

# Kettlethorpe HIGH SCHOOL

## Knowledge Organiser Strategy Booklet

(Year 7)



*“Knowledge is of no value, unless you put it into practice”*

Name: .....

Tutor group: .....



# Introduction

This strategy booklet is to be used alongside your Knowledge Organiser exercise book, to help you develop your revision techniques.

You will use five different revision strategies throughout the year and will complete each strategy five times. Each strategy focuses on a different revision technique with the aim of you gaining and embedding knowledge. Applying this knowledge, should make it stick in your memory, too!

Your form tutors will ensure that you complete each strategy at least five times per half term, this will ensure you have understood the strategy and will be comfortable using it in the future. You can choose which five subjects you use each strategy for, however by the end of the year, you must have done something for each subject.

At the end of each half term, you will review the strategy you have completed and comment on how useful you found it, and why. By the end of the year you will have gained a really good idea about which strategies work best for you and why.

As well as the strategy booklet, you have been given an exercise book in which you are able to create your own strategies for revision, to embed knowledge even further. You will be encouraged to use this book within your lessons for low stakes testing and any other revision you may be asked to do.

It is the expectation that in each of your lessons you will have your Knowledge Organiser folder containing:

- Your Knowledge Organiser booklet
- Your Strategy booklet

# Strategy 1: Dual coding



- Read through your knowledge organiser
- Once you have read through it try to create 5 images that represent the knowledge on your knowledge organiser.
- You may want to create an image that represents one specific piece of knowledge that you feel is important or an image that has multiple bits of important knowledge.
- Once you have completed your images describe what you have drawn. How does the image represent the knowledge you have created.
- Ensure your description is detailed and you thoroughly explain what you have drawn.
- It is proven that when we create images to represent knowledge we are trying to retain it stores more efficiently in our long term memory.

















# Reflection and Evaluation

At the end of each half term, you will review the strategy you have completed. You can comment on how useful you found it, and why. By the end of the year you should have gained a really good idea for which strategies work best for you, and why.

## Strategy 1:

### Dual coding

Create image 	Describe why this image relates to the knowledge you have studied? 

Which subjects did you choose?	
What did you like about this strategy?	
What did you not like about this strategy?	
Was this strategy useful for revision?	
How could the strategy be improved?	



# Strategy 2: Knowledge Placement mat

Placement mats allow us to do a number of useful activities with our knowledge.

The key focuses will be on:

- Chunking knowledge
- Developing literacy
- Using your knowledge effectively in a sentence
- Trying to create questions that can be asked of the knowledge you are studying
- Creating answers
- Explaining the importance of the knowledge you are using.

1. The first step is to actively read through your knowledge organiser.
2. Then chunk the knowledge in the middle of the placement mat.
3. Work round each box of the placement mat starting at 12 o'clock going in a clockwise direction.

The idea behind this strategy is that you will have to work with your knowledge in several different ways, this will help you embed it in your long term memory.

# Subject selected:

Why is that idea important?

Key word with definition

Key word with definition

Explain one important idea

Top 3 facts

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Key word with definition

Answer the question

Create a question that could be asked on the topic

Use a key word in a sentence

# Subject selected:

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Key word with definition

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Top 3 facts

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Key word with definition

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“Knowledge is of no value, unless you put it into practice”

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**Subject selected:**

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Top 3 facts

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Key word with definition

Answer the question

Create a question that could be asked on the topic

Use a key word in a sentence

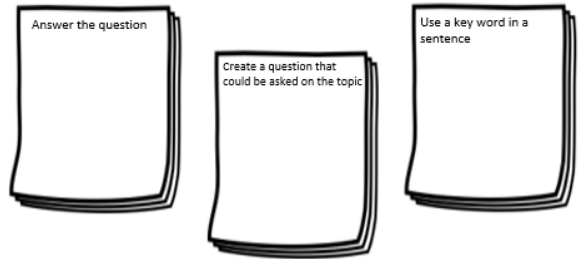
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## Strategy 2: Knowledge placement mats



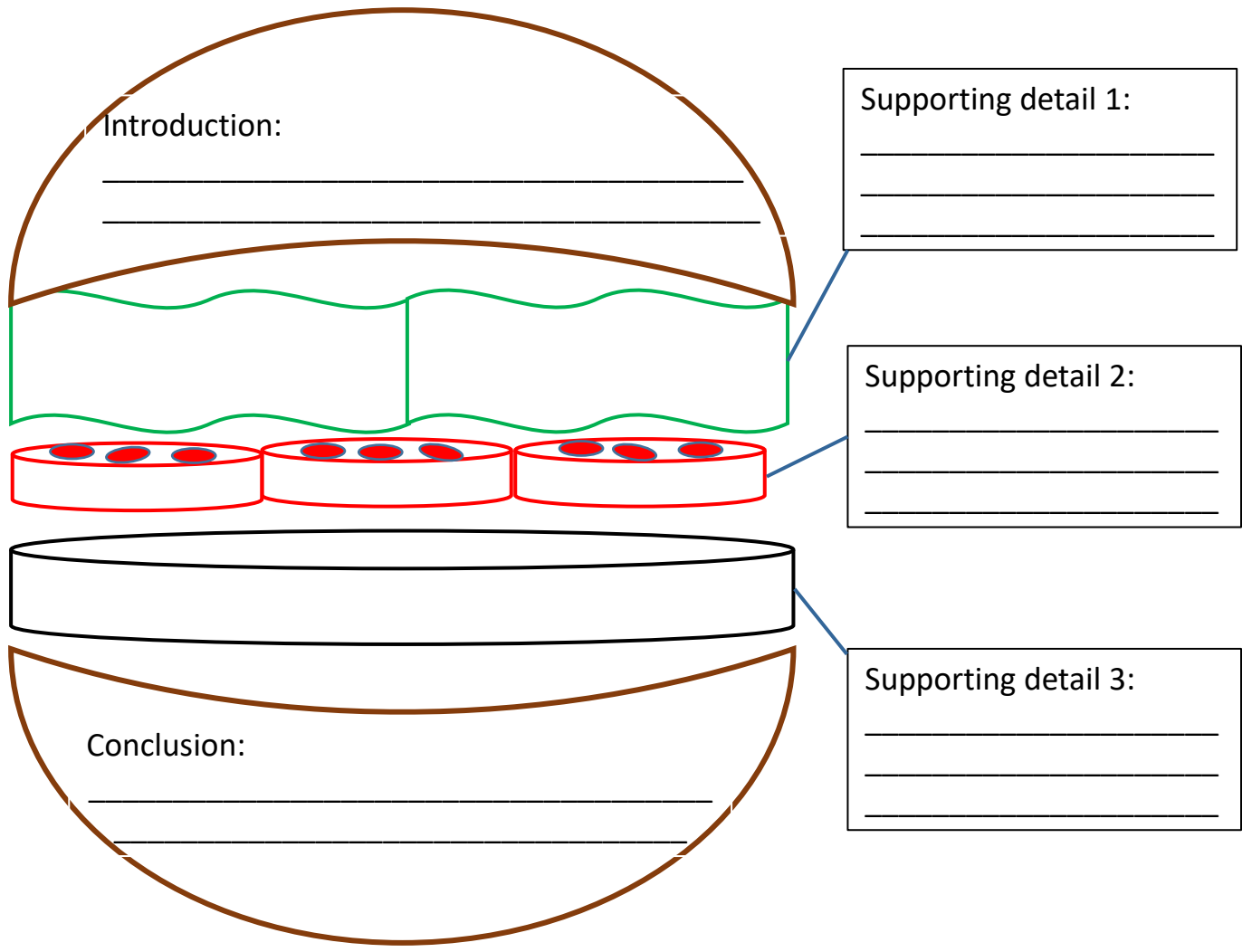
Which subjects did you choose?	
What did you like about this strategy?	
What did you not like about this strategy?	
Was this strategy useful for revision?	
How could the strategy be improved?	



# Strategy 3: Build a burger

- This strategy helps you to write a paragraph by using key information in a topic.
- Read through a subject from your knowledge organiser
- **Introduction:** This sentence tells you the main idea or what the paragraph will be about.
- **Supporting detail 1:** This sentence gives specific detail relating to the main idea.
- **Supporting detail 2:** This sentence gives another specific detail relating to then main idea.
- **Supporting detail 3:** This sentence gives detail which may help get you extra marks.
- **Conclusion:** This sentence refers to the topic sentence and sums up the main idea of the paragraph.
- Now use your burger building strategy to write a full paragraph in detail for the topic you have chosen.

# Strategy 3: Build a burger



Finish by writing a paragraph for your chosen topic-

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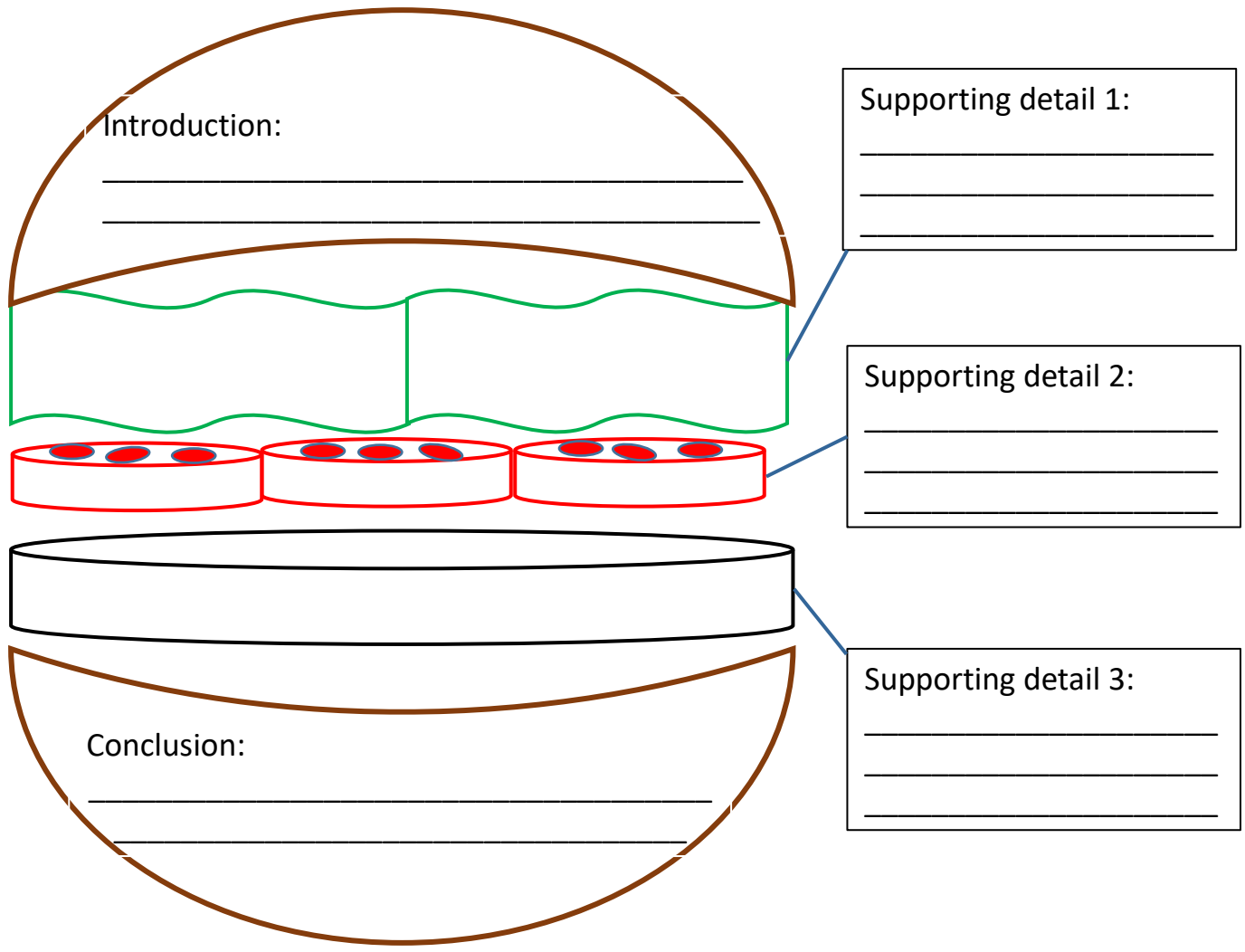
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# Strategy 3: Build a burger



Finish by writing a paragraph for your chosen topic-

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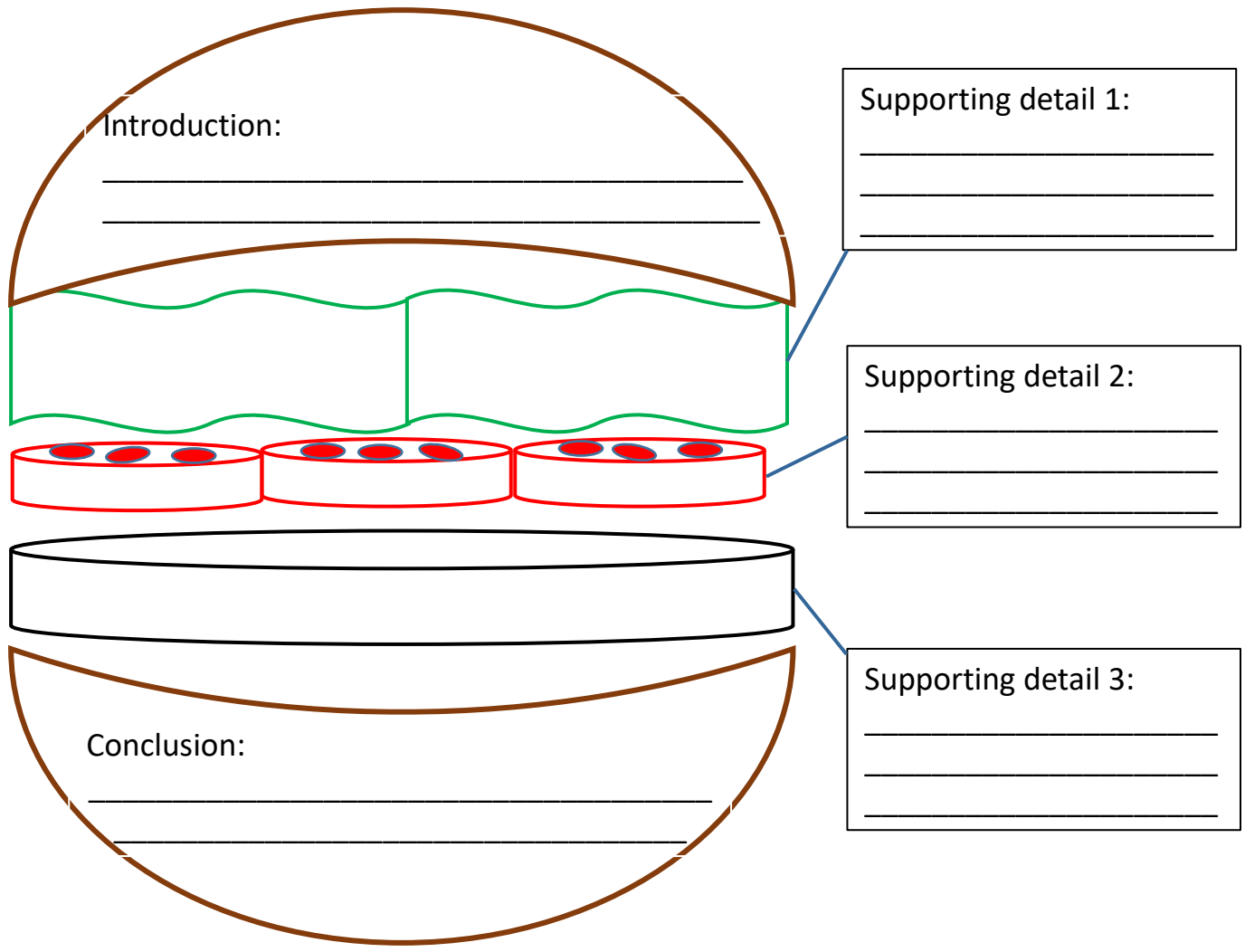
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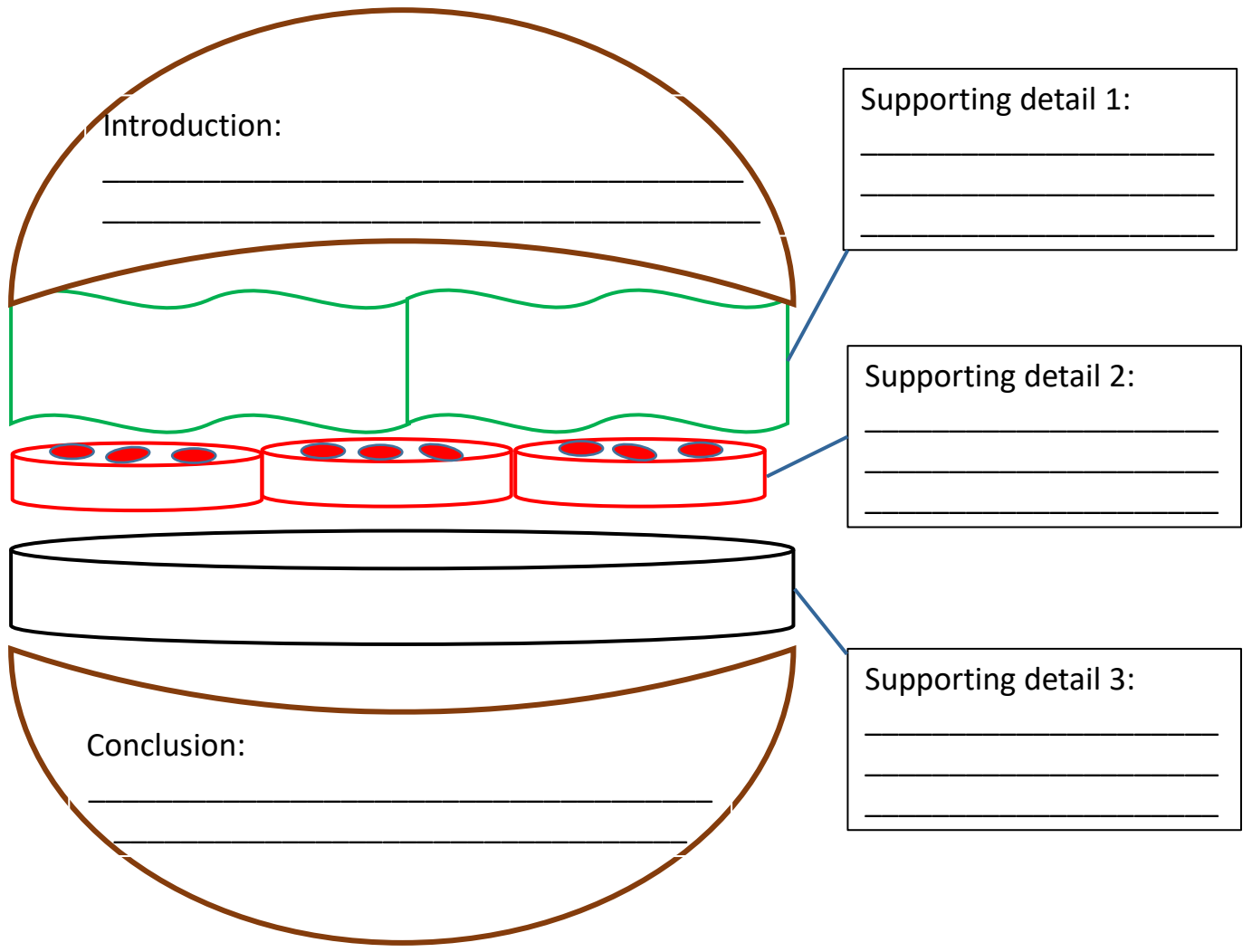
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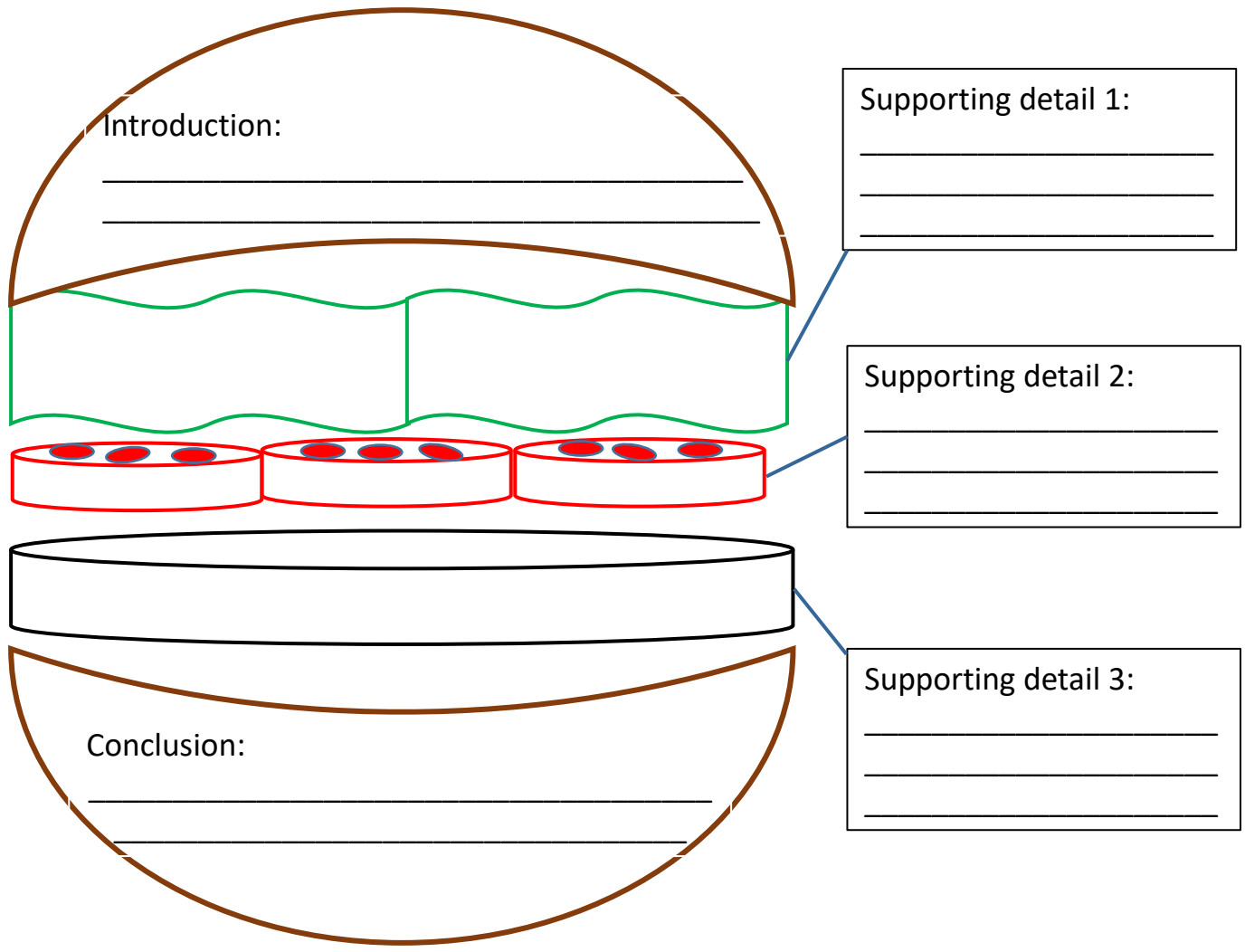
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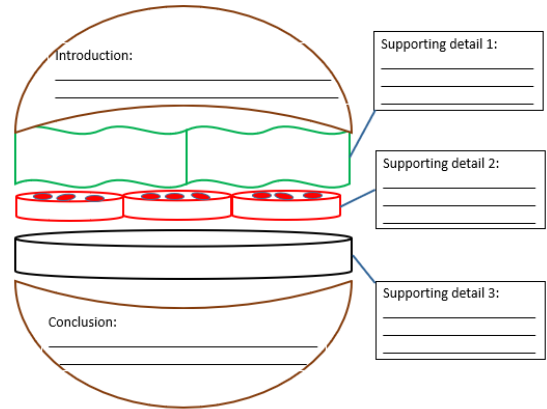
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## Strategy 3:

### Build a burger



Which subjects did you choose?	
What did you like about this strategy?	
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# Strategy 4: Cops and robbers

This strategy is all about testing your short term memory

It is broken down into four steps.

**Step 1:** Select a knowledge organiser subject and read through it.

**Step 2:** Split your knowledge organiser into four key themes.

**Step 3:** Close your knowledge organiser and try to come up with as much of your own knowledge as you can for each them in the cops section. This will test what knowledge you have already embedded for each theme. Try to spend a good amount of time doing this.

**Step 4:** Reopen your knowledge organiser and steal information you have not managed to already write down. This will allow you to see what gaps you have in your knowledge and then embed it into your long term working memory.

# Subject selected:

Create four key themes for a topic of your choice

Recall knowledge that you can remember about each theme without using your knowledge organiser



Use your knowledge organiser to steal knowledge



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## Strategy 4:

### Cops and Robbers

Create four key themes for a topic of your choice	Recall knowledge that you can remember about each theme without using your knowledge organiser	Use your knowledge organiser to steal knowledge
		

Which subjects did you choose?	
What did you like about this strategy?	
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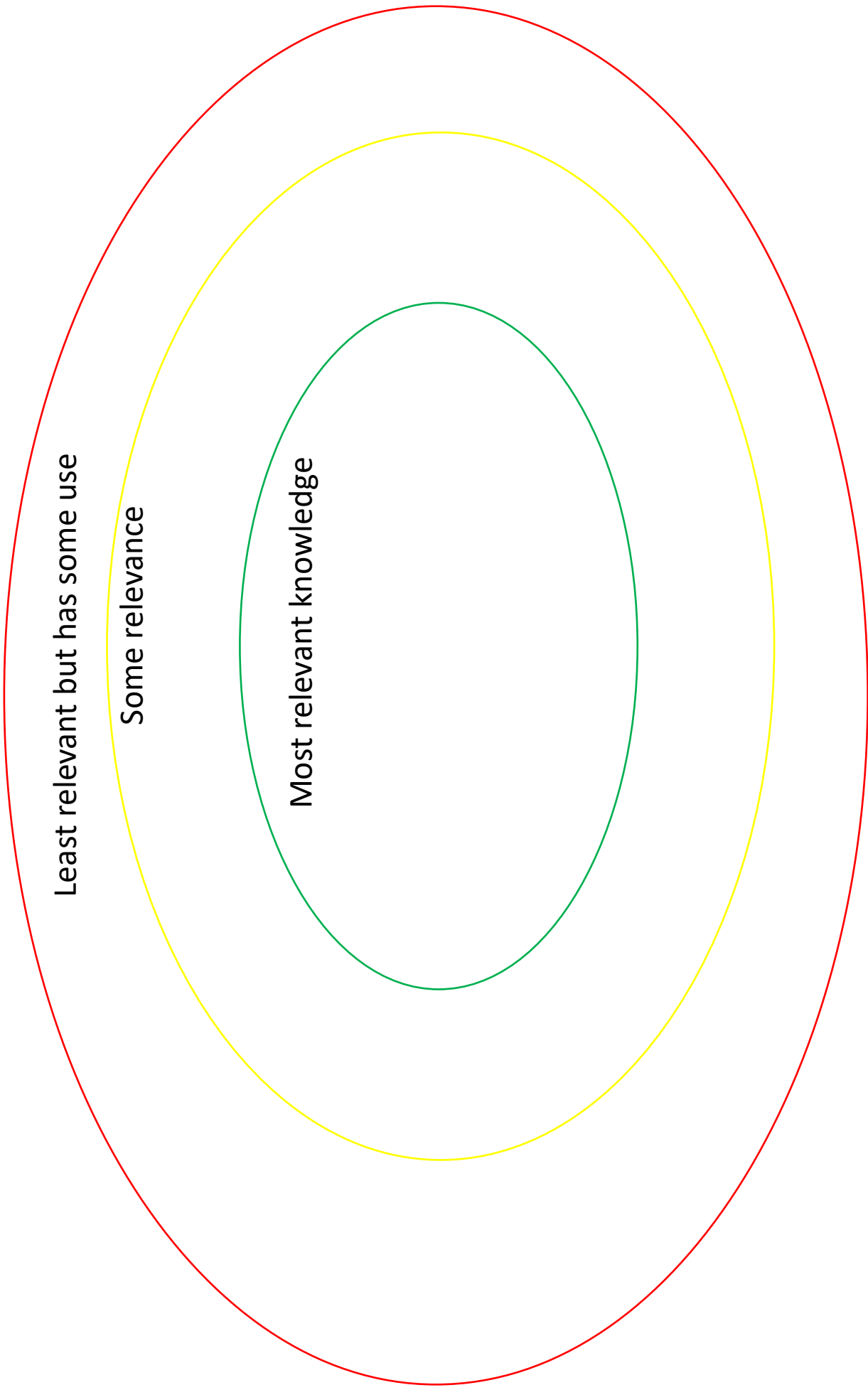


# Strategy 5: The Big Question

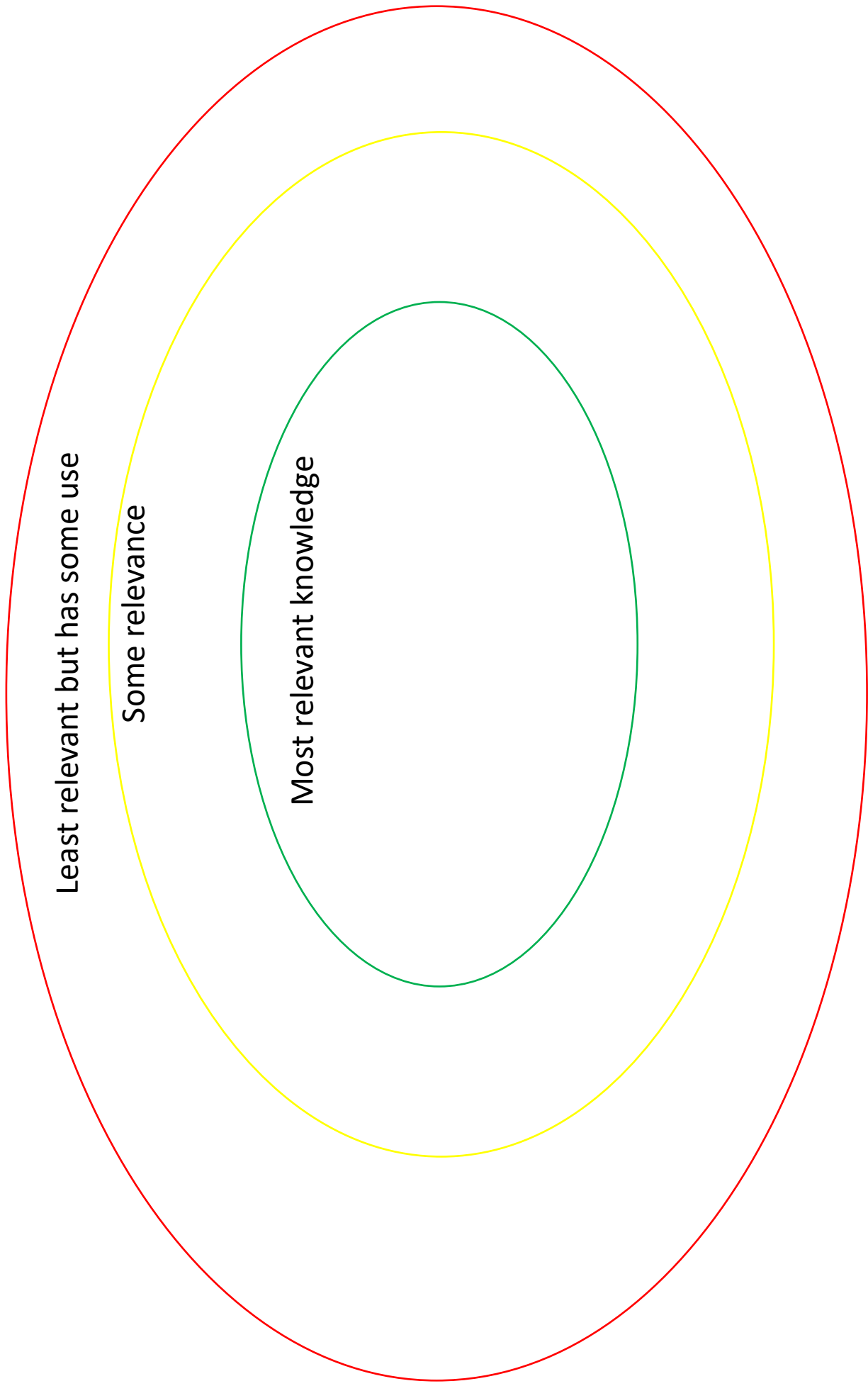
- Choose a subject and read through the knowledge on your knowledge organiser.
- Can you create a big question for this topic. This question needs to be an open question so lots of knowledge can be used.
- Then complete the circle of usefulness activity as follows.
  1. What knowledge would be most useful
  2. Which would have some use
  3. Which would have limited use but may be relevant.

By doing this you are having to think about the importance of knowledge and how it applies directly to questions. This will again help you embed the knowledge in your long term memory.

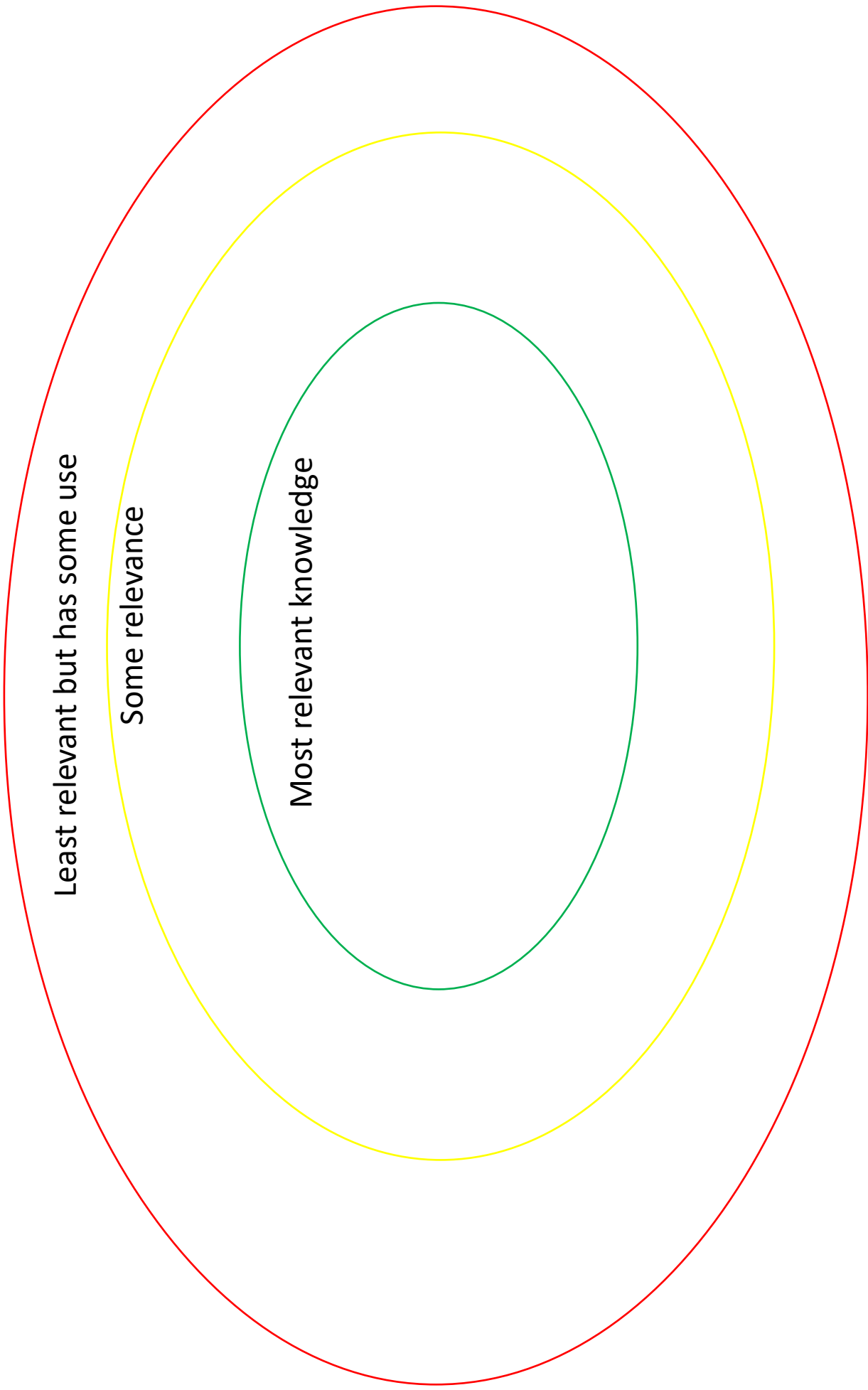
**Create a Big Question for your topic:**



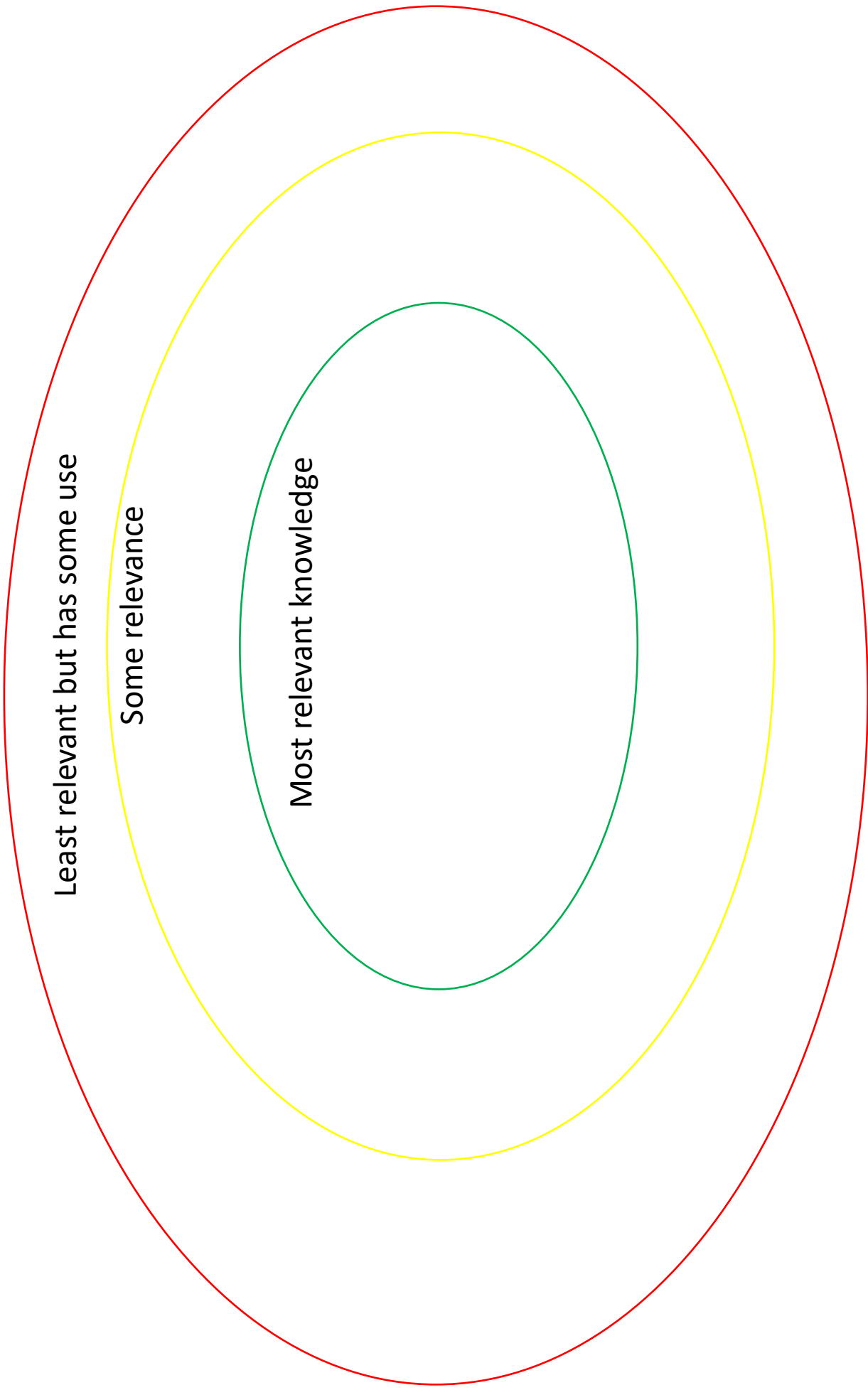
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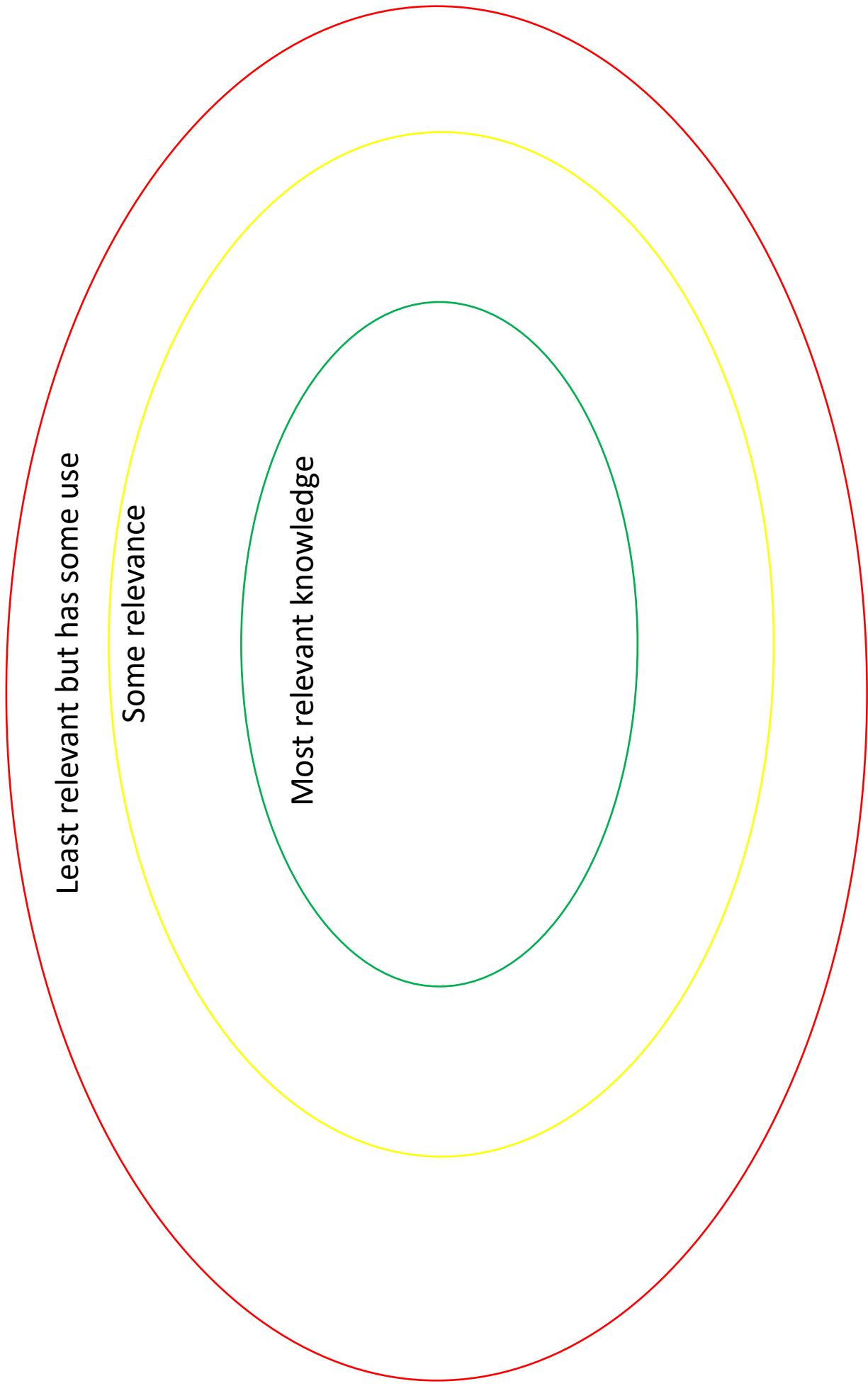
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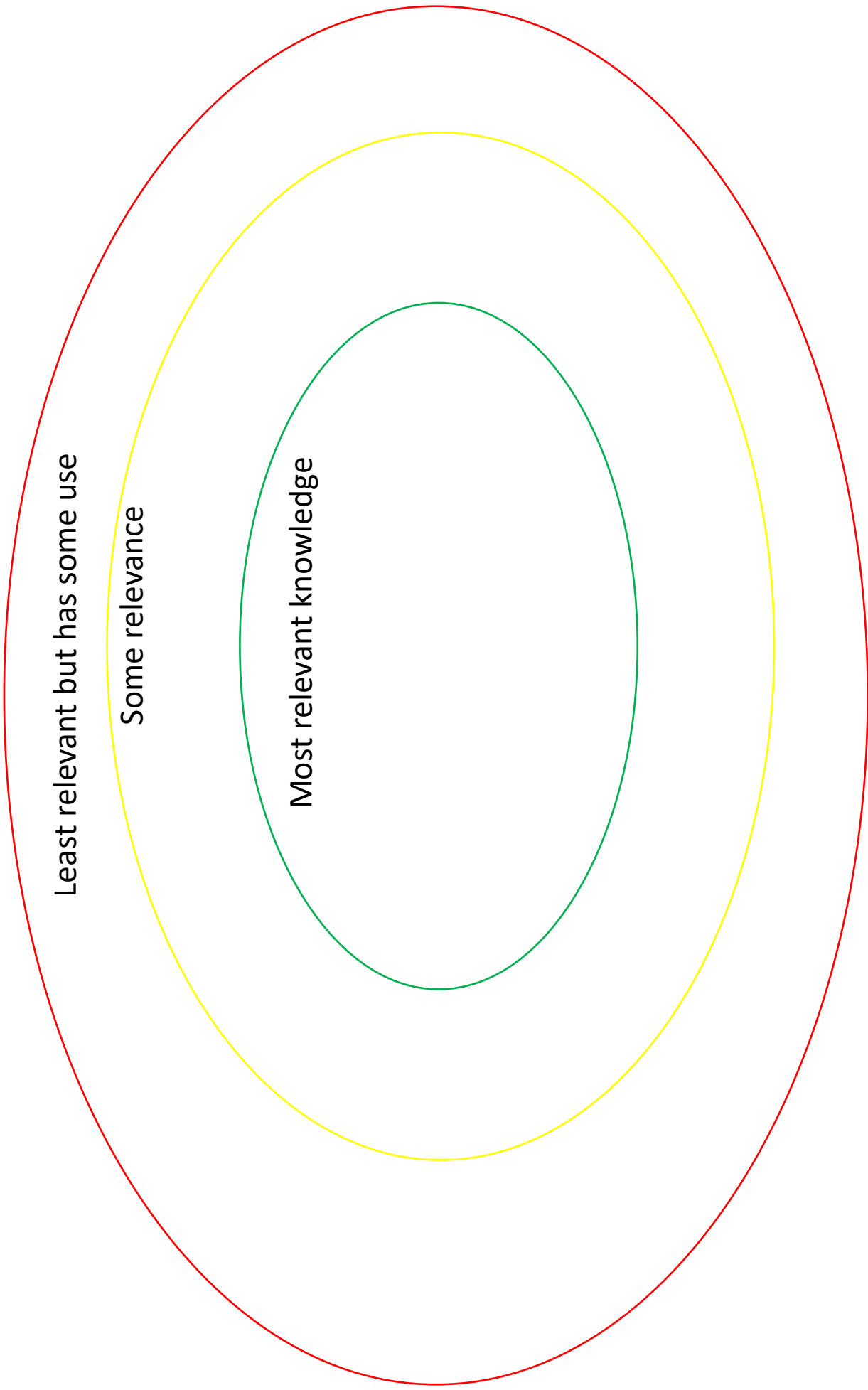
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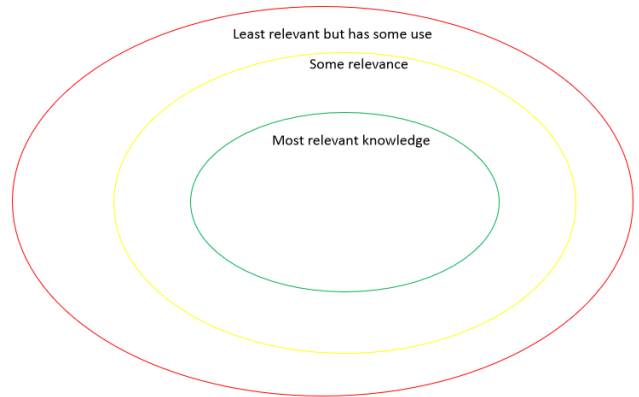


**Create a Big Question for your topic:**



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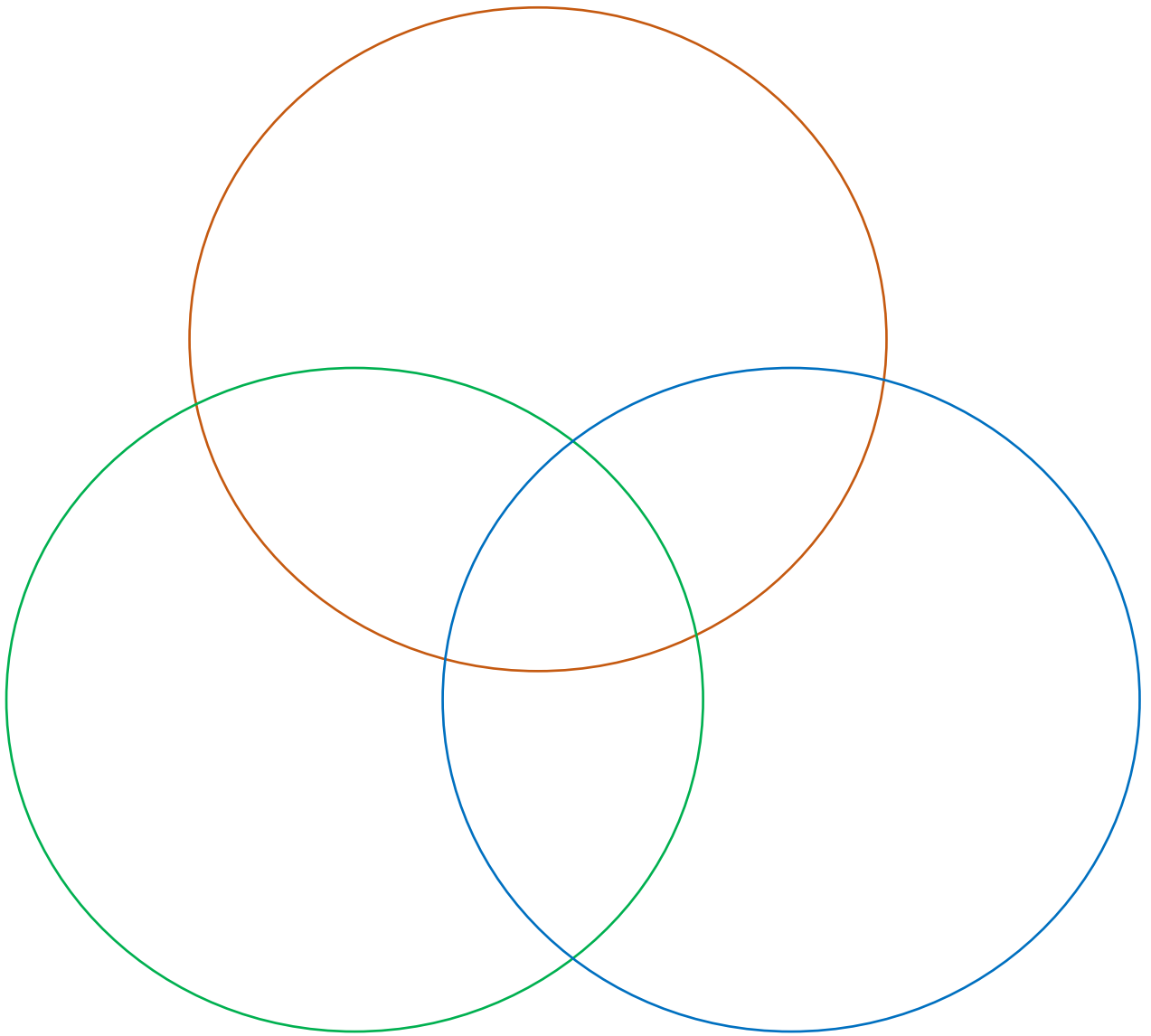
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### The Big Question

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**Subject selected:**



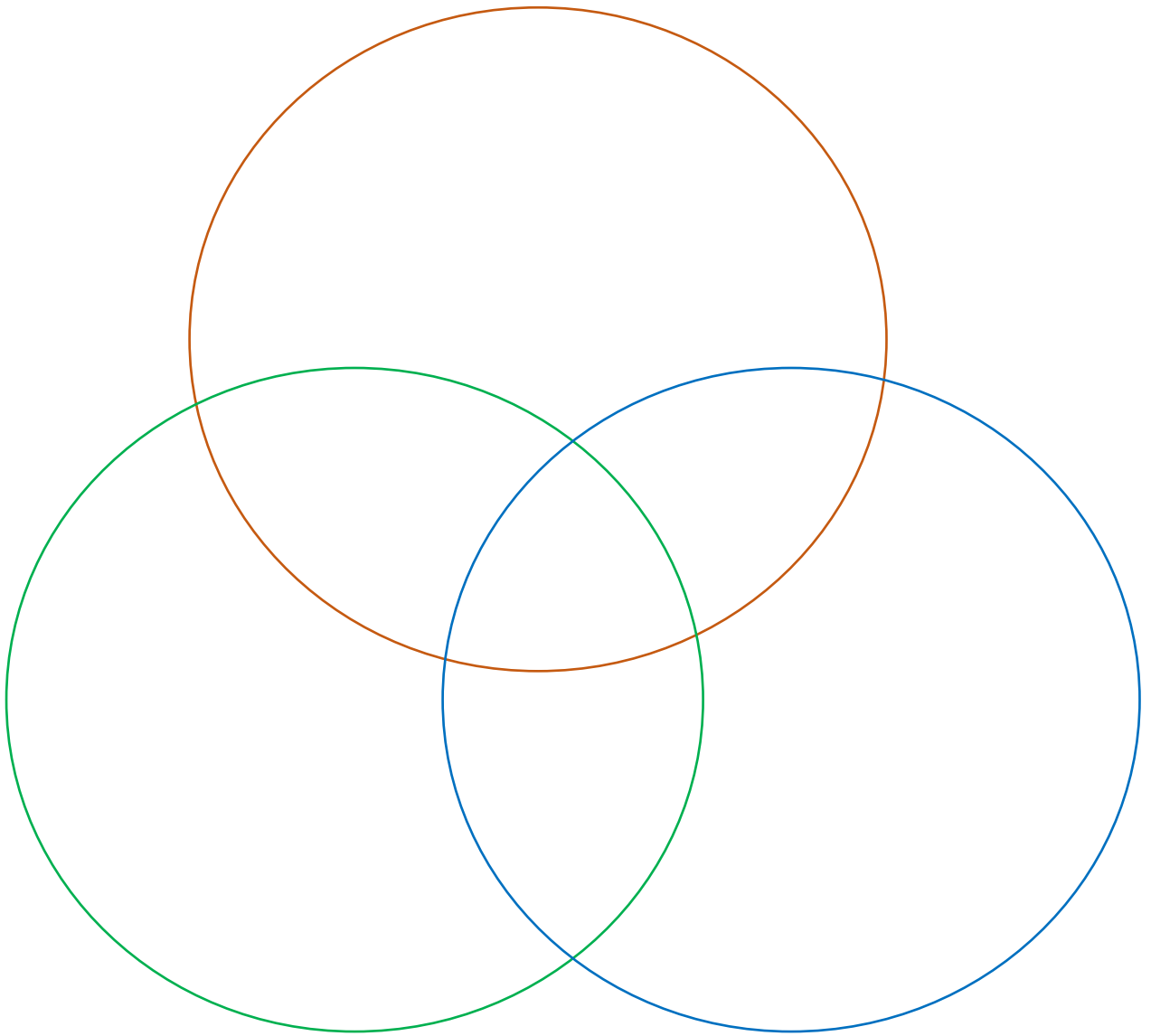
Key ideas:

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Justifications and explanations:

“Knowledge is of no value, unless you put it into practice”

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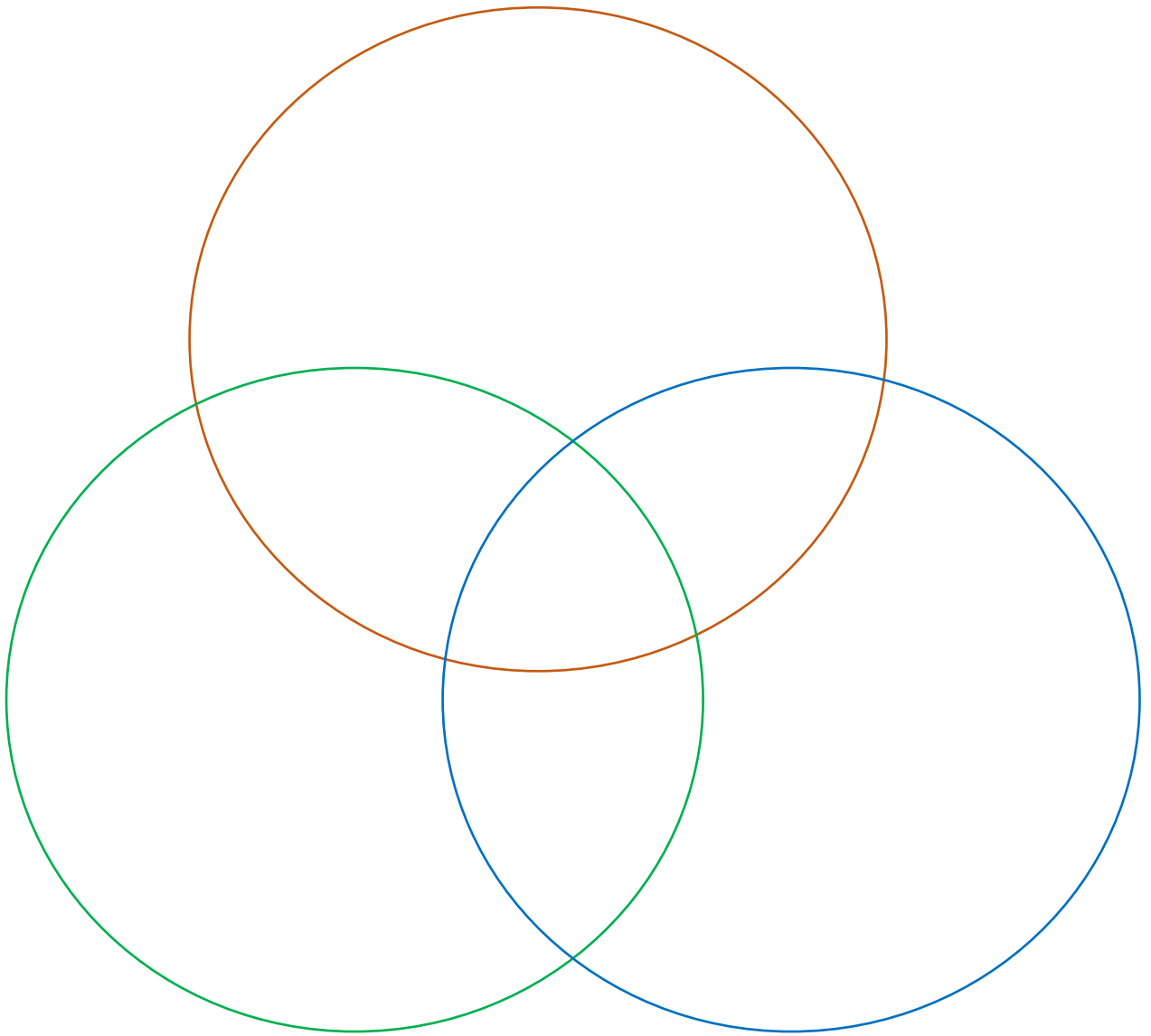
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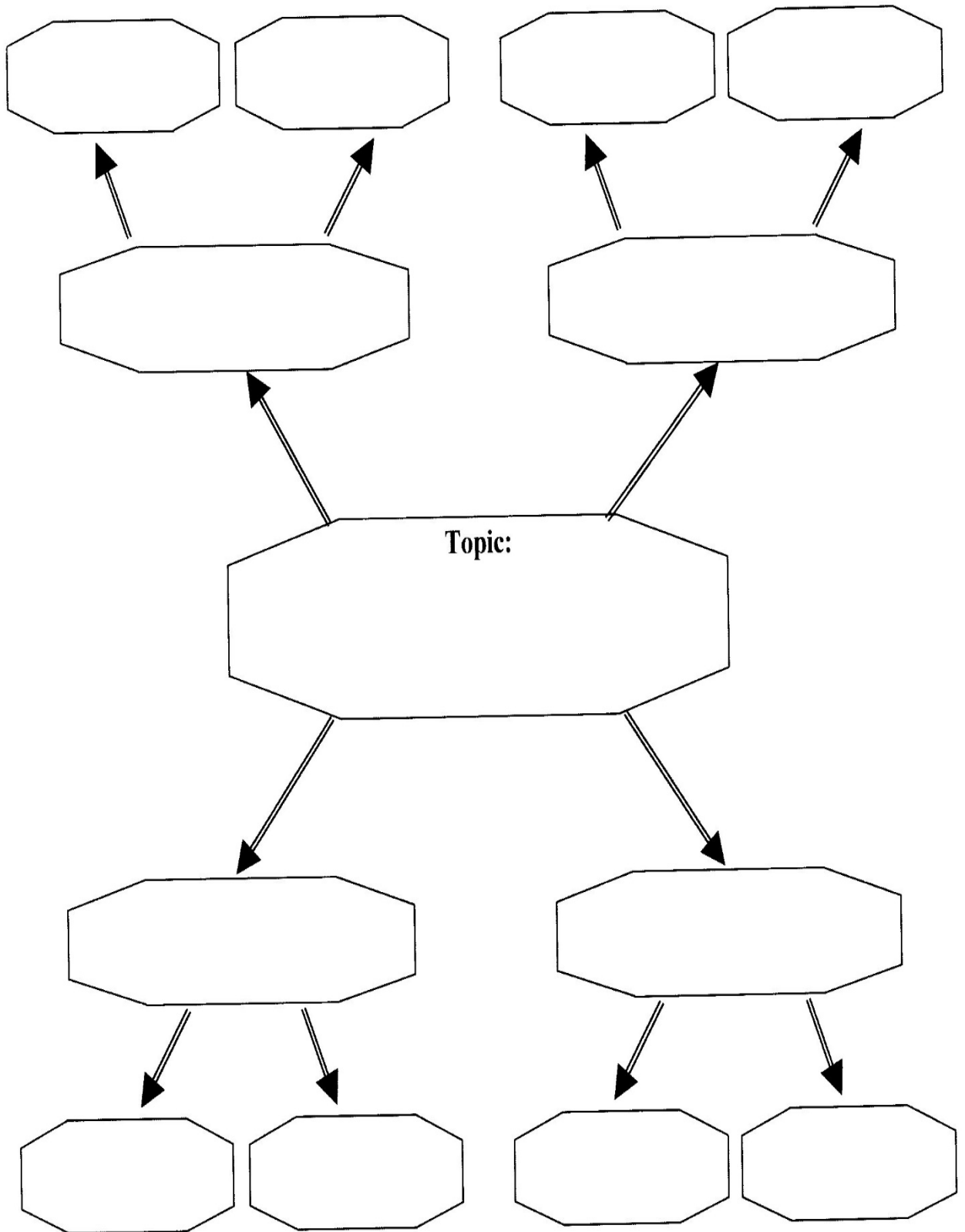
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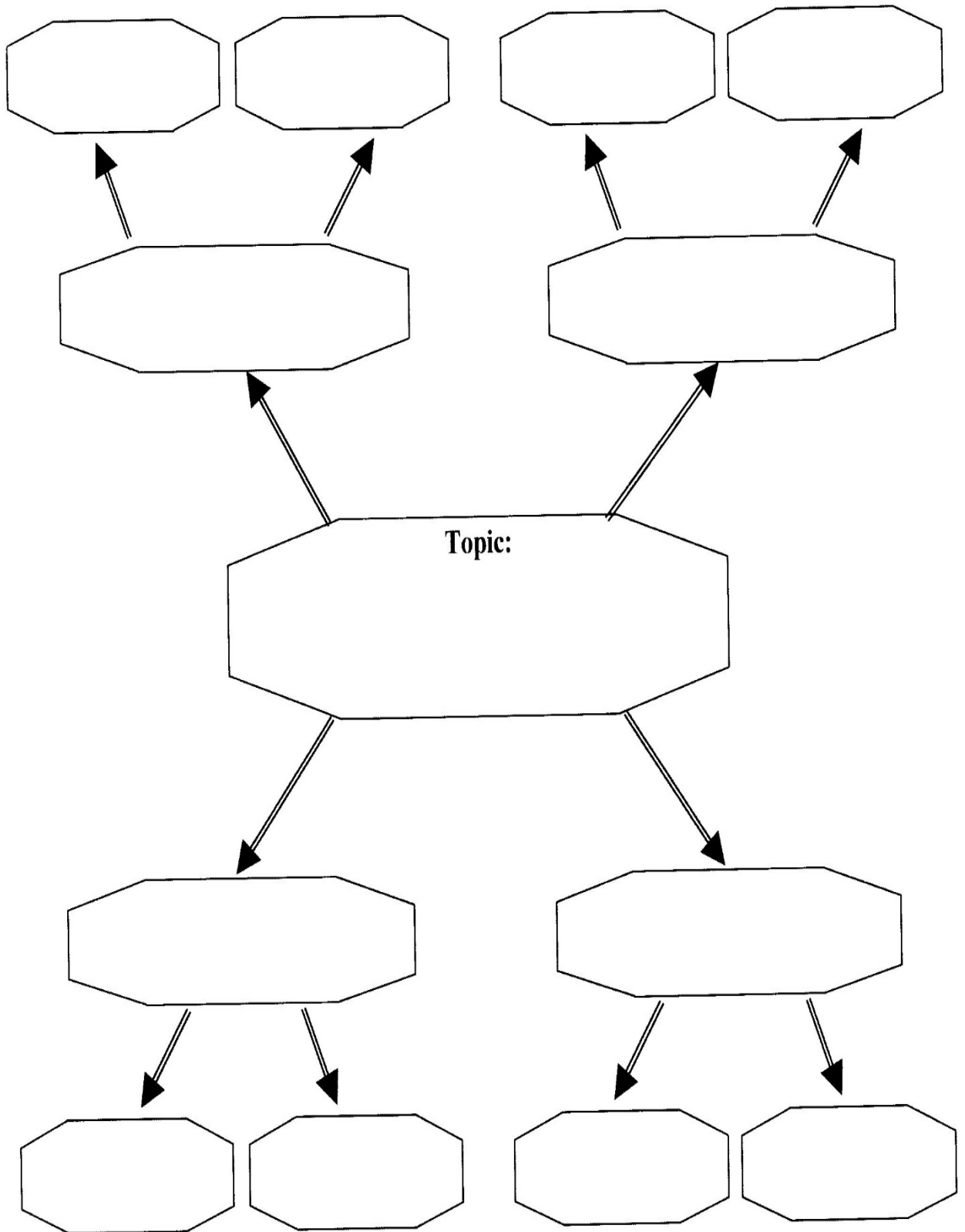
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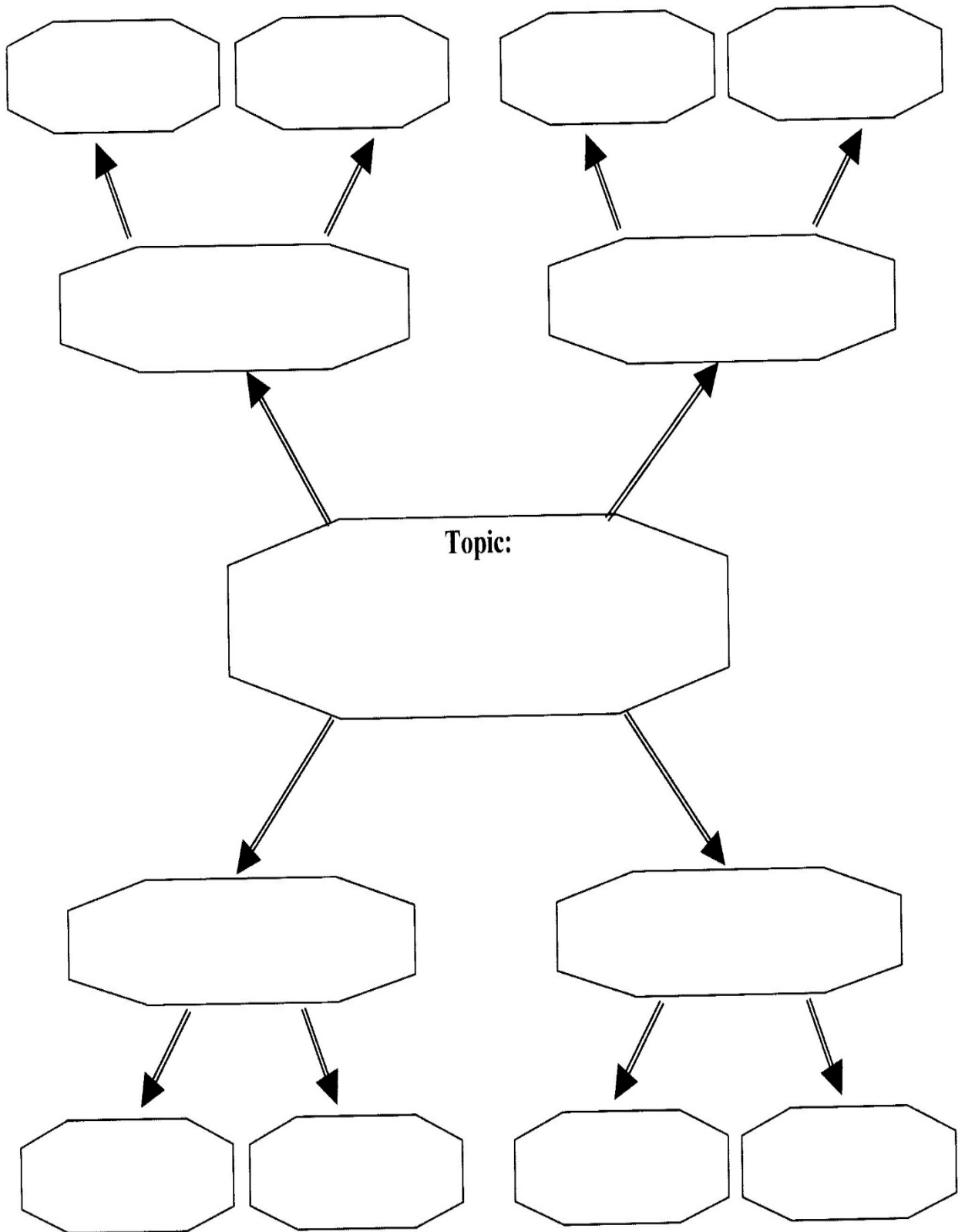
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