



They should know the best that has been said and done in a whole range of cultures as well as our own...

A Rich Curriculum

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...but more that that - that the best that is to be said and done may well be yet to come. From them.



It is difficult to argue against the idea that it is better for children to have explicit and clear recall of curriculum content than a vague recollection of some experiences as a kind of “rubbing off” of content on memory. But we need to seize opportunities to **broaden curriculum content out into much more than a series of well-remembered facts.**

Well-remembered facts are the bottom line, but we have to focus in on the key areas and things that we want them **not just to know, but to understand.**

We need to concern ourselves with how to get through to children; it is not just about engaging them in tasks but **making them care** about the content we are covering.

A rich curriculum moves way beyond knowledge. It moves towards building upon knowledge to ensure that **children know what to do with it.**

Children **shouldn't just name** emperors and kings, **but also consider** the pitfalls of power.

The Great Fire of London

The children know the dates, the places, the statistics - the facts. We've acquired them largely by driving along in a story because we know that, according to Daniel Willingham, **'stories are psychologically privileged'** in the human mind. They understand that the fire was bad, but also that it brought about benefits.

“Let's say we're back at the beginning. The moment when the fire broke out. Let's say we have the power to blow this small flame out and stop the fire. Shall we?”

The **children have concern.** The facts of the fire matter because they have been **placed in a dilemma** over which they have some (fictional) control. They are learning that there are no easy answers to difficult problems. The **quality of children's discussions** can offer evidence of fluency.

Seek to be **knowledge-rich and humanity-rich.**

Children should learn how to be **wise**, not just well-informed.