

How to self-test with Knowledge Organisers

The Knowledge Organisers are designed to help you learn a wide range of knowledge which in turn will mean you are more prepared for your lessons as well as the new style GCSEs that you will sit.

To get the most out of your Knowledge Organiser, you should be learning sections and then self-testing in your book.

Do not just copy into your book!

Here are some tips on how you can successfully self-test.

Remember to always CHECK & CORRECT.

Look, Cover, Write, Check, Correct
Common at primary schools



Questions/Answers, Answers/Questions

Question; In what year was George V's coronation?

Answer; 1910

Ask a parent, carer, study partner to write you questions (or answers) and you write the answer (or possible question that would correspond to that answer).

You can also write your own questions, but if you do this leave it at least a day until you answer them to see what you can remember after a while.

Always check and correct!

Mind Maps

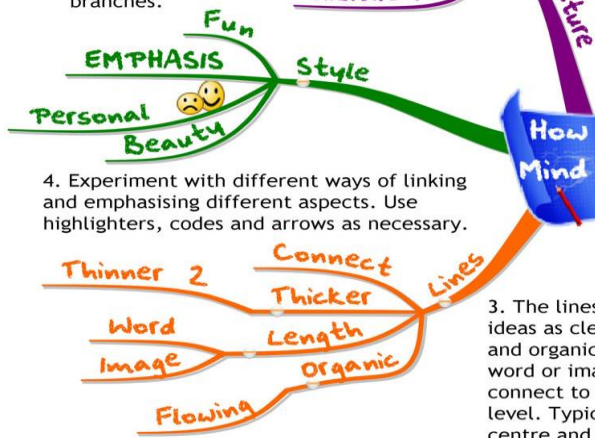
Mind Mapping is a process that involves a distinct combination of imagery, colour and visual-spatial arrangement. The technique maps out your thoughts using keywords that trigger associations in the brain to spark further ideas.

Once you have made your map, cover it and test yourself on different strands.

eg.

How much of the blue strand can you recall.

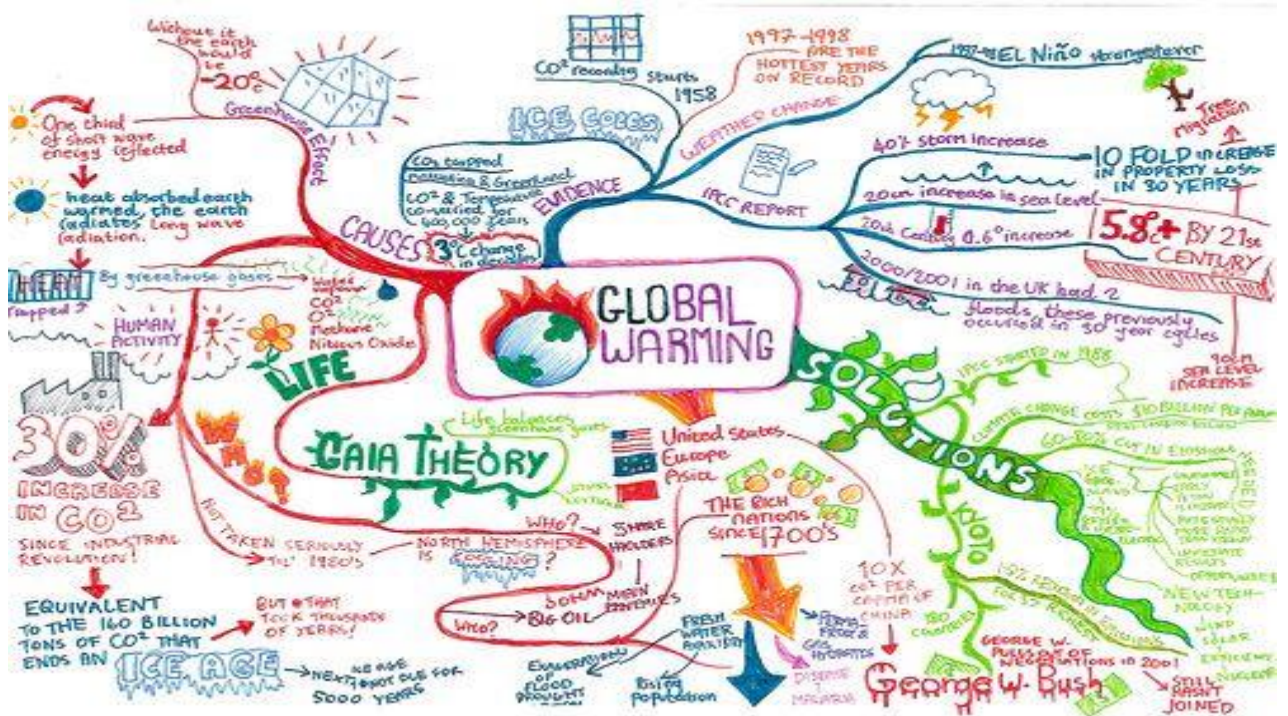
5. The structure that should develop will be a 'radiant hierarchy', with ideas radiating out from your central theme and main branches.



1. Start at the centre of a blank, landscape page, ideally with a colourful image to represent your subject.

2. Use words and pictures throughout your map. Wherever possible use single KEY words, printed along a line. Each word or picture sits on its own line.

3. The lines make the associations between ideas as clear as possible. Make them flowing and organic, each line the same length as the word or image. Always ensure that lines connect to the end of the line at the previous level. Typically lines will be thicker at the centre and thinner further out.



Clock Learning

For this technique you draw a basic clock.

You can then take a subject or topic and break it down into 12 sub-categories.

Make notes in each chunk of the clock. Revise each slot for 5 minutes, turn the clock over and then try to write out as much information as you can from one of the segments.

Eg. All the information in the 2-3pm segment. or

Use it to help visualise a timeline.

The image shows a hand-drawn clock face with 'WATER ON THE LAND' written in the center. The clock is divided into 12 segments, each containing notes on a different aspect of hydrology and river management. The segments are:

- 12:00 (Top):** UK WATER MANAGEMENT. Notes on surplus areas, water transfer schemes, and Lake Vyrnwy Dam.
- 1:00 (Top-Right):** EROSION. Notes on hydraulic action, abrasion, and solution.
- 2:00 (Right):** TRANSPORTATION. Notes on traction, saltation, suspension, and solution.
- 3:00 (Right):** RIVER DRAINAGE BASIN. A diagram showing a watershed, source, mouth, and river course profile (Upper, Middle, Lower).
- 4:00 (Bottom-Right):** RIVER LANDFORMS IN THE UPPER COURSE. Notes on waterfalls, gorges, and meanders.
- 5:00 (Bottom-Right):** RIVER LANDFORMS IN THE MIDDLE COURSE. Notes on meanders and oxbow lakes.
- 6:00 (Bottom-Right):** RIVER LANDFORMS IN THE LOWER COURSE. Notes on floodplains and levees.
- 7:00 (Bottom):** RIVER HYDROLOGICAL CYCLE. A diagram showing precipitation, evaporation, surface runoff, and groundwater flow.
- 8:00 (Bottom-Left):** FACTORS AFFECTING DISCHARGE. Notes on relief, permeability, and deforestation.
- 9:00 (Left):** FLOODING: CASE STUDIES: MEDC - TEMKESBURY. Notes on the Gloucestershire flood in July 2007.
- 10:00 (Left):** FLOODING: CASE STUDIES: LEIC - BANGLADESH. Notes on the 2001 flood in Bangladesh.
- 11:00 (Top-Left):** CASE STUDY OF FLOOD MANAGEMENT: CHINA. Notes on the Yangtze River flood management.

Flashcards

These are a very good and simple self-testing tool. They can be physical or electronic. Quizlet's cards are good as they prioritise cards you have previously got wrong.

To make your own, take some card and cut into rectangles roughly 10cm x 6cm.

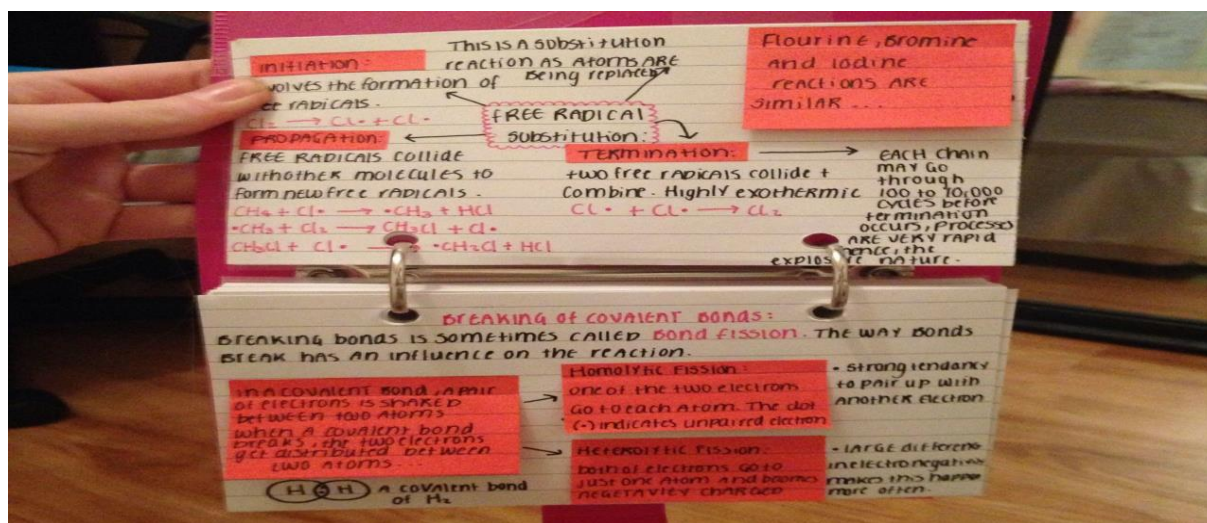
You then write the keyword on one side and the definition on the other.

Then go through your cards looking at one side and see if you can remember the keyword/definition on the other side.

You can put our flashcards in an envelope stuck into your book.

Watch the video here on an even more effective way to use your flash cards:

<https://www.youtube.com/watch?v=eVajQPuRmk8>





Keyword Mnemonics

Make up a sentence where each word starts with the same letter as the words you need to remember.

PARAGRAPHING RULES



Brackets
 Indices
 Division
 Multiplication
 Addition
 Subtraction