

Knowledge Organisers:

How to write a knowledge organiser

It is important to note that when the term 'knowledge-rich' is talked about this does not simply mean facts.

There are two types of knowledge – declarative and procedural. Knowing the difference between these two will help make it clearer which knowledge should go into your knowledge organiser.

Declarative knowledge is simply factual knowledge. In mathematics, this would be your number bonds, times tables, knowing that all angles in a triangle add to 180 degrees etc.

Procedural knowledge involves being able to know procedures eg. "How do I do 3 digit by 2 digit long multiplication?" or "How to find the missing angle of a triangle if 2 are already given to me".

When designing knowledge organisers it is unlikely that pupils will garner much understanding from procedural knowledge being on there. That is just an attempt to replace a teacher with a piece of paper and it will not work.

We therefore want to focus our knowledge organiser on declarative knowledge as it's this knowledge that will unlock the procedural knowledge and make that learning much richer in the classroom.

A knowledge organiser makes the teacher think hard about what will be taught

From a planning perspective, if it goes in the knowledge organiser then there is an expectation that the pupils will learn it. With the limited space an A4 sheet of paper provides, the teacher needs to consider very carefully the information that they will put onto it when creating a knowledge organiser. If it is not going to be used within a sequence of lessons, then there is no reason for that information to be in the organiser. Going through this thought process makes exactly what learning you expect to occur far clearer, and with this clarity the likelihood that what we teach will stick with pupils increases.

Suggestions about what to include in a knowledge organiser (examples based on the subjects of Paris/London)

- objectives that we will be working towards from the long term plan
- key themes making it clear that you will be focusing on eg. human geography through **transport** or interdependence through **leisure and tourism**
- key vocabulary – subject specific and topic specific eg. in Geography you might talk about northern hemisphere, Europe, developed country when locating or identifying key features or location of France but subject specific vocab for looking in more detail at content you are going to teach might include River Seine, metro system
- factual knowledge about the topic – eg. Seine River effectively turns Paris into two islands; The Eiffel Tower was supposed to be a temporary installation, intended to stand for 20 years after being built for the 1889 World Fair.

- key places and/or people – eg. Eiffel Tower, Notre Dam Cathedral, The Louvre – you might include photo references
- useful photos, pictures, maps or diagrams (as required for the topic) – eg. map of place within Europe
- key dates for a subject like history (e.g. when the two World Wars were) would clearly also be included
- important quotes eg. ‘When a man is tired of London, he is tired of life.’ (Samuel Johnson)

Year 3 and 4

Topic title: Terrible Tudors

Topic Themes: Family and Society, Settlement, Conflict and Disaster

Our objectives for the topic:

- Use a timeline of history – understanding that it can be split into BC and AD.
- Identify and give reasons for results of historical events, situations and changes.
- Identify historically significant people and events from the past.
- Identify where people in the past have represented events, people and ideas in a way that persuades others.
- Use evidence to describe aspects of the lives of people from the past e.g. culture, way of life, what was important to them.

Essential Knowledge:

- To know King Henry VIII had six wives.
- To understand the significance of the War of the Roses.
- To know the War of the Roses was won by Henry VII.
- To know wealthy Tudors liked to show off their riches through their clothes, food and homes.
- To know that the young heirs of Henry VIII lived vastly different lives compared to ordinary people.
- To know harsh punishment, including beheading, was popular and common during Tudor history.

Interesting information:

- Police didn't exist in Tudor times but there were still laws.
- Most people lived in small villages and farmed to earn money.
- Only the sons of wealthy families went to school.
- Tudor toys were made from wood, clay and animal bones.

Key Vocabulary:

Monarch

A sovereign head of state (king or queen).

Dynasty

A family of rulers who rule over a country for a long time.

Reign

The time a king or queen is at the throne.

Execution

To carry out a sentence of death (e.g. beheading).

Treason

A crime of betraying your own country, e.g. trying to overthrow a king/queen.

War of the Roses

A battle which took place between two kingdoms, leading to the first Tudor king.

Inherit

To receive something after somebody's death,

Heir

Someone who is in line to receive/inherit something after a death. E.g. the king's children will inherit the throne.



Books, stories and webpages linked to the topic:

Life in Tudor Times – BBC Bitesize

<https://www.bbc.co.uk/teach/class-clips-video/ks2-history-the-tudors-life-in-tudor-times-index/zdn7h4j>