

HOW CAN WE USE KNOWLEDGE WEBS IN THE CLASSROOM?



Knowledge progression is integral to a coherent curriculum. Knowledge webs are a useful tool to help children gain, retain and build the knowledge and skills as set out in our curriculum intent. At St Mary's we want children to gain specific knowledge in each curriculum subject that builds up over time. Knowledge webs focus on one topic and grow in complexity across year groups.

1 INTRODUCING THE KNOWLEDGE WEB

Pupils who have greater prior knowledge of a unit are likely to learn more from the teaching of that unit. Knowledge is generative (sticky) and new knowledge is good at hooking onto this pre-knowledge; therefore knowledge webs will be revealed, introduced and shared in class a week before the start of a new unit.



2 SHARING WITH FAMILIES

Each class will have two folders within their teams page; a folder for previous knowledge webs and a folder for current knowledge webs. New knowledge webs will be uploaded a week before the topic is due to start and new knowledge webs will be highlighted to families in the weekly class newsletter.



3 DISPLAYING THE KNOWLEDGE WEB

A copy of each knowledge web will be stuck into each pupil's book before a topic begins. Large A3 copies of knowledge webs will be stuck up in the classroom, on the appropriate display boards. After completing work in class, pupils should be given opportunities to revisit previous knowledge webs.



4 CONVERTING THE INFORMATION

Pupils could spend time converting the information on the knowledge web into other formats. They could produce mind maps, revision cards, posters, videos or sound files. This will support pupils in understanding, memorising and consolidating their knowledge of a subject.



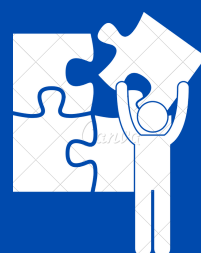
5 RETRIEVING KNOWLEDGE

The knowledge webs can be used as a regular retrieval tool. Strategies should be varied for pupils and may include short low stakes quizzes, vocabulary/definition matching games, creating a quiz for a partner, filling in missing words/information. Higher-level 'why' questions should be used to ensure they have deepened their knowledge beyond the knowledge web and have formed stronger schemata.



6 IDENTIFYING GAPS IN KNOWLEDGE

The knowledge web should be used to identify knowledge gaps throughout the topic. Low stake quizzes or asking the children to fill in a blank or partially blank knowledge web will help identify gaps in knowledge. Pupils could also RAG rate their understanding by highlight sections of the knowledge web.



7 PLANNING HOMEWORK TASKS

Each unit of work should have homework tasks which link to the use of the knowledge web. The type of tasks will vary but they could be linked to learning vocabulary or key dates or creating flash cards about a certain section of the knowledge web. Homework tasks may also ask pupils to revisit knowledge webs from a previous topic.



8 REVISITING THE KNOWLEDGE WEB

Knowledge webs from previous topics should be revisited regularly. Spaced retrieval helps transfer the knowledge from the short-term memory to the long term memory. Revisiting knowledge webs from a previous topic could be done after completing a task or as a whole class starter/warm-up. They could also be incorporated in through the use of interruption slides.

