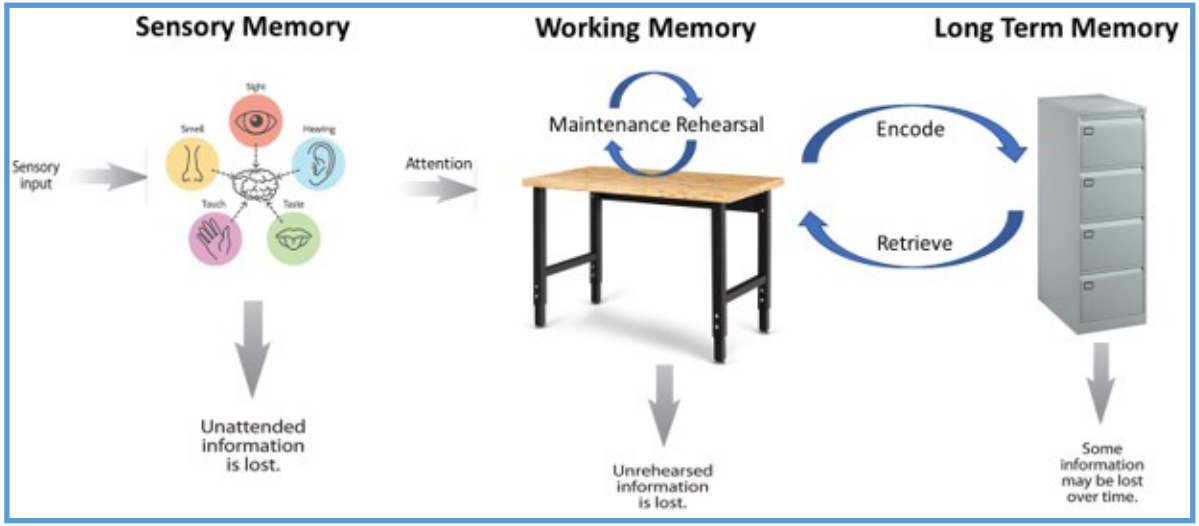
Knowledge Organisers at Mapperley Plains 2023-2024

We believe it's important that everyone involved in sharing ideas about teaching and learning understands the underlying rationale and evidence base. The use of Knowledge Organisers is no exception. We use Walkthrus as a pedagogic knowledge-base and a toolkit to support our evidence-based approach to teaching and learning.

A Model of Memory



At Mapperley Plains, knowledge organisers are used in KS1 and KS2 for the topic driver subject. This will be either Science, History or Geography. Knowledge organisers are learning focussed and are intended as a summary.

Some examples of features of knowledge organisers are listed. This list is not exhaustive and school staff may format their knowledge organisers differently, depending on the age and stage of the children they teach.

- Vocabulary (dual coded)
- Diagrams with or without labels
- Fact boxes
- Tables
- Timelines
- Maps
- Flags
- Bullet points
- Mind maps
- Flow charts

We understand that the purpose of a knowledge organiser is to provide pupils with accessible guidance about knowledge that they can study on their own to build a secure schema with strong recall of the knowledge elements. Knowledge organisers only serve a purpose of they are used effectively, linked to **retrieval techniques.**

At Mapperley Plains, we use the knowledge organiser Walkthru to guide our approach:

1) **Design knowledge organisers to be quizzable** - present information in a way that supports self-quizzing. Information should be clearly visible.

2) **Focus on specific elements** - read specific elements prior to retrieval practice whilst highlighting how the section fits into a bugger schema of knowledge. Quizzing should support building connections.

3) **Read and rehearse** - rehearse by asking questions about the content whilst the pupils are looking at it. To further engage them, repeat this individually or in pairs.

4) **Close or cover for generative recall** - active step! Remove the information and engage the pupils in a recall process e.g. adding labels to a diagram, fill the blanks etc.

5) **Check for accuracy** - reveal the covered information so pupils can check the accuracy of their recall.

Over time, pupils should engage in the recall process with increasing time gaps after studying the knowledge organiser.

