

How to Use Your Knowledge Organiser



**THE NEWBRIDGE
SCHOOL**

Lionheart Educational Trust

Homework at The Newbridge School

Each school day you should be spending 60 – 90 minutes studying at home.

This might include:

- Homework tasks set by your teacher
- Revising your knowledge organiser
- Completing extra maths work
- Reading at home

You should complete any revision in your knowledge organiser workbook. Each subject should take up at least half a side of A4. Don't forget to write the date and the subject as a title.

Don't forget to bring your knowledge organiser workbook to school EVERYDAY.

You can revise your knowledge organiser using a range of different methods, but revision should be active and not passive, which means you should not just copy from the knowledge organiser into your workbook.

Try to use different methods to revise, including:

- Look, cover, write, check
- Mind maps
- Self quizzing
- Paired retrieval
- Timelines
- Fact files
- Flow charts and diagrams

You should take pride in how you present your revision, each page should be clearly dated, with the name of the subject used as a title. Each piece of work should be presented neatly and there should be an appropriate amount of work.
















Research shows that homework and revision are most effective when the conditions support learning.

- Sit at a desk.
- Avoid distractions: NO PHONES/ MUSIC.
- Work in a quiet space i.e., bedroom/library.

If you work best in the morning, you are welcome to attend our breakfast club, this is a space where you can complete your homework and have some free breakfast. Our library is open after school for revision and homework.



Ways to use your knowledge organiser

	Look, Cover, Write, Check	Self Quizzing	Mind Maps	Paired Retrieval	Definitions to Key Words
Step 1	<p>Look at and study a specific area of your knowledge organiser.</p> 	<p>Use your knowledge organiser to create a mini quiz. Write down questions using your knowledge organiser.</p> 	<p>Create a mind map with information from your knowledge organiser.</p> 	<p>Like self quizzing, use your knowledge organiser to create a quiz.</p> 	<p>Write down the key words and definitions.</p> 
Step 2	<p>Cover or flip the knowledge organiser over and write down everything you remember.</p> 	<p>Cover or flip the knowledge organiser over and answer the questions and remember to use full sentences and key words/vocabulary.</p> 	<p>Add pictures to represent different facts, knowledge. Try to categorise different areas in different colours.</p> 	<p>Ask a family member to ask you the questions and tell you which ones you get right and which ones you get wrong.</p> 	<p>Try not to use your knowledge organiser to help you.</p> 
Step 3	<p>Check what you have written down. Correct any mistakes in a different coloured pen and add anything you missed. Repeat.</p> 	<p>Check your answers. Correct any mistakes in a different coloured pen and add anything you missed. Repeat.</p> 	<p>Try to make connections that link information together.</p> 	<p>Following the quiz, summarise which areas you got wrong and need to revise further.</p> 	<p>Use a different coloured pen to check you work and correct any mistakes you may have made.</p> 

To get the most out of your knowledge organiser, you should be learning sections and then self testing in your workbook.

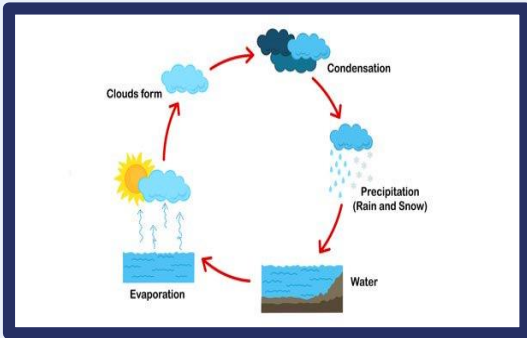
Do not just copy into your workbook!

**Remember to always CHECK &
CORRECT!**



Ways to use your knowledge organiser

Any form of homework or revision should be **ACTIVE** not passive...



Creating and labelling diagrams



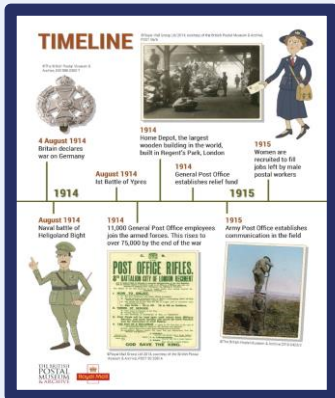
To revise all elements of GCSE English Lang+Lit
Interleaved Revision Quiz 1 – 20 marks

Macbeth	1. Who becomes King at the end of the play? (1)
J+Hyde	2. What is the name of the character Hyde murders? (1)
AICalla	3. Which character got Eva pregnant? (1)
Poetry	4. Which is the only poem written by a serving soldier? (1)
Lang P1	5. List how many marks the 5 questions are worth. (5)
Macbeth	6. Give a quotation you could use for Macbeth AND ambition. (1)
J+Hyde	7. What language technique is used in "hissing" "savage" "snarled"? (1)
AICalla	8. Give 2 quotations which you could use for Sheila AND gender. (2)
Poetry	9. Which poem contains "mind-forged manacles" + what method is it? (2)
Lang P2	10. List how many marks the 5 questions are worth. (5)

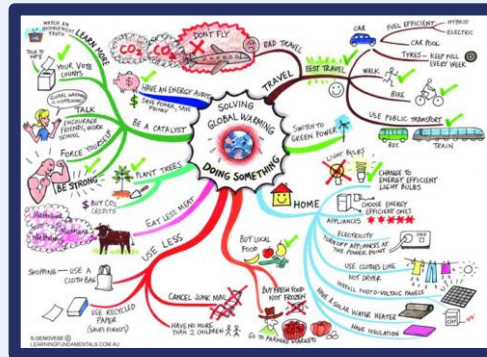
Completing quizzes



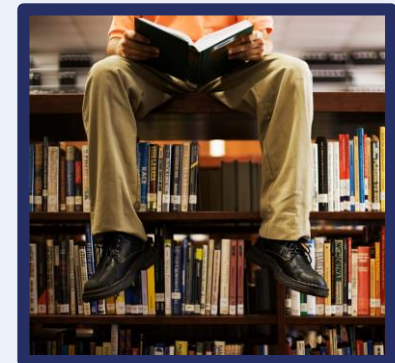
Highlighting



Creating Timelines



Creating mind maps



Re-reading texts



Self quizzing (look, cover, write, check)...

Use your knowledge organiser to create a mini quiz. Write down questions using your knowledge organiser.

You might want to make quiz questions for yourself or get a friend/family member to write them for you.

Read the information on the knowledge organiser.

Cover or flip the knowledge organiser over and answer the questions and remember to use full sentences and key words/vocabulary.

Check your answers.

Correct any mistakes in a different coloured pen and add anything you have missed.

Repeat.

<https://www.youtube.com/watch?v=LLZvCymL4rU>



Mind maps...

What are the benefits of mind mapping?

- Mind mapping is a beneficial learning tool to help students brainstorm and explore any ideas, concepts, or problems.
- They facilitate better understanding of relationships and connections between ideas and concepts.
- They make it easy to communicate new ideas and thought processes.
- They allow students to easily recall information.
- They help students take notes and plan tasks.
- They make it easy to organise ideas and concepts.

How to create an effective mind map

- Choose a topic or big question for the centre of the page. This is the main idea of the mind map.
- From that main idea, create thick branches (as many as needed), that each represent a single word/ little question that relates to the main topic. Then, create thinner sub-branches that stem from the main branches to further expand on ideas and concepts. These sub-branches will also contain key words that explain the topic of the branch it stems from, and could even include key examples/ evidence/ dates etc. This helps develop and elaborate the overall theme of the mind map.

To emphasise certain points

- Use different colours and images to differentiate the main branches/ subbranches.
- Use different style of fonts: BOLD/ ITALICS.
- Use words written in capital letters and lower case.
- Using images and sketches can also be helpful in brainstorming and creating the sub-branch topics.

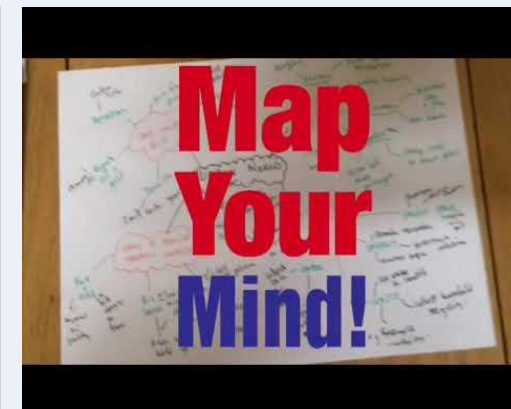


Mind maps...

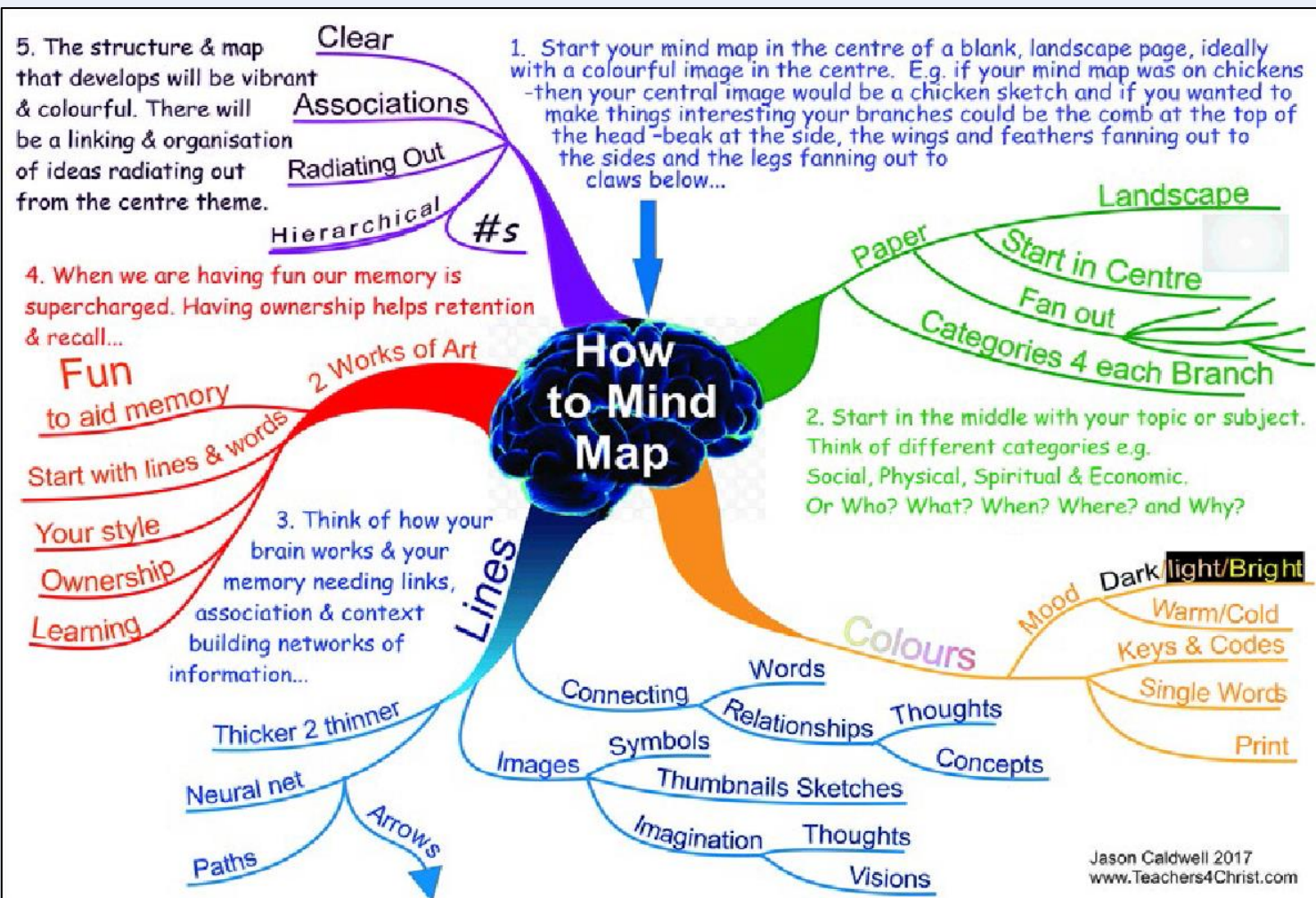
Create a mind map with information from your knowledge organiser.

Add pictures to represent different facts, knowledge. Try to categorise different areas in different colours.

Try to make connections that link information together.



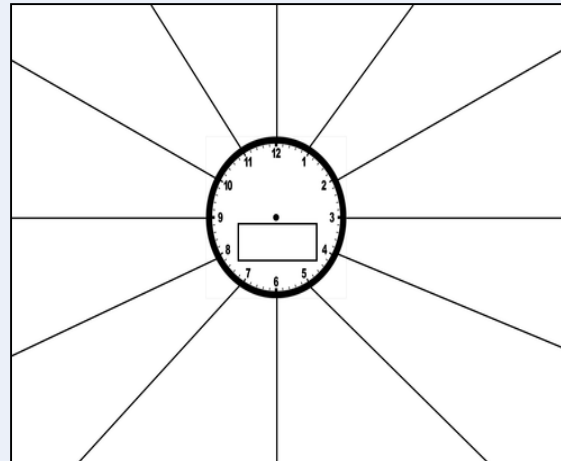
<https://www.youtube.com/watch?v=tlpK1-yKWk0>



Revision clocks...

A **revision clock** is similar to a mind map as it breaks down the content in to manageable chunks.

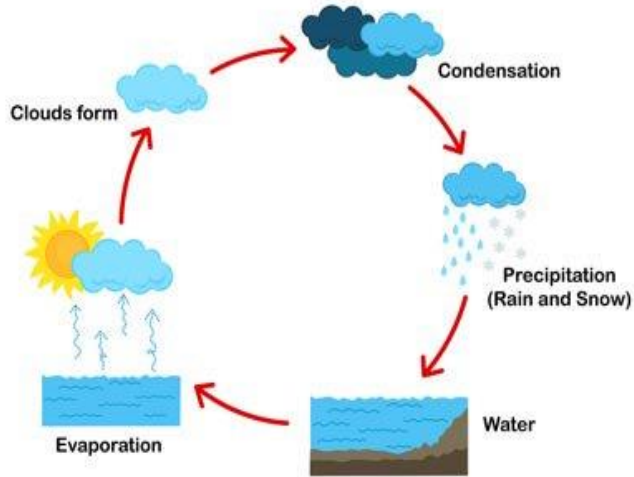
- First you draw a basic clock.
- You then take a subject or a topic and break it down in to 12 sub-categories/facts/key points.
- Make notes in each chunk of the clock.
- You can then use the clock to revise – maybe spend 5 minutes on each segment.
- You can turn the clock over and try to remember/write out as much information as you can from one segment e.g. all of the information in the 3pm – 4pm segment.



This method can be useful to help visualise a timeline of key dates or events.



Diagrams and dual coding...



Diagrams can be an effective memory trigger.

Force yourself to condense your revision notes down to key words to accompany the diagram.

Use colours and images to help make the information meaningful and memorable.

Dual coding is the process of combining verbal materials with visual materials. Simply take information that you are trying to learn, and draw visuals to go with it

For some people, the brain finds it easier to remember images rather than words.

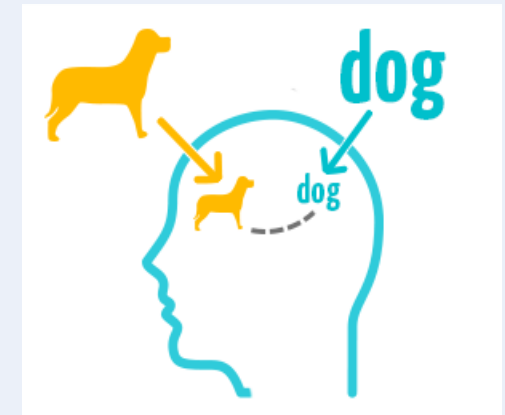
Using pictures alongside key words might help you to remember important information and key terms.

Try to come up with different ways to represent the information.

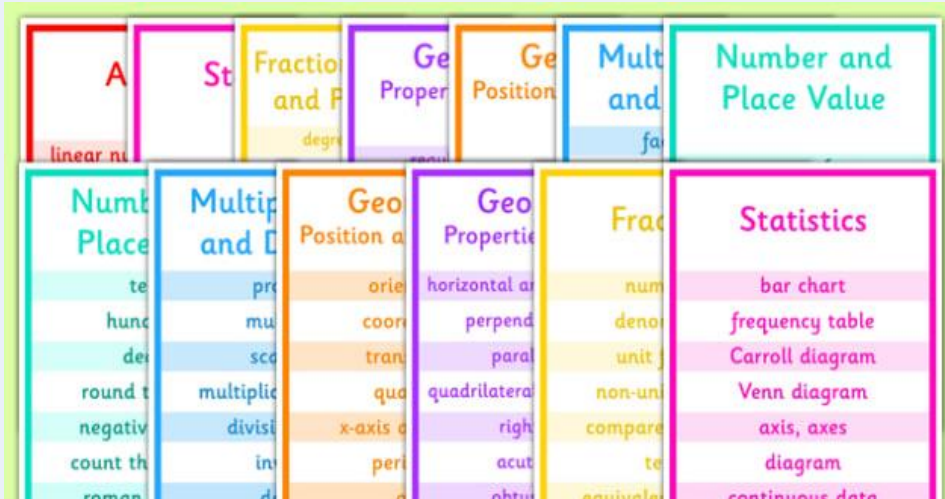
For example: a timeline, a cartoon strip or a diagram of parts that work together.

Learn more about dual coding here:

<https://www.learningscientists.org/blog/2016/9/1-1>



Key words...



When we speak or write we use sentences with a beginning, middle and end but our memory doesn't work in the same linear fashion.

Often a key word can 'jog' your memory to remember a range of other information about a topic without having to remember every single word from a text/lesson.

Try using key words in your learning to see if it helps you to remember whole topics without you having to waste time writing down unnecessary words.

Write down the key words and definitions.

Try not to use your knowledge organiser to help you.

Use a different coloured pen to check you work and correct any mistakes you may have made.

Common methods of revision that are least effective....



- Highlighting key points
- Re-reading text
- Summarising text

Remember, revision should be active and not passive.



Supporting students with individual needs...

Break homework into smaller chunks of 15 minutes with a break in between.

Use visual resources – pictures, videos, mind maps rather than lots of reading.

Stick to the homework schedule, this will help in the future with revision routines.

Homework can sometimes be tough for some students with Special Educational Needs and Disabilities. Here you will find some strategies that might help.

Start with the key vocabulary – make sure you know the meanings of the key topics words.

Revisit topics more than once. It will often take multiple attempts to remember key information.

Remember, it is ok to ask if you need more help.
Talk to your teacher or a member of the SEND team to get more support.

