



### Subject Intention:

It is our intention to build a curriculum that enables children to develop knowledge, skills and vocabulary in a broad range of sporting activities, as well as developing values and transferrable life skills such as fairness and respect. Our PE curriculum is based on an enhanced model of the Early Years Framework and the National Curriculum. The subject leader has created progression documents from reception to year 6. These progression documents have been planned in order to build on the skills needed to meet the end of KS objectives in the National Curriculum. Our long term plan is broad and balanced, allowing children to access a wide variety of high quality PE and sports provision. The long term plan begins by focussing on the fundamental skills (ABC) and then moving onto skills and activities that can lead to different sports. Further up school, we start making the links between sports and finally in years 5 and 6, it becomes more sport specific as we get them ready for high school. Children are given plenty of opportunities to build upon prior knowledge, allowing children to know more, and remember more. Children are given plenty of opportunities to take part in competitive sports throughout the year. We use PE Passport as our PE scheme in order to develop teacher's CPD. Teachers are encouraged to use this, alongside their professional judgement when planning their lessons. Provision is enhanced through the use of the Sports Premium Funding and are covered by the 5 key performance indicators.

### Subject Implementation:

#### Curriculum

The PE curriculum is taught through the PE Passport scheme, which is in line with the National Curriculum. This is used to aid teaching staff in their subject knowledge. Teachers are able to adjust and change lessons to suit the needs of their classes but the scheme provides a strong basis of what is expected.

#### Lessons

Each class has access to 2 hours of high quality PE lessons every week. These are either taught by the class teacher or by HLTA's who have received training and support. Children are given the opportunity to practise skills in a variety of ways and each lesson builds upon the previous skills, allowing them time to embed it. Different skills are recapped throughout and across the years, each time they are being built upon; allowing children to know more and remember more.

#### Swimming

Year 4 receive weekly swimming lessons. These lessons run throughout the whole year. This means that children have the best opportunity to meet the swimming requirements as they have the whole year to learn, practise and apply the skills needed.

#### Enhancements and events

We offer a wide range of sporting after school clubs run by an outside agency called Total Sporting Solutions. These clubs are paid for by school and they provide children with access to a wide range of sporting activities. These activities are chosen by the Sports Council at the beginning of each year. The clubs are changed once a half term and cater to a range of abilities. Clubs run three times a week. A range of inter and intra events run throughout the school year, giving children opportunities to take part in competitive sports.

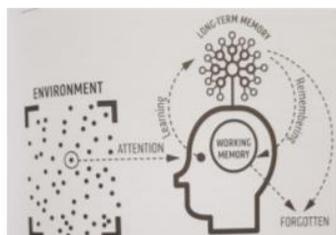
#### Assessment

Assessments are based on teacher assessments and are recorded on Target Tracker. Evidence of this is shown on Seesaw and through pupil voice. Pupils are also given time to reflect on their learning and take part in self, peer and group feedback within the lesson.

### Subject Impact:

Our children have a secure understanding of the benefits of leading healthy lifestyles. Children are able to know more and remember more about the importance of healthy lifestyles. They progress well throughout each year group and meet the NC objectives. They are eager to attend after school clubs and competitive sports events and even the least confident children are keen to attend.

What practices do we employ in our lessons to encourage children to know more and remember more?



What do our lessons look like			
Introduction	Teaching input	Pupil activity	Ongoing assessment
Daily review	Present new materials using small steps Provide models	Guide student practice  Obtain a high success rate	Ask questions  Check for student understanding
	Provide scaffolds for difficult tasks	Provide scaffolds for difficult tasks Independent practice	Weekly and Monthly Review

How does this lead to specific learning activities?

<b>Introduction (Daily Review)</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Definition of words</li> <li><input type="checkbox"/> Show examples for children to identify knowledge/skills</li> <li><input type="checkbox"/> Vocab quiz</li> </ul>
<b>Input (Present new materials in small steps)</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher to model small steps and then children to have a go</li> <li><input type="checkbox"/> Examples of high quality models</li> <li><input type="checkbox"/> Narrow down skills/tasks</li> <li><input type="checkbox"/> Carefully chosen resources</li> <li><input type="checkbox"/> Adult/peer role model</li> </ul>
<b>Input ( Provide models)</b>	
<b>Input (Scaffolds for difficult tasks)</b>	
<b>Pupil Activity (Guided student activity)</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher to observe pupils and provide guidance to support or stretch</li> <li><input type="checkbox"/> Adult support</li> <li><input type="checkbox"/> Apply techniques / skills</li> <li><input type="checkbox"/> Children practise using the knowledge and skills they have learnt in a small game scenario</li> </ul>
<b>Pupil Activity (Obtain a high success rate)</b>	
<b>Pupil Activity (Time for independent practice)</b>	
<b>Ongoing Assessment (Ask questions)</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What resources have you used? Why?</li> <li><input type="checkbox"/> How did you achieve that?</li> <li><input type="checkbox"/> How could you improve?</li> <li><input type="checkbox"/> How could you change the outcomes? What would happen if....?</li> <li><input type="checkbox"/></li> <li><input type="checkbox"/> Look at children's performances</li> <li><input type="checkbox"/> Ask questions</li> <li><input type="checkbox"/> Vocab review</li> <li><input type="checkbox"/></li> </ul>
<b>Ongoing Assessment (Check student understanding)</b>	
<b>Ongoing Assessment (Weekly and monthly reviews)</b>	



# South Hiendley Primary School Curriculum Statement



PE

## LONG TERM PLAN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS2	Fundamental Skills: Balance	Fundamental Skills: Movement Skills 1	Fundamental Skills: Locomotion		Gymnastics: Flight	Athletics 1
Year 1	Fundamental Skills: Movement Skills 2	Fundamental Skills: Target Games 2	Net & Wall Game Skills 1		Striking & Fielding Game Skills 1	Athletics 2
	Gymnastics: Balancing & Spinning on Points & Patches	Dance: Animals	Gymnastics: Pathways – Small & Long		Dance: Under the Sea	Gymnastics: Wide, Narrow & Curled Rolling & Balance
Year 2	Fundamental Skills: Movement Skills 3	Net & Wall Game Skills 2	Invasion Game Skills 2		Striking & Fielding Game Skills 2	Athletics
	Gymnastics: Pathways – Straight, Zippag and Curving	Dance: Pirates	Gymnastics: Spinning, Turning & Twisting		Dance: <del>Minibeasts</del>	Gymnastics: Stretching, Curling & Arching
Year 3	Fundamental Skills: Target Games 3	Invasion Games: Flag Football	OAA		Invasion Games: Tag Rugby	Striking & Fielding: Cricket
	Gymnastics: Linking Movements Together	Dance: Around the World	Gymnastics: Receiving Body Weight		Health Related Fitness	Gymnastics: Symmetry & Asymmetry (Partners)
Year 4	Net & Wall Games: Dodgeball	Dance: Romans	Gymnastics: Rolling & Travelling Low		Striking & Fielding: <del>Rounders</del>	Athletics
	Swimming					
Year 5	Striking & Fielding: Cricket	Invasion Games: Football	OAA		Invasion Games: Netball	Athletics
	Dance: Victorians	Gymnastics: Under & Over (Partners)	Dance: The Haka		Net & Wall Games: Badminton	Gymnastics: Synchronisation & Canon
Year 6	OAA: Leadership	Net & Wall Games: Tennis	Invasion Games: Tag Rugby	Castleford Tigers (Tag Rugby)	Net & Wall Games: Dodgeball	Ultimate Frisbee
	Invasion Games: Handball	Dance: WW2	Gymnastics: Counterbalance & Tension		Health Related Fitness	Striking & Fielding: <del>Rounders</del>



# South Hiendley Primary School Curriculum Statement



## PE

### Knowledge Progression and planned vocab: GYMNASTICS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Jump off an object and land appropriately</p> <p>Use alternate feet to mount steps, stairs or climbing equipment</p> <p>Perform a star jump</p> <p>Perform a pencil jump</p> <p>Jump and turn</p> <p>Jump and show a tucked body shape in their air</p> <p>Leap from one foot to the other</p>	<p>Travel on different levels (high/low) in different ways (wide, narrow, curled, forwards, backwards, sideways)</p> <p>Balance on different levels</p> <p>Follow different pathways (straight, curved, triangular)</p> <p>Demonstrate a variety of turns</p> <p>Perform a variety of jumps (2 feet to 1, 1 to the other, 2 to 2)</p> <p>Mount and dismount apparatus safely</p> <p>Form solo sequences including spins and balances (both symmetrical and asymmetrical)</p> <p>Perform simple routines with a partner</p> <p>Perform a dish roll and a log roll</p>	<p>Change direction using a variety of turns</p> <p>Perform sequences that use different pathways (incl. zig zag and curved)</p> <p>Adapt and improve sequences</p> <p>Link movements together seamlessly</p> <p>Perform a variety of moves using the floor and apparatus</p> <p>Perform a forward roll</p> <p>Perform a teddy bear roll</p> <p>Perform a counter balance using apparatus</p> <p>Perform a counter balance with a partner</p> <p>Support own body weight on different parts of the body</p> <p>Perform sequences with clear start and finish positions</p>	<p>Step and turn through 90, 180, 270 and 360 degrees</p> <p>Take body weight on hands, back and shoulders to support in balance</p> <p>Take body weight on hands, back and shoulders in motion</p> <p>Work at different levels</p> <p>Perform a variety of rolls (forwards, shoulder, teddy bear, dish and pencil) with some control</p> <p>Link a series of balances seamlessly</p> <p>Transfer a routine onto the apparatus</p> <p>Spin symmetrically and asymmetrically on different patches and at different levels</p> <p>Balance on different points and patches both symmetrically and asymmetrically.</p>	<p>Perform a series of rolls (forwards, backwards, shoulder, teddy, dish and pencil) with good control and poise.</p> <p>Link rolls into a routine</p> <p>Perform a partner sequence showing elements of unison (canon/mirroring etc)</p>	<p>Perform sequences that include travelling over and under a partner</p> <p>Use apparatus to create fluent and controlled sequences</p> <p>Improve and refine sequences ensuring clear start and finishing positions</p> <p>Perform routines to a consistent count to ensure flow</p> <p>Intersperse moves in canon and in unison</p> <p>Demonstrate different dynamics (changes of level, speed and direction)</p>	<p>Hold highly controlled balances (counter and counter tension) on a variety of points and patches</p> <p>Perform a small group sequence using synchronisation unison, canon or mirroring.</p>

#### GYMNASTICS VOCABULARY

<p>Jump</p> <p>Travel</p> <p>Under</p> <p>Over</p> <p>Through</p> <p>Safe</p> <p>Land</p> <p>Take-off Turn</p> <p>Climb</p> <p>Star jump</p> <p>Pencil jump</p> <p>Tuck</p> <p>Leap</p>	<p>Sequence</p> <p>Balance</p> <p>Spin</p> <p>Symmetry</p> <p>Point</p> <p>Patch</p> <p>Sideways</p> <p>Forwards</p> <p>Backwards mount</p> <p>Dismount</p> <p>Solo</p> <p>Routine</p> <p>Dish roll</p> <p>Log roll</p> <p>Small</p> <p>Long</p> <p>Wide</p> <p>Curled</p> <p>Narrow</p>	<p>90, 180, 270 degree turns Pathway</p> <p>Zig Zag</p> <p>Perform</p> <p>Control</p> <p>Direction</p> <p>Seamless</p> <p>Forward roll</p> <p>Teddy bear roll</p> <p>Counter balance</p> <p>Start position</p> <p>Finish position</p>	<p>360 degree turn</p> <p>Body weight</p> <p>Symmetrical</p> <p>Asymmetrical</p>	<p>Poise</p> <p>Unison</p>	<p>Fluent</p> <p>Refine</p> <p>Flow</p> <p>Canon</p> <p>Dynamics</p>	<p>Counter tension</p> <p>Synchronisation</p> <p>Mirroring</p>
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### Knowledge Progression: DANCE

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>See fundamental skills section.</p>	<p>Move safely and creatively in a space</p> <p>Change level, speed, rhythm and direction</p> <p>Make up a short dance with a partner</p>	<p>Change level, speed, rhythm and direction with consistency</p> <p>Dance with control and coordination</p> <p>Perform a short dance with a partner that shows use of level, direction and unison</p>	<p>Show good timing, control, posture and extension</p> <p>Show changes in level and pathway</p> <p>Perform using canon/changes in formation</p> <p>Perform a group and solo dance.</p>	<p>Perform dances that are controlled and coordinated.</p> <p>Perform routines with good timing and controlled posture and extension</p> <p>Perform using canon and changes in formation in solo, paired and group routines.</p>	<p>Perform a motif in unison</p> <p>Show excellent timing during level/pathway/directional changes</p> <p>Show use of canon, unison and mirror image</p> <p>Use chance choreography</p>	<p>Perform a controlled and highly co-ordinated dance solo, in pairs and in a group.</p> <p>Show use of canon, unison, mirror image and changed in formation level and direction with good control.</p> <p>Use chance choreography effectively</p> <p>Improve performances based on feedback given</p>

#### DANCE VOCABULARY

<p>Creative</p> <p>Speed</p> <p>Level</p> <p>Rhythm</p> <p>Direction</p> <p>Dance</p>	<p>Timing</p> <p>Perform</p> <p>Beat</p>	<p>Posture</p> <p>Extension</p> <p>Pathway</p> <p>Canon</p> <p>Solo</p>	<p>Routine</p> <p>Canon</p> <p>Formation</p>	<p>Mirror image</p> <p>Chance choreography</p> <p>Unison</p> <p>Motif</p>	<p>Co-ordination</p> <p>Control</p>
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## Knowledge Progression: ATHLETICS/HEALTH RELATED FITNESS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Move freely with pleasure and confidence	Run at different speeds	Coordinate a run with a jump	Demonstrate basic stamina	Use the correct technique to start a sprint	Sustain pace over longer distances when running	Understand the importance and benefits of physical activity
Jump from 1 foot to 2 feet	Change speed and direction whilst running	Jump with control and good timing	Sustain physical exertion over time	Combine sprinting with low hurdles	Use an overarm and underarm throw with control and good accuracy	Sustain stamina for longer periods of time
Jump 2 feet to 2 feet	Improve jumping technique to increase height and distance	Throw in a variety of ways with some accuracy	Demonstrate a good sprinting technique	Jump hurdles consistently with control	Perform a triple jump	Completes aerobic activities/exercises
Jump over an obstacle	Include a 'run up' to a jump		Notice their improvements and progress	Throw overarm with accuracy	Complete relay changeover skills	Investigate footwork and techniques when running
Roll an object at a target	Use legs and correct placement of feet to achieve distance when throwing			Throw underarm with accuracy		
Throw a ball at a target						

### ATHLETICS/HEALTH RELATED FITNESS VOCABULARY

Travel Throw Jump Height	Speed Direction Sprint Run up Distance	Control Timing Accuracy React	Stamina Flexible Agility Co-ordination <b>Plyometrics</b>	Technique Hurdles Overarm Underarm	Pace Triple jump Relay Changeover	Aerobic Footwork
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## Knowledge Progression: FUNDAMENTAL SKILLS/GAMES

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Balance on 1 leg	Move confidently in a space	Skip using a rope	Throw underarm and overarm at a target with some accuracy with either hand	Develop an effective throwing technique	Throw accurately using a good overarm technique	Hit a forehand and backhand shot consistently controlling where the ball goes
Jump off an object and land safely	Jump with control in a variety of ways	Bounce and travel with a ball with some control	Putt and strike a ball with accuracy	Dodge accurately and effectively	Catch consistently and effectively when under pressure	Investigate good footwork and positioning
Jump with control	Slide to the left and right to dodge	Receive a ball and trap it	Receive a ball accurately	Throw and catch consistently and effectively	Perform a forehand and backhand serve	Use tactics against an opponent
Maintain balance when lifting and carrying an object	Send and receive a ball with some accuracy (throwing, kicking, rolling, bouncing)	Pass a ball accurately	Receive a ball whilst on the move	Jump to catch a ball	Send and return a shuttle	Successfully work alongside and against others when attacking and defending
Catch a large ball	Hit an airborne ball with one hand	Strike and volley a ball with some accuracy	Demonstrate some of the principle of attacking and defending	Bowl and bat a ball with some accuracy and power	Grip a bat correctly, take stance and strike it consistently well	Effectively bowl and bat a ball
Negotiate space	Get into ready position to catch a ball	Show good grip and stance when using a racket	Send and receive a ball under pressure	Work alongside and against others when attacking and defending	Perform a range of fielding techniques	Move quickly to receive and send a ball
Gallop in a space	Throw overarm	Send a ball over a net using a racket and forehand and/or backhand	Accurately pass a rugby ball backwards	Intercept a ball	Use the correct technique to dribble and pass a ball	Send and receive with greater accuracy
	Throw underarm	Begin to track an opponent	Pass and create an overlap	Demonstrate some tactical awareness during a game	Land on different feet and pivot to pass a ball	Dribble with control
		Begin to intercept an opponent	Bowl a ball with some accuracy		Maintain good control of a football	Keep possession against an opponent
		Keep possession of the ball	Play simple team games using skills learnt		Keep possession of a ball successfully	Shoot with power and accuracy
		Demonstrate some spatial awareness during team games			Choose a shooting technique to use to be successful	Perform a dummy pass
					Demonstrate principles of attacking and defending	Officiate a game effectively
					Link skills to play in a competitive game	Compete in a range of games that involve attacking and defending

### FUNDAMENTAL SKILLS/GAMES VOCABULARY

Balance Jump Land Catch Gallop	Control Send Receive Ready position Overarm Underarm Slide Dodge	Skip Bounce Travel Trap Accuracy Consistent Strike Volley Stance Forehand Backhand Opponent Intercept	Putt Attack Defend Under pressure Overlap Bowl	Power Reaction Honesty Teamwork Possession Referee Tactical awareness Ground fielding	Serve Shuttle Dribble Pivot Wicket keeper Batsmen Attacker Defender Goal keeper Goal attack Wing attack Wing defender Goal shooter Centre Umpire Split step	Dummy pass Officiate Anticipate Footwork Rallies Tactics Backstop Base Try Pop pass Tap penalty
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## Knowledge Progression: OAA

YEAR 3	YEAR 5	YEAR 6
<p>Communicate effectively with teammates</p> <p>Work as a team to solve a problem</p> <p>Follow the rules of an activity</p> <p>Navigate around an area by following directions</p> <p>Use a map to follow directions</p>	<p>Think creatively to solve problems in a team</p> <p>Work with a partner to give and follow directions</p> <p>Demonstrate strong teamwork with a good level of communication</p> <p>Develop and refine orienteering and problem solving skills</p>	<p>Demonstrate leadership skills</p> <p>Organise teams effectively</p> <p>Communicates with teammates effectively</p>
<b>OAA VOCABULARY</b>		
<p>Team</p> <p>Teammates</p> <p>Problem</p> <p>Solving</p> <p>Navigate</p> <p>Map</p>	<p>Directions</p> <p>Obstacles</p> <p>Solutions</p> <p>Communication</p> <p>Orienteering</p> <p>Key</p>	<p>Leadership</p> <p>Organisation</p> <p>Involvement</p> <p>Composure</p> <p>Verbal communication</p> <p>Fundamental skills</p> <p>Safety</p>

## Knowledge Progression: SWIMMING (Taught in year 4 – Wakefield Council)

I am water confident	I can travel	I can swim (NC level)	I am a good swimmer	I am a brilliant swimmer
<p>Answer 3 questions about swimming pool safety</p> <p>Enter the pool safely from a sitting position</p> <p>Be at ease walking around the pool</p> <p>Be able to inhale (face out of water) and exhale a minimum of 3 times rhythmically with face submerged on exhale</p> <p>Regain an upright position from their back (using buoyancy equipment)</p> <p>Push and glide to/from the wall, whilst maintaining a streamlined position on their front (using buoyancy equipment)</p> <p>Push and glide to/from the wall, whilst maintaining a streamlined position on their back (using buoyancy equipment)</p> <p>Travel 5 metres feet off the floor on front (using buoyancy equipment)</p> <p>Travel 5 metres feet off the floor on back (using buoyancy equipment)</p> <p>Exit the pool without the use of the pool steps</p>	<p>Answer 3 questions about water safety</p> <p>Regain an upright position from on the back without buoyancy equipment</p> <p>Kick 5 metres on front (choice of leg kick optional) * 1 piece of buoyancy equipment may be used</p> <p>Kick 5 metres on back * 1 piece of buoyancy equipment may be used</p> <p>Travel 5 metres feet off the floor on their front without using buoyancy equipment</p> <p>Travel 5 metres feet off the floor on their back without using buoyancy equipment</p> <p>In a flat position, without the use of floatation equipment, travel 10 metres on their front</p> <p>In a flat position, without the use of floatation equipment, travel 10 metres on their front</p>	<p>Push and glide from the wall without the use of equipment, maintaining a streamlined position on their front ideally with arms extended above the head</p> <p>Push and glide from the wall without the use of equipment, maintaining a streamlined position on their back ideally with arms extended above the head</p> <p>Kick 10 metres on their front (choice of leg kick optional) *one piece of buoyancy equipment may be used</p> <p>Submerge to pick up an object from pool floor (optional criteria)</p> <p>Swim 10 metres backstroke</p> <p>Swim 10 metres, choice of stroke (optional criteria)</p> <p>Swim 25 metres either front crawl, breaststroke or butterfly</p> <p>Jump into the pool (chest depth) or 1.1m (optional criteria)</p> <p>Perform a star float for 30 seconds</p>	<p>Swim a distance of 50 metres using 2 different strokes</p> <p>Sink push and glide, transition into two dolphin kicks, into swimming</p> <p>Swim 25 metres front crawl to Swim England Standard</p> <p>Swim 25 metres backstroke to Swim England Standard</p> <p>Swim 25 metres breaststroke to Swim England Standard</p> <p>Swim 10 metres butterfly to Swim England Standard</p> <p>Tread water for 30 seconds</p> <p>Perform a surface dive</p> <p>Scull 5 metres head first and then return feet first without touching the pool floor</p> <p>Perform a sitting dive</p> <p>Travel a distance of 5 metres using eggbeater leg kick</p> <p>Travel/swim 25 metres without un due stress in clothes (T-shirt and shorts)</p>	<p>Swim continuously for 100 metres using all 4 strokes</p> <p>Swim 50 metres front crawl to Swim England Standard</p> <p>Swim 50 metres breaststroke to Swim England Standard</p> <p>Swim 25 metres butterfly to Swim England Standard</p> <p>Perform a safe controlled dive into deep water</p> <p>Swim continuously for 200 metres</p> <p>Perform a movement sequence of 1 minute duration, in a group of 3 or more, incorporating a number of the following skills: sculling, rotation, floating, eggbeater</p> <p>Tread water for 1 minute whilst signalling for assistance</p> <p>Perform a tumble turn swimming front crawl</p> <p>Perform a tumble turn swimming back crawl</p>
<b>SWIMMING VOCABULARY</b>				
<p>Safety</p> <p>Inhale</p> <p>Exhale</p> <p>Submerge</p> <p>Upright</p> <p>Buoyancy</p> <p>Glide</p> <p>Streamline</p>	<p>Extended</p> <p>Backstroke</p> <p>Breaststroke</p> <p>Butterfly</p> <p>Star float</p>	<p>Tread water</p> <p>Surface dive</p> <p>Sitting dive</p> <p>Sculling</p> <p>Eggbeater leg kick</p>	<p>Tumble turn</p>	



## South Hiendley Primary School Curriculum Statement

PE



### Assessment:

Assessment is regular, and ongoing. It is a part of the learning process. It is not onerous and does not generate additional paperwork or workload for teachers. It is used to identify next steps for learning, to identify gaps and provide support and challenge where appropriate, ensuring the children are always prepared for their current and next stage of learning. Strategies for this are detailed in our 10 methods for moving knowledge from working to long term memory.

Collection of work: Children upload their outcomes where appropriate to the “See Saw” collection system. This enables subject leaders to review the work for each class, checking against the appropriate knowledge progression and planning documentation. In hand with pupil voice, this enables us to see how pupils are knowing more, remembering more and that knowledge is revisited on a regular basis.