Prompt Quick Wins:

Use This Prompt to Understand Prior Learning, Social Capital, Curriculum Content & Local Community

A copy-and-edit prompt to aid your teaching

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Be Informed: What Can Differ?

Prior knowledge (their schema)

The cognitive science part of what's been committed to long-term memory from your previous lessons

Lived experience

Home, community, and culture

Attitudes, identities, self-concepts

Shaped by home and community context

Motivation and personal relevancy

What you think is motivating and relevant, probably isn't to them!

Your Ready-to-Use Prompt

Copy & Paste into your Chatbot:

Ask me to input this information and then integrate the information into the relevant placeholders of the following prompt: topic, current year, objective, previous year, location. Then process this new prompt and display the output.

You are a teacher who is about to start a lesson on [topic] for [current year] pupils, with the objective [objective]. You want to know the possible different levels of prior knowledge and learning your pupils have from their lives and schooling from previous lessons and years. Please provide:

(a) a description of the prior knowledge needed for the topic of [topic];

(b) a detailed summary of the differences in:

- Prior Knowledge: Including specific facts, events, substantive knowledge, disciplinary knowledge, context, and skills

- Prior Learning from [previous year]: Summarise the learning objectives from the National Curriculum related to this topic

- Keywords: Summarise the keywords they may have used previously in both pupil language and teacher language

- Examples of Specific Tasks: Describe tasks related to the prior year's objectives they may have completed and varying levels of success

- Examples from Home Life and Local Visits: Describe the specific examples a pupil may have from home life and local visits in [location]

- Cultures, contexts and differences in world views, with reference to the diverse demographics of [location].

Please analyse these differences for a pupil with high capital (Pupil A), medium capital (Pupil B), and low capital (Pupil C) when starting the topic. Use the National Curriculum and Ofsted subject research to inform your analysis. Report as an information card for each pupil, in a structured table with clear headings: 'substantive knowledge', 'disciplinary knowledge', 'context', 'Teacher keywords', 'student keywords', 'learning from previous year', 'potential challenges'. Ensure you reflect difference approaches to learning and diverse viewpoints. Detail the assumptions you have made as an end review section.

Example Output: Resolving Forces, Year 9, Tower Hamlets (London)

Forces in Year 9 – Prior Knowledge by Pupil Capital (Tower Hamlets)

Category	Pupil A: High Capital	Pupil B: Medium Capital	Pupil C: Low Capital
Substantive Knowledge	- Names all key forces - Understands vectors - Uses Newtons - Balanced/unbalanced effects	- Names main forces - Knows basic units - Recognises balanced/unbalanced - Some confusion	- Knows "push"/"pull" - Limited vocabulary - May confuse mass/weight - Sees force as "making things move"
Disciplinary Knowledge	- Draws accurate diagrams - Labels arrows - Predicts outcomes	- Draws simple diagrams - Some errors - Describes with support	- Struggles with diagrams - Rarely uses arrows - Explanations basic
Context/Experience	- Museum visits - Clubs/enrichment - Home discussions	- Occasional parks - Some home science - TV science shows	- Few out-of-school experiences - Little enrichment at home
Teacher Keywords	resultant, equilibrium, vector, friction	friction, mass, weight, contact, gravity	weight, air resistance, pull, gravity
Student Keywords	push, pull, up, down, heavy, balance	push, pull, up, down, light, strong	push, lift, move, heavy, strong
Learning from Yr 8	- Completed all investigations - Used arrow diagrams - Made predictions	- Completed most tasks with support - Some misconceptions	- Partial task completion - Relied on visuals - Gaps in core knowledge
Potential Challenges	- Overly advanced language - Assumes shared knowledge	- Muddles force types - Inconsistent arrows - Variable confidence	- Lacks confidence - Struggles with vocabulary - Relies on memorisation - Relevance unclear

Example Output: Resolving Forces, Year 9, Tower Hamlets (London)

(b) Detailed Summary of the Differences

Prior Knowledge

- **Specific facts:** Types of forces; force as a vector; Newton's First Law.
- **Events/experiences:** Everyday experiences (e.g. pushing a swing, carrying bags, cycling, playing football).
- **Substantive knowledge:** Naming and describing forces; understanding equilibrium.
- **Disciplinary knowledge:** Drawing/labeling force diagrams, making predictions, explaining outcomes.
- **Context:** Varies by exposure (home, extracurricular, school trips).
- **Skills:** Drawing arrows, labelling, reasoning, explaining verbally or in writing.

Prior Learning from Year 8 (National Curriculum Summary)

- Forces as interactions between objects.
- Describing contact and non-contact forces.
- Balanced and unbalanced forces and effects on movement.
- Using scientific vocabulary: force, mass, weight, gravity.
- Introduction to vector diagrams (arrows for direction and magnitude).
- Simple calculations: weight = mass × gravity.
- Investigations into friction, air resistance, springs (Hooke's Law, sometimes).

Keywords

- **Teacher language:** force, vector, resultant, Newton, equilibrium, friction, air resistance, tension, normal contact force.
- **Pupil language:** push, pull, weight, lift, drag, stretch, squash, balance, up, down, side, heavy, light.

Examples of Specific Tasks from Year 8

- Drawing force diagrams for an object on a table or in free fall.
- Labelling forces on everyday objects.
- Describing the effects of different forces in a practical (e.g. using Newton meters, testing friction with ramps).
- Explaining what would happen if a force was increased/decreased.
- Interpreting and creating arrow diagrams to represent forces.

Examples from Home Life and Local Visits (Tower Hamlets)

- **Home life:** Lifting/carrying shopping, using public transport (feeling forces during stops/starts), opening doors, sports in parks.
- **Local visits:** Exploring playground equipment, local parks (e.g. Victoria Park, Mile End Park), museums (Science Museum, Museum of London Docklands), seeing cranes and construction at Canary Wharf, riverboats on the Thames (buoyancy, propulsion), local markets (carrying, pushing carts).

Cultures, Contexts, and World Views (Tower Hamlets)

- Wide ethnic and socioeconomic diversity; some pupils may have strong cultural capital from home support or enrichment activities, while others may have limited exposure outside school.
- Varied experience with formal/informal science learning; multilingual backgrounds may affect access to scientific language.
- Exposure to different physical environments (high-rise flats, parks, busy streets) influences experience of forces in daily life.
- Possible differences in trust in science, familiarity with formal diagrams, or expectations about "correct answers" based on prior schooling.

Why This Helps You

Helps you plan for real, diverse starting points

Navigate the complexity of different pupil backgrounds and prior knowledge with confidence

Strengths first, gaps second

Build on what pupils already know and can do before addressing areas for development

Makes early intervention possible

Identify and address potential challenges before they become barriers to learning

Supports inclusive and equitable teaching

Ensure all pupils can access and engage with your curriculum content

Saves time on guesswork

Make informed decisions about your teaching approach based on real insights

Customise in Seconds!

How to Make It Your Own

Swap in your topic, year group, objective, and location. Use the output to plan or inform your lessons, and feel more informed about the range of experiences that your pupils could bring to their classroom.

Topic

Year Group

Objective

Location

Try the prompt, share how it helped!

What did you learn about possible starting points? Share your favourite prompt or adaptation in the comments.

#PromptQuickWins　　**#SocialCapital**　　**#PriorKnowledge**

#InclusiveTeaching

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