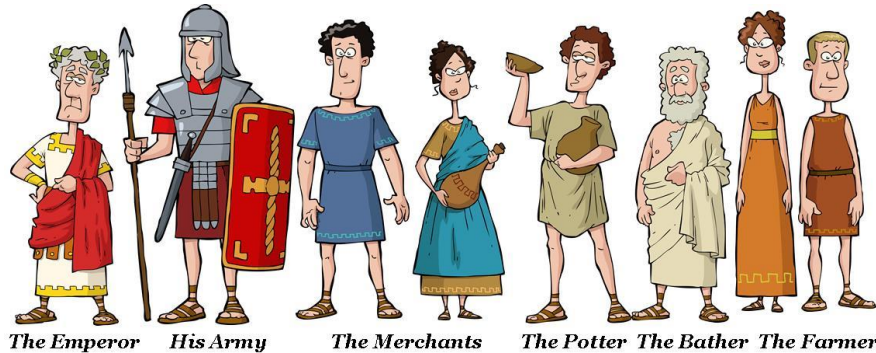


'STICKY' KNOWLEDGE

Are we 'doing' the Romans OR
'learning about' the Romans?



**“The truth is that money
doesn't make you rich;
knowledge does.”**

Robert Kiyosaki

“A well taught knowledge-rich education is potentially the driver for true equality for pupils from different backgrounds. Knowing things, not just recalling the bald facts but deeply understanding them, gives pupils confidence. It helps them to discuss a wide range of live topics with their peers, irrespective of their backgrounds”.

Dame Rachel de Souza



Introduction

- ❑ One of the main objectives when planning a school curriculum is to ensure clear **learning sequences** in order to guarantee children's knowledge is built over the years.
- ❑ This means that school and subject leaders need to ensure that '*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)
- ❑ Our curriculum has been built on this principle. Within each curriculum area you can see how an aspect of the subject is built upon within **main themes**, for example, locational knowledge in geography.
- ❑ In this way, the integrity of the subject is guaranteed with the curriculum supporting pupils' changes in **long-term memory**.
- ❑ Our curriculum planning and teaching recognises that new learning is **fragile** and easily forgotten unless explicit steps are taken over time to **revisit and refresh it**.

What do we mean by a 'knowledge-rich' curriculum?

Amanda Spielman (Ofsted Chief Inspector) believes that ***'The accumulated wealth of human knowledge, and what we choose to pass on to the next generation through teaching in our schools (the curriculum), must be at the heart of education'***

What does that mean for schools?

This is what we take into account when planning and evaluating our curriculum:

- The curriculum should be a mastery of a body of **subject-specific knowledge** defined by each individual school.
- Subject skills are **part** of a knowledge-rich curriculum, not the core.
- Schools can decide on the **'invaluable knowledge'** that they want their pupils to know as the content of the curriculum.
- Learning is defined as an **alteration in long-term memory**. If nothing has altered in long-term memory, nothing has been learned.
- Progress means **knowing more** and **remembering more**.
- Knowledge should be generative and 'sticky'.
- Vocabulary** breadth is related to academic success, and school plays a significant role in expanding pupil vocabulary.

'Sticky Knowledge' – what do we mean?

'Sticky knowledge' is **knowledge that will stay with us forever**. In other words, it is when an alteration has happened to our long-term memory.

We can divide sticky knowledge into two main parts. Firstly, it includes interesting facts that will remain with us forever. Secondly, it includes knowledge that individuals need to learn as part of the National Curriculum.

Sticky Knowledge



Interesting facts, such as:
*almost 50% of all plant
and animal species can
be found in the rainforests*



Knowledge required for
the **National Curriculum**,
such as:
*Know the names of the four
countries that make up the UK*