



# Orton Wistow Primary School

## Knowledge Organisers

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### WHY introduce Knowledge Organisers?



- To give children a firm foundation of factual knowledge as they move through school.
- To present information in a way that aides children in their retrieval of that knowledge.
- To introduce and define essential vocabulary for a particular subject.
- To outline the fundamental understanding the children should gain from the unit of work.
- To develop teachers and subject leaders' subject knowledge.
- A planning tool - to aid planning by clearly outlining the facts that need to be taught.
- An assessment tool - to help teachers check whether pupils have learned the key knowledge.

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### WHAT should we include in a knowledge organiser?



- The most important facts/knowledge for each topic - NOT practical skills. It should fit on one A4 piece of paper.
- Write each fact in as few words as possible.
- Only information that is 'quizzable'.
- The way that the knowledge is organised is key in aiding retrieval - lists aren't always the best way to present information in terms of grouping ideas or showing links between the different ideas. Mind Maps, timelines, flow diagrams, tables, pictures and diagrams can all help.
- There are 3 main columns, vocabulary, knowledge and understanding.
- These will link to the Curriculum 2.0 overviews for each subject, but be accessible to children.
- Key vocabulary is included, and a concise child appropriate definition given (etymology of words not essential)
- Knowledge contains just the main and most pertinent facts.
- Understanding will outline the concepts gained through the study of that unit.
- The second side of the KO can be used for images and pictorial information to supplement the main side – for example, a history one may include a time line, a geography one include a map of the world/flags etc., an RE one contain images of religious symbolism. This is not to say images should not be added to the columns on the front where appropriate.

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### HOW should we use them once we've made them?



- Think carefully about when we want to reveal different sections on the knowledge organiser to children - e.g. If children are studying magnets - we want them to find out opposite poles attract by trying it out - not from reading it - the knowledge organiser can then help them to retrieve that knowledge later.
- We need them to be easy for children to access but make sure this doesn't become a reference point that means they don't need to learn the facts.

- Regular low stakes retrieval practice is key.
- Once created, Knowledge Organisers should be available for the children to use and refer to. What this looks like might be different in different year groups depending upon the age/reading skills of the children. In KS1 they will be printed out on A3 paper and put on display on the learning walls for the teachers and children to refer to. In KS2, they will be printed on A4, and be readily accessible to the children in the form of a plastic folder, with inserts where the knowledge organisers will be added into subject wallets. These will be built upon year on year. Children in Year 3 will be given a folder already populated with the knowledge organisers from years 1 and 2. It will be expected that the children will keep these in their tray and access them when required.
- All year groups will display KO on their working walls, as well as having them available for the children to physically handle. These will obviously change as the topics/subjects change. Previous KO will be laminated, and collected. These will be kept available to be referred to.

#### Some examples of this for the children are:

- **Flashcards:** get pupils to make a set of flashcards that include all of knowledge items for one section. They can then use them in spare moments for self-quizzing
- **Paired retrieval:** get pupils to quiz each other on a knowledge item. Partner A reads out one part of the knowledge item (for example, 'The Sea of Tranquility') and Partner B responds with the associated information ('a large, dark area of the moon where the astronauts of Apollo 11 landed')
- **Self-quizzing:** ask pupils to use a blank piece of paper to cover one column of a table on the knowledge organiser, give them a few minutes to write down the associated definitions to each term, then allow them to check their answers
- **Online quizzing:** use an online quizzing platform such as [Quizlet](#) or [Kahoot](#) to create questions linked to the knowledge organiser, which pupils can complete independently or for homework
- **'Just a Minute'** based on the popular Radio 4 show, ask pupils to try to list facts from their knowledge organiser for 1 minute straight, without repetition, hesitation or deviation

#### Examples of ways for teachers to use (planning, delivery and assessment)

- **Set the scene:** show the knowledge organiser at the start of the lesson, and draw attention to the facts that pupils will explore and how these fit into the bigger picture. This'll give pupils a sense of perspective and coherence
- **Assess pupils' knowledge:** give pupils a 'blanked out' knowledge organiser as an end-of-unit assessment, to help judge how much of your intended curriculum pupils have actually learned
- **Check previous knowledge:** give pupils the knowledge organiser for a previously covered topic at intervals that get increasingly longer, to help them revisit and retain key facts
- **Make clear links with prior and future learning:** when lesson planning, look at knowledge organisers from previous or later year groups/units to quickly get a sense of what pupils have previously covered or need to know for future units
- **Ensure progression:** tailor key concepts and vocabulary on the knowledge organiser so that they become increasingly complex and ensure pupils are progressing