



**St. George's CE Primary  
School.**

**Developing Our  
Knowledge Rich  
Curriculum**

# Key Points in a Knowledge Rich Curriculum:

*The school's curriculum is planned and sequenced so that **new knowledge and skills build on what has been taught before**, and towards those defined end points.  
(Ofsted framework - Curriculum intent)*

- **Sticky Knowledge** is learnt knowledge that will stay forever
- Assessing too close to the point of teaching can sometimes be misleading, especially when checking sticky knowledge. **New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh it.** (Ref: Education Endowment Foundation)

# Making links between our Knowledge Organisers and Sticky Knowledge.

## Knowledge Organisers:

- Key Characterises: National Curriculum Objectives, Unit overview, Historic, Key Knowledge, Key vocabulary, Fascinating Facts, Visual representation. Key Skills
- Previous learning is detailed
- Subjects that have our own bespoke knowledge organisers include:  
Science, Geography and History
- Pupils complete post tasks to assess knowledge and reflection pages to assess end points.

## Using Knowledge Organisers:

- **Staff** Use: A clear overview of the topic, which clarifies key learning objectives, topic vocabulary and links with National Curriculum
- **Child** use: An overview of what is being learnt. Key vocabulary. Can be a useful aid to sticky knowledge.

Knowledge organisers are written in a way which allows children to become more involved as they get older.

KS1 children are likely to need adult support to fully access them, whereas KS2 children should be able to access these more easily, and use them as a basis for **sticky knowledge**

## Using Knowledge organisers to revisit and embed knowledge

We will return to the knowledge organisers during the year to help embed and revisit knowledge gained earlier on in the school year, or in previous school years.

L

## LINKING

Give students something to hang their learning on through the activation of prior knowledge. This helps to wake up neurons, kind of like warming up muscles before running. Teachers should ask questions, poll the group and encourage guessing.

E

## EMOTIONS

Emotions help us decide what's worth learning about. If we like or enjoy something, our brains emit the powerful hormone dopamine which makes us want to do it over again. Creating an emotional tie can hook students and set the stage for more learning.

# A

## **ANCHOR**

Both teachers and learners themselves can help make deliberate connections between sets of information. The use of images, objects, words and sounds can instantly trigger memories and help the recall of important information.

# R

## **REPETITION**

Learning is the creation of neural pathways within the brain. They're fragile at first, so repetition helps to reinforce the connections. Ideally, small bites of repeated practice spaced out over time will help students process new information and transition it to their long term memory.

# N

## NOVELTY

We pay attention to things that are new and filter out things we've experienced before. With each novel experience students' brains get a hit of adrenaline which means they're more likely to engage in and repeat the activity. How can you change things up and surprise your students?

# S

## STORY

Stories make learning sticky because they cover all of the components above. A great story anchors our learning, makes connections to what we know, taps our emotions, while weaving in repetition and a bit of novelty. Think about how you can place new learning in the context of a story!

**We have a weekly session, allocated to revisiting previous learning.**

**Using the following ideas:**

# Ideas for revisiting and refreshing.....Which ones would work for your class?.....any other ideas.....

Looking back in your books	On-line quizzes like Kahoot	Classroom displays	Chanting Key facts	Written tests
Floor books	Songs	Flashcards to use in pairs	Flashcard to use individually	Knowledge packs
Big books	Super Movers	Self Quizzing	Just a minute game	Word searches
Photos	Stories	Diagrams	Crosswords	Knowledge packs

1. **Flashcards:** get pupils to make a set of flashcards that include all of knowledge items for one topic. They can then use them in spare moments for self-quizzing- Question on front- answer on the back.
2. **Paired retrieval:** get pupils to quiz each other on a knowledge item. Partner A reads out a topic word ( Eg volcano) and Partner B responds with everything they can think of about that word.
3. **Self-quizzing:** looking at key words/ photos: how much can they remember about their learning- can be written or verbal
4. **Online quizzing:** use an online quizzing platform such as Quizlet or Kahoot to create questions linked to the knowledge organiser, which pupils can complete independently or for homework
5. **'Just a Minute':** ask pupils to try to list facts from their knowledge organiser for 1 minute straight, without repetition, hesitation or deviation