

Our Know More, Remember More Learning Journey



Link it	Learn it	Check it	Show it	Know it
<ul style="list-style-type: none"> • Begin each new subject by prompting children to think about links to and within other subjects, prior learning experiences or experiences within their own lives. • Prompt any links if natural links are not made or considered. • Prior learning tasks to draw out existing knowledge and skills. • Consider ‘what’ children should learn and ‘how’ children will learn it: long-term memory development. • Introduce vocabulary banks and subject specific knowledge organisers to support the children’s learning journey. 	<ul style="list-style-type: none"> • Initial hook activities that develop discrete subject understanding: as a scientist, geographer, historian, artist, writer etc. • Approaches consider cognitive overload – small chunk learning when introducing new content and concepts. • Develop substantive knowledge alongside disciplinary knowledge. • Modelling and scaffolding the learning – I do, we do, you do approach. • Vocabulary development – learning new words and providing opportunities for talk to understand them, use, and apply them. • Time to practise new learning with regular check-ins. 	<ul style="list-style-type: none"> • Create opportunities for regular check-ins throughout the lesson to elicit children’s understanding of the learning journey so far – adapt along the way if needed. • Active marking and feedback to the children throughout to provide additional support and challenge. • Use ongoing mini assessments to inform future planning and teaching. • Close the gaps if children are not secure – include pre-teaching tasks and additional resources, as appropriate. • Peer work opportunities to share ideas and listen to each other’s understanding of the learning. 	<ul style="list-style-type: none"> • Opportunities to celebrate and showcase children’s learning in a variety of ways: new knowledge and skills are clearly demonstrated. • Evidence that disciplinary links with substantive knowledge: time for children to look at evidence that supports their learning; consider the impact of what they learn on their own lives or that of others today. • Opportunities for wider curriculum linked activities: speaking & listening, drama, filmed outcomes, technological presentations, mind maps, independent writing, working walls to support knowledge and vocabulary development. 	<ul style="list-style-type: none"> • Ongoing retrieval practice to check the learning has been retained – use outcomes of this to inform future planning, teaching and close the gap interventions. • Variety of retrieval practice activities in place: speak like an expert, quizzes, flashcards, working memory challenge grids, analysing and connecting images, big idea discussions etc. • Regular return to learning opportunities based on learning from this week, last week, last month, last term, prior key stage – make connections with all new learning themes. • Agreed whole-school approach to subject specific retrieval practice – know more, remember more.