

The Trivium Model

NOVICE

EXPERT

	GRAMMAR (Knowledge)	LOGIC (knowledge understood)	RHETORIC (Wisdom)
Focus and Definitions	<ul style="list-style-type: none"> Grammar - the basic elements of an area of knowledge or skill 	<ul style="list-style-type: none"> Logic – a method of reasoning that involves a series of statements, each of which must be true if the statement before it is true. Dialectics – a method of reasoning and reaching conclusions by considering theories and ideas together with ones that contradict them. 	<ul style="list-style-type: none"> Wisdom – the ability to use your experience and knowledge in order to make sensible decisions or judgements Rhetoric – the skill or art of using language effectively
	<p>I (teacher) Input KNOWLEDGE</p>	<p>We Processing UNDERSTANDING</p>	<p>You (pupil) Output WISDOM</p>
Classroom Strategies	<p>Acquiring and developing important foundational knowledge and basic skills (procedural knowledge)</p> <ul style="list-style-type: none"> Knowledge / Facts Retrieval practice – making learning stick – cognitive science Memorisation Basic skills Songs, chanting, Vocabulary development Teacher imparting Rote learning Focus on WHAT? and WHEN? 	<p>Focus on discussion and questioning – develop critical thinking and disciplined thought. Take the knowledge from the ‘Grammar’ stage, work with it and deepen their own understanding.</p> <ul style="list-style-type: none"> Thinking Discussing / Debating – teaching how to Making Connections Questioning Comparing and Contrasting – which is best? Focus on HOW & WHY? <ul style="list-style-type: none"> Understanding how the facts fit together 	<p>Developing wisdom, independence and creative thought. Emphasis on creating and expressing oneself beautifully and persuasively. Pupils build upon the knowledge, reason through implications and form original thoughts.</p> <ul style="list-style-type: none"> Continued debate, discussion and argument Developing independent study – built on foundational knowledge Developing views and opinions Problem solving Presentations Original thought and creation Oracy – expressing oneself fluently, confidently and eloquently Communicating Performing FOCUS on ‘SO WHAT? To what end? For what purpose?’
Within lesson	Example 1 - Use brackets to show parenthesis		
	<p>What are parenthesis? (retrieval of prior learning) Identify key rules for parenthesis. Learn key rules – chant / flashcards etc. Revisit key rules at the end of the lesson – key points to remember from today</p>	<p>Apply understanding to identify parenthesis in text. Insert parenthesis in text – worksheet. Discuss errors – in own / peer / deliberate mistake models (using the key rules to identify and reason) Discuss use of parenthesis (brackets) – compare to commas and dashes – where would they be used?</p>	<p>Plan for use in own work – independent writing. Reasoning for writing – why have you used parenthesis there? What is the impact for the reader. Continued use in independent work.</p>
Across Lessons	Example 2 – What is the greatest legacy of the Roman period		
	<p>Series of lessons – regular retrieval practice throughout. Teacher led – introduce to key legacies from the Roman period – use a knowledge organiser to highlight key facts e.g. –</p> <ul style="list-style-type: none"> Script / calendar / law and politics / colonies and roads / architecture – concrete – glass – central heating / cats / clean water / coins / nettles 	<p>Children ask questions about the facts they have learnt. They start to rank the ‘legacies’ as individuals and then debate in pairs / groups to come up with a final list – debating skills (which is best?). They make links – how do roads and colonies support development of architecture?</p>	<p>Children write an essay / prepare a presentation / speech on ‘what is the greatest legacy of the Roman Period? To include reasoning on why their choice is a greater legacy than others. Pupils apply their thinking to today – what will the greatest legacy be from this period?’</p>
Assessment	<p>Working Towards</p> <ul style="list-style-type: none"> Children do not remember key knowledge and struggle to demonstrate skills without support Learning is shallow – surface, temporary, often lost 	<p>Met</p> <ul style="list-style-type: none"> Children remember the majority of key knowledge (evidence in the long term) <ul style="list-style-type: none"> Learning sticks, can be recalled and used Children can make links / ask questions and begin to offer their own opinions / make choices Where relevant they can demonstrate skills in context 	<p>Greater Depth</p> <ul style="list-style-type: none"> Children apply their knowledge and skills to different contexts consistently, confidently and fluently They work independently <ul style="list-style-type: none"> organising their own ideas and making connections with other areas of learning apply knowledge and skills without recall to adult support They can clearly explain what they have been doing and reason the choices they have made – they develop their own views and back these up convincingly