# Differentiation (Learning Outcomes)

Another way to differentiate is to base the presentation of learning experiences or content on Blooms Taxonomy (<http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm>)

Having assessed the level of knowledge held by the child, presentation of the learning content can be organised from the simple through to the complex level of the Taxonomy. For instance, in learning about ‘the characteristics of water’ the starting level is to aim for children to learn in a concrete way ‘what water can and cannot do’.

For those children who may well already know this, they can investigate at a more complex level — such as ‘how to use or apply knowledge about the properties of water’.

Further complexity is appropriate if a child’s knowledge is extensive. For instance, set a goal of the child ‘creating new ideas about how to use or save water’.