

USING MY KNOWLEDGE ORGANISERS:

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



Knowledge is sticky!

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





NAME: _____

Year 9 Knowledge Organisers Autumn Term (Half term 1 and 2)



Why?

- ✓ The most important knowledge in one place!



NAME: _____

Year 8 Knowledge Organisers Autumn Term (Half term 1 and 2)



- ✓ Helps build effective revision habits

- ✓ Helps you become more independent in your learning



NAME: _____

Year 7 Knowledge Organisers Autumn Term (Half term 1 and 2)



- ✓ Acts as a helpful resource to use in lessons where you can look up...
 - Vocabulary
 - Facts
 - Formulas
 - Diagrams
 - How to structure answers and complete tasks





Year 9 Knowledge Organisers Autumn Term (Half term 1 and 2)

NAME: _____

Write your name on the front



How to use your knowledge organiser:

Recommended strategies (*don't just read or highlight – get active!*):

Look



Cover



Write



Check

- Create **mind maps**
- Create **flash cards**
- Write out **key points on post-it notes** and place somewhere visible so you see and review them regularly
- **Write your own quiz questions** based on your knowledge organiser – leave until the next morning, next day, or next week to see how well you have retained the information
- **Get someone else to test you**
- Use **key vocabulary** from your KO in sentences
- Use the formulae, vocabulary lists, facts, processes etc on your KO to **help you complete homework tasks**
- **Draw diagrams and flow charts** of key information
- **Summarise each section** into your own words – what are the MOST important facts or details in each box?
- **"Just a minute"** – time yourself for 60 seconds. **Can you talk about this topic or explain it to someone else without stopping for a whole minute?**
- **Draw images/symbols** to represent the different concepts and vocabulary
- **Teach someone else** about this topic. Research suggests we retain even more information when we teach a topic than when we learn it or revise it.

Tier 2 Vocabulary – General academic vocabulary for success across all subjects



"The limits of my language are the limits of my world" - Ludwig Wittgenstein



List 1		List 2		List 3	
accelerate (v)	speed up	Hypothesis (n)	prediction	precise (adj)	exact
arbitrary (adj)	random	illustrate (v)	show	principle (n)	Belief
assert (v)	state/claim	implicit (adj)	Suggested but not directly said	proceed (v)	go ahead
authorise (v)	give permission	inhibit (v)	prevent	pursue (v)	go after
conceive (v)	think	innovation (n)	new invention	react (v)	respond
context (n)	setting	method (n)	approach	region (n)	area
contribute (v)	add to	modify (v)	change	require (v)	need
denote (v)	stand for	notion (n)	idea	restrict (v)	limit
distinct (adj)	Different/ separate	obtain (v)	get	shift (v)/(n)	change
establish (v)	set up	passive (adj)	not active	subsequent (adj)	coming after
entity (n)	a thing/ a being	perspective (n)	viewpoint	transmit (v)	Communicate/ send
feasible (adj)	possible	phenomenon (n)	Remarkable thing	verbal (adj)	spoken
fluctuate (v)	vary/change	precede (v)	go before	verify (v)	check

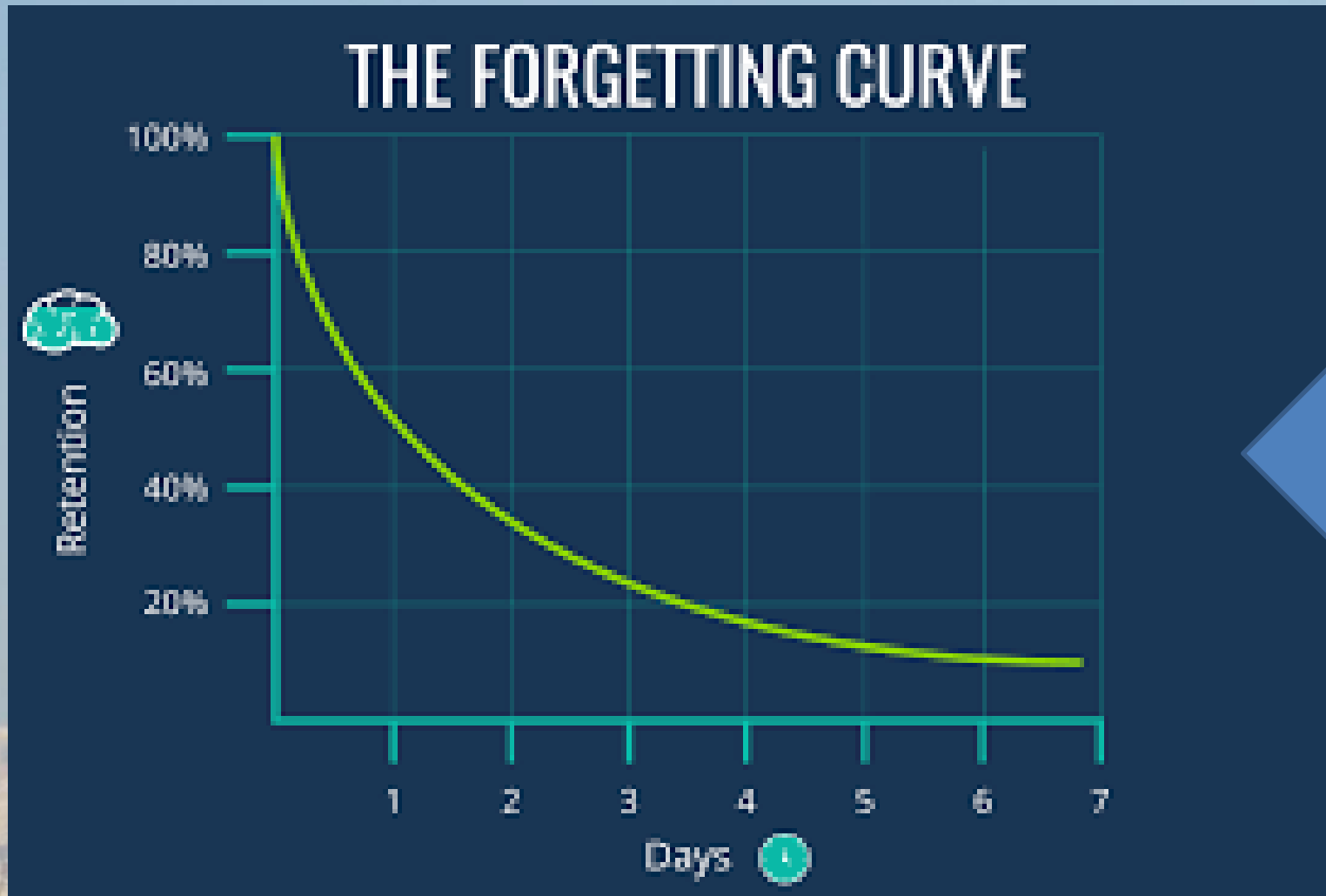
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The more high quality vocabulary you know, the more likely your chances of success across the curriculum.

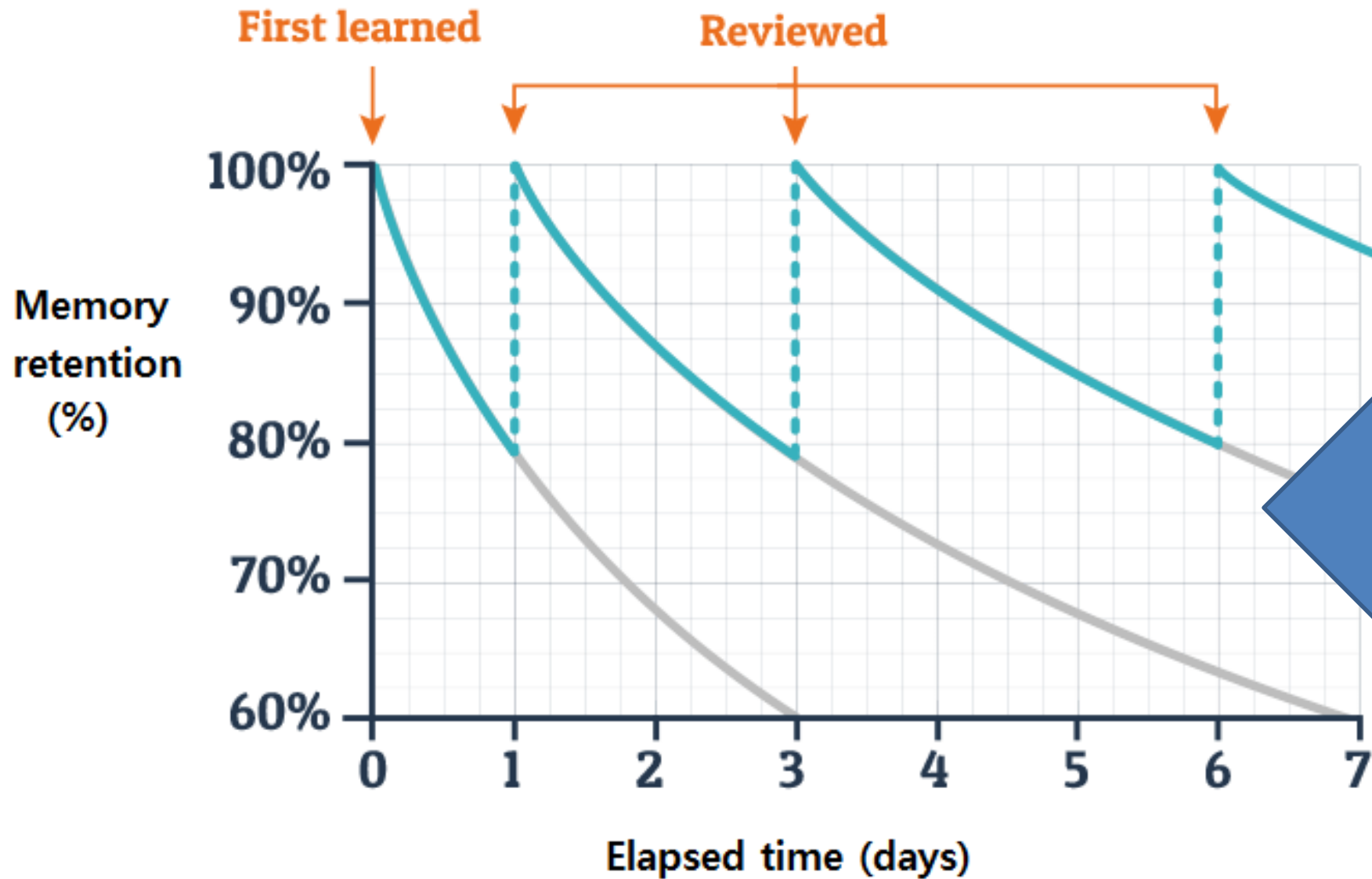
Each knowledge organiser also includes general academic vocabulary and simple definitions for you to learn and test at home.



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

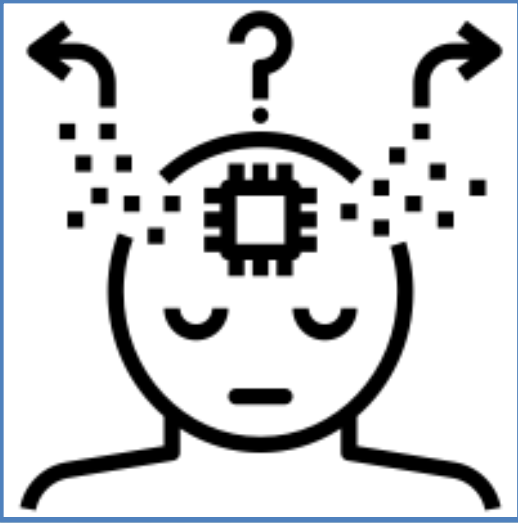


We forget what we've learned if we do not keep returning to it and reactivating the connections in our brains.



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

What does this show us?



- When you quiz and test yourself, it helps to move things into long term memory – so you learn and retain more!

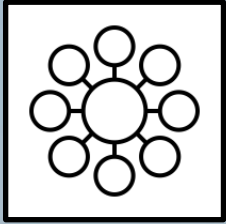


- Testing yourself and marking your answers identifies the gaps in your knowledge and helps you remember better next time

3 essential revision strategies



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

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.

Deep water waves
not affected by bottom

Waves feel
bottom and steepen

Breaking
waves

Shore

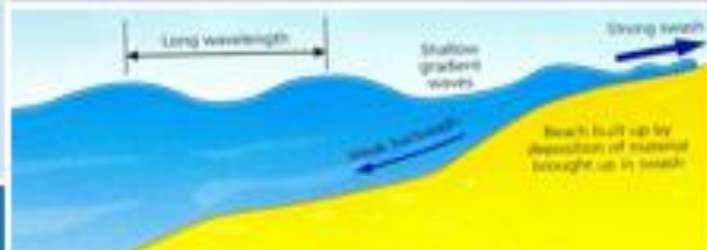
Direction of Waves

Motion of
Individual
Water

Types of Waves

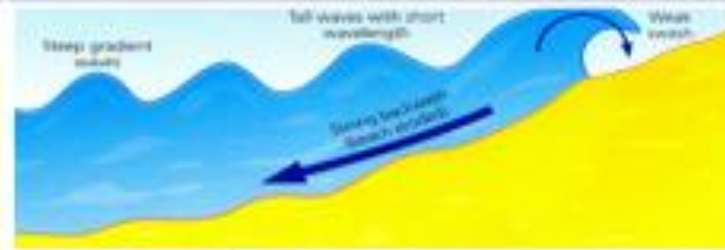
Constructive Waves

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

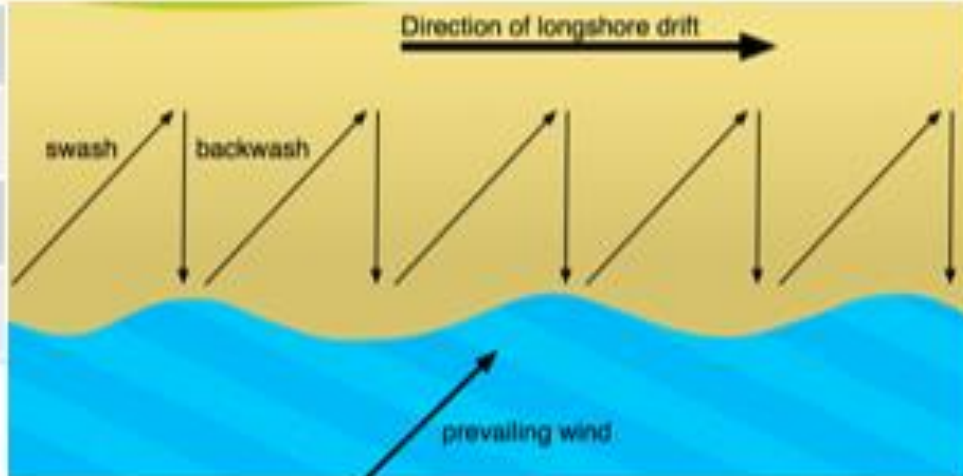


Destructive Waves

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



Direction of longshore drift



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



Look



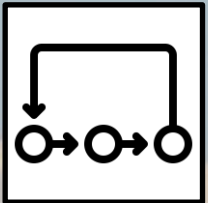
Cover



Write



Check



Repeat

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.
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Look



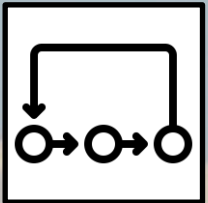
Cover



Write



Check



Repeat

Waves are created by wind blowing over the sea.

Affected by fetch, strength, how long wind has been blowing.

Steps: (How far wind has travelled)

- 1. Start out at sea*
- 2. As waves approach shore, friction slows base*
- 3. Causes the orbit to become elliptical*
- 4. Unit the top of the wave breaks over*

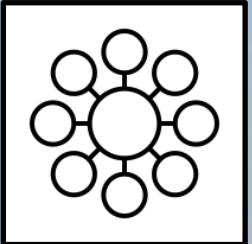
Pay close attention to the parts you forgot about – the parts you've added in green pen.

These are the parts you want to remember next time.

2. The bare necessities – mind-map to summarise information



Read and highlight important info



Summarise on a brief mind-map



Cover and test (brain dump/quiz)

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.

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

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?

Leadership

Kept large army together

Planned and was experienced

Good at boosting morale

Harold II's death

Harold died in battle

If he survived he would have relaunched the attack

Tactics

Many years experience

caused shield wall to break

Had used this before

Fortune

Was meant to invade in summer

Bad weather caused him to invade in winter

Harold's army was now much smaller



Now study it carefully.

Brain dump – what can you remember?

Check and add missing
details onto your
mindmap in green pen

Why did
William win
the Battle of
Hastings?

Tactics

caused
shield wall
to break

Leadership

Kept large
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caused him
to invade in
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Harold's army
was now much
smaller

Harold II's
death

Harold died
in battle

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		'bee—'
Imagery		down by huge g sun.'
Pathetic fallacy		sea all night, kness'
Conceit		g the nature, to the
Enjambment		phrase from

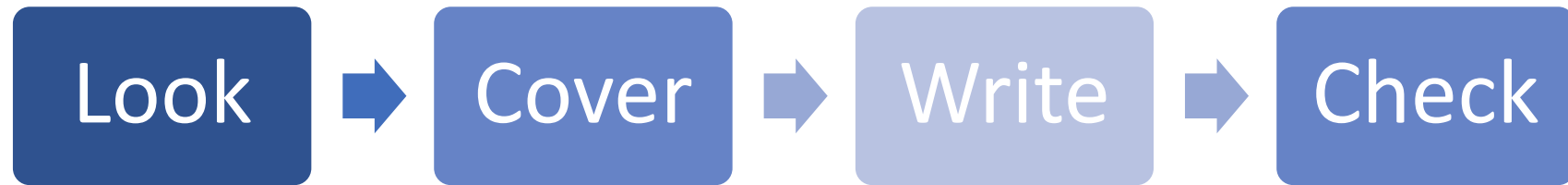
Now cover and test
yourself (or ask
someone else to test
you)! 😊



How to use your knowledge organiser:

Lots more
hints and tips
in your
booklet!

Recommended strategies (don't just read or highlight – **get active!**):



- Create **mind maps**
- Create **flash cards**
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What will you need to do?

- **Keep your knowledge organiser safe**
 - Keep your knowledge organiser **in your bag each day** (*BfL 3s will be given by class teachers for lack of equipment if you do not have it to use in class when asked to*)
 - Have it out **on the desk each lesson**
 - **Use it for revision homeworks** and **to get ready for tests**
-
- ✓ Look, cover, write, check
 - ✓ Reduce the information to the MOST important bits, and mindmap or re-create in visual form
 - ✓ Create quizzes or get someone else to test you
 - ✓ Check and correct your knowledge using green pen