



HOW PUPILS LEARN

How Pupils Learn: the Early Career Framework



states that:

Adapted from blog from Research and Policy Manager of EEF Harry Madgwick

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• Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.

- Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.**
- Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.**
- In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important.**

Children and young people bring such a broad range of experiences and preconceptions with them to the classroom. Teachers can never fully predict or comprehend the multitude of ways in which new information is received, and so, we believe probing pupils' prior knowledge and addressing their misconceptions is essential.

