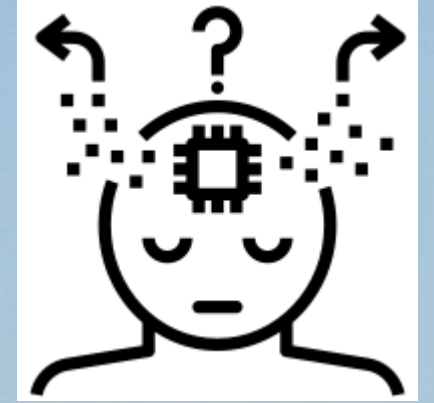


USING MY KNOWLEDGE ORGANISERS:

**HINTS AND TIPS FOR GOLD STANDARD
REVISION 😊**



“Knowledge is sticky!

The more you know, the easier it is to learn”

A KNOWLEDGE-RICH CURRICULUM AT LYMM HIGH SCHOOL

- The **best of what has been thought and written** about the subject.
- A curriculum that builds **cultural capital**, and equips students with **powerful** knowledge to unlock the subject and progress
- Knowledge that **supports learning of new ideas in future**
- Knowledge that **equips students well for GCSE study and beyond**

Our Curricular Vision:

We will offer a word rich curriculum that is based around challenging and inspiring content, and rooted in the skillful application of core knowledge. We will deliver this curriculum through explicit teaching, using a model of explaining, practising, dual coding, modelling and low stakes testing, with a recognition of hinterland and ideas beyond what is explicitly taught.

Homework at Lymm High School

Aims

Homework enables students to:

- consolidate and extend work covered in class or prepare for new learning activities.
- access resources not available in the classroom.
- develop research skills.
- have an opportunity for independent work.
- show progress and understanding.
- provide feedback in the evaluation of teaching.
- to enhance their study skills e.g. planning, time management and self-discipline.
- to take ownership and responsibility for learning.
- engage parental co-operation and support.
- create channels for home school dialogue.

Homework can be:

- Independent learning
- Consolidation of work in class
- Practice – learning by doing
- Completion of coursework assignments
- Research
- Reading
- Interviews
- Drawing
- Using ICT
- Recording



www.lymmhigh.org.uk/parents/homework/

‘Parents guide to homework’

Knowledge Organisers

Year 7 - Coasts

How do waves form?
Waves are created by wind blowing over the surface of the sea. As the wind blows over the sea, friction is created - producing a swell in the water.

Size of waves
Affected by:
- Fetch how far the wave has travelled
- Strength of the wind.
- How long the wind has been blowing for.

Why do waves break?

- 1 Waves start out at sea.
- 2 As waves approach the shore, friction slows the base.
- 3 This causes the orbit to become elliptical.
- 4 Until the top of the wave breaks over.

Types of Waves

Constructive Waves
This wave has a swash that is stronger than the backwash. This therefore builds up the coast.

Destructive Waves
This wave has a backwash that is stronger than the swash. This therefore erodes the coast.

Coastal Defences

Hard Engineering Defences

Groynes
Wood barriers prevent longshore drift, so the beach can build up.
✓ Beach still accessible.
✗ No deposition further down coast - erodes faster.

Sea Walls
Concrete walls break up the energy of the wave. Has a lip to stop waves going over.
✓ Long life span
✓ Protects from flooding
✗ Curved shape encourages erosion of beach deposits.

Gabions or Rip Rap
Cages of rocks/boulders absorb the waves energy, protecting the cliff behind.
✓ Cheap
✓ Local material can be used to look less strange.
✗ Will need replacing.

Soft Engineering Defences

Beach nourishment
Beaches built up with sand, so waves have to travel further before eroding cliffs.
✓ Cheap
✓ Beach for tourists.
✗ Storms - need replacing.
✗ Offshore dredging damages seabed.

Managed Retreat
Low value areas of the coast are left to flood & erode.
✓ Reduce flood risk
✓ Creates wildlife habitats.
✗ Compensation for land.

Case Study: Holderness Coastline
Location and Background
Located on the North East coast of England, it has one of the highest rates of

What is Transportation?
A natural process by which eroded material is carried/transported. Material is carried along the coastline via a process called Longshore Drift.

What is Deposition?
When the sea loses energy, it drops the sand, rock particles and pebbles it has been carrying. This is called deposition. Heaviest material is deposited first.

Formation of Coastal Spits - Depositional landform

- 1) Swash moves up the beach at the angle of the prevailing wind.
- 2) Backwash moves down the beach at 90° to coastline, due to zigzag movement (Longshore Drift) transports material along beach.
- 3) Zigzag movement (Longshore Drift) transports material along beach.
- 4) Deposition causes beach to extend, until reaching a river estuary.
- 5) Change in prevailing wind direction (or a flowing river) turns it.
- 6) Sheltered area behind spit encourages deposition, salt marsh forms.

Types of Erosion
The break down and transport of rocks - smooth, round and sorted.

Abrasion
Rocks that bash together to become smooth/smaller.

Solution
A chemical reaction that dissolves rocks.

Abrasion
Rocks hurled at the base of a cliff to break pieces apart or scraped against the banks and bed of a river.

Hydraulic Action
Water enters cracks in the cliff, or river bank, air compresses causing the rock to expand.

Erosional landforms

Formation of Bays and Headlands

- 1) Waves attack the coastline.
- 2) Softer rock is eroded by the sea quicker forming a bay, calm areas cause deposition.
- 3) More resistant rock is left jutting out into the sea. This is a headland and is now more vulnerable to erosion.

Formation of Coastal Stacks

- 1) Hydraulic action over time.
- 2) Abrasion far side and low.
- 3) Further abraded from a cove.
- 4) Caves form through to the other side.
- 5) Weather able to break the rock.
- 6) Further weathered.

Example: Old Harry Rocks, Dorset

Fractions of Amounts:
Divide by the denominator and multiply by the numerator:
 $\frac{7}{11} \text{ of } 66 = \frac{7}{11} \times 66 = (66 \div 11) \times 7 = 42$

$\frac{9}{7} \text{ of } 35 = \frac{9}{7} \times 35 = (35 \div 7) \times 9 = 45$

Fraction Notation
 $\frac{x}{y}$
x ← Numerator
y ← Denominator

Adding and Subtracting Fractions
 $\frac{2}{3} + \frac{1}{7} = \frac{14}{21} + \frac{3}{21} = \frac{17}{21}$
 $\frac{3}{4} - \frac{1}{5} = \frac{15}{20} - \frac{4}{20} = \frac{11}{20}$

- 1.) Find the common denominator by finding the LCM
- 2.) Write equivalent fractions
- 3.) Add/Subtract the numerators

Area of Squares and Rectangles
 $A = \text{base} \times \text{height}$
Units are cm^2, m^2 etc.

Simplifying Fractions
 $\frac{24}{36} = \frac{12}{18} = \frac{2}{3}$

Equivalent Fractions
 $\frac{3}{7} = \frac{24}{56}$

Multiplying and Dividing Fractions
 $\frac{8}{3} \times \frac{6}{17} = \frac{48}{51} = \frac{16}{17}$
 $\frac{11}{5} \div \frac{7}{4} = \frac{11}{5} \times \frac{4}{7} = \frac{44}{35}$

- 1.) Write both fractions as improper fractions
- 2.) Multiply the numerators together and the denominators

Rounding:
If digit is 0, 1, 2, 3 or 4, then round down and the digit in front stays the same
If digit is 5, 6, 7, 8 or 9, then round up and the digit in front increases by 1
4.54 → 5 (Nearest Integer)
3.1 → 3.1 (1 decimal place (1dp))

Probability:
Probabilities should be written as a Fraction, Decimal or Percentage.
NEVER as a ratio!
A bag contains 3 red, 2 blue and 4 yellow counters
 $P(\text{Red}) = \frac{3}{9}$
 $P(\text{Red or Yellow}) = \frac{7}{9}$

Ordering Fractions

- 1.) Find a common denominator
- 2.) Find the equivalent fractions
- 3.) Order

$\frac{3}{4}, \frac{7}{8}, \frac{4}{5}$
 $\frac{30}{40}, \frac{35}{40}, \frac{32}{40}$

Year 7: Unit 2: The Norman Conquest – How did William take control of England Who wanted to be King in 1066?

William, Duke of Normandy.	Norman Chronicles reported that Edward had promised William the throne in 1051. William was the o throne was not hereditary. The Bayeux Tapestry shows Godwinson swearing an oath of support to Will was supported by the Pope.
Harold Godwinson, Earl of Wessex.	Harold was a rich and powerful English nobleman. According to the Anglo-Saxon Chronicle, Edward na deathbed. The next day, the Witan (the royal council) declared Harold King.
Harald Hardrada, King of Norway.	Norwegian ruler, Hardrada, based his claim on the fact that his ancestor, King Cnut, had ruled England of Harold Godwinson. Tostig, Harald did a good job leading the Vikings in wrecking northern England. However, he was killed at the Battle of Stamford Bridge by King Harold.

Timeline

4 th Jan 1066	The death of Edward the Confessor, King of England.
6 th Jan 1066	Harold Godwinson was crowned King of England.
25 th Sept 1066	The Battle of Stamford Bridge, near York. King Harold Godwinson's army defeated Harald Hardrada and his army.

WHY DID WILLIAM WIN THE BATTLE OF HASTINGS?

Tactics:
Duke William had **many years of battlefield experience**. The **feigned** retreat that his cavalry used to break the shield wall was a tactic his armies had used before in Normandy.

Leadership:
William was very successful in keeping together his large army in a foreign country. **He planned carefully** and was **experienced**. Harold's army appeared invincible for much of the battle but William and his commanders continued to fight. At important moments in the battle **he boosted his men's morale** and most importantly stayed alive.

Fortune:
William was also **very fortunate**, because: if he had invaded in the summer, as Harold expected him to, he would have fought an English army twice as large but, instead, **the winds stopped William from crossing the channel**. The same wind that brought Harald Hardrada from Norway to York also allowed William to cross from Normandy to Pevensey. This meant **William landed unopposed**.

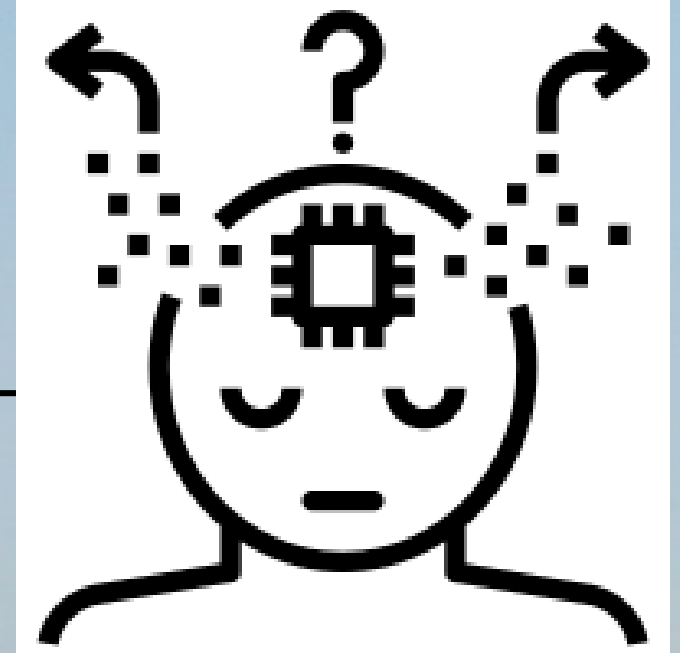
Harold II's death was also a turning point:
If he had survived then the battle may well have restarted the following day.

- Issued by class teachers for most subjects
- Stored in students knowledge organiser folder (which should be brought to school)
- Used in class to support work, and for revision homework

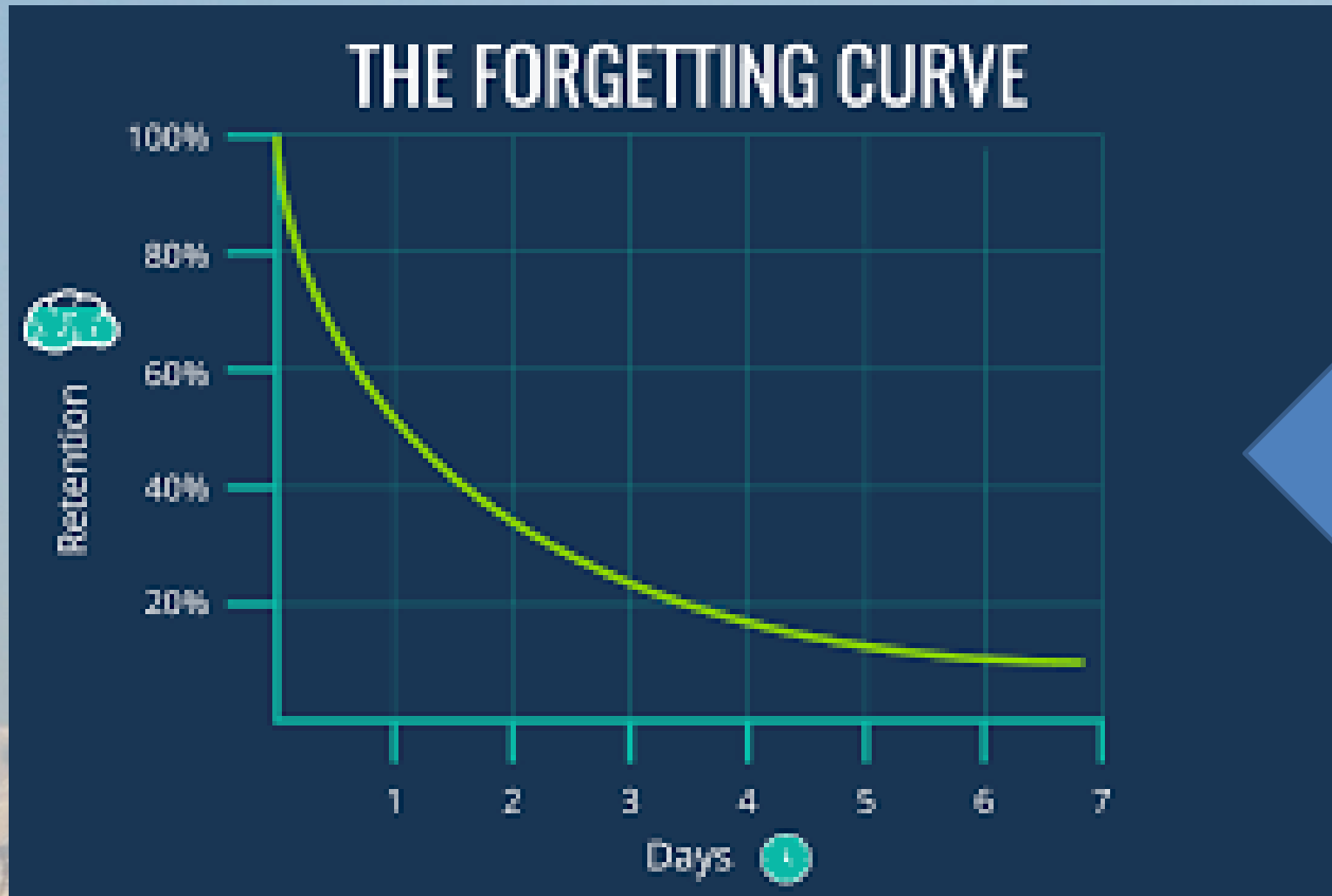


A test of memory: Can you remember...?

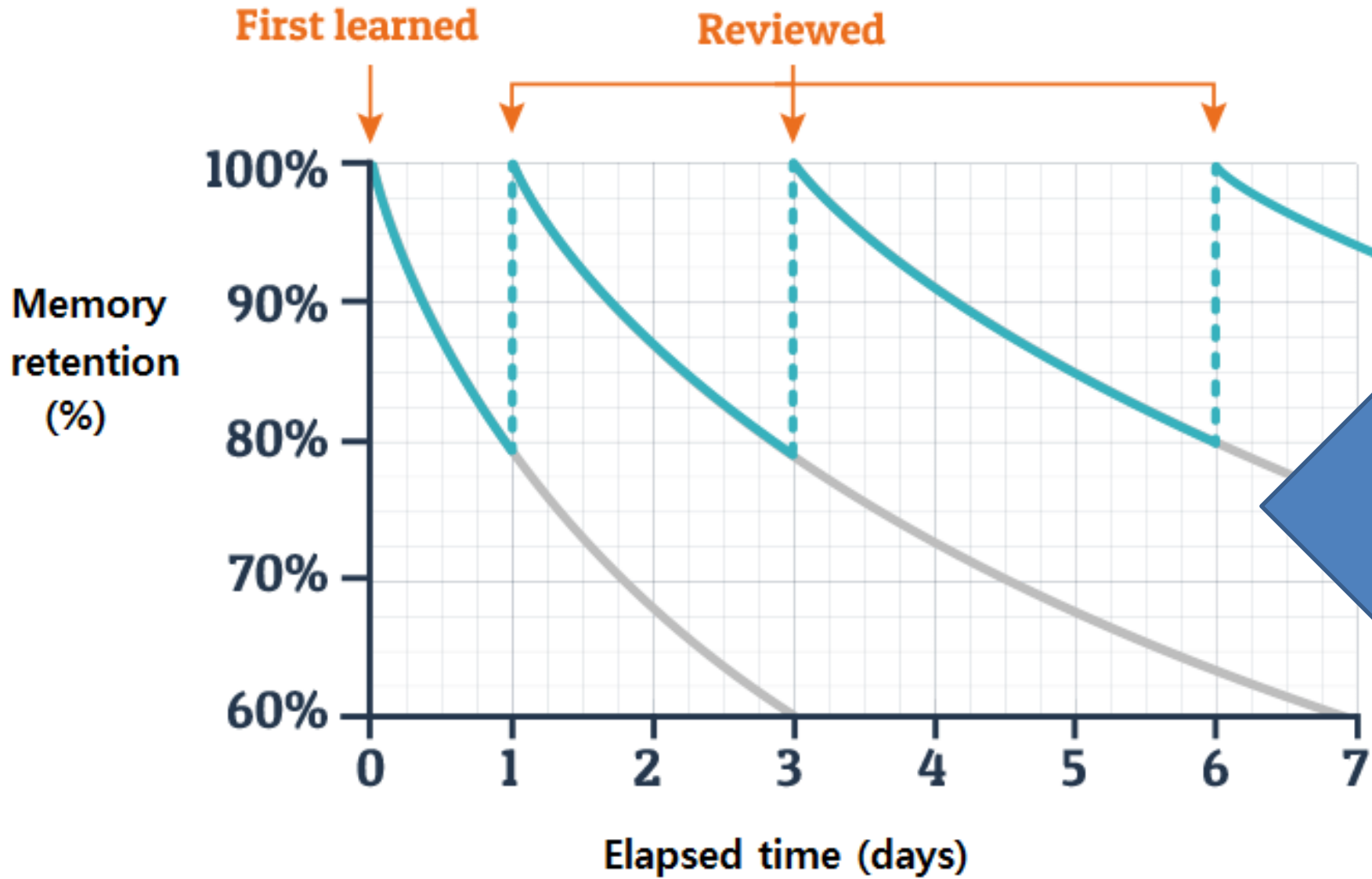
- What you ate for tea last Tuesday?
- Where you were last Saturday at 3pm?
- What you were doing this time last year – 16th November 2020?



Why do we need to revise what we've learned?



The retention of information decreases day after day, and week after week if we do not keep returning to it and reactivating the connections in our brains.



The more times we return to previously learned material, the stronger the connection in our memory.

Why is quizzing and testing so important?

- Can you remember all 7 of the dwarves from Snow white?

1.

2.

3.

4.

5.

6.

7.



Why is quizzing and testing so important?

- Can you remember all 7 of the dwarves from Snow white?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.





What does this show?

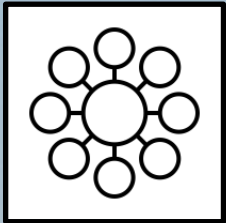
- When you quiz and test yourself, it strengthens your memory and helps to move things into long term memory
- Testing yourself and marking your answers identifies the gaps in your knowledge and helps you remember better next time



Students learned 3 revision strategies for better use of their knowledge organiser:



1. **Look, cover, write, check** – a quick and easy method for testing yourself

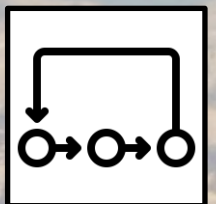
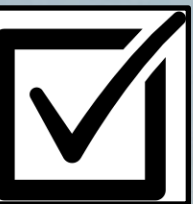


2. **The bare necessities** – Organising and summarising information for better recall



3. **Quizmaster** – to test your self and others and strengthen your memory

1. Look, cover, write, check – a quick and easy method for testing yourself



- **Look at the information – read it a few times.** You could highlight/underline the essential points as you read
- **Cover the section** with a blank piece of paper
- On the piece of paper, **write down as much of the information you can recall from memory.**
- **Check** by revealing the answers – **Update any missing information you forgot with a different colour. This primes your memory for better remembering next time**
- Repeat after a day, a week etc until fully remembered

Look, read, understand

How do waves form?

Waves are created by wind blowing over the surface of the sea. As the wind blows over the sea, friction is created - producing a swell in the water.

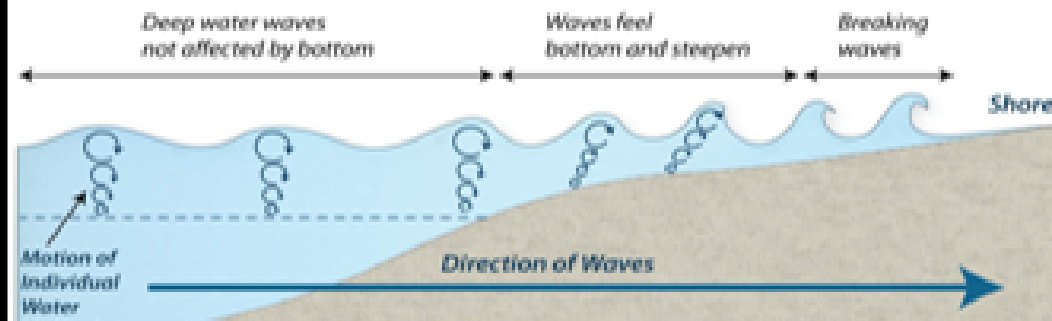
Size of waves

Affected by:

- Fetch how far the wave has travelled
- Strength of the wind.
- How long the wind has been blowing for.

Why do waves break?

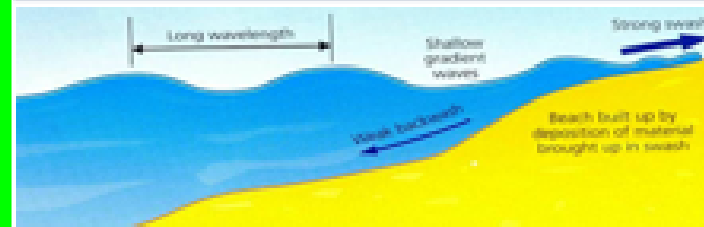
- 1 Waves start out at sea.
- 2 As waves approach the shore, friction slows the base.
- 3 This causes the orbit to become elliptical.
- 4 Until the top of the wave breaks over.



Types of Waves

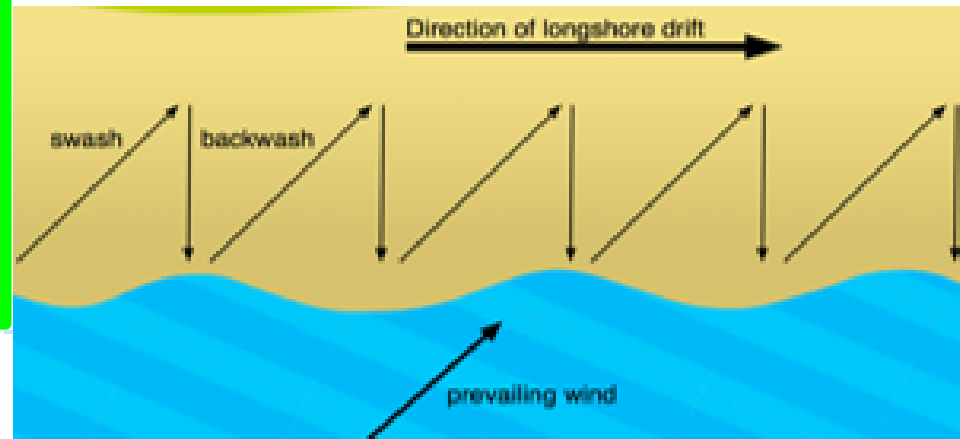
Constructive Waves

This wave has a swash that is stronger than the backwash. This therefore builds up the coast.



Destructive Waves

This wave has a backwash that is stronger than the swash. This therefore erodes the coast.



What is Transportation?

A natural process by which eroded material is carried/transported. Material is carried along the coastline via a process called Longshore Drift.

Year 7 - Coasts

Cover

How do waves form?

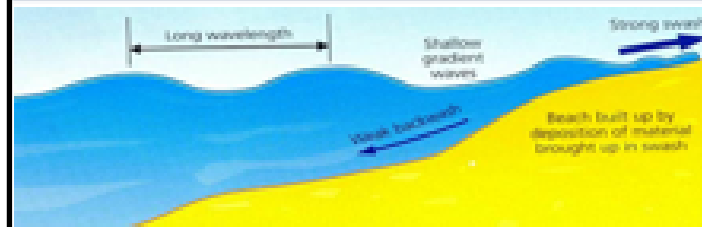
Size of waves?

Why do waves break?

Types of Waves

Constructive Waves

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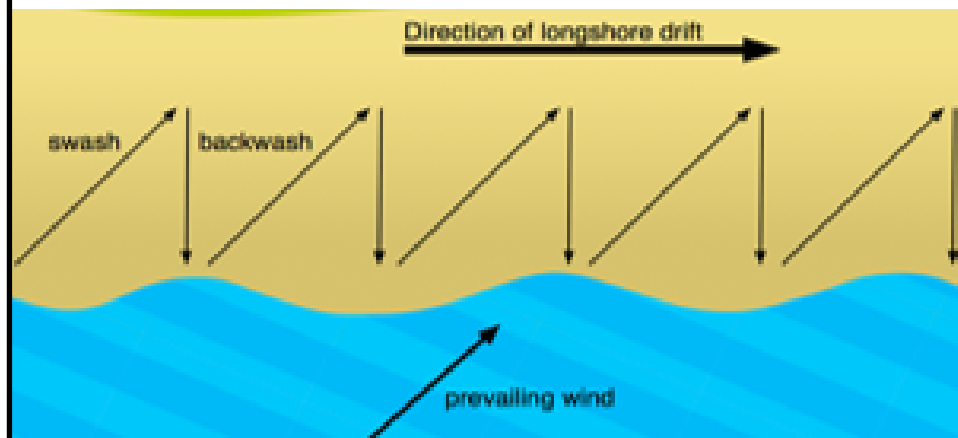


Destructive Waves

This wave has a backwash that is stronger than the swash. This therefore erodes the coast.



Direction of longshore drift →



What is Transportation?

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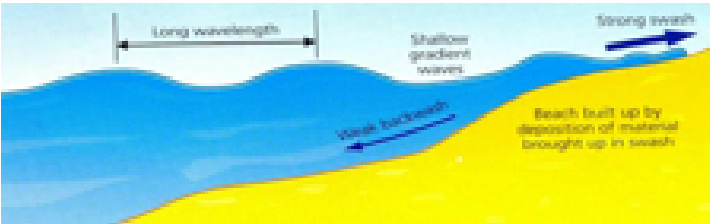
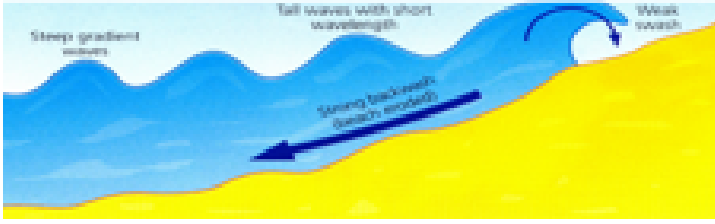
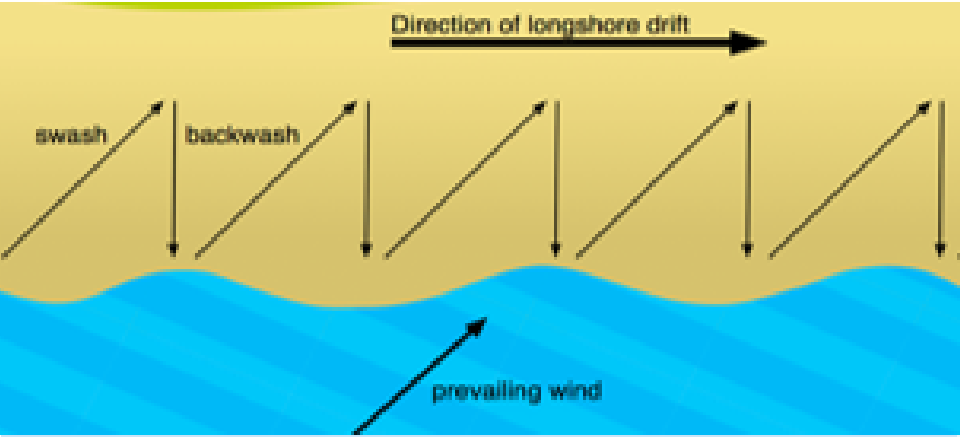
Year 7 - Coasts

Write – what can you remember about each idea?

How do waves form?

Size of waves?

Why do waves break?

Types of Waves		
Constructive Waves	Destructive Waves	
This wave has a swash that is stronger than the backwash. This therefore builds up the coast.	This wave has a backwash that is stronger than the swash. This therefore erodes the coast.	
		
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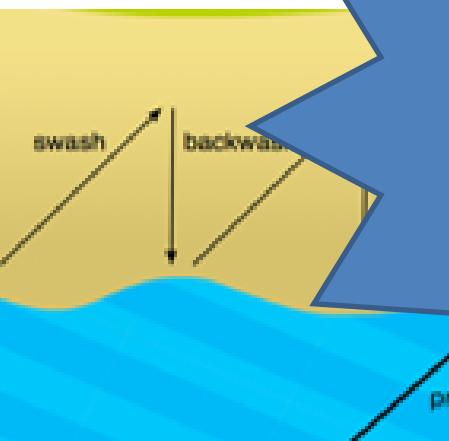
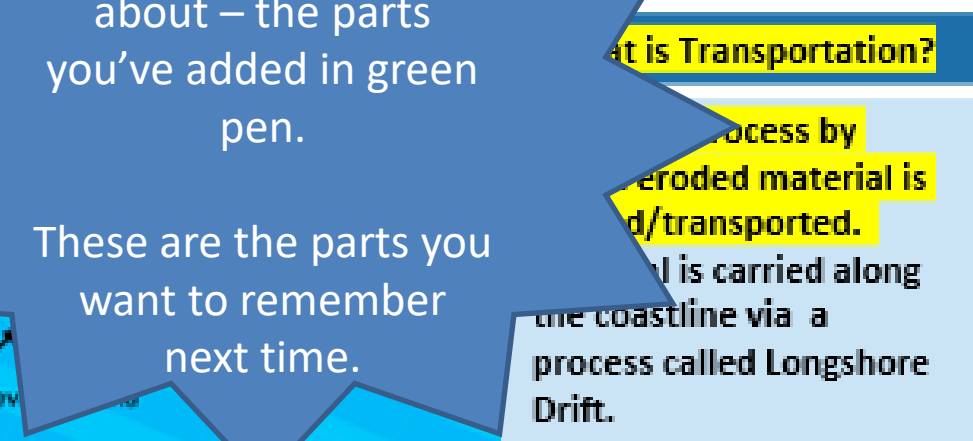
Year 7 - Coasts

Check (mark and update with green pen)

How do waves form?

Size of waves?

Why do waves break?

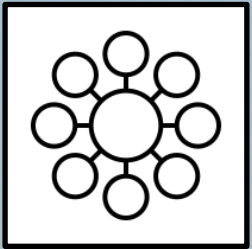
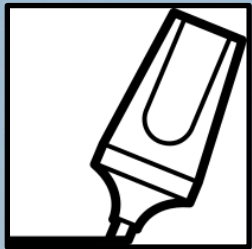
Types of Waves	
Constructive Waves	Destructive Waves
This wave has a swash that is stronger than the backwash. This therefore builds up the coast.	This wave has a backwash that is stronger than the swash. This therefore erodes the coast.
	
	

Pay close attention to the parts you forgot about – the parts you've added in green pen.

These are the parts you want to remember next time.

Year 7 - Coasts

2. The bare necessities – organising and summarising information for better recall



- Focus on one section of your knowledge organiser
- **Highlight/underline the essential information** – what are the MOST important ideas
- **Mindmap the information in your own words** – use brief notes and small images to help you remember it.
- **Cover the information and test yourself** *you could do a ‘brain splurge’ activity to see how much you remember or ‘just a minute’ activity to see how long you can talk about this topic*

WHY DID WILLIAM WIN THE BATTLE OF HASTINGS?

Tactics:

Duke William had **many years of battlefield experience**. The **feigned** retreat that his cavalry used to break the shield wall was **a tactic his armies had used before** in Normandy.

Leadership:

William was very **successful in keeping together his large army** in a foreign country. **He planned carefully** and was **experienced**. Harold's army appeared invincible for much of the battle but William and his commanders continued to fight. At important moments in the battle **he boosted his men's morale** and most importantly stayed alive.

Fortune:

William was also **very fortunate**, because: **if he had invaded in the summer**, as Harold expected him to, **he would have fought an English army twice as large** but, instead, **the winds stopped William from crossing the channel**. The same wind that brought Harald Hardrada from Norway to York also allowed William to cross from Normandy to Pevensey. This meant **William landed unopposed**.

Harold II's death was also a turning point:

if he had survived then the battle may well have restarted the following day.

Look at this section on your History KO

Highlight the MOST important information in each section – think hard, don't just chose all the underlined bits.

Shortly, you will need to present this information in a visual form

Arrange the essential, summarised information into your mindmap. You could add some images/symbols if you like

Why did William win the Battle of Hastings?

Tactics

Leadership

Fortune

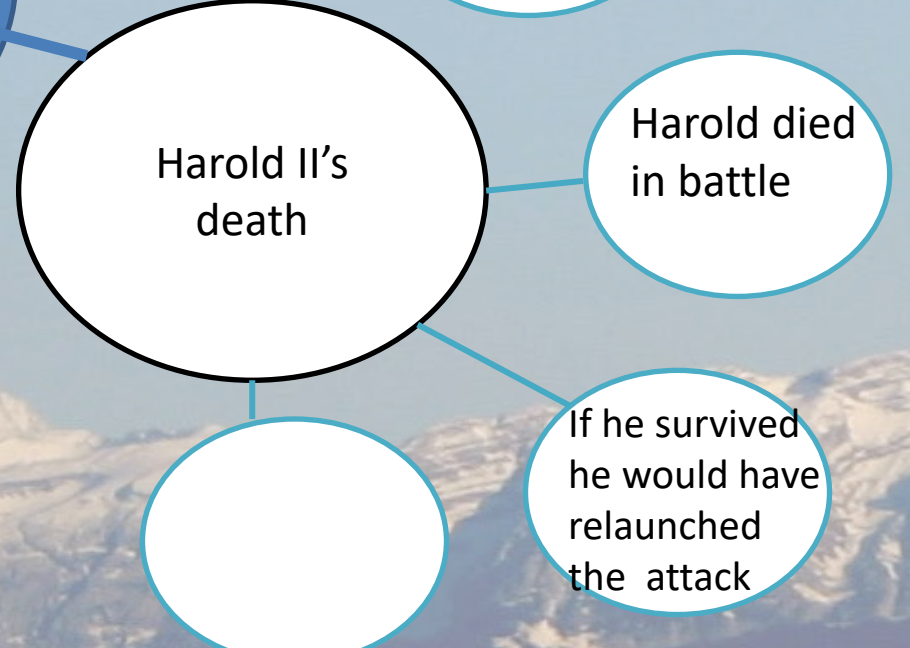
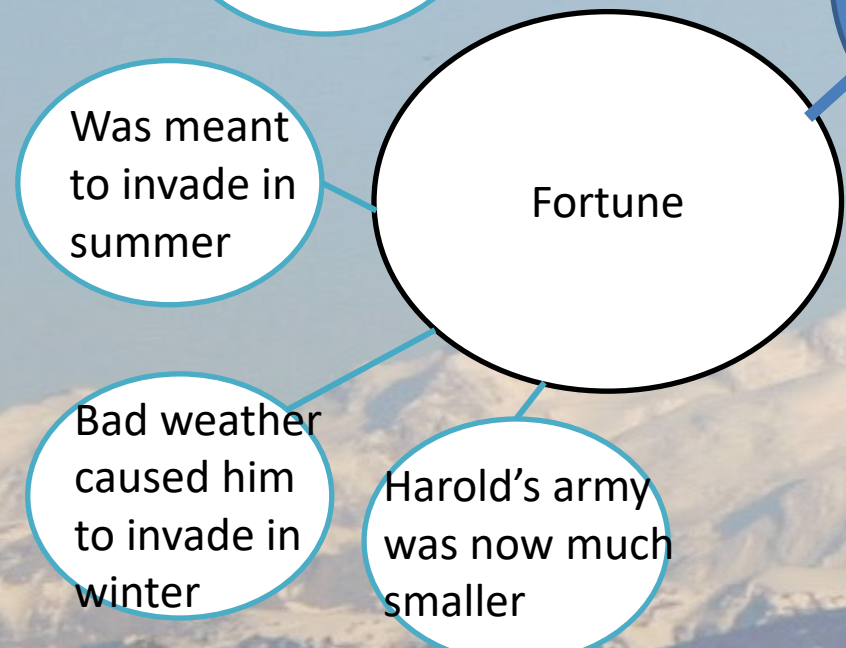
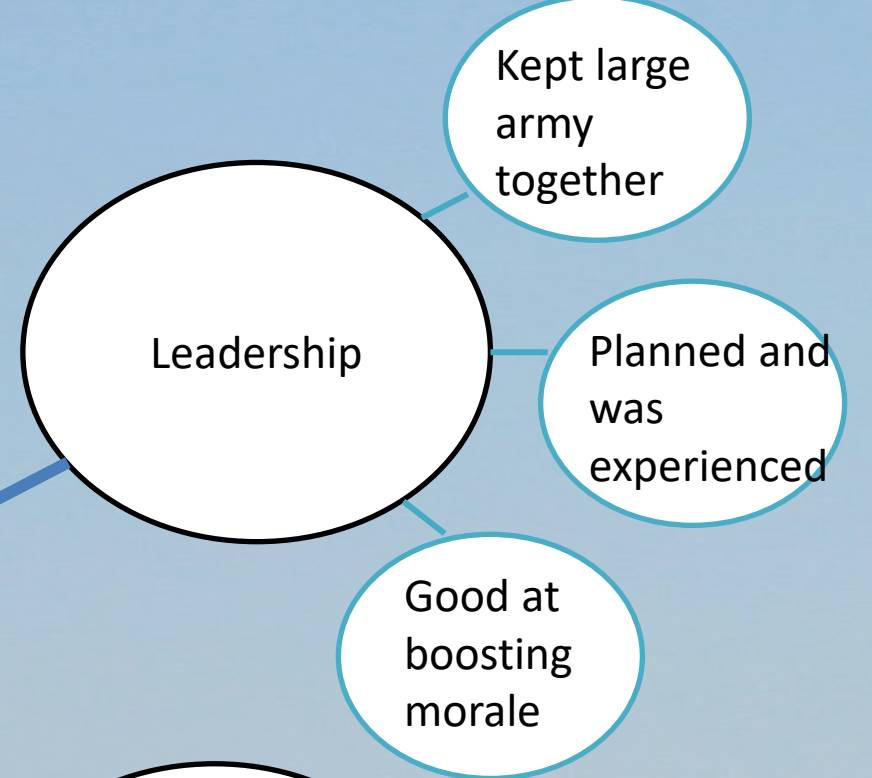
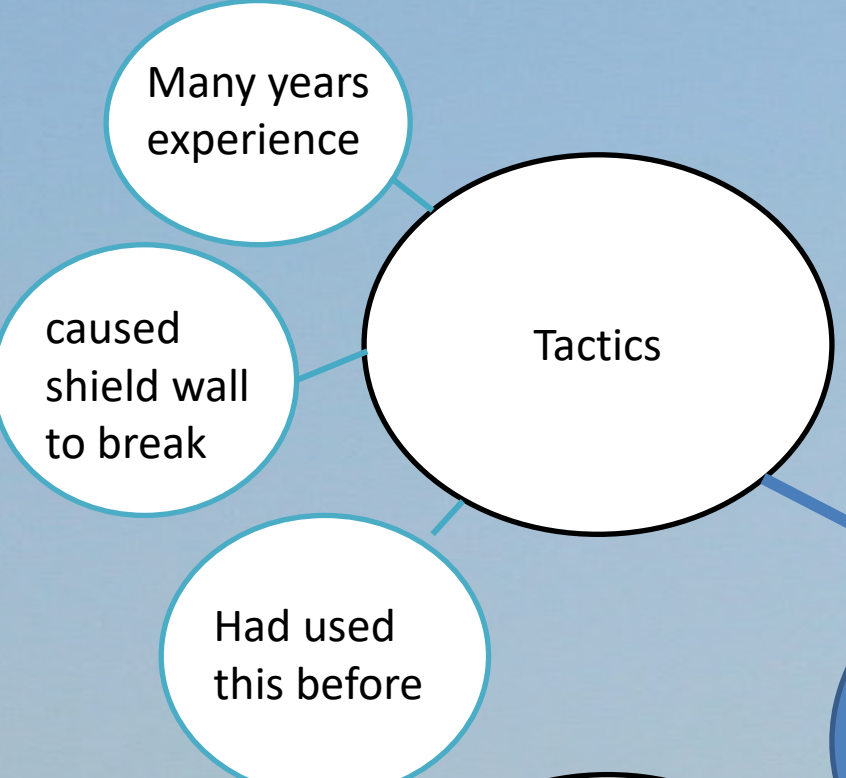
Harold II's death



Now study it carefully.

Arrange the essential, summarised information into your mindmap. You could add some images/symbols if you like

Why did William win the Battle of Hastings?



Now study it carefully.

Other self-testing methods

Brain splurge – what can you remember?

Why did
William win
the Battle of
Hastings?

Testing with help: “Just a minute”

- Ask your child to tell you what they can remember about a topic after they have revised a section of their knowledge organiser.

Why did William win the Battle of Hastings?



3. Quizmaster – design quizzes to test yourself or your friends



- **Look at the information – read it a few times.** You could highlight/underline the essential points as you read



- **How could you create a question to test the knowledge in each section?**



- **Design a short quiz with 5-10 questions**



- **Use the quiz to test yourself** *even better if you leave this to test yourself the next day, or later in the week!*

Focus on this section from your English KO

Design a 10 question quiz to test your knowledge of these devices – examples:

- “**What word means a technique where an author appeals to the senses?**”
- “**What is “flexing like the lens of a mad eye” an example of?**”
- “**What is a simile?**”

Try to vary the types of question

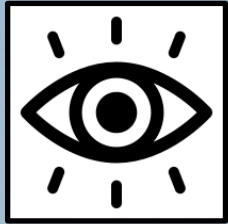
Poetic Techniques	Definition	Example
Personification	Describing an inanimate object as having human feelings.	'Brief is the breath Mown stalks exhale'
Metaphor	A descriptive technique that names a person, thing or action as something else.	'Nature is Harmony'
Simile	A descriptive technique that compares one thing with another, usually using 'as' or 'like'.	'Flexing like the lens of a mad eye'
Imperative	A sentence that is a command.	'Rustle thy boughs and set thy trunk all bare'
Exclamative	A sentence that expresses a heightened emotion. They end with an exclamation mark	'I will not have my thoughts instead of thee Who art dearer, better!'
Listing	When the writer includes several words/phrases/ ideas, one after the other.	' "Nature" is what we see— The Hill—the Afternoon— Squirrel—Eclipse— the Bumble bee—'
Imagery	A technique in which the author appeals to the senses i.e. seeing, hearing, touching.	'Flax had rotted there, weighted down by huge sods. Daily it sweltered in the punishing sun.'
Pathetic fallacy	When the weather reflects the mood or atmosphere.	'This house has been far out at sea all night, The woods crashing through darkness'
Conceit		g the nature, to the
Enjambme		phrase from

Now cover and test yourself. Students could also get someone else to test them, or use this strategy to test a friend

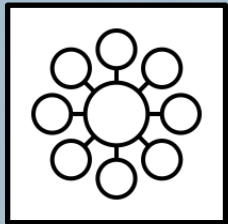
Quiz time 😊

1. What word means a technique where an author appeals to the senses?
2. What is “flexing like the lens of a mad eye” an example of?
3. What is a metaphor?
4. What is “Oh, what a terrible day!” an example of?
5. What word describes a sentence that is a command?

3 revision strategies for better use of knowledge organisers:



1. Look, cover, write, check – a quick and easy method for testing yourself



2. The bare necessities – Organising and summarising information for better recall



3. Quizmaster – to test yourself and others and strengthen your memory