technical understanding, make informed decisions and recognise that designing involves investigation, experimentation, problem-solving and improvement.

Our ambition is that pupils leave Scholar Green as confident, resourceful and reflective designers who can apply their knowledge creatively, approach challenges with resilience and understand how Design and Technology can improve the world around them.



Religious Education at Scholar Green Primary School: Substantive and Disciplinary Knowledge

Our approach to religious and worldview knowledge



At Scholar Green Primary School, we believe that high-quality Religious Education enables pupils to develop a thoughtful, informed and respectful understanding of the religious and non-religious worldviews that shape people's lives and communities. Our curriculum encourages children to be curious about the beliefs, values and practices of others, while providing opportunities to reflect on their own ideas and responses to important questions about life, identity, meaning and purpose.

Our curriculum is built around two interconnected strands: substantive knowledge and disciplinary knowledge. These are not taught as separate elements but are deliberately interwoven throughout RE learning. Substantive knowledge gives pupils a secure understanding of religions and worldviews, including their beliefs, teachings, practices and influence on individuals and communities. Disciplinary knowledge enables pupils to investigate, interpret, compare and evaluate these beliefs and practices, developing the skills to think critically and reach reasoned conclusions.

Substantive knowledge gives pupils an understanding of religions and worldviews; disciplinary knowledge enables them to enquire, interpret and reason about them.

Our approach reflects the Cheshire East SACRE Agreed Syllabus and its End of Key Stage Statements. We want pupils to develop an increasingly secure understanding of the diversity of religious and non-religious beliefs, recognise the importance of religion and belief in the world around them, and engage sensitively with different perspectives. Through carefully planned learning, we encourage pupils to reflect, empathise, question, investigate and make meaningful connections between beliefs and practices.

Substantive knowledge

In Religious Education, substantive knowledge consists of the essential knowledge pupils acquire about religions and non-religious worldviews. It includes understanding what people believe, how those beliefs are expressed and lived, and the ways in which religious and non-religious worldviews influence individuals, communities and wider society.

At Scholar Green, pupils develop their understanding of Christianity alongside other principal religious traditions, including Judaism, Islam, Hindu Dharma, Sikhism and Buddhism. They also encounter non-religious worldviews, particularly Humanism, and

develop an understanding that people may identify as atheist or agnostic. This enables pupils to recognise that not everyone holds religious beliefs and that there is considerable diversity within and between different worldviews.

Substantive knowledge includes:

- **Beliefs and teachings:** understanding beliefs about God, gods, ultimate reality, creation, human nature, life and death, and the meaning and purpose of life.
- **Sacred texts and sources of authority:** learning about important religious writings, stories, teachings and the ways in which they guide and influence believers.
- **Key figures and founders:** developing knowledge of significant individuals and their importance within different religious traditions and worldviews.
- **Worship and religious practice:** understanding prayer, worship, rituals, festivals, pilgrimage and other practices through which beliefs are expressed.
- **Symbols and places of worship:** recognising the significance of religious symbols, objects, buildings and sacred spaces.
- **Rites of passage and significant events:** learning how important moments in life are marked and celebrated within different traditions.
- **Ethics and morality:** exploring religious and non-religious perspectives on right and wrong, responsibility, relationships, justice and how people should live.
- **Identity and community:** understanding how beliefs and practices shape personal identity, belonging, family life and communities.

Pupils develop an increasingly secure understanding of how religious and non-religious worldviews are lived and expressed. They learn that beliefs are not always interpreted or practised in the same way and that diversity exists within every tradition. They are encouraged to recognise the experiences and perspectives of individuals rather than assuming that everyone who belongs to a particular religion or worldview thinks or behaves in the same way.



At Scholar Green, substantive knowledge is carefully sequenced so that pupils revisit important beliefs and concepts and build their understanding over time. In the early years and Key Stage 1, pupils begin by exploring stories, special books, familiar religious practices and questions about what is important to themselves and others. They develop foundational knowledge of Christianity and begin to encounter other religious traditions.

As pupils move through Key Stage 2, their knowledge becomes more detailed and connected. They explore religious beliefs in greater depth, consider the significance of sacred texts and sources of authority, and develop an understanding of how beliefs influence the lives of individuals and communities. They make connections between different religions and worldviews, recognising both shared ideas and important differences.

The curriculum develops pupils' understanding of key concepts and subject-specific vocabulary, including belief, faith, worship, prayer, authority, revelation, creation, incarnation, salvation, discipleship, morality, identity, community and worldview. As pupils progress, they are expected to use increasingly precise vocabulary to explain beliefs, describe practices and communicate their understanding.

This progression is informed by the Cheshire East SACRE End of Key Stage Statements, which identify the essential knowledge and understanding pupils should develop by the end of EYFS, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. Pupils move from recalling important stories and describing beliefs and practices towards explaining beliefs, making connections, comparing perspectives and understanding the significance and impact of religion and belief on individuals, communities and society.



Disciplinary knowledge

Disciplinary knowledge in Religious Education focuses on how pupils investigate, interpret and reason about religions and worldviews. It enables them to think and work like scholars of religion and worldviews, developing the ability to ask meaningful questions, explore evidence, consider different perspectives and form reasoned responses.

At Scholar Green, disciplinary knowledge is developed progressively and is always taught in the context of substantive religious and worldview knowledge. Pupils do not simply learn facts about different traditions; they learn how to investigate what people believe, why beliefs matter and how these beliefs are expressed in people's lives.

Through their learning, pupils develop the ability to:

- **Ask questions and enquire:** develop thoughtful questions about beliefs, practices, meaning, purpose, identity and human experience.
- **Investigate and gather information:** use religious stories, sacred texts, artefacts, images, accounts and other sources to find out about different worldviews.
- **Interpret beliefs and sources:** explore the meaning and significance of religious stories, symbols, teachings and practices, considering how they may be understood by different people.
- **Compare and make connections:** identify similarities and differences between religious and non-religious beliefs, practices and perspectives.
- **Explore different viewpoints:** recognise that people within the same religion or worldview may hold different interpretations and that individuals may respond to beliefs in different ways.
- **Reason and use evidence:** explain ideas, support opinions and conclusions with relevant evidence from religious sources, lived experience and philosophical thinking.
- **Reflect and respond:** consider their own responses to questions of meaning, purpose, morality and belief, while respecting the views of others.

In the early years and Key Stage 1, pupils begin by showing curiosity, asking simple questions and sharing their own thoughts and experiences. They learn to talk about important stories, identify what matters to different people and offer simple reasons for their ideas. They begin to recognise that people may have different beliefs and practices.

As pupils progress through Key Stage 2, they develop greater confidence in asking questions and investigating religious and non-religious worldviews. They learn to use stories, sacred texts and other sources to explain beliefs and consider their significance. They begin to make connections between beliefs and practices, compare different perspectives and explain similarities and differences with increasing accuracy.



By Upper Key Stage 2, pupils should be increasingly confident in planning and carrying out enquiries. They learn to consider different interpretations, examine evidence, recognise the significance of particular beliefs and evaluate different viewpoints. They develop the ability to construct balanced arguments and reach reasoned conclusions, supporting their ideas with relevant evidence.

Teachers explicitly model disciplinary approaches and provide opportunities for pupils to engage in discussion, questioning, interpretation and reflection. Pupils are encouraged to listen carefully, consider alternative viewpoints, explain their thinking and respond sensitively to ideas that may differ from their own.

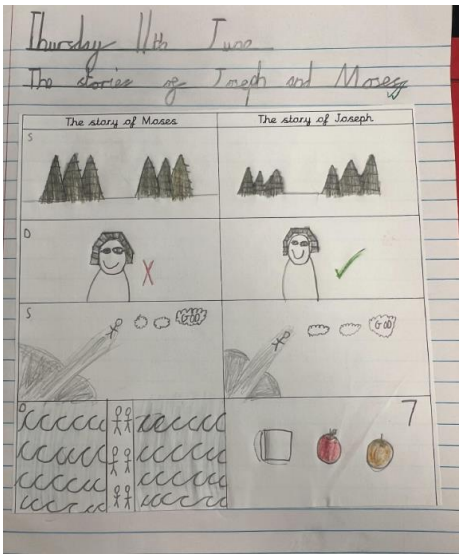
A key feature of disciplinary learning in RE is the ability to distinguish between describing a belief and explaining its significance. Pupils learn not only what a religious community believes or does, but why a belief or practice may be important to its members and how it can influence their lives. They also develop an understanding that religious and non-religious perspectives can be complex and diverse.

Through this approach, pupils develop the confidence to explore challenging questions thoughtfully and respectfully, recognising that some questions may have different answers depending on a person's beliefs, experiences and worldview.

Bringing substantive and disciplinary knowledge together

At Scholar Green Primary School, substantive and disciplinary knowledge are intrinsically linked. We recognise that pupils cannot develop a meaningful understanding of religions and worldviews by simply memorising facts, nor can they engage in effective enquiry without a secure foundation of knowledge. Both are essential and are deliberately interwoven throughout our RE curriculum.

As pupils learn about particular religious and non-religious beliefs, stories, teachings and practices (substantive knowledge), they simultaneously develop the ability to investigate, interpret, compare and evaluate these ideas (disciplinary knowledge). Substantive knowledge provides the content and context for learning, while disciplinary knowledge enables pupils to explore its meaning, significance and influence.



For example, when learning about Christianity, pupils develop substantive knowledge of the Bible, key Christian beliefs and the significance of Jesus. They apply disciplinary knowledge by exploring biblical stories, interpreting their meaning, considering how Christians understand particular teachings and explaining how these beliefs influence Christian lives. As pupils progress, they begin to consider different interpretations and use evidence from biblical sources to support their explanations.

Similarly, when learning about Islam, pupils develop substantive knowledge of key beliefs, the Qur'an, prayer and important religious practices. They apply disciplinary knowledge by investigating why these practices are significant to Muslims, exploring how beliefs influence daily life and considering the different ways in which individuals express their faith.

When comparing religious and non-religious worldviews, pupils develop substantive knowledge of the beliefs and values held by different communities. They use disciplinary knowledge to identify similarities and differences, explore the reasons behind different viewpoints and consider how beliefs influence people's responses to important questions about life, morality and human experience.

This integrated approach is consistent throughout EYFS, Key Stage 1 and Key Stage 2. In the earlier years, pupils develop foundational knowledge through stories, familiar practices, discussion and simple enquiry. As they progress, both strands become increasingly sophisticated. Pupils move from recalling and describing beliefs towards explaining their significance, making connections across worldviews, interpreting sources, evaluating different perspectives and reaching reasoned conclusions.

The Cheshire East SACRE End of Key Stage Statements provide an important framework for this progression. They support the development of pupils' knowledge and skills from EYFS through to the end of Key Stage 2, ensuring that learning builds cumulatively and that pupils

develop increasing confidence and independence as they engage with religious and non-religious worldviews.

Teachers explicitly model religious and worldview enquiry, providing opportunities for pupils to ask questions, explore sources, discuss different perspectives and reflect on their learning. Pupils are encouraged to listen respectfully, recognise diversity, explain their thinking and support their conclusions with evidence. Through this, they develop both a secure understanding of the subject and the ability to engage thoughtfully with ideas and beliefs.

Through this carefully sequenced and integrated approach, pupils develop an informed understanding of the religious and non-religious worldviews represented in society. They learn to recognise the importance of belief in people's lives, appreciate the diversity of human experience and engage respectfully with perspectives that may be different from their own.

Ultimately, our aim at Scholar Green is to develop thoughtful, knowledgeable and reflective young people who are curious about the world, confident in asking questions and respectful of the beliefs and values of others. We want pupils to be able to draw upon what they know, investigate important questions, consider different perspectives and develop their own reasoned responses. Substantive knowledge gives pupils an understanding of religions and worldviews; disciplinary knowledge enables them to enquire, interpret and reason about them. Together, they create a rich, coherent and ambitious Religious Education curriculum that prepares pupils to participate thoughtfully and respectfully in an increasingly diverse society.



Computing at Scholar Green Primary School: Substantive and Disciplinary Knowledge

Our approach to computational knowledge

At Scholar Green Primary School, we believe that a high-quality Computing curriculum should equip pupils with the knowledge and skills to understand, use and create technology confidently, creatively and safely. Computing is an essential part of modern life, and we want our pupils to become capable digital learners who can use technology purposefully, solve problems and understand the impact of digital systems on the world around them.

Our curriculum is built around two interconnected strands: substantive knowledge and disciplinary knowledge. These are not taught as separate elements but are deliberately interwoven throughout Computing learning. Substantive knowledge gives pupils an understanding of computer systems, programming, data, information technology and digital safety. Disciplinary knowledge enables pupils to think computationally, solve problems, design and create digital solutions, and evaluate the effectiveness of their work.



Substantive knowledge gives pupils an understanding of computing and digital systems; disciplinary knowledge enables them to think computationally, solve problems and create digital solutions.

Our curriculum aims to develop pupils' confidence and competence in using technology, while ensuring they understand how it works and how to use it responsibly. We want children to recognise that Computing is not simply about using devices or software, but about understanding the principles behind technology and applying these to solve problems and communicate ideas.

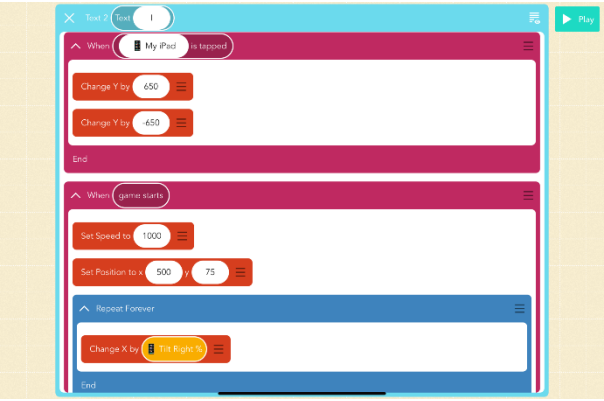
Substantive knowledge

In Computing, substantive knowledge consists of the essential knowledge pupils acquire about computer systems, programming, data, information technology and digital literacy. It includes understanding how computers and networks operate, how information is represented and processed, how programs are created and how technology can be used safely and effectively.

At Scholar Green, pupils develop knowledge across the key areas of Computing, including computer science, information technology and digital literacy. Online safety is an important and ongoing element of the curriculum, enabling pupils to understand their responsibilities and make informed decisions when using digital technology.

Substantive knowledge includes:

- **Computer systems and hardware:** understanding what computers and digital devices are, recognising their different components and learning how hardware and software work together.
- **Programming and algorithms:** understanding that algorithms are sets of instructions and that programs use these instructions to make digital devices perform tasks. Pupils learn about sequencing, repetition, selection, variables, inputs and outputs.
- **Data and information:** learning how data can be collected, organised, stored, represented, manipulated and interpreted using digital systems.
- **Information technology and digital content:** understanding how different software and applications can be used to create, edit, organise, present and communicate information.
- **Computer networks and the internet:** developing an understanding of how devices connect, how information is shared and how digital networks support communication and collaboration.
- **Digital literacy:** learning how to use a range of digital tools and technologies effectively, independently and purposefully.
- **Online safety and responsible use:** understanding how to protect personal information, recognise potential risks, communicate respectfully and know where to seek help when something causes concern.



Pupils also develop subject-specific vocabulary so that they can describe and explain computing concepts accurately. This includes terms such as algorithm, program, sequence, input, output, variable, repetition, selection, debug, data, network, hardware, software and digital footprint. Vocabulary is explicitly taught and revisited so that pupils develop an increasingly precise understanding of the subject.

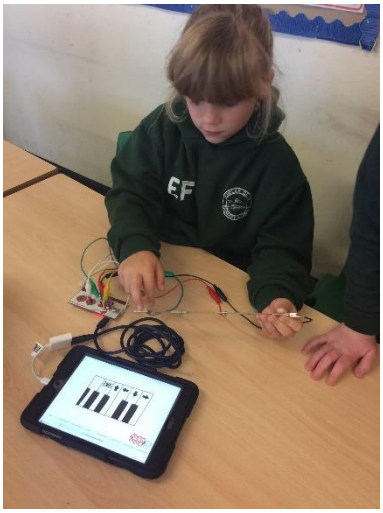
At Scholar Green, substantive knowledge is carefully sequenced to build cumulatively across the school. In the early years and Key Stage 1, pupils begin to develop an understanding of digital devices, simple instructions, algorithms and the purpose of technology. They learn that computers follow instructions and that these instructions can be organised into sequences to achieve a particular outcome. They also begin to create and manipulate digital content and develop foundational knowledge of staying safe online.

As pupils move through Key Stage 2, their understanding becomes increasingly sophisticated. They develop knowledge of more complex programming concepts, including repetition, selection, variables and user input. They learn how data can be represented and manipulated using digital tools, and how different applications can be used to create purposeful digital outcomes. They also develop a greater understanding of computer systems, networks and the ways in which technology influences everyday life.

The school's published progression materials include examples of pupils working with programming concepts such as variables, repetition, algorithms, inputs and outputs, alongside practical applications such as creating games, controlling objects and using spreadsheets to manipulate and interpret data. These experiences help pupils connect abstract computing concepts with practical outcomes.

Online safety is revisited throughout the curriculum, rather than treated as a one-off topic. Pupils develop an understanding of privacy, personal information, appropriate online behaviour and how to respond to concerns. As they become more confident users of technology, they also develop a greater awareness of their digital footprint and the importance of evaluating information and communicating responsibly.

Substantive knowledge develops progressively. Early understanding of instructions and algorithms provides the foundations for later programming, while initial experiences of creating and organising digital content support increasingly complex work with data and information. Pupils revisit key concepts in different contexts so that they can strengthen their understanding and apply what they know with growing confidence and independence.



<u>Disciplinary knowledge</u>

Disciplinary knowledge in Computing focuses on how computing professionals approach problems, develop solutions and use technology to achieve particular goals. It enables pupils to think and work like computer scientists, programmers and digital creators.

At Scholar Green, disciplinary knowledge is developed progressively and is always taught in the context of substantive computing knowledge. Pupils do not simply learn how to use software or remember programming commands; they learn how to approach problems logically, break them into manageable steps, design solutions, test ideas and improve their work.

Through their learning, pupils develop the ability to:

- **Think computationally:** approach problems logically, identify patterns and break complex tasks into smaller, manageable steps.
- **Design algorithms:** develop clear and precise sets of instructions to achieve a particular outcome.
- **Create and implement programs:** use programming languages and digital tools to turn algorithms and ideas into working programs.
- **Predict and reason:** use logical thinking to predict what a program or set of instructions will do and explain why.
- **Test and debug:** identify errors, investigate why something is not working as intended and make changes to correct problems.
- **Create and manipulate digital content:** select and combine appropriate tools and applications to communicate information and achieve a specific purpose.

- **Evaluate digital solutions:** consider whether a program, product or digital outcome meets its intended purpose and identify ways it could be improved.
- **Use technology responsibly:** make informed decisions about online activity, assess digital information and understand how to protect themselves and others.



In the early years and Key Stage 1, pupils begin to develop computational thinking through simple instructions, sequencing and logical reasoning. They learn to organise instructions in the correct order, predict what will happen and recognise when an instruction or sequence needs to be changed. They begin to create simple programs and develop the confidence to identify and correct errors.

As pupils progress through Key Stage 2, they become increasingly independent in their approach to problem-solving. They learn to decompose more complex problems into smaller tasks, design algorithms and use programming commands to create solutions. They develop their ability to use repetition, selection and variables, testing their programs and debugging errors when outcomes do not match their intentions.

Pupils also develop disciplinary knowledge through their use of information technology. They learn to select appropriate software, organise and manipulate data, create digital content and consider how effectively their work communicates information to an intended audience. They begin to evaluate the reliability and suitability of digital information and make increasingly informed choices about the technology they use.

Teachers explicitly model computational thinking and problem-solving strategies. They demonstrate how to plan a solution, construct an algorithm, test instructions and identify errors. Pupils are encouraged to experiment, make predictions, explain their reasoning and learn from mistakes. Testing and debugging are treated as an important and normal part of the process, helping pupils understand that successful computing often involves reviewing and refining an initial idea.

As pupils progress, they become more confident in explaining how their programs work and why they have made particular decisions. They develop greater independence in selecting tools, designing solutions, testing outcomes and making improvements.

Online safety also involves disciplinary thinking. Pupils learn to assess situations, question the reliability of information, recognise potential risks and make responsible choices. They develop an understanding that being a confident digital citizen involves not only knowing how to use technology but also considering the consequences of their actions.

Bringing substantive and disciplinary knowledge together

At Scholar Green Primary School, substantive and disciplinary knowledge are intrinsically linked. We recognise that pupils cannot become confident and capable users of technology by simply learning how to operate devices or memorising programming commands. Equally, they cannot develop effective computational thinking without a secure understanding of the concepts and systems they are working with. Both are essential and are deliberately interwoven throughout our Computing curriculum.

As pupils learn about computer systems, algorithms, programming, data and digital technologies (substantive knowledge), they simultaneously develop the ability to apply this knowledge through computational thinking, problem-solving, testing and evaluation (disciplinary knowledge). Substantive knowledge provides the understanding pupils need to work with technology, while disciplinary knowledge enables them to use that understanding creatively and purposefully.

For example, when learning about algorithms and programming, pupils develop substantive knowledge of instructions, sequencing, repetition, selection and variables. They apply disciplinary knowledge by designing an algorithm to achieve a particular goal, translating it into a program, predicting its behaviour, testing the outcome and debugging any errors. As pupils progress, they use increasingly complex programming concepts to create more sophisticated solutions, such as interactive games and simulations.

Similarly, when working with data and information technology, pupils develop substantive knowledge of how information can be collected, organised and represented digitally. They apply disciplinary knowledge by selecting appropriate tools, entering and manipulating data, identifying patterns and deciding how best to present their findings. They learn to consider whether their digital outcome is accurate, clear and suitable for its intended purpose.

When exploring computer systems and networks, pupils develop substantive knowledge of hardware, software, connectivity and the internet. They apply disciplinary knowledge by investigating how digital devices communicate, considering how technology can be used to solve problems and evaluating the opportunities and challenges created by connected systems.

Online safety provides another important example of how the two strands work together. Pupils develop substantive knowledge of personal information, privacy, digital footprints and appropriate online behaviour. They apply disciplinary knowledge when considering different online scenarios, assessing potential risks, evaluating information and deciding how to respond safely and responsibly.

This integrated approach is consistent throughout the school. In the early years and Key Stage 1, pupils develop foundational knowledge of digital devices, simple algorithms and online safety alongside the ability to follow instructions, make predictions and solve simple problems. As they progress through Key Stage 2, both strands become increasingly sophisticated. Pupils move from following and creating simple sequences towards designing, writing, testing and debugging more complex programs. They become increasingly confident

in using digital tools, manipulating data, evaluating information and creating purposeful digital outcomes.

Teachers explicitly model computational thinking and provide opportunities for pupils to apply their developing knowledge through practical tasks, programming challenges, digital creation, investigation and discussion. Pupils are encouraged to explain their decisions, reflect on the effectiveness of their solutions and recognise that errors and improvements are an important part of the computing process.

Through this carefully sequenced and integrated approach, pupils develop a secure body of computing knowledge alongside the ability to think and work like computer scientists and digital creators. They learn not only how to use technology, but how it works, how it can be developed and how it can be used to solve problems and communicate ideas.

Ultimately, our aim at Scholar Green is to develop confident, creative and responsible digital learners who can use technology effectively and understand their role in an increasingly digital world. We want pupils to be able to draw upon what they know, approach challenges logically, develop solutions, evaluate their work and make safe and informed choices online. Substantive knowledge gives pupils an understanding of computing and digital systems; disciplinary knowledge enables them to think computationally, solve problems and create digital solutions. Together, they create a rich, coherent and ambitious Computing curriculum that prepares pupils for the next stage of their education and equips them to participate confidently and responsibly in the digital world.

Music at Scholar Green Primary School: Substantive and Disciplinary Knowledge

Our approach to musical knowledge



At Scholar Green Primary School, we believe that a high-quality Music curriculum should inspire creativity, develop confidence and nurture a lifelong enjoyment of music. Music enables pupils to express themselves, communicate ideas and emotions, develop their listening skills and experience the excitement of creating and performing with others.

Our curriculum is built around two interconnected strands: substantive knowledge and disciplinary knowledge. These are not taught as separate elements but are deliberately interwoven throughout music learning. Substantive knowledge gives pupils an understanding of musical elements, instruments, notation, musical traditions and the techniques used to create and perform music. Disciplinary knowledge enables pupils to think and work like musicians: listening critically, composing, improvising, performing, evaluating and refining their musical ideas.

Substantive knowledge gives pupils an understanding of music; disciplinary knowledge enables them to create, perform, listen and respond as musicians.

Our curriculum aims to develop pupils' musical knowledge, skills and confidence through regular opportunities to sing, play instruments, compose, listen and perform. We want children to experience a wide range of musical styles, genres, cultures and historical periods, developing an appreciation of music as an expressive art form and a shared human experience.

At Scholar Green, music is a vibrant part of school life. All pupils from Year 1 to Year 6 benefit from weekly specialist music teaching, with further opportunities through singing assemblies, instrumental lessons, choir, recorder ensemble and performances. These experiences enable pupils to develop their musical abilities, share their talents and experience music as both an individual and collaborative activity.

Substantive knowledge

In Music, substantive knowledge consists of the essential knowledge pupils acquire about musical elements, instruments, notation, performance, composition and musical traditions. It includes understanding how music is organised, how sounds are produced and combined, and how musicians use different techniques and structures to communicate ideas and create particular effects.

At Scholar Green, pupils develop knowledge of the interrelated dimensions of music, including:

- **Pitch:** understanding how high or low sounds are and how pitch creates melody and musical expression.
- **Duration and rhythm:** understanding the length of sounds and silences, steady beat, pulse and patterns of rhythm.
- **Tempo:** understanding the speed of music and how changes in pace can influence its character and mood.
- **Dynamics:** understanding how loud or quiet music is and how changes in volume contribute to expression.
- **Timbre:** recognising the different qualities and characteristics of sounds produced by voices and instruments.
- **Texture:** understanding how different musical layers and sounds combine, including the relationship between melody and accompaniment.
- **Structure:** recognising how music is organised, including patterns, repetition, contrast, sections and musical forms.
- **Notation:** developing an understanding of how musical sounds and ideas can be represented through graphic notation, symbols and conventional musical notation.



Pupils also develop knowledge of instruments, voices and the techniques used to produce sound. They learn about a range of tuned and untuned instruments, explore how instruments are played and develop an understanding of how musicians use their voices and instruments to create different musical effects.

Substantive knowledge includes:

- **Musical vocabulary:** developing an increasingly precise understanding of terms such as beat, pulse, rhythm, melody, harmony, accompaniment, ostinato, improvise, dynamics, tempo, timbre and structure.
- **Singing and vocal knowledge:** understanding how to use the voice expressively, sing with control and accuracy, and perform songs with others.
- **Instrumental knowledge:** learning how different instruments are played and how to produce sounds with increasing accuracy, fluency and control.
- **Musical notation:** understanding how music can be recorded and communicated through symbols, graphic representations and staff notation.
- **Composition and musical structures:** learning how musical ideas can be developed, repeated, varied and organised into coherent pieces.
- **Musical traditions and history:** developing knowledge of music from different cultures, genres, styles and historical periods, including the work of significant composers and musicians.

Pupils develop an understanding that music is created and performed in many different ways across the world. They explore a wide range of musical genres and traditions, recognising how music reflects different cultures, communities, experiences and periods of history. Through listening to a diverse range of music, they develop an appreciation of different musical styles and begin to understand the contexts in which music is created and performed.



At Scholar Green, substantive knowledge is developed through regular specialist music teaching and practical musical experiences. Pupils explore the interrelated dimensions of music through listening, singing, playing instruments, reading notation and composing. They are introduced to a variety of instruments from Year 1, with all pupils having opportunities to experience keyboard playing. Year 3 pupils take part in whole-class recorder lessons during the summer term, while recorder opportunities continue through the school's provision for older pupils.

Knowledge is carefully sequenced so that pupils revisit and build upon musical concepts over time. In the earlier years, pupils develop foundational understanding of pulse, rhythm, pitch, tempo and dynamics through singing, movement, listening and playing simple musical patterns. These experiences provide the foundations for more complex musical learning as pupils progress through the school.

As pupils move through Key Stage 2, they develop greater knowledge of musical structures, notation, instrumental techniques and composition. They learn to recognise and use a wider range of musical elements, understand how different parts of a piece fit together and develop greater control when performing. Their understanding of musical vocabulary becomes increasingly precise, enabling them to describe, discuss and explain music with confidence.

Substantive knowledge develops cumulatively. Early experiences of recognising and maintaining a steady beat support later rhythmic accuracy and ensemble performance. Understanding pitch and simple melodic patterns provides the foundations for reading and performing more complex music, while early experiences of combining sounds support increasingly developed composition and arrangement.



<u>Disciplinary knowledge</u>

Disciplinary knowledge in Music focuses on how musicians create, perform, listen to and evaluate music. It enables pupils to think and work like musicians, developing the practical skills, creative thinking and critical understanding needed to make and respond to music.

At Scholar Green, disciplinary knowledge is developed progressively and is always taught in the context of substantive musical knowledge. Pupils do not simply learn about musical elements or practise instruments; they learn how to use their knowledge to make musical decisions, communicate ideas and develop their own musical expression.

Through their learning, pupils develop the ability to:

- **Listen and appraise:** listen carefully to a wide range of music, identify musical features and use appropriate vocabulary to describe and respond to what they hear.
- **Sing and perform:** use their voices expressively and perform with increasing accuracy, confidence, control and musical awareness.
- **Play instruments:** develop instrumental technique, co-ordination and control, performing individually and as part of an ensemble.
- **Improvise:** experiment with sounds and musical ideas, creating spontaneous responses using the elements of music.
- **Compose:** develop, organise and combine musical ideas to create pieces for different purposes and audiences.
- **Read and interpret notation:** use graphic and conventional notation to understand, communicate and perform musical ideas.
- **Evaluate and refine:** reflect on musical outcomes, identify strengths and areas for development, and make changes to improve performance and composition.

In the earlier years, pupils begin by exploring and responding to sounds. They learn to listen carefully, recognise changes in pitch, rhythm, tempo and dynamics, and use their voices and instruments to create simple musical patterns. They begin to perform together, maintaining a steady beat and following simple instructions.



As pupils progress through Key Stage 2, they develop greater control and independence in their musical practice. They learn to perform more accurately and expressively, maintain their part within an ensemble and respond to the contributions of other musicians. They develop their ability to read and interpret musical notation and use this knowledge to support their performances.

Pupils also become increasingly confident in improvising and composing. They learn to generate musical ideas, experiment with different sounds, select appropriate elements and organise their ideas into structured pieces. They begin to make more deliberate creative choices, considering how pitch, rhythm, tempo, dynamics, timbre and texture can be used to achieve particular effects.

Listening and appraising are central to disciplinary learning. Pupils learn to listen with attention to detail, identify musical features and consider how music creates particular moods, effects and responses. They develop the ability to compare different pieces and styles, explain their observations and use musical vocabulary to communicate their understanding.

Teachers explicitly model musical techniques and thinking. They demonstrate how to listen carefully, maintain rhythm, develop instrumental skills, read notation and shape musical ideas. Pupils are encouraged to experiment, practise, reflect and respond to feedback, recognising that musicians develop their skills through repeated rehearsal, careful listening and refinement.

As pupils progress, they become increasingly independent in their musical decision-making. They learn to evaluate their own performances and compositions, identify where improvements could be made and make purposeful changes. They develop an understanding that music requires both creativity and discipline, combining imagination with technical knowledge, practice and collaboration.

Bringing substantive and disciplinary knowledge together

At Scholar Green Primary School, substantive and disciplinary knowledge are intrinsically linked. We recognise that pupils cannot become confident musicians by simply learning musical vocabulary or memorising facts about composers and instruments. Equally, they cannot develop meaningful musical skills without a secure understanding of the elements, structures and techniques that underpin music. Both are essential and are deliberately interwoven throughout our Music curriculum.

As pupils learn about musical elements, instruments, notation, genres and traditions (substantive knowledge), they simultaneously develop the ability to apply this knowledge through listening, performing, composing, improvising and evaluating (disciplinary knowledge). Substantive knowledge provides the understanding pupils need to make sense of music, while disciplinary knowledge enables them to use that understanding creatively and expressively.



For example, when learning about rhythm and pulse, pupils develop substantive knowledge of beat, duration, rhythmic patterns and notation. They apply disciplinary knowledge by listening carefully, identifying rhythmic patterns, reproducing them through clapping or instruments and combining them to create their own musical ideas. As they progress, they use this knowledge to maintain rhythmic accuracy and perform confidently as part of an ensemble.

Similarly, when exploring pitch and melody, pupils develop substantive knowledge of high and low sounds, melodic patterns and the relationship between notes. They apply disciplinary knowledge by singing, playing instruments, reading musical notation and composing their own melodic ideas. They learn to make creative decisions about how melodies can be developed, repeated and varied.

When studying different musical styles and traditions, pupils develop substantive knowledge of the characteristics, instruments, structures and contexts associated with different genres and historical periods. They apply disciplinary knowledge by listening critically, identifying musical features, comparing pieces and explaining how musicians use the elements of music to create particular effects. They draw on this understanding when performing, composing and responding to music themselves.

Composition provides another important example of how the two strands work together. Pupils develop substantive knowledge of musical elements and structures, including rhythm, pitch, tempo, dynamics and texture. They apply disciplinary knowledge by experimenting with sounds, selecting and combining musical ideas, organising these into a coherent structure and evaluating the effectiveness of their finished piece.



Performance also brings the two strands together. Pupils develop substantive knowledge of musical notation, instruments, vocal techniques and musical structures. They apply disciplinary knowledge by rehearsing, interpreting and performing music with increasing accuracy, fluency, control and expression. Through ensemble work, they learn to listen to others, maintain their own part and contribute to a shared musical outcome.

This integrated approach is consistent throughout the school. In the earlier years, pupils develop foundational musical knowledge alongside the ability to listen, explore sounds, sing, play simple patterns and perform together. As they progress through Key Stage 2, both strands become increasingly sophisticated. Pupils move from recognising and reproducing simple musical patterns towards interpreting notation, composing and improvising with greater independence, performing with increased control and evaluating music using precise musical language.

At Scholar Green, practical music-making is central to this approach. Weekly specialist music lessons provide pupils with opportunities to develop their musical knowledge and skills, while whole-school singing assemblies, instrumental opportunities, choir, recorder ensemble and performances allow them to apply their learning in meaningful contexts. These experiences help pupils understand music as both an individual creative pursuit and a collaborative activity.

Teachers explicitly model musical thinking and provide opportunities for pupils to apply their developing knowledge through listening, rehearsal, performance, composition,

improvisation and reflection. Pupils are encouraged to explain their musical choices, respond constructively to feedback and recognise the importance of practice and refinement.

Through this carefully sequenced and integrated approach, pupils develop a secure body of musical knowledge alongside the ability to think and work like musicians. They learn not only about music, but how to create it, perform it, interpret it and respond to it with increasing confidence and understanding.

Ultimately, our aim at Scholar Green is to develop confident, creative and reflective young musicians who enjoy music, appreciate its diversity and understand its power to bring people together. We want pupils to be able to draw upon what they know, express their ideas through music, perform with confidence, listen with discrimination and develop their own musical identity. Substantive knowledge gives pupils an understanding of music; disciplinary knowledge enables them to create, perform, listen and respond as musicians. Together, they create a rich, coherent and ambitious Music curriculum that nurtures creativity, builds confidence and inspires a lifelong love of music.



Physical Education at Scholar Green Primary School: Substantive and Disciplinary Knowledge

Our approach to physical education and movement knowledge

At Scholar Green Primary School, we believe that a high-quality Physical Education curriculum should develop confident, competent and physically literate pupils who understand the importance of movement, physical activity and healthy lifestyles. PE provides children with opportunities to develop their physical abilities, challenge themselves, work collaboratively and experience the enjoyment and achievement that come from being active.

Our curriculum is built around two interconnected strands: substantive knowledge and disciplinary knowledge. These are not taught as separate elements but are deliberately interwoven throughout PE learning. Substantive knowledge gives pupils an understanding of movement, physical skills, techniques, rules, tactics, health and fitness. Disciplinary knowledge enables pupils to think and work like sportspeople: applying skills, making decisions, developing strategies, analysing performance and identifying ways to improve.



Substantive knowledge gives pupils an understanding of movement, physical activity and sport; disciplinary knowledge enables them to apply, analyse and improve their performance.

Our curriculum aims to develop pupils who are willing to practise, persevere and participate in a wide range of physical activities. We want children to become physically confident, understand the benefits of an active lifestyle and develop the knowledge and skills to make informed choices about their health and wellbeing.

At Scholar Green, PE is about more than learning the techniques of individual sports. We place importance on developing physical, social and thinking skills, alongside positive sporting attitudes, teamwork, leadership and personal responsibility. Through a broad range of activities, pupils are encouraged to discover their interests, develop their talents and understand the value of physical activity throughout their lives.

Substantive knowledge

In Physical Education, substantive knowledge consists of the essential knowledge pupils acquire about movement, physical skills, techniques, sports, rules, tactics, health and fitness. It includes understanding how the body moves, how physical skills are performed and how different activities require particular techniques, strategies and approaches.

At Scholar Green, pupils develop knowledge across a broad range of physical activities, including games, gymnastics, dance, athletics, swimming and outdoor and adventurous activities. They learn how to move with increasing control and confidence, how to use

different skills in a range of contexts and how to understand the principles that underpin successful performance.



Substantive knowledge includes:

- **Fundamental movement skills:** developing the foundations of physical competence through running, jumping, throwing, catching, balancing, travelling and changing direction.
- **Movement and physical competence:** understanding how to control the body, coordinate movements and combine actions with increasing accuracy, fluency and confidence.
- **Games and sport-specific skills:** learning the techniques, rules and principles associated with different sports, including how to pass, receive, strike, defend, attack and work as part of a team.
- **Gymnastics and movement sequences:** understanding how to balance, travel, roll, jump and create sequences using different movements, shapes and levels.
- **Dance and expressive movement:** learning how movement can communicate ideas, moods and feelings through patterns, choreography and performance.
- **Athletics:** developing knowledge of running, jumping and throwing techniques, alongside an understanding of how to improve distance, speed and personal performance.
- **Swimming and water safety:** learning how to move confidently and competently in water, use different swimming strokes and understand how to remain safe in and around water.
- **Outdoor and adventurous activities:** developing knowledge and skills associated with navigation, problem-solving, survival challenges, teamwork and working in different environments.
- **Health, fitness and wellbeing:** understanding the benefits of regular physical activity, the importance of a healthy lifestyle and how exercise supports physical and mental wellbeing.



Pupils also develop an increasingly precise understanding of physical education vocabulary. This includes terms such as balance, coordination, agility, flexibility, strength, stamina, speed, control, technique, accuracy, pace, rhythm, sequence, tactics, strategy and performance. In swimming, pupils develop more specific vocabulary, including float, glide, rotation, buoyancy, front crawl, backstroke and breaststroke.

At Scholar Green, substantive knowledge is carefully sequenced so that pupils build upon their earlier physical experiences and develop increasingly secure movement skills. In the Early Years, children develop the foundations of physical competence through structured and free play, planned physical activities and opportunities to climb, balance, travel and move in different ways. They begin to develop control and coordination in both large and small movements.

In Key Stage 1, pupils build on these foundations by developing fundamental movement skills and applying them in increasingly varied activities. They learn to run, jump, throw and catch, improve their balance and coordination, and begin to use these skills in simple games and physical challenges. They are introduced to a range of sports and activities, helping them develop confidence and discover different ways to be physically active.



As pupils move through Key Stage 2, they develop a broader range of physical skills and begin to apply them in more sport-specific contexts. They learn to combine movements, refine techniques and understand how different skills can be used in different situations. They develop knowledge of rules, tactics and strategies in competitive games, alongside more complex movement sequences in gymnastics and dance. They also develop their understanding of fitness, personal improvement and the importance of maintaining an active lifestyle.

Swimming is an important part of the school's PE provision. Pupils develop their water confidence, swimming techniques and understanding of water safety through a structured progression. The school's swimming progression model identifies stages of learning, from entering and moving safely in the water, developing floating and gliding skills, through to refining swimming strokes, coordinated breathing and more advanced water skills. Our aim is for pupils to be able to swim at least 25 metres before the end of Year 6 and to understand how to remain safe in and around water.

Outdoor and adventurous activities also make an important contribution to pupils' physical knowledge. Through experiences in the school's outdoor environment and residential opportunities, pupils develop an understanding of how to move safely and confidently in different settings. They encounter activities such as shelter building, knot tying, simple orienteering and physical challenges that require them to apply their movement skills and work with others.

Pupils also develop knowledge of inclusive and adapted sports. Through experiences such as wheelchair basketball and boccia, they learn that physical activity and competition can be adapted to enable participation and challenge for different individuals. This supports an understanding of fairness, inclusion and the different ways in which people can participate in sport.

Knowledge of health and fitness is revisited throughout the curriculum. Pupils learn about the benefits of regular exercise, the importance of maintaining physical activity and the relationship between movement, nutrition and a healthy mind and body. They develop an understanding that being physically active is not simply about sporting achievement, but is an important part of lifelong health and wellbeing.



Substantive knowledge develops cumulatively. Early experiences of running, jumping, throwing, catching and balancing provide the foundations for more complex sporting skills and movement sequences. Developing coordination and control supports later learning in games, gymnastics, dance and athletics. Similarly, early water confidence provides the foundations for more advanced swimming techniques and water safety skills.

Disciplinary knowledge

Disciplinary knowledge in Physical Education focuses on how pupils apply, adapt and improve their physical performance. It enables them to think and work like sportspeople, athletes, performers and coaches, using their knowledge to make decisions, solve problems, develop strategies and evaluate the effectiveness of their actions.

At Scholar Green, disciplinary knowledge is developed progressively and is always taught in the context of substantive physical education knowledge. Pupils do not simply practise movements or learn the rules of different sports; they learn how to apply their skills, make decisions in changing situations and understand what they need to do to improve.

Through their learning, pupils develop the ability to:

- **Apply movement skills:** use fundamental and sport-specific skills in different activities and situations, adapting movements to meet the demands of a task.
- **Develop technique:** practise and refine movements to improve accuracy, control, fluency, balance and coordination.
- **Make tactical decisions:** recognise opportunities, respond to opponents and use appropriate strategies in individual and team activities.
- **Perform and create:** use movement creatively to develop sequences, routines, dances and performances.
- **Collaborate and compete:** communicate, cooperate and work effectively with others, demonstrating respect, fairness and positive sporting behaviour.
- **Observe and analyse:** watch performances carefully, recognise strengths and identify aspects that could be improved.
- **Evaluate and improve:** reflect on personal performance, respond to feedback, set goals and make changes to achieve greater success.

- **Lead and officiate:** take responsibility for organising activities, supporting others, applying rules and encouraging positive participation.

In the Early Years and Key Stage 1, pupils begin to develop disciplinary knowledge through exploration, repetition and simple problem-solving. They learn to respond to instructions, practise movements and make simple choices about how to complete physical tasks. They begin to recognise when a movement is successful and develop confidence in trying again when something is challenging.



As pupils progress through Key Stage 2, they become increasingly confident in applying their skills in different contexts. They learn to select appropriate techniques, combine movements and make decisions in response to changing situations. In games, they begin to understand how to use space, work with teammates, adapt their tactics and respond to opponents. In gymnastics and dance, they develop their ability to create, perform and refine sequences, considering how movements can be linked and made more effective.

Pupils also develop their ability to analyse and evaluate performance. They learn to observe their own work and that of others, recognise what has been successful and identify specific ways to improve. They are encouraged to use feedback constructively and understand that improvement comes through practice, reflection and purposeful refinement.

Teachers explicitly model physical skills, techniques and decision-making. They demonstrate how movements should be performed, explain the key features of successful technique and provide opportunities for pupils to practise in increasingly challenging situations. Feedback is used to help pupils understand what they are doing well and what they need to do next.

As pupils progress, they develop greater independence and responsibility for their own learning. They become more confident in setting personal goals, monitoring their progress and making adjustments to improve their performance. They also develop leadership skills through opportunities to organise activities, officiate, encourage others and take responsibility within teams.



An important aspect of disciplinary knowledge is understanding that success in PE is not measured solely by winning or achieving the highest level of performance. Pupils learn to recognise personal improvement, effort, resilience, cooperation and positive sporting attitudes. They are encouraged to challenge themselves, respect others and celebrate individual and collective achievements.

Bringing substantive and disciplinary knowledge together

At Scholar Green Primary School, substantive and disciplinary knowledge are intrinsically linked. We recognise that pupils cannot become confident and capable performers by simply practising physical movements without understanding the skills and principles involved. Equally, they cannot develop meaningful physical competence through theoretical knowledge alone. Both are essential and are deliberately interwoven throughout our PE curriculum.

As pupils learn about movement, techniques, rules, tactics, health and fitness (substantive knowledge), they simultaneously develop the ability to apply, adapt and improve these skills through practice, performance, decision-making and evaluation (disciplinary knowledge). Substantive knowledge provides the understanding pupils need to participate successfully, while disciplinary knowledge enables them to use that understanding in increasingly demanding physical situations.

For example, when learning about throwing and catching, pupils develop substantive knowledge of different throwing techniques, how to control the direction and force of a throw and how to receive an object safely. They apply disciplinary knowledge by practising these skills, adjusting their technique, judging distance and direction, and using throwing and catching in different games. As they progress, they combine these fundamental skills in more complex team activities.



Similarly, when learning about games, pupils develop substantive knowledge of the rules, techniques and principles associated with different sports. They apply disciplinary knowledge by making decisions about when to pass, move into space, defend or attack. They learn to work with teammates, respond to opponents and adapt their strategies as the game develops.

In gymnastics and dance, pupils develop substantive knowledge of different movements, balances, shapes, sequences and performance techniques. They apply disciplinary knowledge by creating and performing their own sequences, experimenting with different ways to link movements and evaluating how effectively their performance communicates an idea or meets a particular challenge.

Swimming provides another important example of how the two strands work together. Pupils develop substantive knowledge of water safety, floating, gliding, swimming strokes and breathing techniques. They apply disciplinary knowledge by practising and refining their movements, responding to feedback and adapting their technique to swim with increasing confidence, control and efficiency. Through this process, they also develop the judgement needed to recognise how to behave safely in and around water.

In athletics, pupils develop substantive knowledge of running, jumping and throwing techniques, alongside an understanding of the physical attributes needed for different events. They apply disciplinary knowledge by practising techniques, measuring and

comparing performance, identifying ways to improve and setting personal goals. They learn to recognise their own progress and work towards achieving their personal best.

Outdoor and adventurous activities bring together physical, social and thinking skills. Pupils develop substantive knowledge of navigation, movement, equipment and safety, while applying disciplinary knowledge through problem-solving, planning, communication and teamwork. They learn to make decisions, respond to challenges and adapt their approach when working in unfamiliar situations.

This integrated approach is consistent throughout the school. In the Early Years and Key Stage 1, pupils develop foundational movement knowledge alongside the ability to explore, practise and apply simple skills. As they progress through Key Stage 2, both strands become increasingly sophisticated. Pupils move from mastering basic movements towards applying more complex techniques, making tactical decisions, refining performance and evaluating their own and others' achievements with greater independence.



At Scholar Green, we also recognise the importance of physical education beyond the taught lesson. Our curriculum is enriched through sports clubs, competitive opportunities, school teams, residential experiences and participation in events. Pupils are encouraged to take part in a range of activities and represent the school in sporting competitions. Opportunities to lead, organise and officiate help them apply their knowledge and skills in meaningful contexts and develop confidence, responsibility and positive sporting attitudes.

Teachers explicitly model physical skills and sporting thinking, providing opportunities for pupils to practise, perform, collaborate, compete and reflect. Pupils are encouraged to use feedback, set goals and take responsibility for their own improvement. Through this approach, they learn that physical development involves not only the acquisition of skills but also the ability to apply knowledge, make decisions and reflect on performance.

Through this carefully sequenced and integrated approach, pupils develop a secure understanding of movement, sport, health and fitness alongside the ability to think and work like sportspeople. They learn not only how to perform physical activities, but how to improve their performance, make informed decisions, work with others and understand the importance of physical activity for lifelong wellbeing.

Ultimately, our aim at Scholar Green is to develop physically confident, knowledgeable and motivated young people who enjoy being active and understand the importance of maintaining a healthy lifestyle. We want pupils to be able to draw upon what they know, apply their skills in different situations, challenge themselves, work collaboratively and recognise their own progress. Substantive knowledge gives pupils an understanding of movement, physical activity and sport; disciplinary knowledge enables them to apply,

analyse and improve their performance. Together, they create a rich, coherent and ambitious Physical Education curriculum that develops physical competence, resilience, leadership and a lifelong enjoyment of being active.

PSHE at Scholar Green Primary School: Substantive and Disciplinary Knowledge

Our approach to personal, social, health and economic knowledge

At Scholar Green Primary School, we believe that high-quality Personal, Social, Health and Economic (PSHE) education equips pupils with the knowledge, skills and attributes they need to manage their lives, now and in the future. It supports children to develop as healthy, confident, independent and responsible individuals who can build positive relationships, make informed decisions and contribute positively to their school, local community and wider society.

Our curriculum is built around two interconnected strands: substantive knowledge and disciplinary knowledge. These are not taught as separate elements but are deliberately interwoven throughout PSHE learning. Substantive knowledge gives pupils an understanding of health and wellbeing, relationships and living in the wider world. Disciplinary knowledge enables pupils to apply this understanding to real-life situations, consider different perspectives, make informed choices and reflect on the consequences of their decisions.



Substantive knowledge gives pupils an understanding of themselves, others and the world around them; disciplinary knowledge enables them to apply that understanding to make informed, responsible choices.

At Scholar Green, we follow the PSHE Association's Programme of Study. This provides a framework for a broad and balanced curriculum organised around three interconnected core themes: Health and Wellbeing, Relationships, and Living in the Wider World. These themes provide the structure for pupils to revisit important learning, build on previous experiences and develop the knowledge and personal attributes needed as they grow.

Our ambition is for pupils to develop a strong sense of self-worth, understand their rights and responsibilities, respect the diversity of others and become active, responsible members of society. We want them to feel confident asking questions, expressing their views, seeking support and making choices that contribute to their own wellbeing and the wellbeing of others.

Substantive knowledge

In PSHE, substantive knowledge consists of the essential knowledge pupils acquire about themselves, their relationships, their health and wellbeing, and their place in the wider world. It includes understanding how to keep themselves safe and healthy, how to develop

positive relationships, how communities function and how individuals can make responsible choices.

At Scholar Green, substantive knowledge is organised around the three core themes of the PSHE Association Programme of Study.

Health and Wellbeing

Pupils develop knowledge and understanding of how to maintain and improve their physical, mental and emotional health. They learn about the factors that influence wellbeing and how to make informed choices to support a healthy lifestyle.

This includes:

- **Physical health:** understanding the importance of exercise, nutrition, sleep, hygiene and healthy lifestyle choices.
- **Mental and emotional wellbeing:** recognising and understanding emotions, developing self-esteem, managing feelings and knowing where to seek help and support.
- **Growing and changing:** learning about personal development, changes as they grow, puberty and the physical and emotional changes associated with different stages of life.
- **Keeping safe:** understanding how to recognise risks, protect themselves, respond to unsafe situations and seek help from trusted adults.
- **Healthy choices:** developing knowledge about medicines, substances and other influences on health, and understanding how choices can affect wellbeing.
- **Resilience and self-care:** understanding how to manage challenges, cope with setbacks and develop strategies to support their own wellbeing.



Relationships

Pupils develop knowledge of how to form and maintain positive, healthy and respectful relationships with others. They learn that relationships take different forms and that mutual respect, kindness, trust and communication are important in building and maintaining them.

This includes:

- **Families and caring relationships:** understanding different family structures, the importance of care and support, and the qualities of positive relationships.
- **Friendships:** learning how to build and maintain friendships, cooperate with others, resolve disagreements and recognise the qualities of a good friend.
- **Respectful relationships:** understanding kindness, empathy, respect, equality and the importance of valuing differences.

- **Managing relationships:** recognising and responding to difficult situations, including conflict, bullying, peer pressure and hurtful behaviour.
- **Safe relationships:** understanding personal boundaries, privacy, consent, appropriate and inappropriate behaviour, and how to seek help when something feels unsafe.
- **Online relationships:** recognising that the same principles of respect and safety apply when communicating and interacting online.

Living in the Wider World

Pupils develop knowledge of their rights and responsibilities as members of families, communities and wider society. They learn how individuals contribute to the world around them and how economic, social and digital influences can affect people's lives.

This includes:



- **Rights and responsibilities:** understanding children's rights, shared responsibilities, rules, laws and the importance of contributing positively to society.
- **Communities and citizenship:** learning about belonging, diversity, inclusion, democracy, fairness and the ways people can make a positive difference.
- **Economic wellbeing:** developing an understanding of money, saving, spending, budgeting, needs and wants, and making responsible financial choices.
- **Aspirations and careers:** exploring different jobs, skills, interests and ambitions, and understanding how learning and personal qualities can support future opportunities.
- **Digital and media literacy:** understanding how information is communicated, recognising the influence of media and developing strategies to use digital technology safely and responsibly.
- **Equality and diversity:** recognising and respecting differences, challenging stereotypes and understanding the importance of fairness and inclusion.

Across all three themes, pupils develop subject-specific vocabulary that enables them to discuss their learning accurately and confidently. This includes terms such as resilience, empathy, self-esteem, identity, consent, boundaries, respect, equality, responsibility, democracy, community, budgeting and wellbeing. Vocabulary is explicitly taught and revisited so that pupils can use it meaningfully in discussions and when applying their learning to real-life situations.

At Scholar Green, substantive knowledge is carefully sequenced so that pupils revisit important concepts and build their understanding over time. In the earlier years, pupils begin by learning about themselves, their feelings, families, friendships, personal safety and

healthy habits. They develop an understanding of simple rights and responsibilities and begin to recognise that people have different needs, experiences and perspectives.

As pupils progress through Key Stage 2, their knowledge becomes increasingly detailed. They explore more complex aspects of relationships, emotional wellbeing, personal safety, changes as they grow, online behaviour, citizenship and economic wellbeing. They develop a stronger understanding of how their choices can affect themselves and others, and how to access appropriate support and advice.

The PSHE Association's Programme of Study supports a spiral approach to learning. This means that important concepts are revisited in different contexts and at increasing levels of depth, allowing pupils to strengthen their understanding as they mature. Early learning about feelings, friendship and fairness provides the foundations for later understanding of emotional wellbeing, healthy relationships, equality, consent and responsibility.



<u>Disciplinary knowledge</u>

Disciplinary knowledge in PSHE focuses on how pupils use their knowledge and understanding to navigate the challenges and opportunities they encounter in everyday life. It enables them to think critically, reflect on their experiences, consider different perspectives and make informed decisions.

At Scholar Green, disciplinary knowledge is developed progressively and is always taught in the context of substantive PSHE knowledge. Pupils do not simply learn information about health, relationships and society; they learn how to use that information to make choices, manage situations, solve problems and respond responsibly to the world around them.

Through their learning, pupils develop the ability to:

- **Recognise and reflect:** identify their own feelings, strengths, needs and experiences, and consider how these influence their thoughts and behaviour.
- **Communicate effectively:** express their views, listen to others, ask questions and communicate respectfully, including when opinions differ.
- **Consider different perspectives:** recognise that people may have different experiences, beliefs, needs and viewpoints, and respond with empathy and respect.
- **Think critically:** question information, recognise influences, challenge stereotypes and distinguish between helpful and unhelpful advice or messages.
- **Make informed decisions:** consider available information, weigh up options and recognise the possible consequences of different choices.
- **Manage challenges and solve problems:** develop strategies for dealing with difficulties, resolving disagreements, managing peer pressure and seeking appropriate support.

- **Assess and manage risk:** recognise potentially unsafe situations, consider how to reduce risk and identify trusted people and sources of help.
- **Reflect and take responsibility:** evaluate their own choices and behaviour, recognise their impact on others and consider how they can make positive changes.

In the earlier years, pupils begin by identifying and expressing their feelings, sharing their experiences and recognising the needs and feelings of others. They learn to listen, take turns, cooperate, make simple choices and understand that their actions can affect other people. They begin to identify trusted adults and recognise when they may need help.

As pupils progress through Key Stage 2, they develop greater confidence in discussing more complex situations and considering a wider range of viewpoints. They learn to explain their reasoning, recognise potential consequences and evaluate different ways of responding to challenges. They develop strategies for managing emotions, resolving conflict, resisting unhelpful pressure and making choices that support their own safety and wellbeing.



Pupils also develop their ability to engage with wider social and ethical questions. They learn to consider fairness, equality, discrimination, rights and responsibilities, and to recognise how individual actions can influence communities. Through discussion and debate, they develop the confidence to express their views while listening carefully and responding respectfully to others.

Teachers explicitly model the skills and approaches that underpin effective PSHE learning. They create safe, supportive environments in which pupils can ask questions, explore ideas, discuss sensitive issues and practise strategies for dealing with real-life situations. Through carefully structured discussion, scenarios, role-play and reflection, pupils are supported to consider different choices and understand their possible consequences.

A key feature of disciplinary learning in PSHE is the ability to apply knowledge beyond the classroom. Pupils learn that understanding what makes a healthy relationship or a safe choice is important, but that they must also be able to recognise these situations in their own lives and respond appropriately. They are encouraged to consider who they can turn to, where they can access reliable information and how they can act with confidence and responsibility.

As pupils progress, they become increasingly independent in their thinking and decision-making. They develop the ability to explain their choices, reflect on their experiences, recognise when they need support and take greater responsibility for their own actions and wellbeing.

Bringing substantive and disciplinary knowledge together

At Scholar Green Primary School, substantive and disciplinary knowledge are intrinsically linked. We recognise that pupils cannot make informed decisions simply by learning facts

about health, relationships and the wider world. Equally, they cannot develop the confidence and judgement to navigate everyday life without a secure understanding of the issues they may encounter. Both are essential and are deliberately interwoven throughout our PSHE curriculum.

As pupils learn about health and wellbeing, relationships, rights, responsibilities and life in the wider world (substantive knowledge), they simultaneously develop the ability to apply this knowledge through reflection, communication, critical thinking, decision-making and problem-solving (disciplinary knowledge). Substantive knowledge provides the understanding pupils need, while disciplinary knowledge enables them to use that understanding in meaningful and practical ways.

For example, when learning about emotional wellbeing, pupils develop substantive knowledge of different emotions, mental health, resilience and strategies for seeking support. They apply disciplinary knowledge by recognising how they feel, identifying possible causes, considering ways to manage difficult emotions and deciding when and how to ask for help.



When learning about relationships, pupils develop substantive knowledge of friendship, respect, boundaries, consent and personal safety. They apply disciplinary knowledge by considering different scenarios, recognising when behaviour is appropriate or inappropriate, thinking about the feelings and perspectives of others and identifying safe and respectful ways to respond.

Similarly, when exploring living in the wider world, pupils develop substantive knowledge of rights, responsibilities, democracy, communities and economic wellbeing. They apply disciplinary knowledge by discussing different viewpoints, considering fairness, making choices about money and recognising how their actions can contribute positively to their community.

When learning about personal safety, pupils develop substantive knowledge of different types of risk and the people and services that can provide support. They apply disciplinary knowledge by assessing situations, recognising warning signs, considering possible responses and making decisions that help to keep themselves and others safe.

This integrated approach is consistent throughout the school. In the earlier years, pupils develop foundational knowledge through learning about themselves, their feelings, friendships, families and everyday choices. They begin to practise listening, communicating, recognising emotions and seeking help. As they progress through Key Stage 2, both strands become increasingly sophisticated. Pupils move from identifying simple needs and choices towards considering more complex situations, evaluating information, exploring different perspectives and making reasoned decisions.

At Scholar Green, discussion, reflection and the exploration of real-life contexts are central to this approach. Teachers provide opportunities for pupils to share ideas, consider scenarios, practise strategies and develop their confidence in responding to a range of situations. Learning is carefully structured so that pupils can engage with sensitive issues in an age-appropriate way, within a supportive environment where their views and experiences are respected.

Through this carefully sequenced and integrated approach, pupils develop a secure body of PSHE knowledge alongside the personal and social skills needed to apply it. They learn not only about health, relationships and society, but how to use their understanding to make positive choices, manage challenges, respect others and contribute to the world around them.

Ultimately, our aim at Scholar Green is to develop healthy, confident, respectful and responsible young people who understand themselves, value others and are prepared for the opportunities and challenges of life. We want pupils to be able to draw upon what they know, think critically, communicate effectively, make informed decisions and take responsibility for their actions. Substantive knowledge gives pupils an understanding of themselves, others and the world around them; disciplinary knowledge enables them to apply that understanding to make informed, responsible choices. Together, they create a rich, coherent and ambitious PSHE curriculum that supports pupils' personal development and prepares them to participate positively in an increasingly diverse and changing society.



Modern Foreign Languages at Scholar Green Primary School: Substantive and Disciplinary Knowledge

Our approach to linguistic knowledge

At Scholar Green Primary School, we believe that learning a modern foreign language opens up opportunities for pupils to communicate with others, develop curiosity about the wider world and gain an appreciation of different languages and cultures. Learning another language helps children understand that communication takes many forms and enables them to see the world from different perspectives.



Our curriculum is built around two interconnected strands: substantive knowledge and disciplinary knowledge. These are not taught as separate elements but are deliberately interwoven throughout language learning. Substantive knowledge gives pupils an understanding of vocabulary, grammar, pronunciation, sentence structures and the cultural contexts of the language they are studying. Disciplinary knowledge enables pupils to use this knowledge to communicate: listening, speaking, reading, writing, interpreting meaning and adapting language for different purposes.

Substantive knowledge gives pupils the foundations of a language; disciplinary knowledge enables them to use it to communicate, understand and express ideas.

At Scholar Green, our Modern Foreign Languages curriculum aims to make language learning accessible and enjoyable for all pupils. We follow the Primary Language Network scheme of lessons across Key Stage 1 and Key Stage 2. In Key Stage 1, pupils are introduced to language through songs, rhymes, videos and interactive activities, developing curiosity about language and laying the foundations for more structured learning. In Key Stage 2, pupils build their knowledge and develop their ability to communicate through listening, speaking, reading and writing.

Our ambition is for pupils to develop confidence as language learners, understand that languages have patterns and structures, and appreciate the cultures and communities associated with the language they study. We want children to recognise the value of learning another language and to feel equipped to continue their language learning at secondary school.

Substantive knowledge

In Modern Foreign Languages, substantive knowledge consists of the essential knowledge pupils acquire about the language they are learning. It includes vocabulary, grammar, pronunciation, sentence structures and cultural knowledge. Pupils develop an understanding of how words and phrases are formed, how sentences are constructed and how language is used to communicate meaning.

At Scholar Green, pupils develop knowledge of the language through carefully planned topics and contexts that provide opportunities to learn, revisit and apply new vocabulary and grammatical structures.

Substantive knowledge includes:

- **Vocabulary:** learning and remembering words and phrases relating to familiar topics, such as greetings, numbers, colours, family, food, animals, school, hobbies, everyday activities and places.
- **Phonics and pronunciation:** understanding the sounds and patterns of the language, including how letters and combinations of letters are pronounced, and developing accurate pronunciation and intonation.
- **Grammar:** learning how words change and combine to communicate meaning, including articles, nouns, adjectives, gender, singular and plural forms, word order and high-frequency verbs, as appropriate to the language.
- **Sentence structures:** understanding how words and phrases are organised to create meaningful sentences, ask questions, give information and express opinions.
- **Listening and language patterns:** recognising familiar words, phrases and structures in spoken language and understanding how meaning is communicated through sound, rhythm and intonation.
- **Reading and writing conventions:** understanding how the written language represents spoken words and how spelling, punctuation and grammatical patterns support communication.



- **Cultural knowledge:** learning about the countries, communities, traditions and everyday lives of people who speak the language, developing an appreciation of cultural similarities and differences.

Pupils also develop subject-specific vocabulary to describe language and communicate their understanding. This includes terms such as noun, adjective, verb, article, masculine, feminine, singular, plural, question, sentence, pronunciation and translation. As their understanding develops, pupils learn to recognise and use increasingly precise grammatical and linguistic terminology.



At Scholar Green, language knowledge is carefully sequenced so that pupils revisit familiar vocabulary and grammatical structures while gradually extending the range and complexity of what they know. In Key Stage 1, pupils enjoy songs, rhymes, videos and interactive activities that introduce them to the sounds, rhythms and vocabulary of another language. They begin to recognise that languages have different sounds and structures and develop curiosity about how people communicate in different parts of the world.

As pupils progress through Key Stage 2, their substantive knowledge becomes increasingly detailed. They develop a broader vocabulary, learn how to construct sentences and begin to understand the grammatical patterns that underpin the language. They learn to recognise familiar words and phrases in spoken and written texts and develop an understanding of how pronunciation, spelling and meaning are connected.

Knowledge is sequenced cumulatively. Early experiences of recognising and repeating familiar words support later pronunciation and conversation. Learning vocabulary about familiar topics provides the foundations for constructing sentences, while understanding basic grammatical patterns enables pupils to adapt familiar phrases and communicate new ideas.

Pupils also develop cultural knowledge alongside their linguistic learning. They explore aspects of life in countries and communities where the language is spoken, including traditions, celebrations, food, places and everyday experiences. This helps them understand that language is closely connected to culture and that learning another language provides a valuable insight into the lives and perspectives of others.

Disciplinary knowledge

Disciplinary knowledge in Modern Foreign Languages focuses on how people use language to communicate meaning and interact with others. It enables pupils to think and work like language learners, developing the ability to understand spoken and written language, express ideas, respond to others and adapt what they know for different purposes.

At Scholar Green, disciplinary knowledge is developed progressively and is always taught in the context of substantive linguistic knowledge. Pupils do not simply learn lists of vocabulary or grammatical rules; they learn how to apply these to communicate, interpret meaning and develop their confidence as language users.

Through their learning, pupils develop the ability to:



- **Listen and understand:** listen attentively to spoken language, recognise familiar vocabulary and phrases, identify key information and respond appropriately.
- **Speak and communicate:** use familiar words, phrases and sentences to exchange information, ask and answer questions and express ideas.
- **Pronounce and perform:** reproduce sounds accurately, develop appropriate pronunciation and intonation, and speak with increasing confidence and fluency.
- **Read and interpret:** recognise familiar words and structures in written texts, use contextual clues and develop an understanding of meaning.
- **Write and adapt:** write familiar words and phrases from memory, construct sentences and adapt known language to communicate new information.
- **Use grammar creatively:** apply grammatical knowledge to change words, build sentences and express different meanings.
- **Interact and respond:** take part in conversations, listen to others, respond to questions and seek clarification when needed.
- **Understand cultural context:** recognise how language is used in different situations and develop an appreciation of the cultural contexts in which communication takes place.

In Key Stage 1, pupils begin to develop their language-learning skills through listening, repetition, songs, rhymes and simple interactive activities. They learn to recognise and reproduce sounds, join in with familiar words and phrases and respond to simple spoken language. These experiences develop their confidence and prepare them for more structured language learning.

As pupils progress through Key Stage 2, they develop greater independence in using the language. They learn to take part in simple conversations, ask and answer questions, describe people and things, express opinions and communicate information about familiar topics. They develop their ability to understand spoken and written language and begin to

construct their own sentences using vocabulary and grammatical structures they have learned.

Pupils become increasingly confident in adapting language rather than simply repeating memorised phrases. They learn to substitute words, change sentence structures and combine familiar vocabulary to express new ideas. They begin to recognise how grammatical knowledge can help them understand unfamiliar language and communicate more independently.

Teachers explicitly model pronunciation, intonation, sentence construction and conversational exchanges. They provide opportunities for pupils to listen, repeat, practise, rehearse and apply their learning in meaningful contexts. Pupils are encouraged to take risks with language, learn from mistakes and develop confidence in communicating, even when they do not know every word.

A key feature of disciplinary learning in MFL is the ability to use existing knowledge to make sense of unfamiliar language. Pupils learn to recognise patterns, draw on familiar vocabulary, use context and apply their understanding of grammar to interpret meaning. They develop strategies for communicating when they are unsure of a word or phrase, including asking for help or clarification.



As pupils progress, they become increasingly independent in their use of the language. They develop the confidence to express their own ideas, adapt familiar sentence structures, respond to others and communicate for different purposes. They also develop an appreciation that effective communication involves listening carefully, responding appropriately and understanding the cultural context in which language is used.

Bringing substantive and disciplinary knowledge together

At Scholar Green Primary School, substantive and disciplinary knowledge are intrinsically linked. We recognise that pupils cannot become confident language users simply by memorising vocabulary or learning grammatical rules. Equally, they cannot communicate effectively without a secure understanding of the words, sounds and structures that make up the language. Both are essential and are deliberately interwoven throughout our MFL curriculum.

As pupils learn vocabulary, grammar, pronunciation, sentence structures and cultural knowledge (substantive knowledge), they simultaneously develop the ability to apply this knowledge through listening, speaking, reading, writing and interaction (disciplinary knowledge). Substantive knowledge provides the linguistic foundations, while disciplinary knowledge enables pupils to use those foundations to communicate meaningfully.

For example, when learning vocabulary relating to family, pupils develop substantive knowledge of the words and phrases used to describe family members, alongside relevant grammatical structures. They apply disciplinary knowledge by listening to descriptions, reading familiar phrases, answering questions and constructing their own sentences to describe their families.

Similarly, when learning about food, pupils develop substantive knowledge of food vocabulary, expressions of preference and relevant sentence structures. They apply disciplinary knowledge by asking and answering questions, expressing likes and dislikes, understanding simple conversations and adapting familiar phrases to communicate their own preferences.

When developing their understanding of pronunciation and phonics, pupils learn substantive knowledge of the sounds and spelling patterns of the language. They apply disciplinary knowledge by listening carefully, identifying sound patterns, practising pronunciation and using their knowledge to read unfamiliar words with increasing confidence.

Grammar provides another important example of how the two strands work together. Pupils develop substantive knowledge of word classes, grammatical structures and sentence patterns. They apply disciplinary knowledge by using these structures to build sentences, adapt familiar phrases, express opinions and communicate new information.

Cultural learning also brings the two strands together. Pupils develop substantive knowledge of the traditions, celebrations and everyday lives of people who speak the language. They apply disciplinary knowledge by interpreting information, listening to authentic language, reading about different cultural experiences and recognising how language is used in different contexts.

This integrated approach is consistent throughout the school. In Key Stage 1, pupils develop foundational knowledge of sounds, vocabulary and familiar expressions alongside the ability to listen, repeat, recognise and respond. As they progress through Key Stage 2, both strands become increasingly sophisticated. Pupils move from recognising and reproducing familiar words and phrases towards constructing sentences, adapting language, understanding written and spoken texts and communicating with greater independence.

At Scholar Green, practical communication is central to this approach. The Primary Language Network scheme provides a range of resources and activities, including videos, interactive games and written work, to support pupils' development across different aspects of language learning. Songs, rhymes, dialogue, listening activities and written tasks provide opportunities to revisit vocabulary and apply grammatical knowledge in meaningful contexts.

Teachers explicitly model language and provide opportunities for pupils to practise and apply their developing knowledge. Pupils are encouraged to listen attentively, speak with confidence, read carefully, write accurately and reflect on how their language learning is developing. They learn that making mistakes is a natural part of learning another language and that confidence grows through regular practice and purposeful communication.

Through this carefully sequenced and integrated approach, pupils develop a secure foundation in the language they study alongside the ability to use it with increasing confidence and independence. They learn not only about words and grammatical structures, but how to communicate, understand others and appreciate the cultural contexts that give language meaning.

Ultimately, our aim at Scholar Green is to develop curious, confident and enthusiastic language learners who recognise the value of communicating beyond their first language. We want pupils to be able to draw upon what they know, express their ideas, understand others and appreciate the diversity of languages and cultures in the world. Substantive knowledge gives pupils the foundations of a language; disciplinary knowledge enables them to use it to communicate, understand and express ideas. Together, they create a rich, coherent and ambitious MFL curriculum that prepares pupils for further language learning and broadens their understanding of the world.