

KNOWLEDGE in our Curriculum at Pinewood

We know that we need to ensure our children leave us not only with skills needed for the next part of their journey but with a rich body of knowledge both **substantive** (the factual knowledge for the subject) and **disciplinary** knowledge (the action taken within a subject to gain knowledge e.g. using evidence in history, conducting experiments in science –procedural knowledge – knowing how to as opposed to what which when put into practice becomes skill building.)



For example in history children make progress by developing:
their knowledge about the past (this knowledge is often described as '**substantive knowledge**')
their knowledge about how historians investigate the past and how they gain information (often described as '**disciplinary knowledge**')

Clearly lots of **overlap** as skill is really expertise borne out of learning and involves the application of substantive knowledge.

Expertise in a given domain is essentially what disciplinary knowledge is all about.

Sticky Knowledge

Key knowledge we really want children to remember we call sticky as not only do we want it to stick in their brains but we want it to help children generate and remember new knowledge. As children's knowledge grows, their capacity to learn develops as a result of their expanding knowledge. This 'sticky' knowledge will have a snowball effect and will help new knowledge 'stick'

Thematic approach

Research has shown that careful integration of subjects leads to deeper learning. Disciplines influence each other so should be integrated.

Teaching big ideas can lead to deeper learning and more effective transfer of knowledge and skills.

Key concepts or big ideas can exist within subjects but can also be recognised across subjects as 'meta concepts' which means that different disciplines can be delivered through an integrated approach such as thematic learning.

However, an understanding of different concepts is essential and we must educate knowledge within a subject in order to develop multidisciplinary expertise.

Knowledge comes first and our children cannot acquire higher level skills without first learning the content of the curriculum.

We want our children to gain the best knowledge appropriate for their age during their time with us so they can have the best life chances.

We have worked really hard on ensuring our approaches to helping children learn and remember are right for our children and have a school have been working over the last few years on methods of dual coding, retrieval practice and cognitive load.