



It's way beyond some reductive idea of rote learning and regurgitating facts for no purpose...

What is a knowledge-rich curriculum? Principle & Practice

Tom Sherrington

...it's about ensuring students always have a secure knowledge platform allowing them to reach the next level.



The Four Components of Knowledge

Knowledge provides a driving, underpinning philosophy

Acquiring powerful knowledge is seen as an end itself; we are all empowered through knowing things.

Knowledge content is specified in detail

We want children to have more than a general sense of things; we want them to know specific things. We want children to amass a specific body of declarative and procedural knowledge that is planned.

Knowledge is taught to be remembered, not merely encountered

Our curriculum is designed to be remembered in detail, to be stored in children's long-term memories so that they can later build on it forming ever wider and deeper schema.

Knowledge is sequenced and mapped coherently and deliberately

The curriculum is planned vertically and horizontally giving thought to the optimum sequence for building secure schema.

Knowledge should be built upon, not left behind.

Exhibit A: If you imagine Year 8s looking back to Year 4 when they 'did the Romans', what would we want them to remember? We would want them to know words like empire, emperor, aqueduct. We would want them to know specific names, locations and dates, placing them in relation to Jesus & 1066, all of which can be supported by **knowledge-organisers**.

Exhibit B: Show pupils the **quizzes** that will be used to test them on their knowledge. It guides their learning. They know the material they will need to get right without study aids. If students can't get the simple factual recall questions right, they will struggle to apply learning to new contexts. Embedded quizzing provides lower attaining pupils with confidence.

Exhibit C: When watching videos etc, make **note-making** absolutely explicit. *These are the key facts; this is what everyone must know; this is what you must all remember.* Not only this, but at least all of this.

Exhibit D: Incorporate awe and wonder through practical learning tasks. Ensure exposure to key terminology. Deliberately provide a focus on **practice** and recall and schema-building. Build the sequence carefully.