

# Kettlethorpe HIGH SCHOOL

## Knowledge Organiser Strategy Booklet

(Year 8)



*“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:

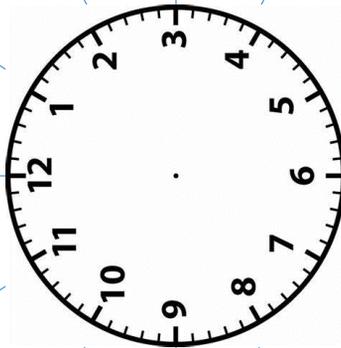
- Your Knowledge Organiser booklet
- Your Strategy booklet



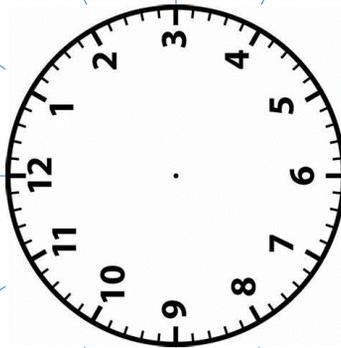
# Strategy 1: Revision Clock

- Revision clocks allow you to break down a topic into manageable sections and help organise your revision time more effectively.
- Choose a subject and read through the knowledge on your knowledge organiser.
- Break your topic down into 12 sub-categories.
- Now make notes for each chunk of the clock.
- You can add images to help you revise each sub-topic.
- Once you have finished making your notes, you revise each chunk for a few minutes and then either write the notes from memory or recite them to someone.

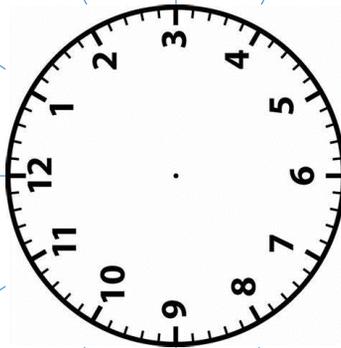
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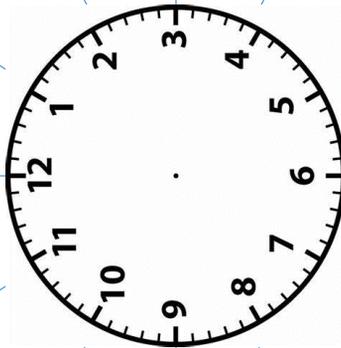
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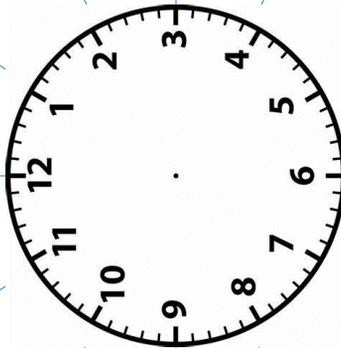
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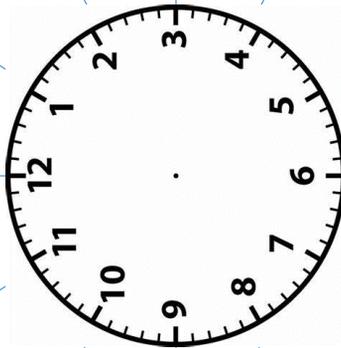
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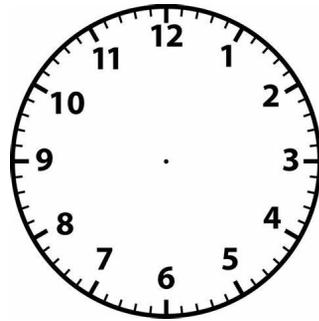


# Reflection and Evaluation

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## Strategy 1:

### Revision Clock



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: Questions and Answers

- Read through your Knowledge Organiser and come up with 10 questions you could ask somebody if they were studying that subject.
- These could be questions that focus on specific facts, or questions that need extended answers.
- Create answers for each of the questions you have asked, to do this your brain will have to process the information. By answering questions you are embedding knowledge.
- Analyse the questions. Which question that you asked, was the most important?
- You may want to say why one question was more important than another. By creating these links you will be in a much better position to store the knowledge.

# Subject selected:

Using your Knowledge Organiser, come up with at least 10 questions you could ask someone. You can then answer your question to embed your knowledge

Question	Answer
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10	

**Which is the most important question from your 10.**

**Why do you feel this way?**



Choose two keywords that you are unfamiliar with and draw an image in the post it note to represent them.

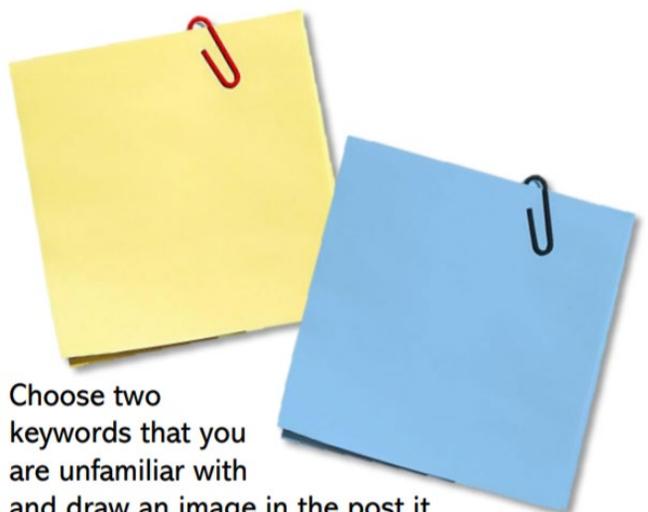
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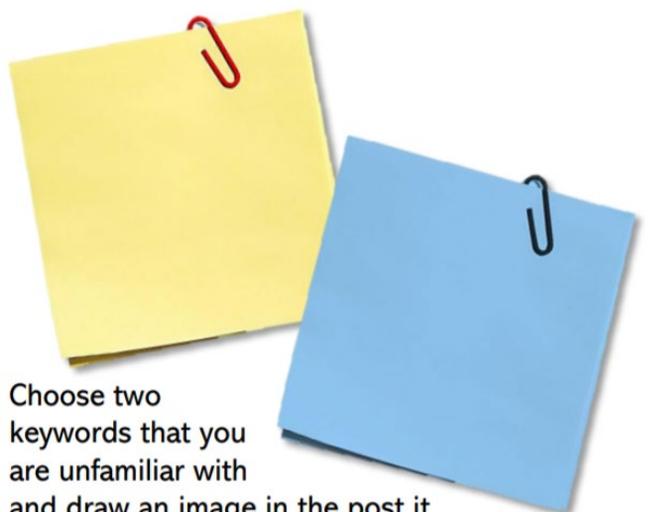
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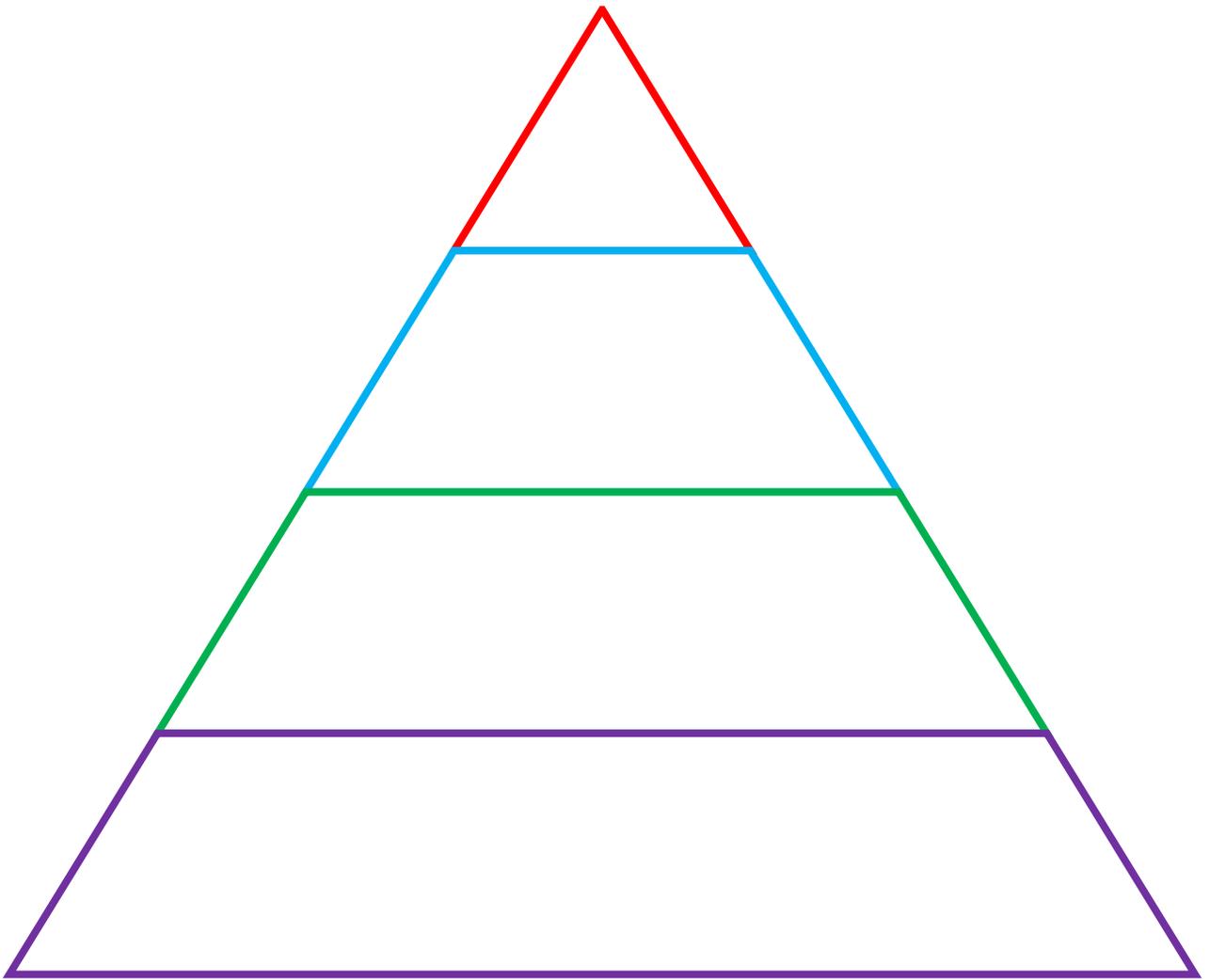


# Strategy 3: Knowledge Pyramid

- Highlight 4 key pieces of knowledge on your Knowledge Organiser. You may want to write these into your exercise book so that you are comfortable you have uploaded the knowledge successfully to your memory.
- Put your 4 pieces of knowledge onto the Hierarchy Triangle, in order of importance.
- Here it is important you are thinking why you have selected the information you have for each part of the triangle.
- Remember the top is the most important, the bottom is the least important.
- Create an extended piece of writing for why you aligned the triangle the way you have. You must refer to each of the four bits of pieces of knowledge you have included.
  - *Why have you put a certain piece of knowledge at the top?*
  - *Why is certain knowledge in the middle?*
  - *Why is certain knowledge at the bottom?*

By doing this you are downloading and embedding knowledge.

**Subject selected:**



**Why?**

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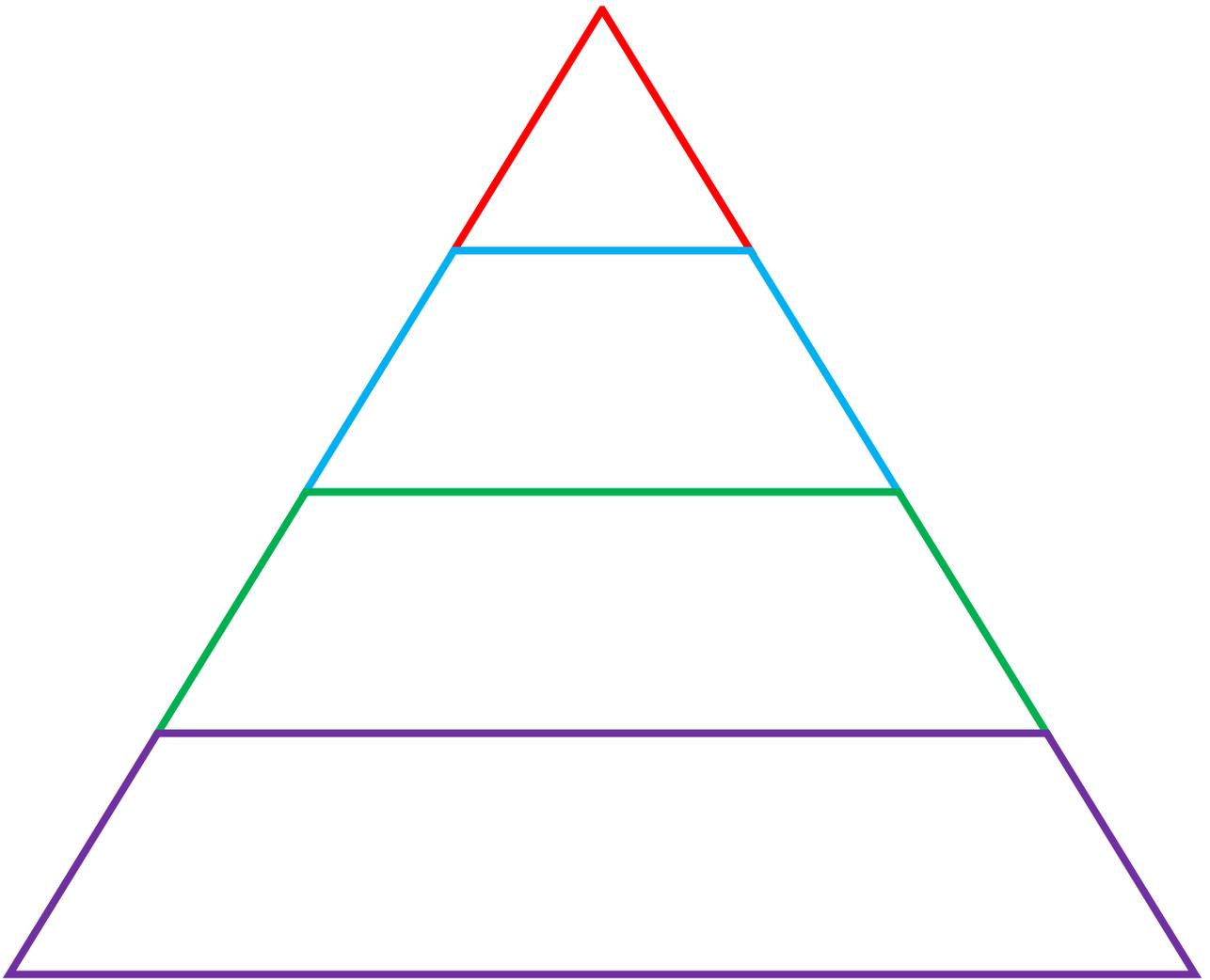
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“Knowledge is of no value, unless you put it into practice”

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**Why?**

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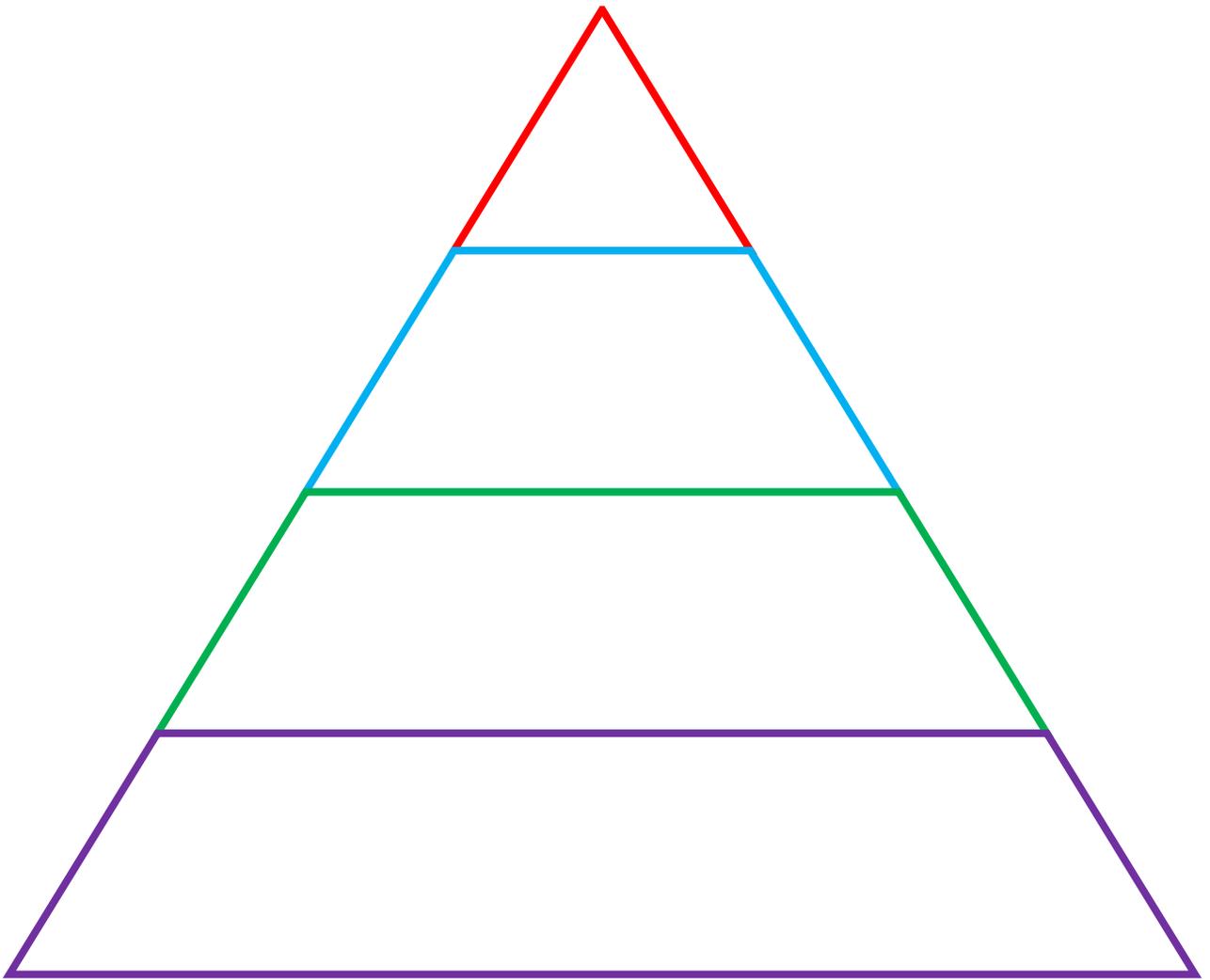
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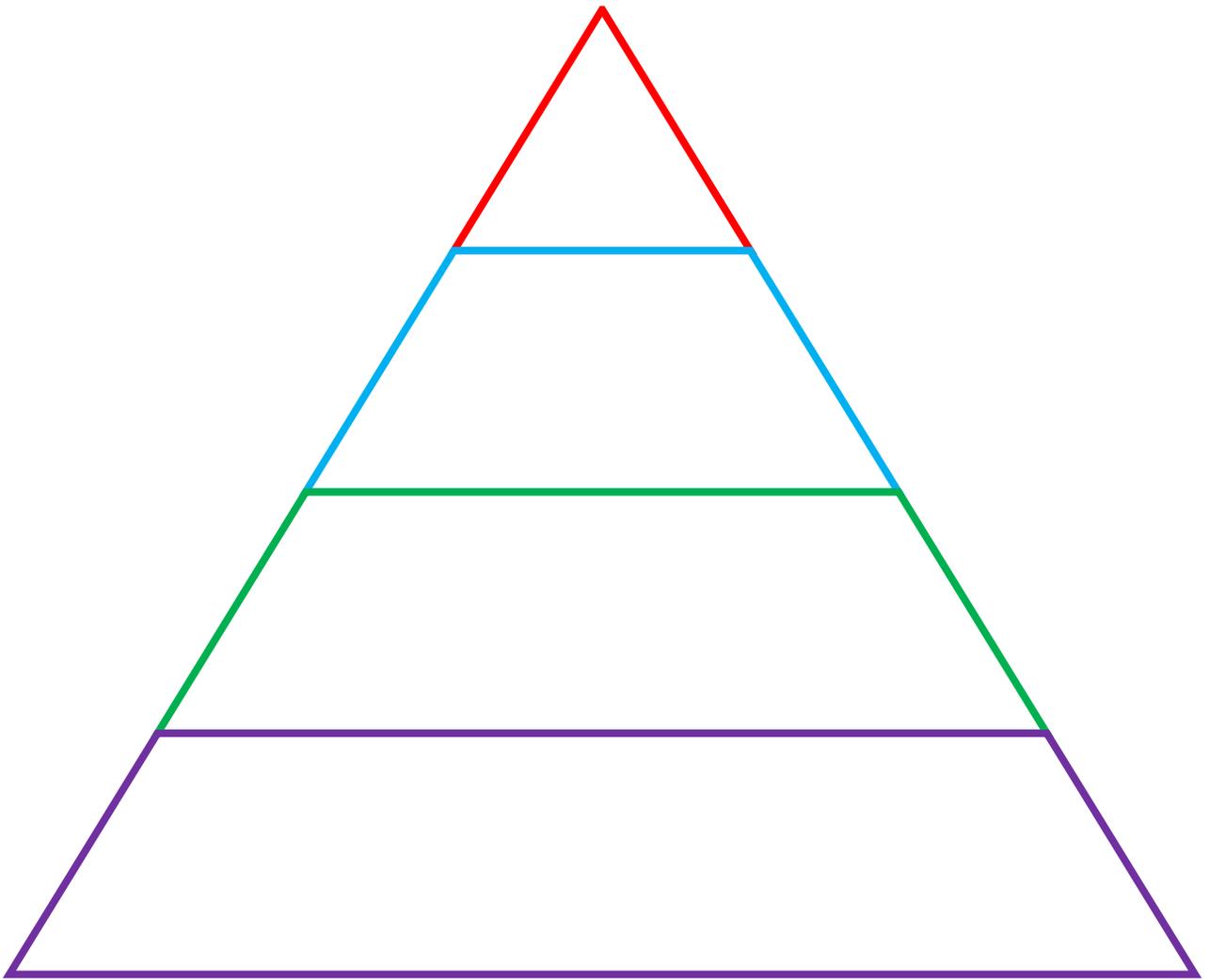
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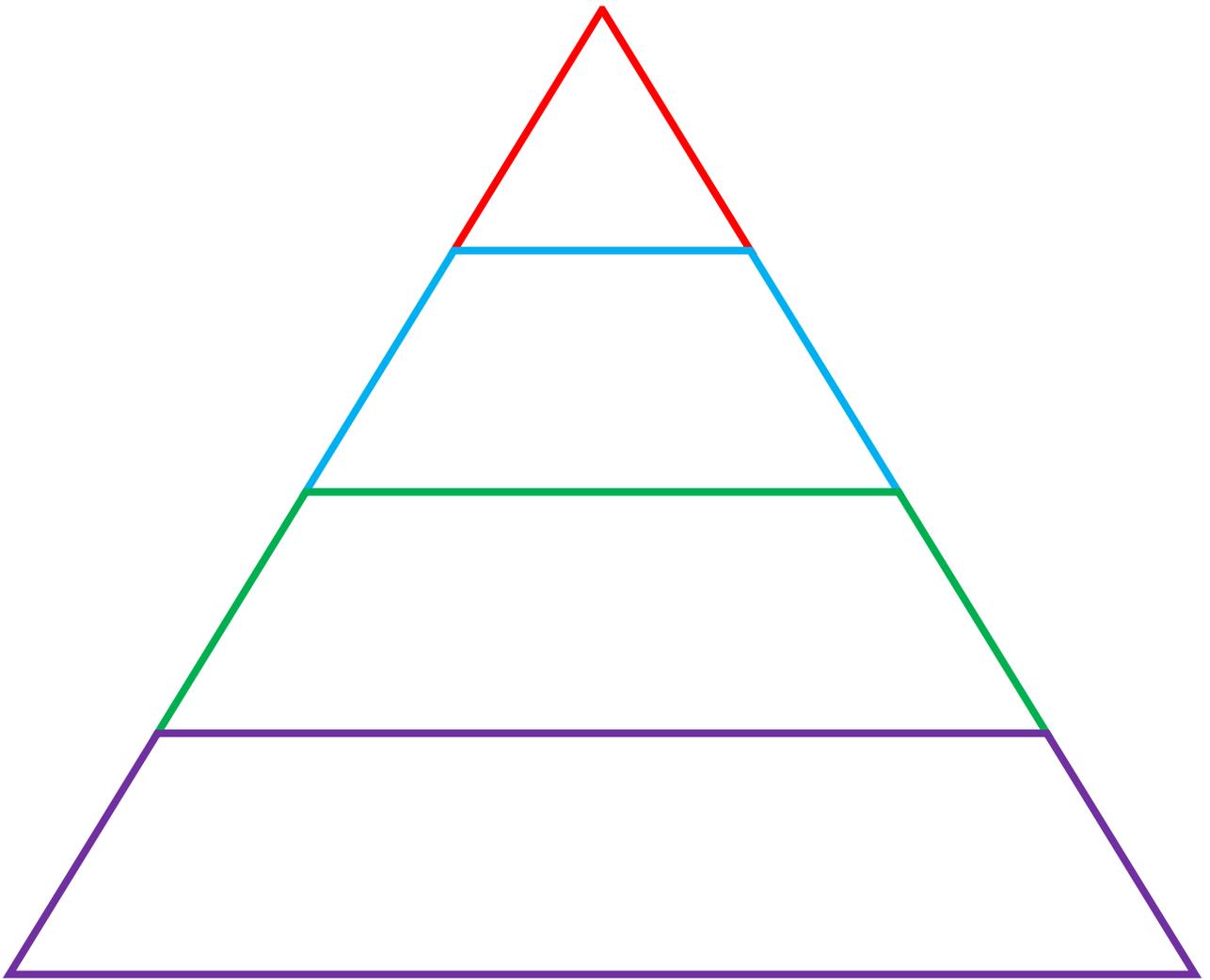
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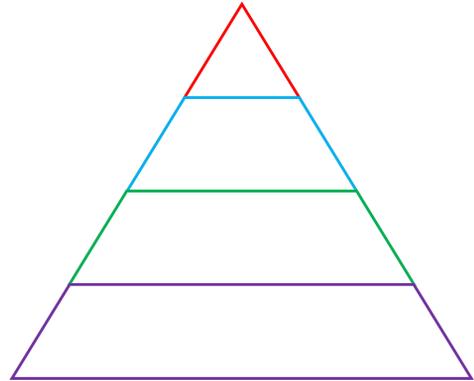
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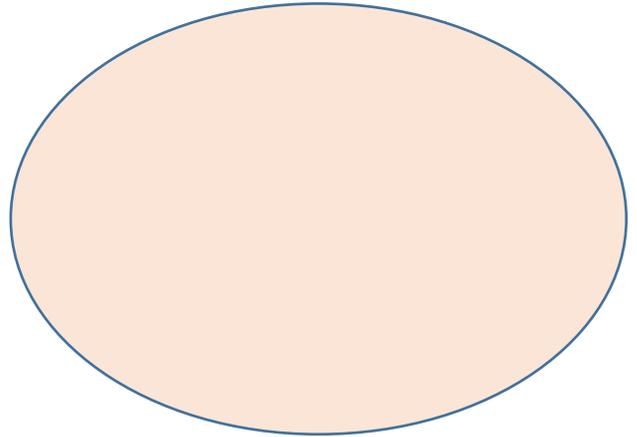
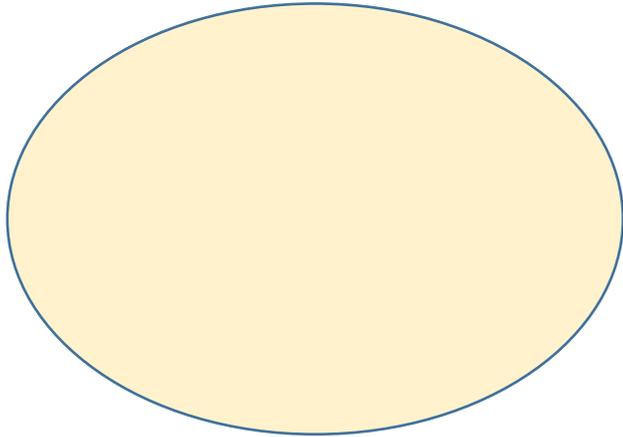


## Strategy 4: Thinking maps

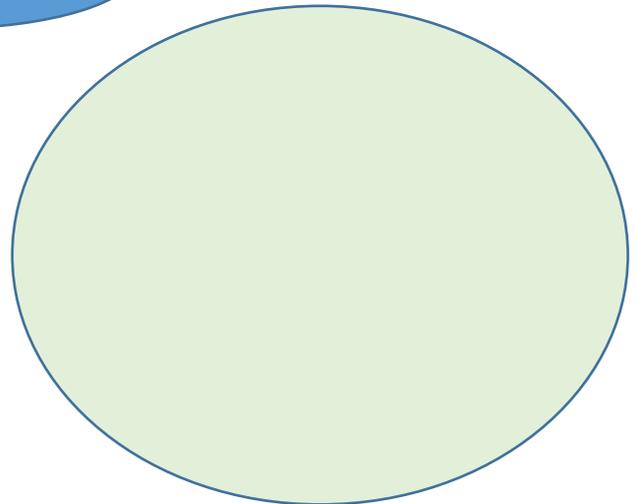
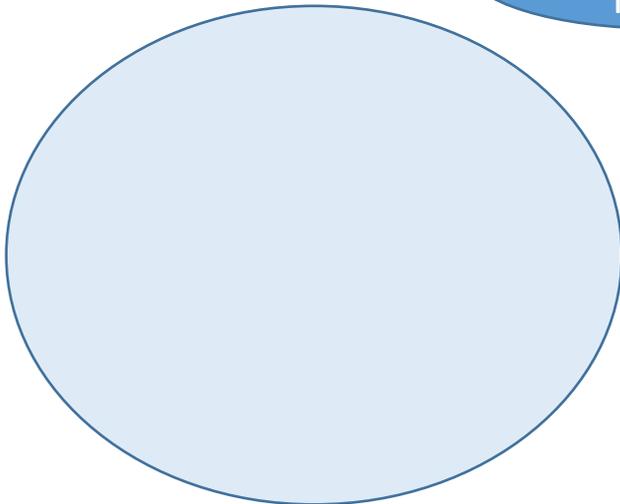
- Concept maps are really useful because they allow you to chunk knowledge.
- You need to pick out 4 key areas of your chosen topic, and break them down onto the concept map. This is you **downloading** information.
- After you have downloaded at least 5 pieces of knowledge into each area of your map, look at the information you have written down, and draw lines to the different pieces of knowledge that link.
- On the line you may want to write down why these ideas link. This is you **processing** information.
- Once At the bottom you need to justify the most important pieces of knowledge on your concept map.
- This is important because you now have to analyse and judge all the knowledge. It may be the piece of knowledge that had the most links. This is you **applying** information.

# Subject selected:

Use your Knowledge Organiser to separate the knowledge into 4 areas of focus



Areas of focus



**Which are the most important pieces of knowledge on your map?**  
**Why do you feel this way?**

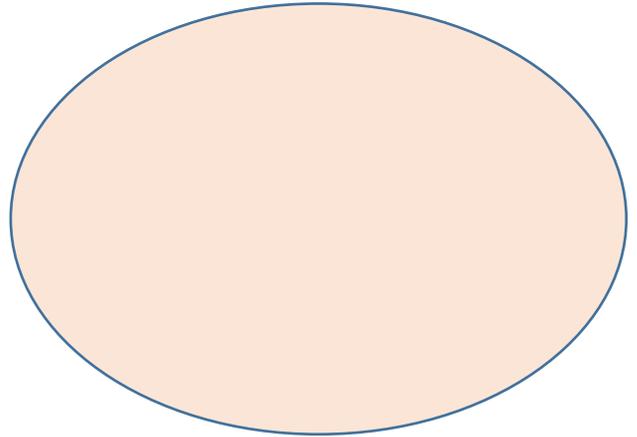
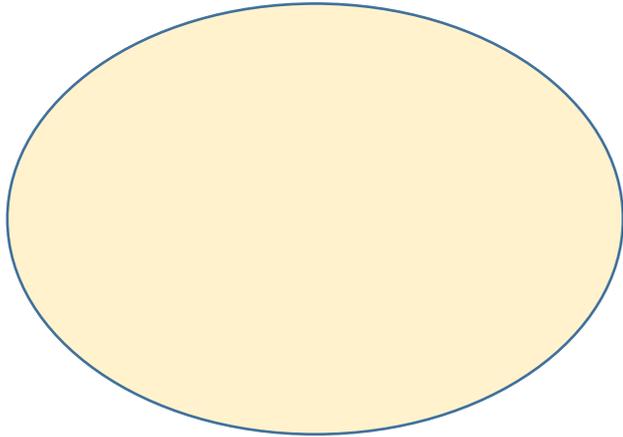


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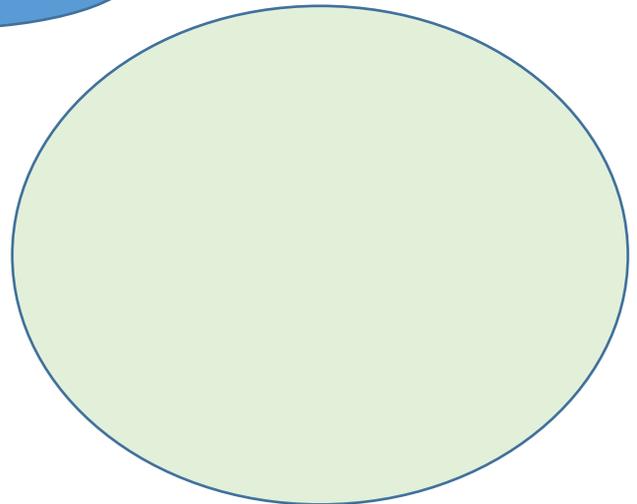
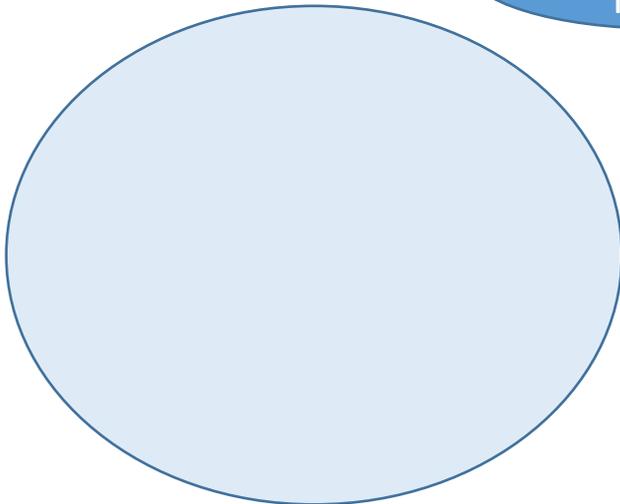
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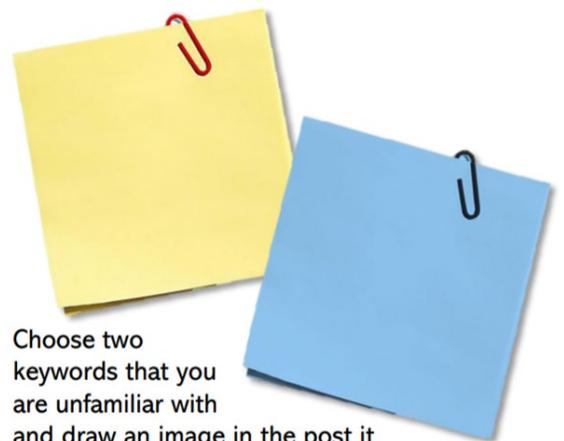
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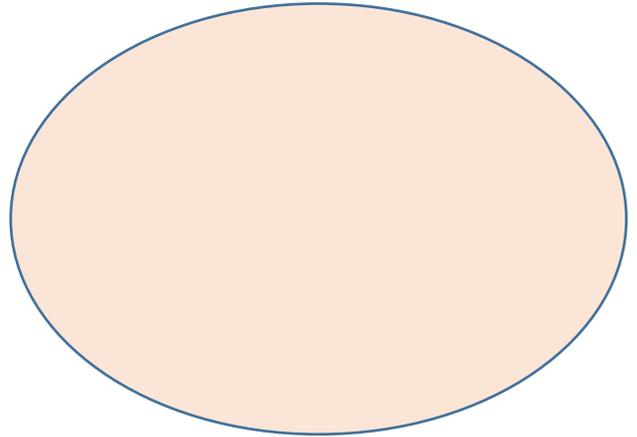
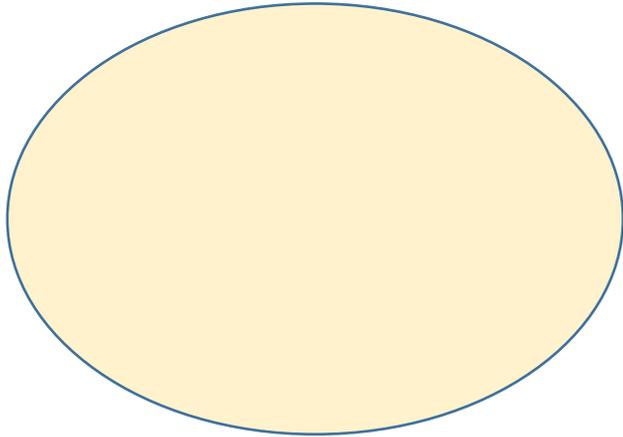


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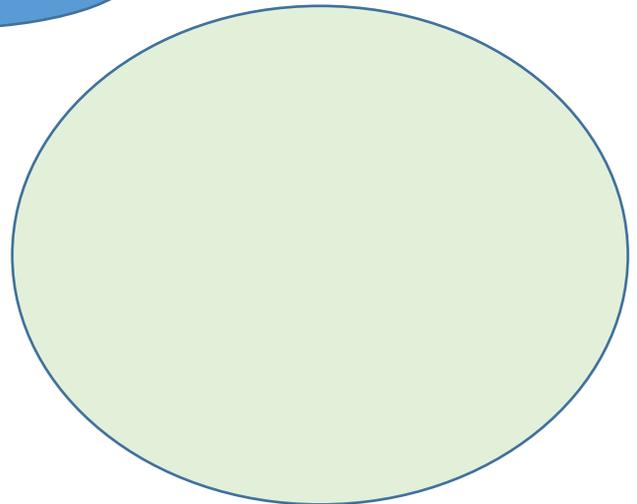
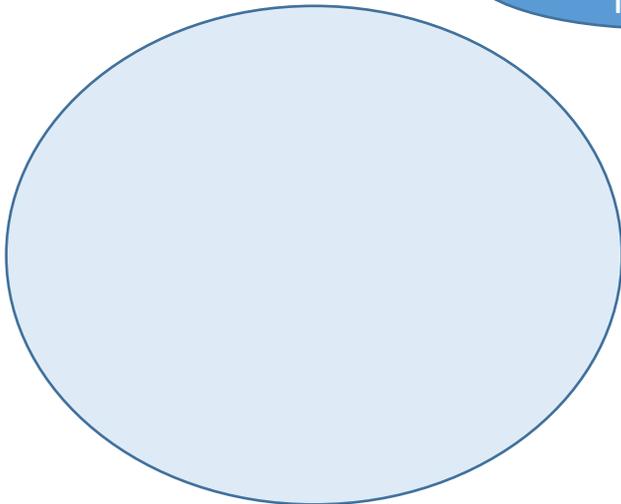
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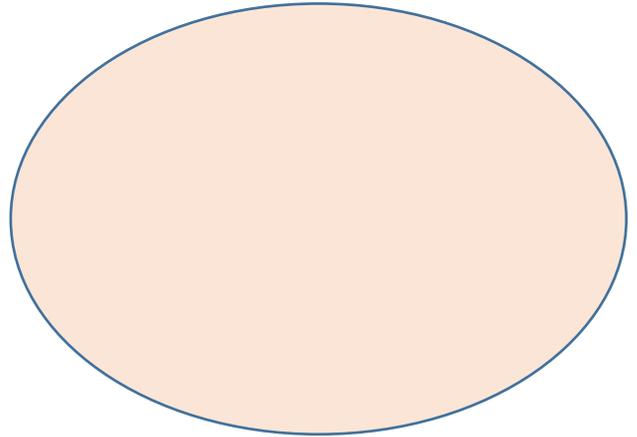
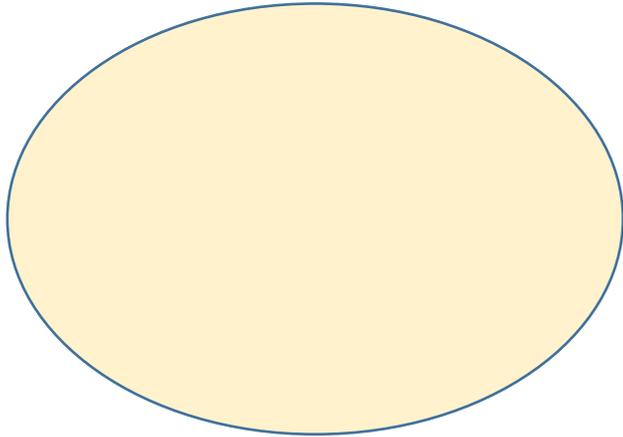


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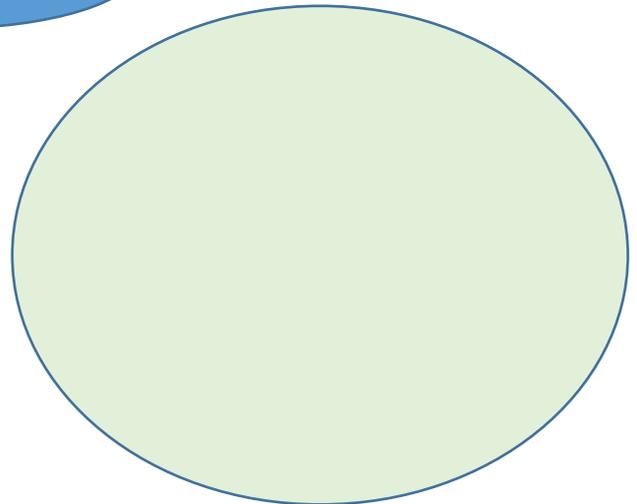
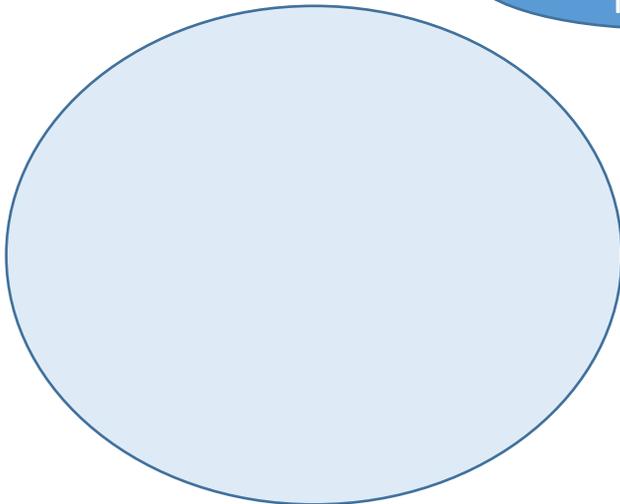
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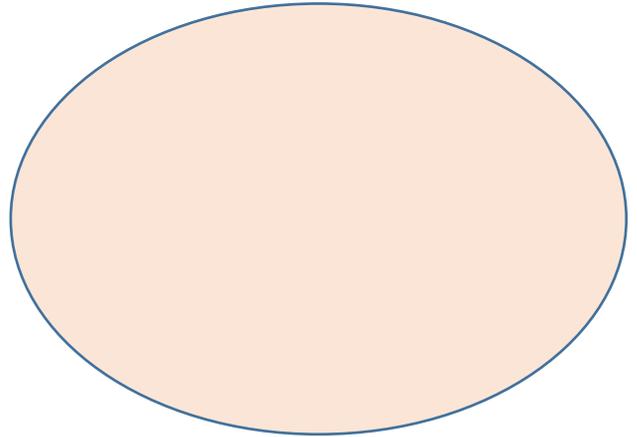
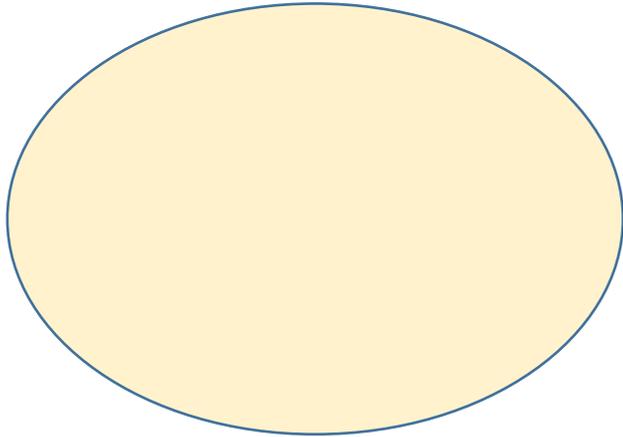


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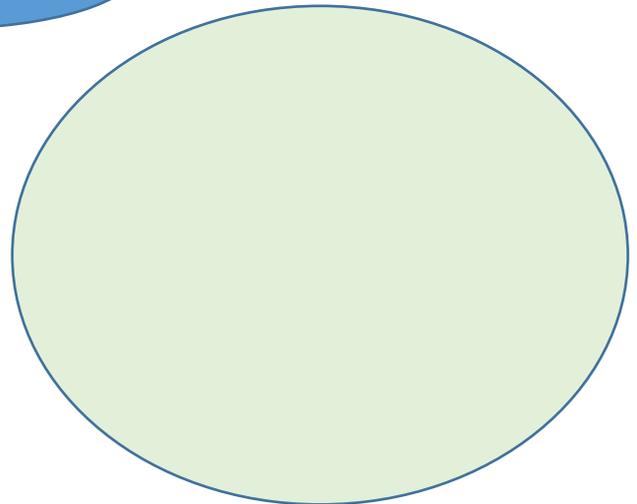
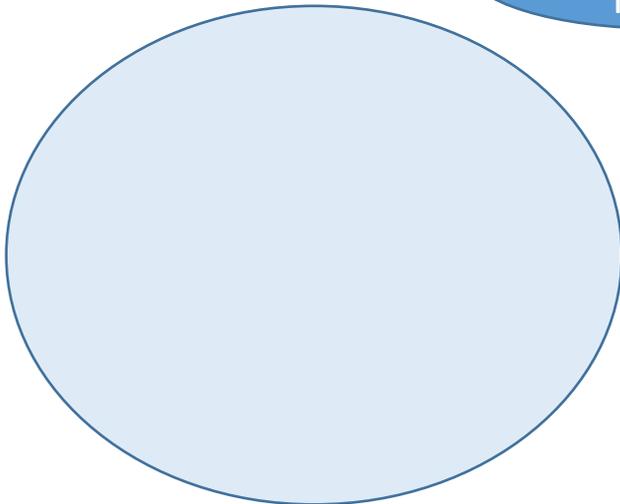
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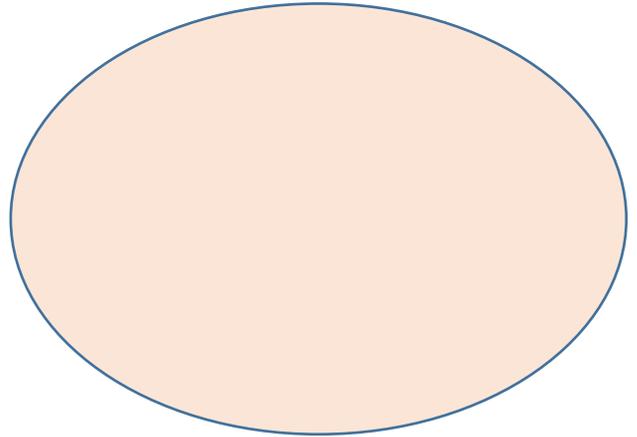
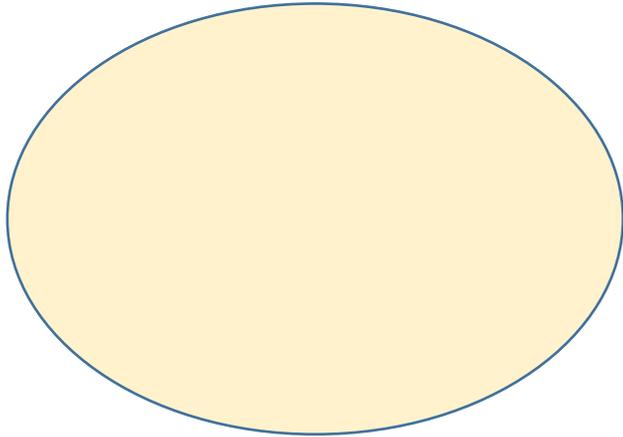


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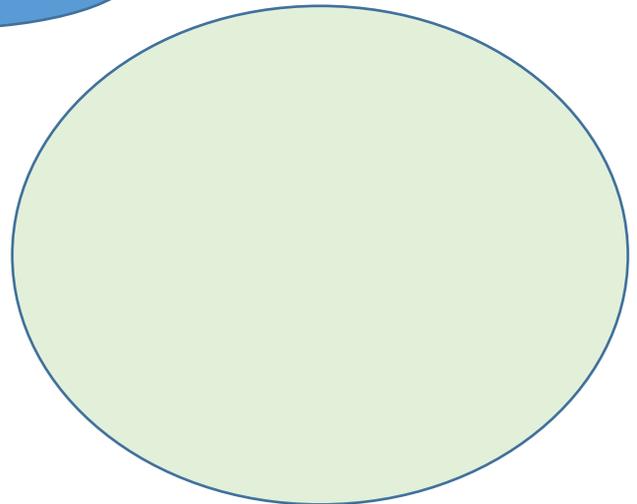
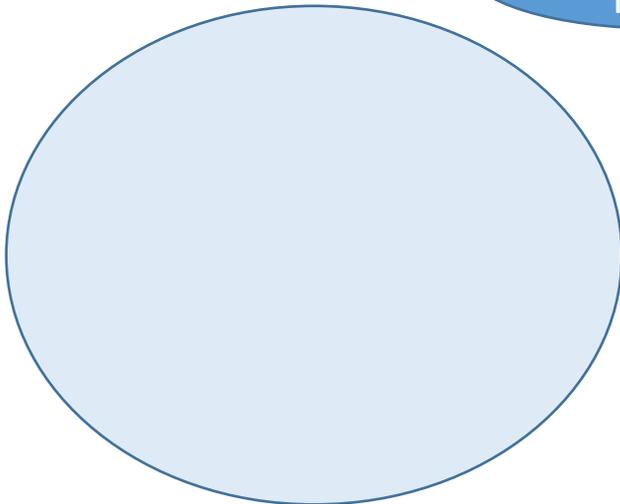
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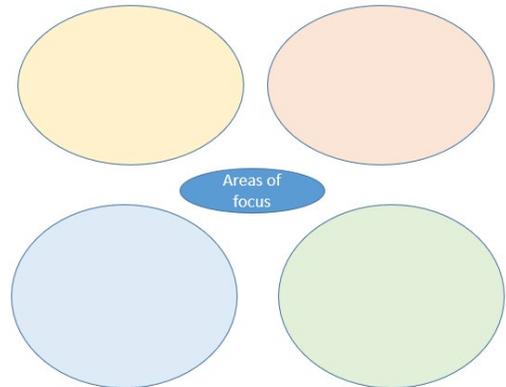
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### Thinking maps



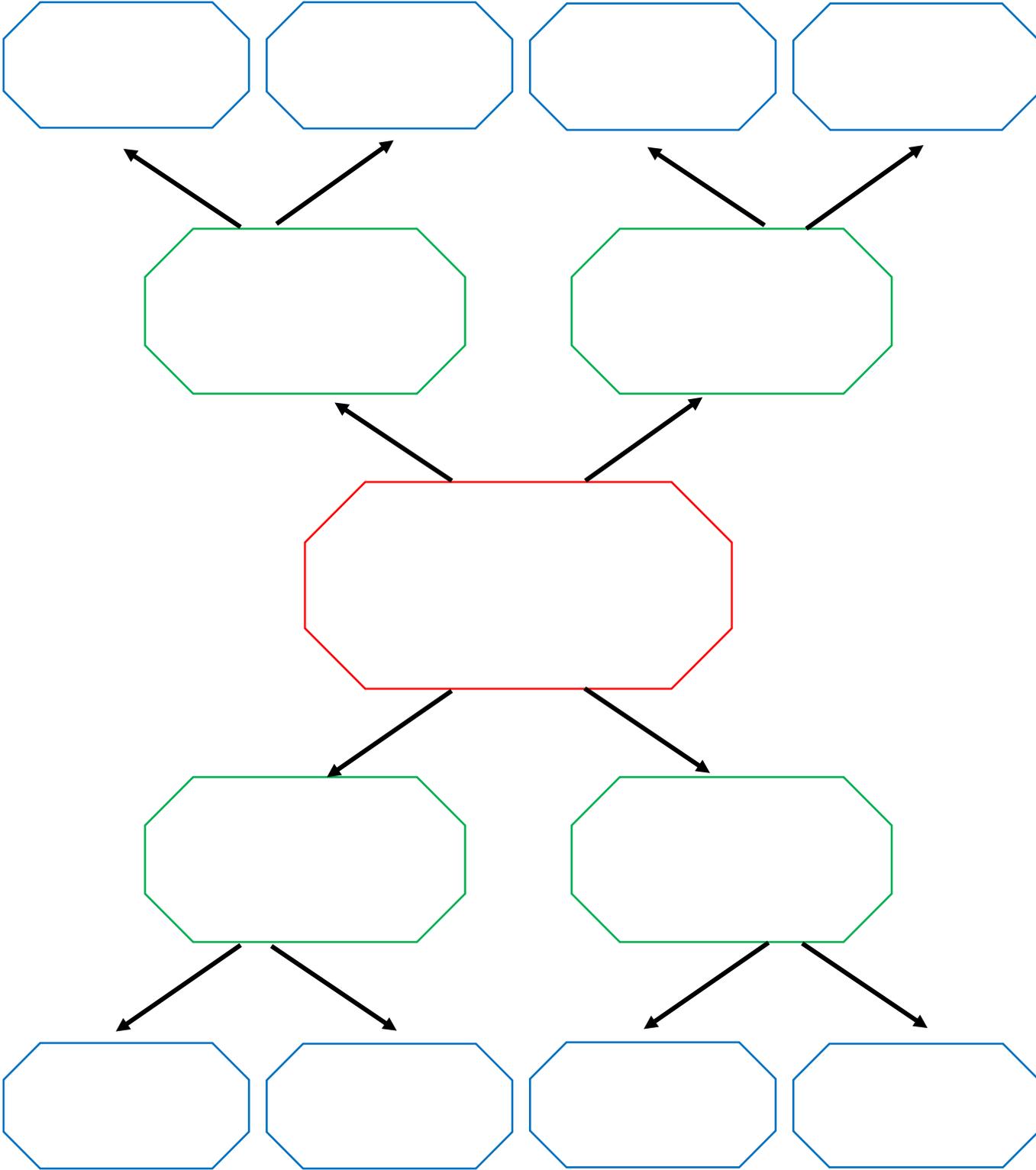
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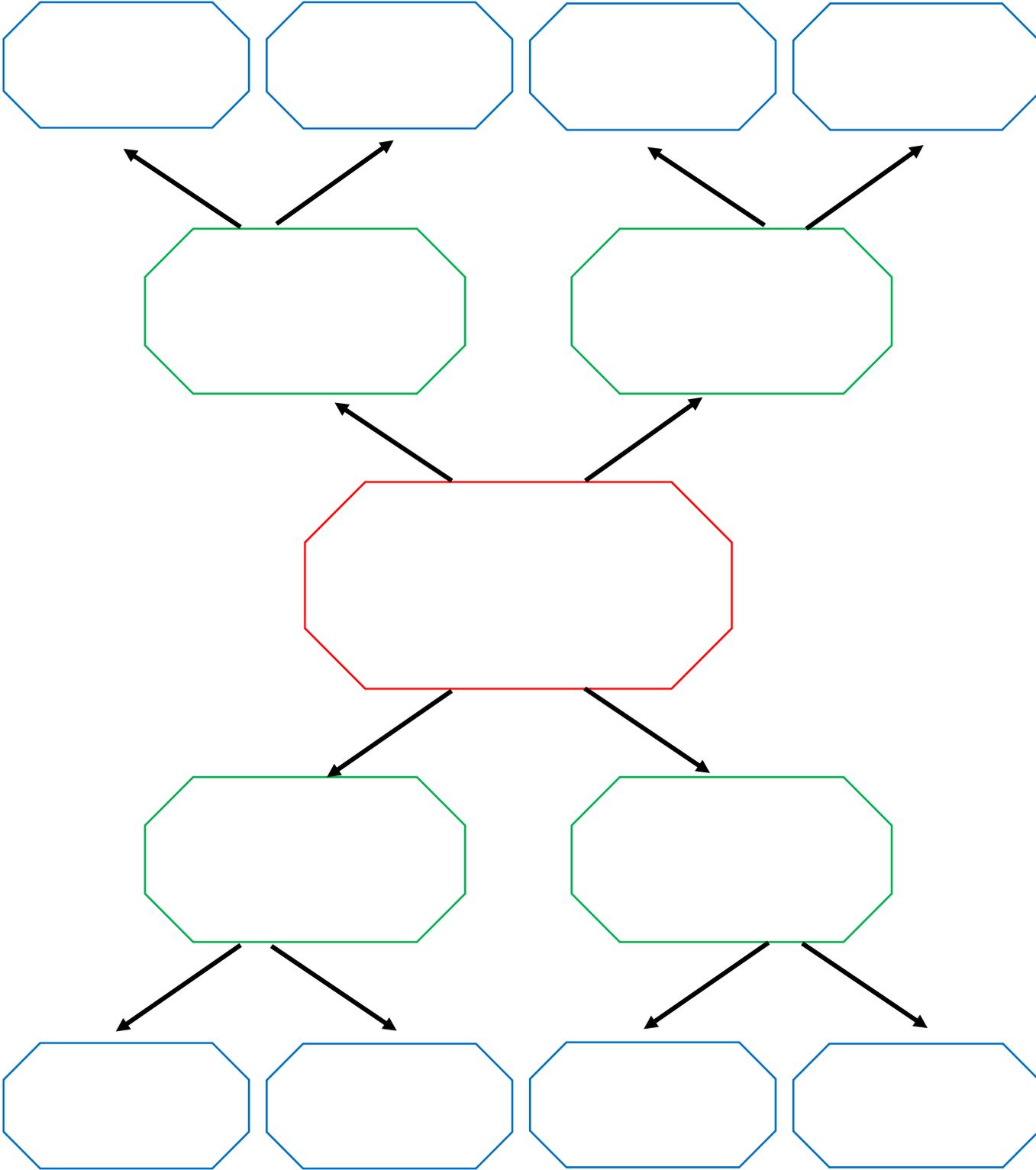
- This strategy helps you to provide a ‘big picture’ visualisation of a topic while clearly defining the relationship between them.
- Read through a subject from your knowledge organiser.
  1. Identify the main topic or core concept.
  2. Brainstorm everything you already know about the topic.
  3. Organise the information by major ideas and points.
  4. Place the information on the map or diagram.
  5. Review course materials and vocabulary to ensure everything is included.
  6. Label connecting strands with words or phrases.
  7. Use colours, fonts or lines to group or distinguish concepts.
- Revise the map as your understanding of the topic improves.

# Strategy 5: Concept Map



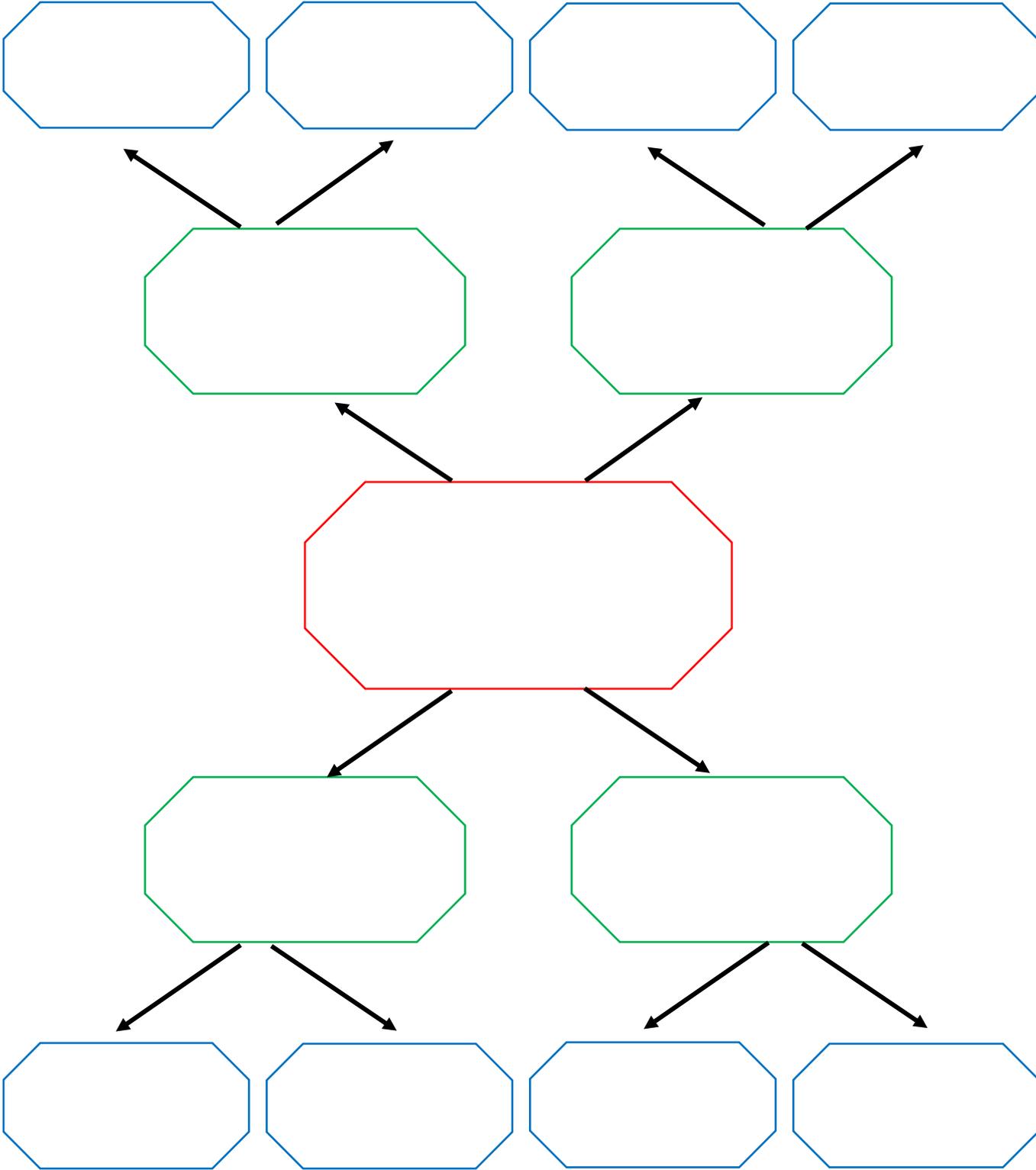
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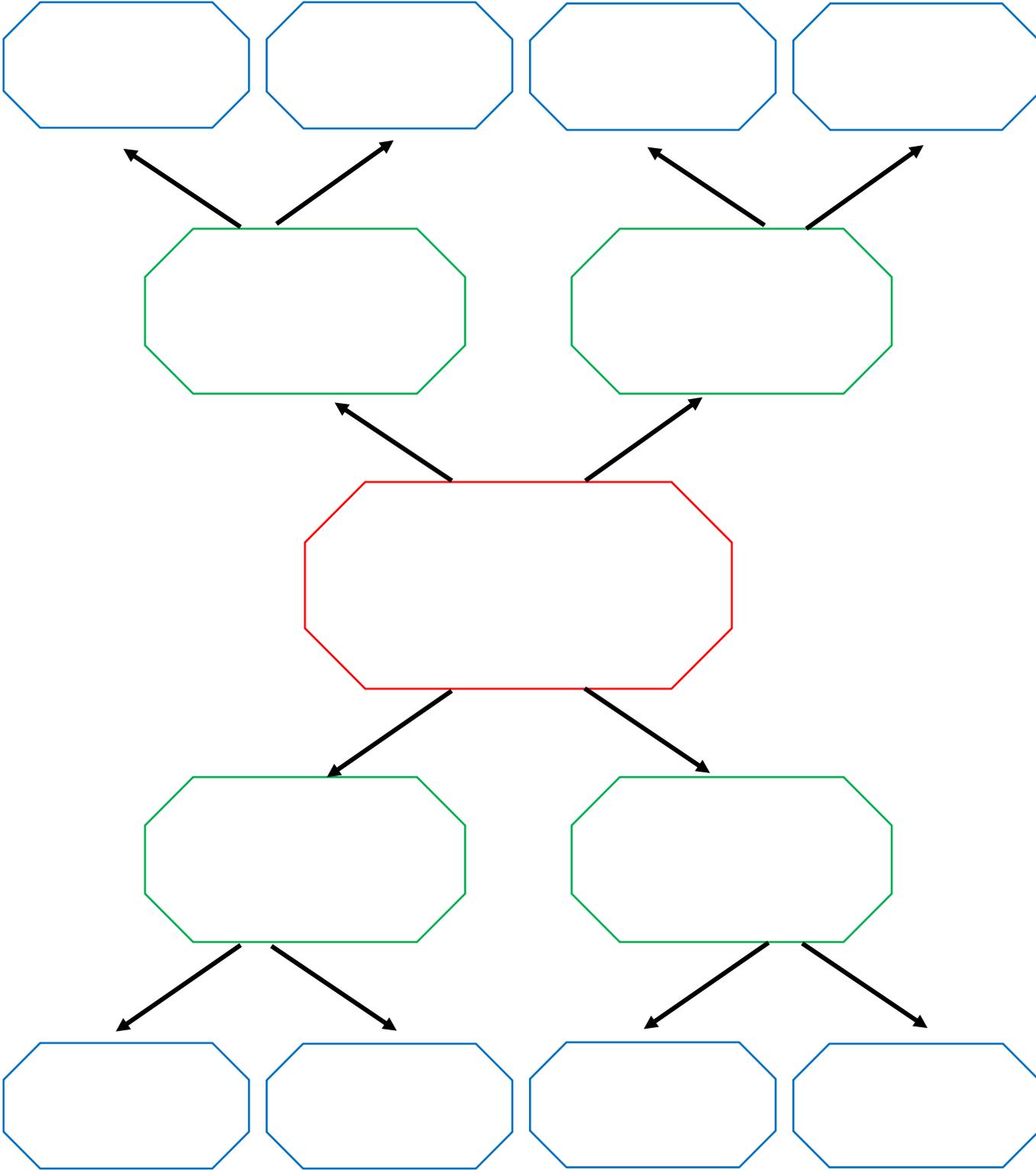
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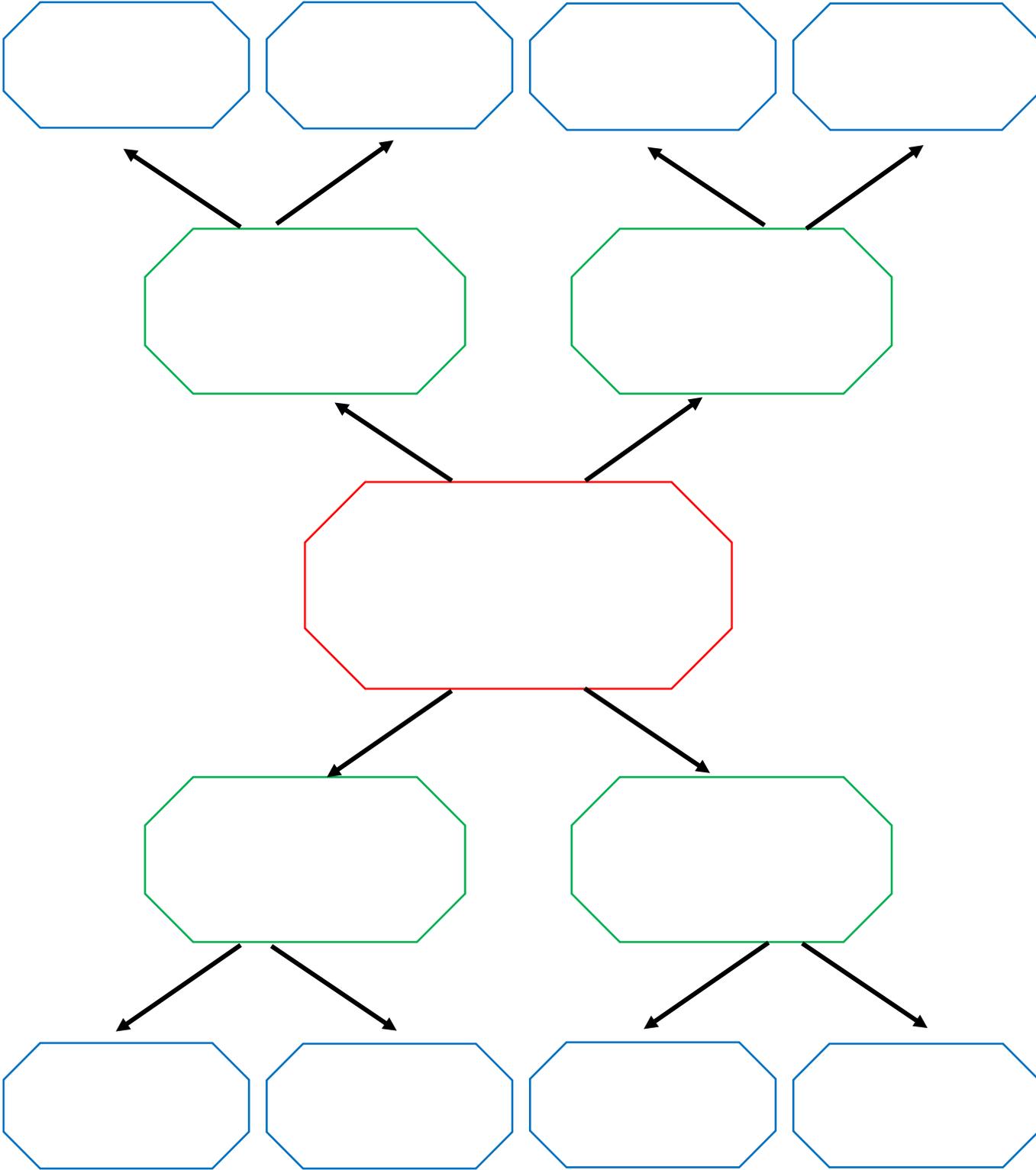
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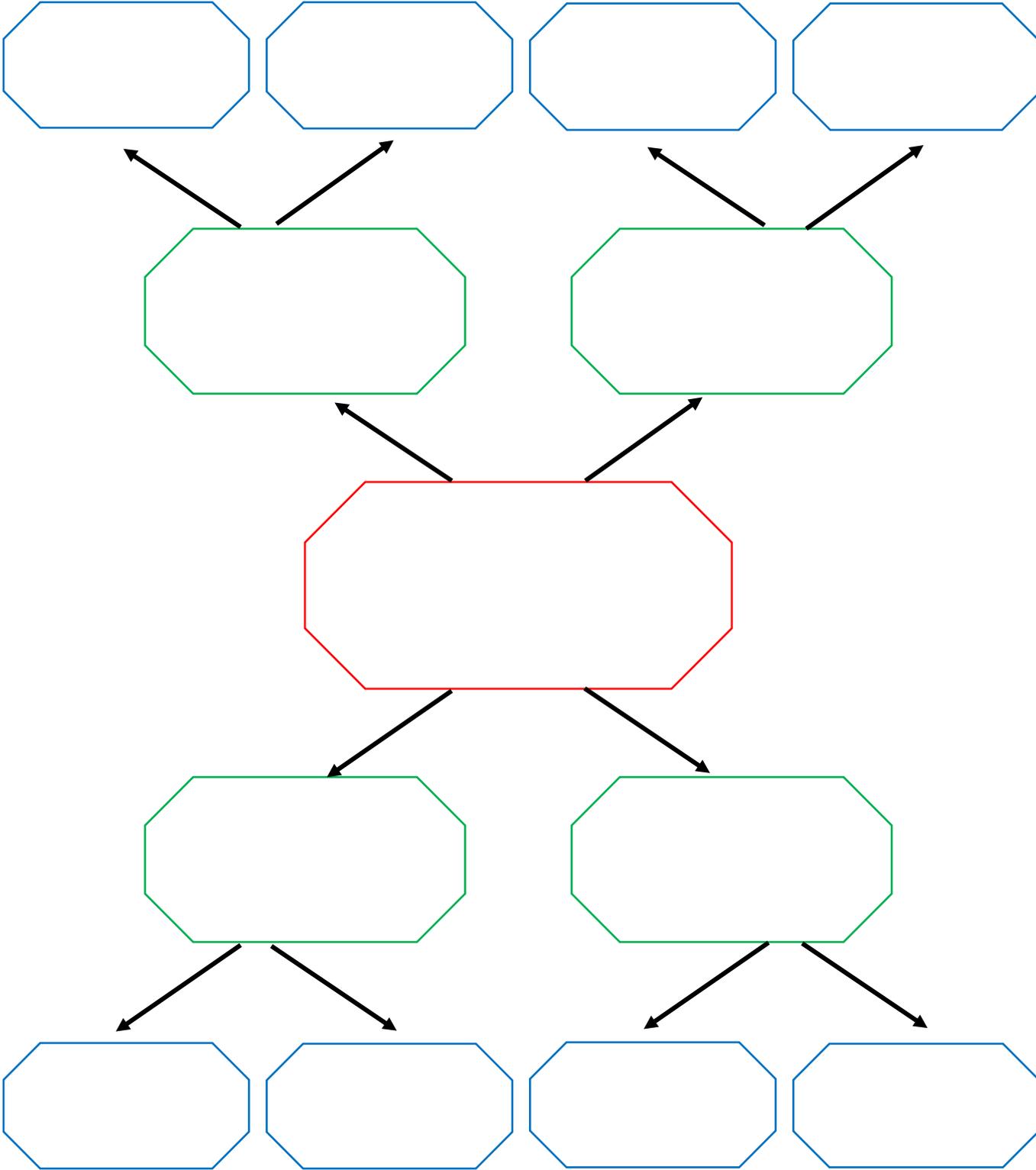
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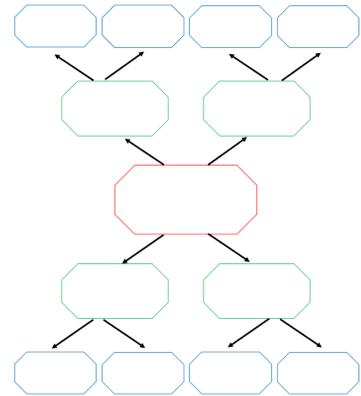
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Use your Knowledge Organiser to reduce and prioritise the knowledge you have gained.

**Reduce the information into 8 key points**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**Prioritise your learning into 6 key points**

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

**Explain why: Explain your thought process for numbers 1 and 6**

I think this because.....

**Continue your knowledge justification process here...**



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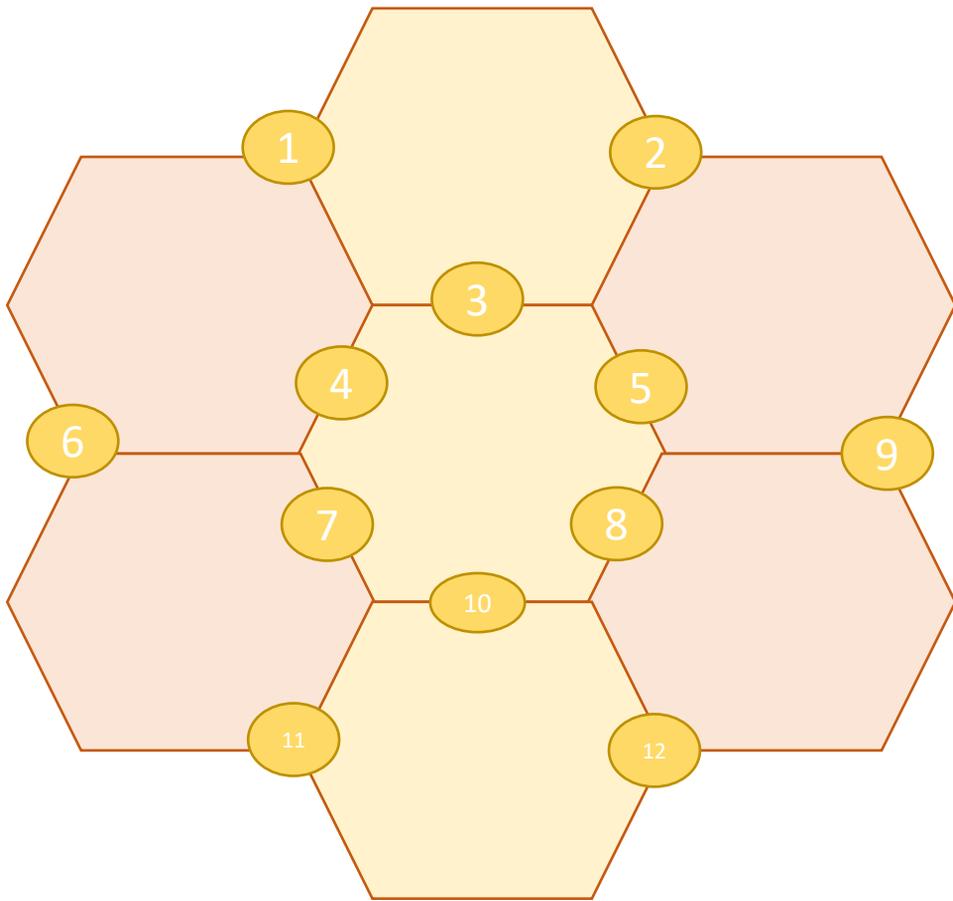
Choose two keywords that you are unfamiliar with and draw an image in the post it note to represent them.

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





# Subject selected:



Link number	Key words	What's the link?
1		
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"knowledge is of no value, unless you put it into practice"