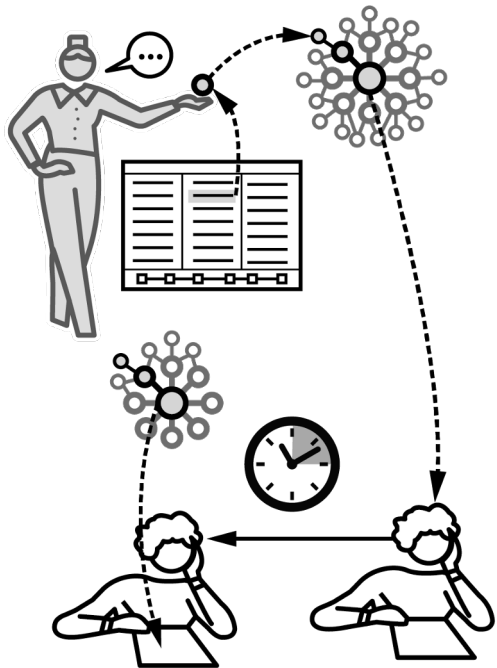


Using a Knowledge Organiser



Focus on specific elements

Typically, knowledge organisers span much more information than can be quizzed on sensibly at any one time.

Direct students to read specific elements in advance of any retrieval practice activities.

Highlight how this fits into a bigger schema; quizzing should support building connections rather than isolating facts so they lose meaning.

Read and rehearse

Ask students to read through their knowledge organiser, saying the words, reading through equations, tracking through any visuals.

Rehearse using the organiser, asking questions based on the content whilst students are looking at it.

Ask them to do this themselves or in pairs so they are engaging with the information

Close or cover for generative recall

This is the active step.

Students need to remove the information from view and engage in a generative recall process: completing a table, listing the bullet points, adding labels to a diagram, placing ideas in the correct sequence, remembering definitions.

Check for accuracy

After a short generative process, students should reveal the covered information to check the accuracy of their recall.

Repeat and fill in gaps of knowledge, adding fluency each time until students feel confident that they can recall the information.

Provide the answers for students to self or peer assess

Once the students have completed the quiz, provide the answers for them to check.

A time-efficient process is to reveal all answers simultaneously on a slide or visualiser.

The key is that students see or hear the answers so they can compare their own for accuracy. Peer assessing is a useful alternative.



Supporting Parents/carers with their child's learning at home

Effective Strategies – Look, Cover, Write, Check

Direct students to read specific elements in advance of any retrieval practice activities.

Highlight how this fits into a bigger schema (this means memory); quizzing should support building connections rather than isolating facts, so they lose meaning.

Ask students to read through their knowledge organiser, saying the words, reading through equations, tracking through any visuals.

Ask them to quiz themselves or in pairs so they are engaging with the information. Use the technique below.



Look and read through the identified section of the knowledge organiser



Cover the identified section of the knowledge organiser so you cannot see it



Write down what knowledge you would like the student to retrieve.



Check and mark what you got right. Make changes to what you got wrong.

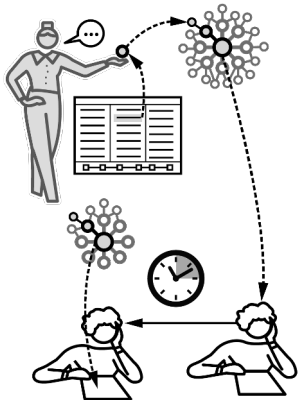


Using a Knowledge Organiser at home

This is an example of how to ensure your child is remembering the knowledge they are encountering.

You could also ask your child:

1. The definition of the key vocabulary
2. Apply the key vocabulary into context (say a sentence using the word lining to what they are learning currently in this subject).



Using your Knowledge Organiser say the words and definitions to yourself (in silence)

Now cover it up and say it back to yourself (again in silence)

Uncover it and check to see if you have it right.

Reread the words and definitions

Now cover it and write them in your book

Check to see if you have it right (use your red pen to self mark, correcting any mistakes including spelling and ticking if you are correct)

Repeat this process 3 times (you should have this written down 3 times in your book. Cover the Knowledge Organiser and your previous answers every time you have a go.

Key Vocabulary	Definition
Famous	Someone who is very well known.
Infamous	Someone who becomes very well known for doing bad things.
Serial Killer	A person who kills more than three people over a period of time of one month or more.
Whitechapel	A very poor area of the East End of London

