

## Curriculum at Dixons

### Powerful knowledge

**Everyone is entitled to powerful knowledge: we grasp it through hard work, it takes us beyond our everyday experiences and is the best truth that can be known (Young et al, 2014)**

#### What is it?

- The best that is thought and said
- Always debated (powerful knowledge loves challenge)
- Distinct from everyday knowledge
- Subject specific

#### Who decides it?

- Subject specialists
- In every subject
- Across every phase

#### What does it lead to?

- If you understand it, you can build upon it, make connections and challenge it

### Cultural capital

**“helps us navigate the society in which we live” (Bourdieu, 1979)**

#### What is it?

- An understanding of societal norms and expectations

#### Who decides it?

- Those with power at the time
- You if you acquire powerful knowledge

#### What does it lead to?

- If you understand it, or recognise it, you can choose how you want to behave within it

### Types of knowledge

#### Substantive knowledge – WHAT you teach

- Facts and concepts in a particular subject
- Carefully sequenced, revisited and connected over time
- Misconceptions identified and corrected
- *For example, the text of a poem*

#### Disciplinary knowledge – HOW you know WHAT to teach

- The way facts and concepts are known / conveyed in a particular subject
- *For example, the techniques deployed in the poem*

#### Procedural knowledge – HOW you teach

- How students learn in a particular subject
- *For example, analysing the poem*