



John
Willmott
School

Welcome

How to support your child to use their Knowledge Organiser

“Learning happens when people have to think hard”

Prof. Robert Coe – Durham University

Mrs Lisa Lockley
Assistant Headteacher



The challenges of reformed GCSEs and A Levels for all of us:

Challenge 1: “They’re harder!”

- Increased synoptic or summary approach
- More challenging concepts and questions
- Increased mathematical content for many subjects

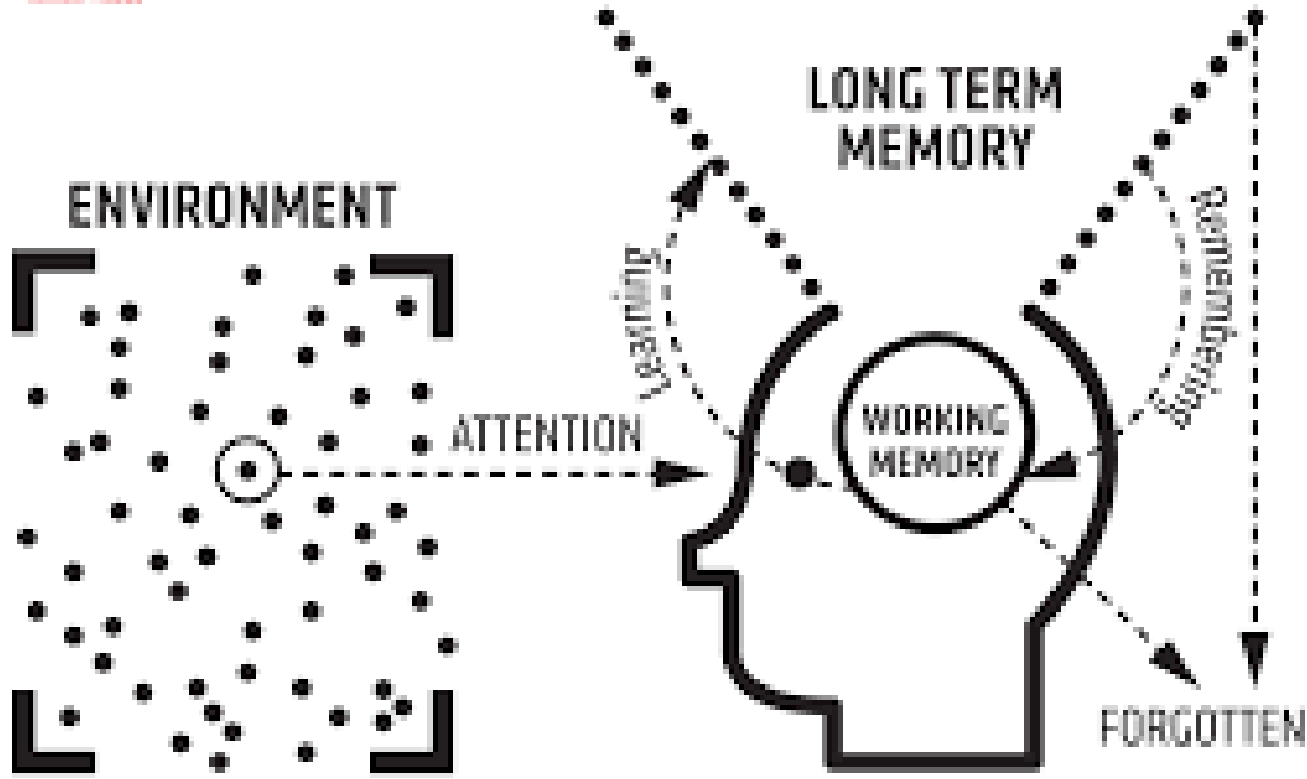
Challenge 2: “There’s more stuff to remember”

- Increased content
- Exams at the end of two years

“Potential into Reality”

The Working Memory Versus Long Term Memory

DU **UAV**
UNIVERSITY OF
WATERLOO
UNIVERSITY'S
UNIVERSITY MODEL



“Potential into Reality”

A photograph of a wooden bookshelf with several shelves of books. The books are arranged in a way that suggests a structured system, with some shelves having books standing upright and others having books lying flat. The lighting is soft, and the overall tone is warm and scholarly.

Long term memory

Separate pieces of information with a
small number of links



Long term memory

Lots of information poorly organised



Long term memory
Organised and with lots of links

Therefore, quicker recall to aid
working memory



Typical Forgetting Curve for Newly Learned Information

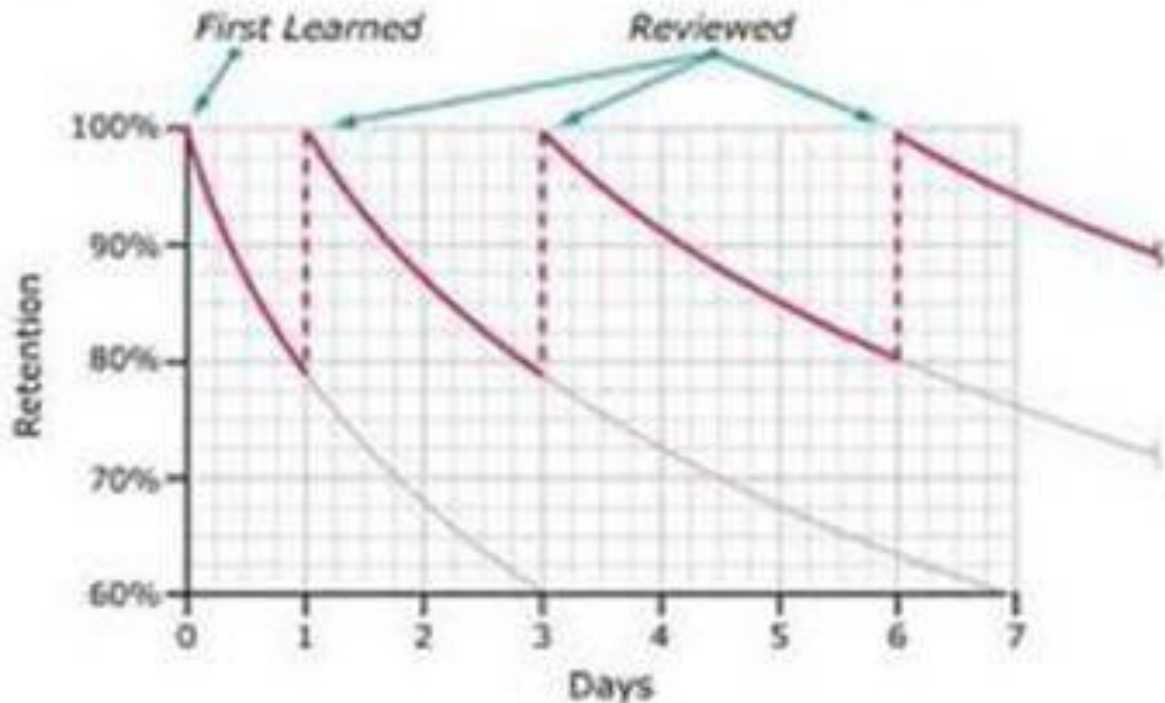


Regular

Information is stored in the long term memory and remains accessible.



Typical Forgetting Curve for Newly Learned Information

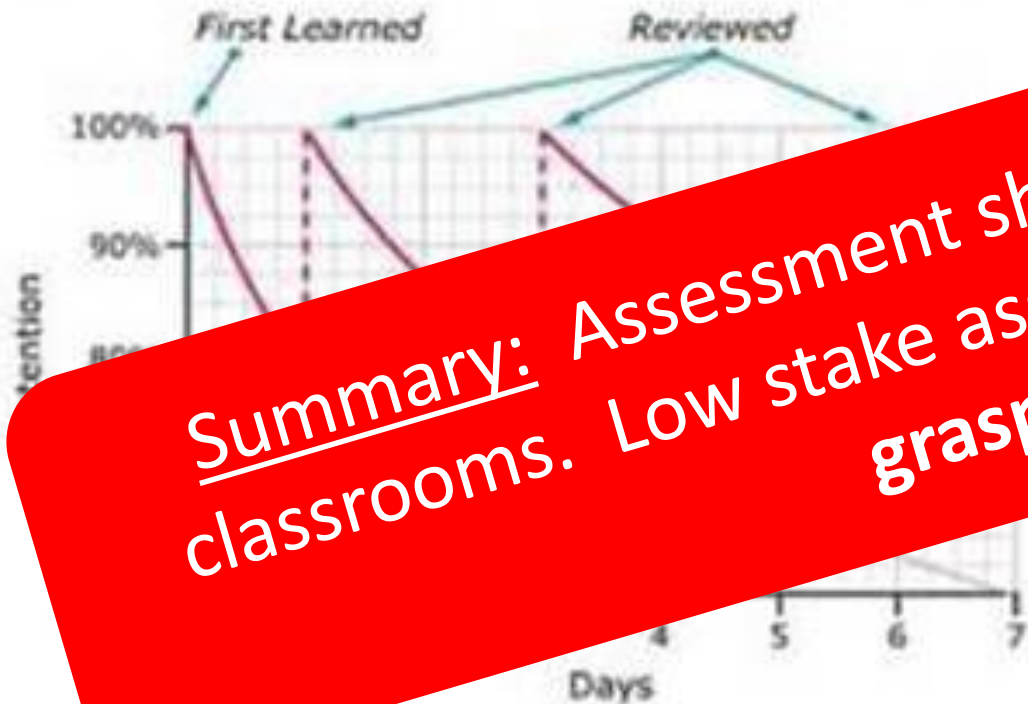


With regular practice, students become **better at answering questions**. They better understand how to eliminate incorrect answers and more correctly construct essays.

“Potential into Reality”



Typical Forgetting Curve for Newly Learned Information



Summary: Assessment should be a **daily occurrence** in our classrooms. Low stake assessment allows students to quickly **grasp understanding.**

Regular retrieval practice helps students retain information. When students are assessed frequently, they become more comfortable with the idea of being assessed and getting a question or two wrong is no longer as big a deal. When students are assessed frequently, they become more comfortable with the idea of being assessed and getting a question or two wrong is no longer as big a deal.

“Potential into Reality”

Working together to turn
your child's potential
into reality.



2022



JWS Year 7 Knowledge Organisers

Autumn Term 2022





What works?

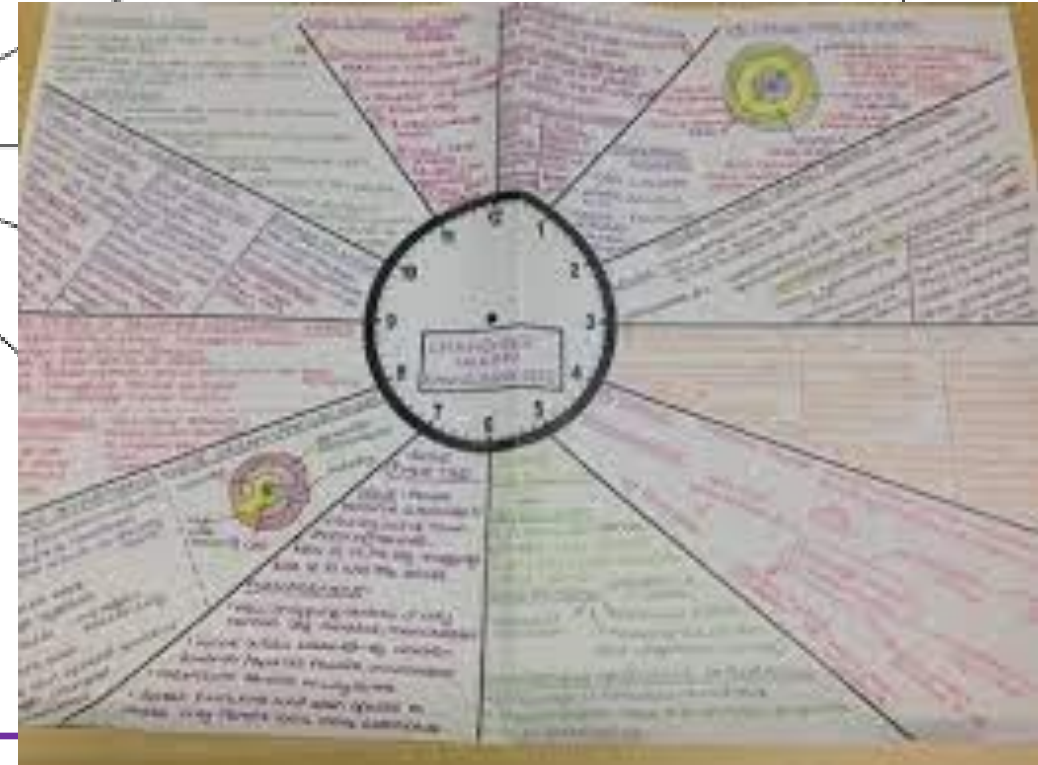
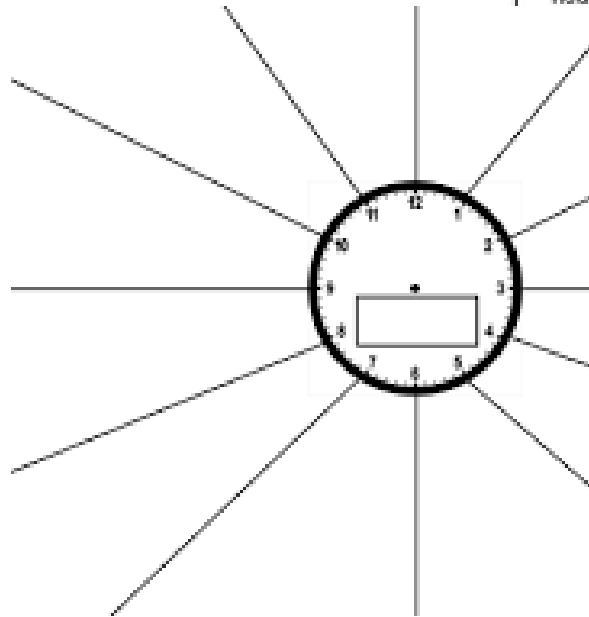
- Look, Write, Check, Correct
- Flashcards
- Transforming
 - Mind maps
 - Images
 - Storyboard
 - Mnemonic
 - Timeline
- Reducing
 - Bullet points
 - Key words
- Self Quizzing
- Categorise
- Prioritise
- Brain Dumps/ Revision Clocks



Retrieval Practice: Elaborate & extend ...



Henry VIII
had six wives.



English: Oliver Twist



3. Plot Summary

Oliver is born in the workhouse. When he is a bit older he is nominated to ask for more food because the boys are starving. He is kicked out of the workhouse and given away to the Sowerberry family to be an undertaker's apprentice. He's bullied by Noah, they fight and he is locked up. Oliver runs away to London, meets Dodger and is introduced to Fagin's gang. Oliver is taken in by the gang and is horrified to see Dodger steal a gentleman's handkerchief. Oliver is wrongly arrested for the theft. The gentleman, Mr. Brownlow, takes pity on Oliver and takes him in. The gang plots to get him back in case he reveals information about them. Oliver escapes by the window whilst running an errand for Mr. Brownlow. Oliver is unrecognised by them. They are called Sikes and runs away. Oliver is left behind but the people who were with him and look after him. They are called Fred and Rose Maylie. When Bill and Fagin realise what has happened they plot to catch Oliver again. Nancy overhears and visits Mr. Brownlow to warn him. Bill kills Nancy about Nancy's betrayal and Bill murders her. Fagin is discovered and sent to prison. Bill dies trying to run away. Oliver discovers who his parents were and joins Mr. Brownlow and the Maylies to live happily ever after.

1. Character List

- Oliver Twist** – an orphan
- Mr Bumble** – runs the workhouse where Oliver is
- Mrs Bumble** – Mr Bumble's wife
- Mr Sowerberry** – an undertaker: takes Oliver as an apprentice
- Mrs Sowerberry** – Mr Sowerberry's wife
- Noah Claypole** – Sowerberry's apprentice, who bullies Oliver
- Mr Brownlow** – a kindly gentleman: takes Oliver in
- Fagin** – a fence
- Bill Sikes** – a professional burglar
- Nancy** – Bill Sikes's girlfriend
- The Artful Dodger** – Fagin's most effective pickpocket

2. Key Words

- orphan** a child whose parents are dead.
- moral (n.)** a lesson that can be taken from a story or experience.
- vulnerable** exposed to the possibility of being harmed, either physically or emotionally.
- brutal** savagely violent.
- corrupt** acting dishonestly in return for money or personal gain.
- villain** a character whose evil actions or motives are important to the plot.
- malicious** intending to do harm.
- victim** a person harmed or killed as a result of a crime, accident, or other event or action.
- naïve** showing a lack of experience, wisdom, or judgement.

Next page

5. Themes

- Poverty
- Crime
- The Law
- Good and Evil



4. Social and Historical Context

Victorian London

- Lots of people lived in poverty, unable to buy food or rent a house.
- Jobs were hard to find and often paid too little to live on.
- There was a lot of disease and the poor could not afford treatment (no free healthcare).
- Nearly half of all children died before the age of five. Childbirth was very dangerous for women. Lots died whilst giving birth.

The Poor Law: 1834

- The government wanted to stop people begging on the streets.
- It made it illegal for the poor to be given food or money and created workhouses instead.

The Workhouses

- Workhouses were so horrible that no one wanted to go there unless they were desperate.
- People worked for their food and shelter, not for money.
- The work was very hard and often dangerous.
- They were given hardly any food. They were given gruel, a thin liquid of oats and water.

- Punishments for disobeying the rules were extremely harsh.

Charles Dickens

- Dickens had a strong social conscience. His writing criticised economic, social, and moral issues in the Victorian era.
- He showed compassion and empathy towards the vulnerable and disadvantaged people in English society.
- Dickens himself had a traumatic childhood; his father was imprisoned for debt and he was forced to work in a shoe-blackening factory at 12 years old.
- In 'Oliver Twist', Dickens draws attention to the deprivation of the lower classes, the appalling way that paupers were treated, and the conditions they were



1. Character List

Oliver Twist – an orphan

Mr Bumble – runs the workhouse
where Oliver is

Mrs Bumble – Mr Bumble's wife

Mr Sowerberry – an undertaker: takes
Oliver as an apprentice

Mrs Sowerberry – Mr Sowerberry's
wife

Noah Claypole – Sowerberry's
apprentice, who bullies Oliver

Mr Brownlow – a kindly gentleman:
takes Oliver in

Fagin – a fence

Bill Sikes – a professional burglar

Nancy – Bill Sikes's girlfriend

The Artful Dodger – Fagin's most
effective pickpocket



- Look, Write, Check, Correct
- Flashcards
- Transforming
 - Mind maps
 - Images
 - Storyboard
 - Mnemonic
 - Timeline
- Reducing
 - Bullet points
 - Key words
- Self Quizzing
- Categorise
- Prioritise
- Brain Dumps/ Revision Clocks



Regular

Time Frames

Testing the memory, not reading

CORRECT misconceptions/ missed information

“Potential into Reality”

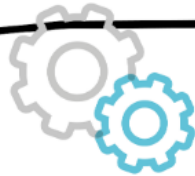


Structured Revision Questions



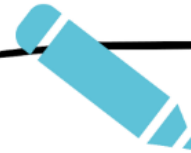
KNOW IT

1. Give a definition of each key word.
2. List all the characters in the text.
3. List all the figurative language techniques that you can recall.
4. What does PETAL stand for?
5. How are the characters related to each other?
6. Can you summarise the plot in 50 words?
7. Can you list the 10 most important plot points?
8. Can you put the main plot points into chronological order?
9. Which 5 words best describe the protagonist?
10. Which 5 words would you use to describe other key characters?
11. What are the main themes in the text?
12. What are the social and historical links to the text?
13. How did Charles Dickens feel about Victorian society? Why?



THINK IT

1. How do you use the PETAL paragraph structure to write a character analysis?
2. Why is the context of a play/novel important?
3. How do the main themes link to the protagonist?
4. How do the main themes link to other characters in the text?
5. Is the author challenging, endorsing, or simply reflecting the dominant ideas and assumptions of the time and place in which they are writing?



GRASP IT

1. What is the impact of the opening of the text?
2. What is the impact of figurative language use within the text?
3. Why are the key themes important for the reader/audience to understand?
4. Why might a modern day audience or contemporary reader criticise the author's intended message?





“One of the most striking research findings is the power of active retrieval... to strengthen memory, and that the more effortful the retrieval, the stronger the benefit.”

— Peter C. Brown, *Make It Stick*

“Potential into Reality”