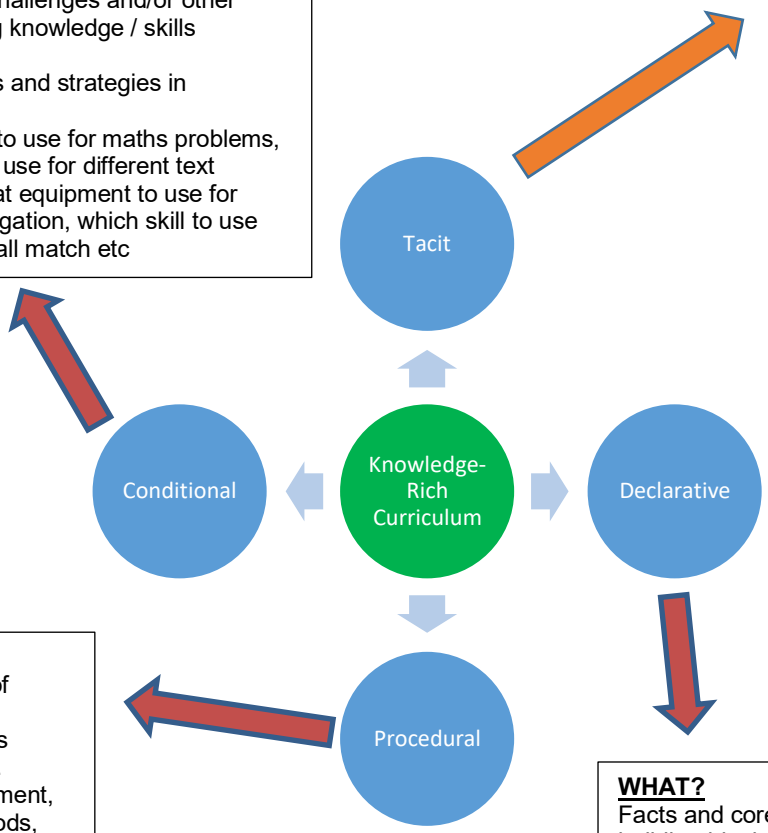
Four key knowledge areas in our knowledge-rich curriculum

WHEN & WHY?
Knowing when to apply the knowledge and skills to situations, challenges and/or other contexts transferring knowledge / skills appropriately.
Identify relationships and strategies in reasoning situations
e.g. what operation to use for maths problems, what reading skill to use for different text types/purposes, what equipment to use for what science investigation, which skill to use and when in a football match etc

EXPERIENCE (sensory)
Knowledge gained through experience (or being part of a culture) and hard to put into words.

Feeling, influence, inspiration, awareness, curiosity, response e.g. how a piece of music moves you, the elation of scoring a goal, pride in achieving something or helping someone, the awe and wonder of nature or art, the power of friendship & connection, the power of poetry/words

It can lead to the desire to learn & find out more but can also put learning into context and better embed learning into longer term memory.



HOW?
The knowledge of methods and the sequence of skills (procedures) e.g. playing an instrument, calculation methods, science investigation methods, DT skills, making a sandwich, writing a poem

Requires consolidation for procedural proficiency (as this is prone to cognitive overload since there are often so many steps involved)

WHAT?
Facts and core content which are crucial as the building blocks for proficiency e.g. number facts, definitions, vocabulary, dates, key facts in each subject area, days of the week, letter sounds etc (see Knowledge Organisers)

The more these are embedded in long-term memory (through retrieval practices & consolidation) the more space children have in their working memories for new information or more complex knowledge.

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