

Year 11 How to revise programme

# Knowledge Organisers and Mind mapping

# Knowledge organisers

## What are knowledge organisers?

A sheet that has a summary of a topic/unit/book/case study on it – this includes key facts and information.

## Why are they useful with revision?

All the information is in one place.

Summaries can help jog memories to add more detail

Can be used to guide revision planning.

Can be used as a checklist or RAG system of confidence.

CHANGING ECONOMIC WORLD Key words	Physical causes of uneven development
<p>Economic HIC, LIC, NEE Development gap Social inequality Development Indicators (GNI, HDI, life expectancy, access to clean water) Demographic Transition Model Population structure (young dependants, economically active, aged dependants) Colonisation Aid Debt relief</p> <p><b>Case studies</b> Nigeria (LIC-NEE) and UK (HIC)</p>	<ul style="list-style-type: none"><li>• Poor environment. Such as desert/mountain makes it harder to develop as there is less space and people to do so.</li><li>• Landlocked. If a country is landlocked it is harder to trade with others to create income.</li><li>• Extreme weather/hazards. If a country experiences extreme weather or hazards regularly then progress is destroyed after a disaster.</li><li>• Lack of water. Means they cannot farm or provide water for themselves so the workforce is lower</li><li>• Climate related diseases. This reduces the workforce as they are too ill to work</li><li>• Lack of raw materials. So the country has nothing to turn into resources and sell on.</li></ul>
Measuring development	Reducing the gap
<ul style="list-style-type: none"><li>• GNI, HDI, life expectancy, access to clean water, literacy rates and birth/death rate can help us understand how developed a country is.</li><li>• BUT social inequality exists everywhere so there will still be areas of poverty in a HIC and areas of wealth in LICs.</li><li>• Choropleth maps and scatter graphs are used to represent this information and make comparisons between places.</li></ul>	<ul style="list-style-type: none"><li>• Investment—example Africa</li></ul> <p>Countries or Trans National Corporations (e.g. Apple) invest money and expertise (skills) in LICs to increase their profits. Means more jobs are created, more taxes paid, more spending and can improve roads, electricity, housing and water supply)</p> <ul style="list-style-type: none"><li>• Industrial development</li></ul> <p>Factories are built either by the country or by investors. This means more employment opportunities are created so more people paying taxes and spending. Can also make products to trade. Can then make improvements by spending tax money</p> <ul style="list-style-type: none"><li>• Tourism—example Caribbean (Jamaica)</li></ul> <p>Encourage tourists to come to the country on holiday. Build hotels, restaurants and attractions. Means jobs are created and money is being spent in the area so can then make improvements.</p> <ul style="list-style-type: none"><li>• Aid—support from other countries or charities, do not have to pay it back</li><li>• Debt relief—money owed to other countries reduced to allow spending</li><li>• Fair trade—strong price for products sold to other countries</li></ul>
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<ul style="list-style-type: none"><li>• Population structure. If there are a more dependants (young/elderly) than economically active then a country cannot make as much money through taxes and spending, so they will develop slower than a country that has a larger economically active population.</li><li>• Migration. The Brain Drain as economically active people move to other countries for better working conditions/pay means the country they have left has less people working.</li><li>• Colonisation. When colonies collapsed (e.g. British Empire), countries that were previously occupied were left with nothing and had to rebuild themselves. Will take longer to develop as a result.</li><li>• Industry. Some countries have always had a strong industrial history due to earlier development and investment.</li><li>• Poverty. Countries need a skilled workforce to increase industry. Areas that rely on farming (low skill) cannot make as much money through trade.</li></ul>	

# Ready-made knowledge organisers

This could be used to create prompt/flash cards and mind maps with this information.

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Development gap - differences between wealth (between countries, within a country)

Social inequality - the differences between people in an area - wealth, quality of homes + education

Development indicators - ways of measuring the wealth of a country.

Population structure - the age breakdown of a country's population.

↳ dependants - relying on others.  
Economically active - working.

## Define key terms

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## Use information to identify the pros and cons

Reducing the gap.
<p><u>Investment</u> (countries/TNCs invest money or skills in LICs)</p> <ul style="list-style-type: none"> <li>✓ - creates jobs, more taxes paid, improved roads, electricity + water</li> <li>X - may be tied so have to follow guidelines from investing countries/TNCs, could pull out.</li> </ul>
<p><u>Industrial development</u> (increase in factories)</p> <ul style="list-style-type: none"> <li>✓ - jobs created, taxes paid, products sold increasing taxes.</li> <li>X - pay for environmental impacts eg pollution.</li> </ul>
<p><u>Tourism</u> (develop attractions and encourage holidaymakers)</p> <ul style="list-style-type: none"> <li>✓ - creates jobs, taxes paid + invested.</li> <li>X - seasonal so not reliable, overcrowding</li> </ul>
<p><u>Aid</u> (money, food, water, shelter)</p> <ul style="list-style-type: none"> <li>✓ immediate/longterm help.</li> <li>X can suddenly stop, doesn't reach everyone</li> </ul>
<p><u>Debt relief</u> (pay off less borrowed money)</p> <ul style="list-style-type: none"> <li>✓ more money to spend in country</li> <li>X may be tied so have to follow rules still in debt.</li> </ul>

# Create your own knowledge organiser

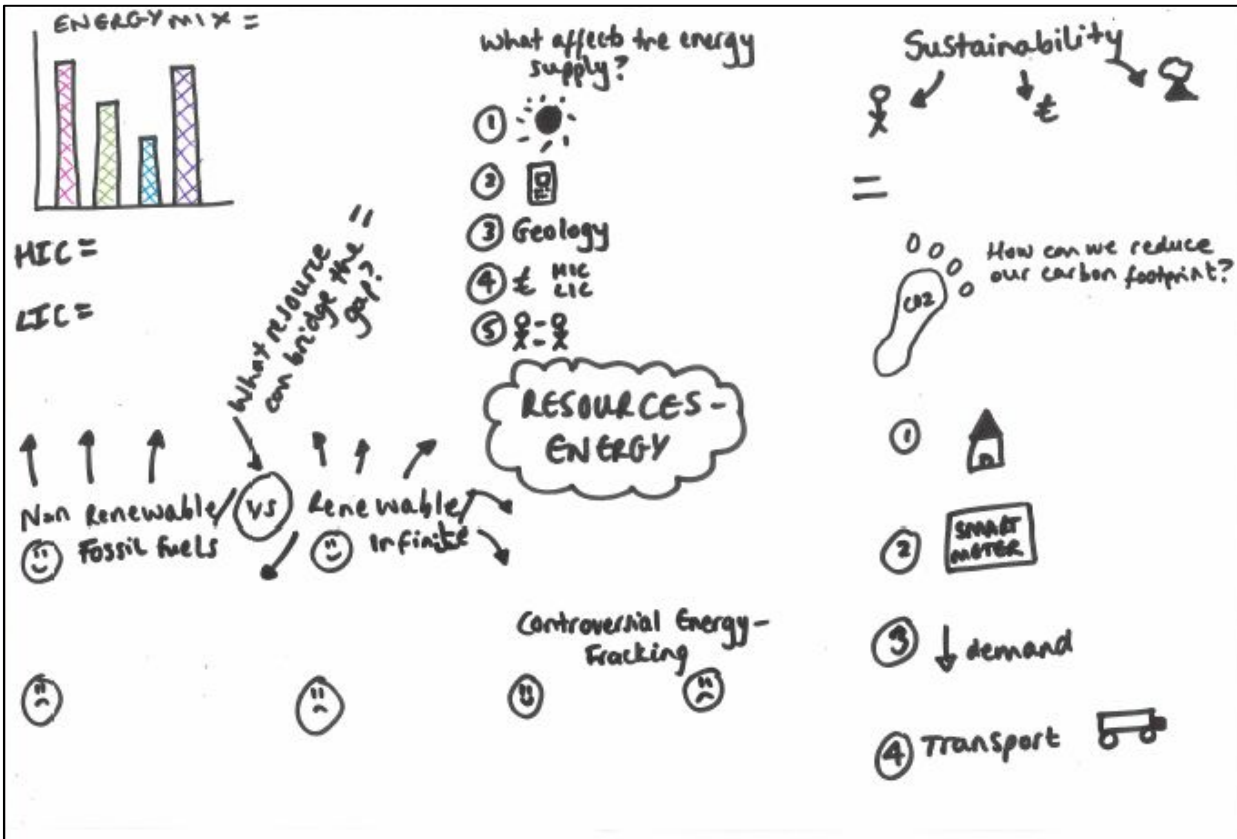
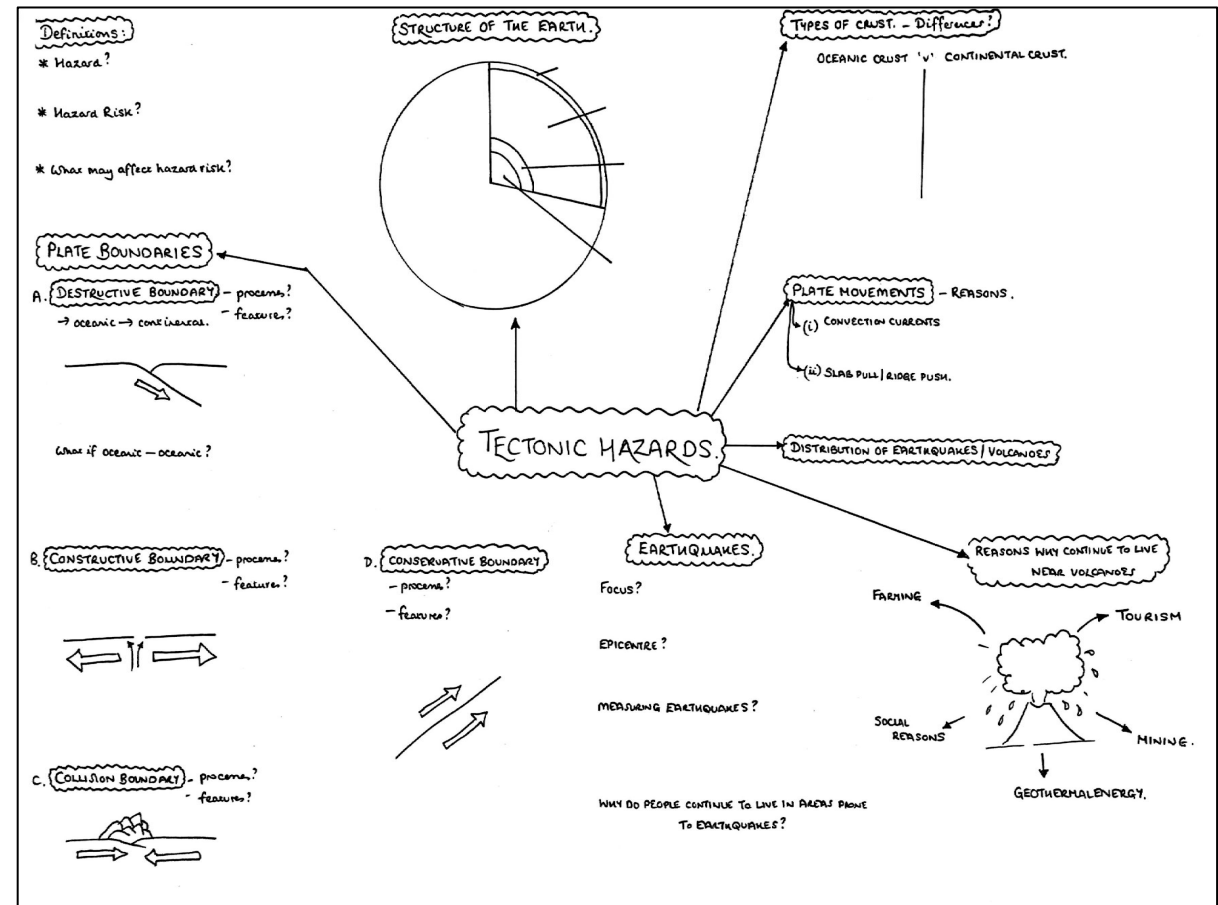
1. Identify the key words and include definitions
2. Break the topic down into relevant sections.

This will mean looking through your book, looking online (exam board or revision websites) or information from your teacher to identify suitable ones.

The whole point of a knowledge organiser is to summarise the information.

They need detail but in summary form.

# Geography examples





# English examples

Knowledge organiser should include:

- Characters
- Themes
- Symbols
- Chapter summaries
- Key quotes

Jekyll + Hyde  
by Robert Louis Stevenson. → anonymous narrator - third person

Characters

Dr Jekyll - Doctor and friend of Lanyon and Utterson. Experiments to separate good from evil, creating Mr Hyde.

Mr Hyde - looks pre-human. Violent and cruel. Jekylls darker side.

Mr Utterson - lawyer in London.

Dr Lanyon - Doctor in London.

Mr Poole - Jekylls butler.

Mr Enfield - cousin/friend of Utterson

Mr Guest - Uttersons clerk

Sir Danvers - carew - nobleman, MP and friend/cousin of Utterson.

Chapter summary

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Themes

- Duality of human nature
- Importance of reputation.

Symbols

- Jekylls house and laboratory
- Hydes physical appearance

Key quotes:

Macbeth

By William Shakespeare

<p><b>Plot</b></p> <p>The play is broken down in to five different acts with each act broken down in to scenes.</p> <p>At the start of the play three witches are planning a meeting with the Scottish nobleman Macbeth. He is currently fighting to battle for King Duncan where he shows himself to be a strong and brave soldier. After the battle the witches stop Macbeth and his friend Banquo and tell them three things that Macbeth will become Thane of Cawdor and then King, and that Banquo's descendants will be kings. Banquo reacts in these grounds but, after being made Thane of Cawdor due to his success in battle, Macbeth starts to believe them.</p> <p>Macbeth writes to Lady Macbeth about the recent developments and she becomes highly ambitious and wants to help Macbeth to become King. A messenger arrives to inform her that Macbeth is bringing King Duncan back to stay at the castle and she decides it would be the perfect opportunity to get Macbeth to murder him and take his crown. She asks for help from evil spirits to give her power in her plans.</p> <p>Lady Macbeth persuades Macbeth to murder Duncan and she herself starts by taking the daggers back to the guards to make them look guilty. As one also in the play is sure of who murdered Duncan and, when his sons have fled the country, Macbeth is crowned King.</p> <p>Upon taking the throne Macbeth remembers the witches' third prediction that Banquo's descendants will inherit the throne, and decides that Banquo and his son are too much of a liability, so therefore instructs a group of murderers to attack them. The plan goes wrong and although Banquo is murdered, Fleance escapes. Macbeth then sees Banquo's ghost at the feast Macbeth had planned and fears he is losing his mind. He goes to the witches and solicits more predictions. Beware Macbeth, that hour of our marriage shall turn to his; and that Macbeth has nothing to fear until Birnam Wood moves to Dunsinane. Macbeth believes he is safe but orders the murder of Macduff and his family. Macduff is seen to order his family are killed. Lady Macbeth cannot stop thinking about Duncan's murder, loses her mind, and eventually dies.</p> <p>An army, led by Malcolm (Duncan's son), marches to take on Macbeth. They have used branches from the woods to disguise their numbers which makes it look as if Birnam Wood is coming towards Dunsinane castle. Macbeth still believes he is invincible due to the witches' prophecies, however he is killed by Macduff who was born to C-section.</p> <p>This is a brief overview of the plot of Macbeth. As part of your revision you should create a more detailed outline, potentially with a scene-by-scene breakdown.</p>	<p><b>Characters</b></p> <p><b>Macbeth</b> - Begins the play as Thane of Glamis before being promoted to Thane of Cawdor due to his performance in battle. Murders Duncan and becomes King. At the beginning he is easily manipulated by his wife. By the end he gets carried away with the power he has and believes he is invincible.</p> <p><b>Lady Macbeth</b> - Wife of Macbeth. She is hungry for power and encourages Macbeth to murder King Duncan. She starts off the stronger of the two however this changes later on in the play when her conscience catches up with her.</p> <p><b>King Duncan</b> - King of Scotland who is murdered by Macbeth. He is a much-loved king who's death is mourned by his subjects.</p> <p><b>The Three Witches</b> - Together they plot the trouble that Macbeth will face and arguably orchestrate the happenings of the play.</p> <p><b>Banquo</b> - Friend of Macbeth who also receives a prophesy from the witches telling him his children will be kings. Unlike Macbeth he does not act on the witches' prophesy but is murdered by Macbeth's ghost hounds Macbeth at the banquet scene.</p> <p><b>Macduff</b> - A Scottish nobleman. He doubts Macbeth's right to the throne and eventually orchestrates the spring against Macbeth. He is the one to murder Macbeth.</p> <p><b>Fleance</b> - Banquo's son. He manages to escape the murderers who kill his father.</p> <p><b>Macare</b> - Goddess of Magic and witchcraft who helps the witches in their prophecies and powers.</p> <p><b>Beane</b> - A Scottish nobleman.</p> <p><b>Lamias</b> - A Scottish nobleman.</p>	<p><b>Key Quotations</b></p> <p>"I am a fool, and feel it too, / Shower through the fog and fitful air." Macbeth Act 1 Sc 2</p> <p>"Come, you spirits / That tend on mortal thoughts, unsex me here, / And fill me from the crown to the toe, top / Full of dire cruelty." Lady Macbeth Act 1 Sc 5</p> <p>"Look like the innocent flower, / But be the serpent under it." Lady Macbeth to Macbeth Act 1 Sc 5</p> <p>"I have no spur / To prick the sides of my intent, but only / Vaulting ambition, which o'erleaps itself / And falls on the other." Macbeth Act 1 Sc 7</p> <p>"I dare do all that may become a man, / Who dares do more, is more." Macbeth Act 1 Sc 7</p> <p>Macbeth: if we should fail Lady Macbeth: We should fail / But worse your courage to the sticking place, / And we'll not fail. Act 1 Sc 7</p> <p>"Is this a dagger which I see before me, / The handle toward my hand? Come, let me clutch thee!" Macbeth Act 2 Sc 1</p> <p>"Macbarrach! I heard a voice cry, / Sleep no more! Macbeth does murder sleep... the innocent sleep!" Macbeth Act 2 Sc 1</p> <p>"I am in blood / Stepp'd in so far that, should I wade no more, / Returning were as tedious as go o'er!" Macbeth Act 2 Sc 2</p> <p>"Out, damned spot! out, I say!" Lady Macbeth Act 3 Sc 4</p> <p>"It is but a walking shadow, a poor player / That struts and frets his hour upon the stage, / And then is heard no more. It is a tale / Told by an idiot, full of sound and fury, / Signifying nothing." Macbeth Act 3 Sc 5</p> <p>Consider the different question types that could appear and consider whether you have the quotations to answer these. Are you prepared to answer a question on any of the main character or themes? Make sure you have quotations that you could use for more than one purpose to save you from having to memorise too many.</p>
<p><b>Themes</b></p> <p><b>Ambition</b> - Both Macbeth and Lady Macbeth share the ambition of having more power. It could be argued, however, that Lady Macbeth is more ambitious as the convinced Macbeth to act on this feeling. Ultimately it is this that leads to their downfall and death.</p> <p><b>Gender</b> - Lady Macbeth states that she wishes to fight her back as her gender due to the traits associated with being feminine. Macbeth is insulted by Lady Macbeth for not being manly enough and having the guts to murder King Duncan. This theme recurs throughout the play.</p> <p><b>Supernatural</b> - The play starts with the three witches and the idea of the supernatural is prevalent throughout the play (Macbeth's hallucination of the dagger, Banquo's ghost, potentially Lady Macbeth's sleepwalking). These ideas go against the Christian beliefs of the Jacobean period.</p> <p><b>Guilt</b> - Both Lady Macbeth and Macbeth are haunted by what they are doing. Macbeth through Banquo's ghost and Lady Macbeth through her sleepwalking.</p> <p>These are brief ideas of a few of the themes. Create a more detailed outline of the themes in Macbeth and where they appear in the play.</p>	<p><b>Context</b></p> <p>Shakespeare wrote Macbeth in 1606, and the political unrest that was happening at the time can really be linked to many of the themes and events of Macbeth. One key event which could have influenced Shakespeare's writing of the play is the failed Gunpowder Plot involving 'Guy Fawkes', which aimed to kill the then King, James I. Macbeth could have been written as a warning to anyone else tempted to try to overthrow the King.</p> <p>It is also important to consider what was happening to the throne around this time. Following on from the death of Queen Elizabeth I there was some controversy surrounding who should inherit the throne. Elizabeth had left no child so and had no males as heirs, so they had to look further afield for the heir. James I, the cousin of Elizabeth had six James Stuart, James VI of Scotland. Although he followed the Protestant religion like Elizabeth I, he, rather than her, had been the Catholic Mary Queen of Scots who had been executed for treason under Elizabeth and many people thought that there were stronger claims to the throne. This is one of the primary reasons that the Gunpowder Plot occurred.</p> <p>Religion was highly important at this time and the Protestant faith (created by Henry VIII) was the faith of Britain. Anything that went against the ideas of the then religion (e.g. the supernatural) was treated with suspicion and people who were thought to be mentioned in these ideas were often put to death. This again could be a source of caution from Macbeth to stick to the teachings of the Protestant church.</p> <p>What other aspects of the context have influenced the text? Consider the role of women, the 'real' Macbeth, and the ideas of rank and position in society that were held at the time.</p>	







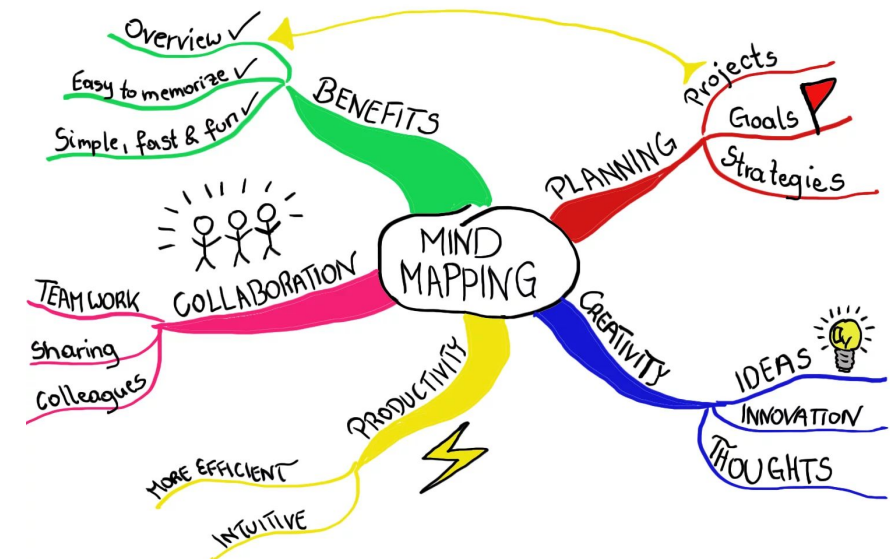
# Mind Mapping

## What is mind mapping?

A mind map is a diagram used to visually organise information that can help you remember large chunks of information through a hierarchical structure.

## Why are mind maps useful with revision?

- Breaks the information down into chunks
- Creates themes and connections between details
- Visually a helpful aid to memory
- Involves choices and decisions into the learning of content

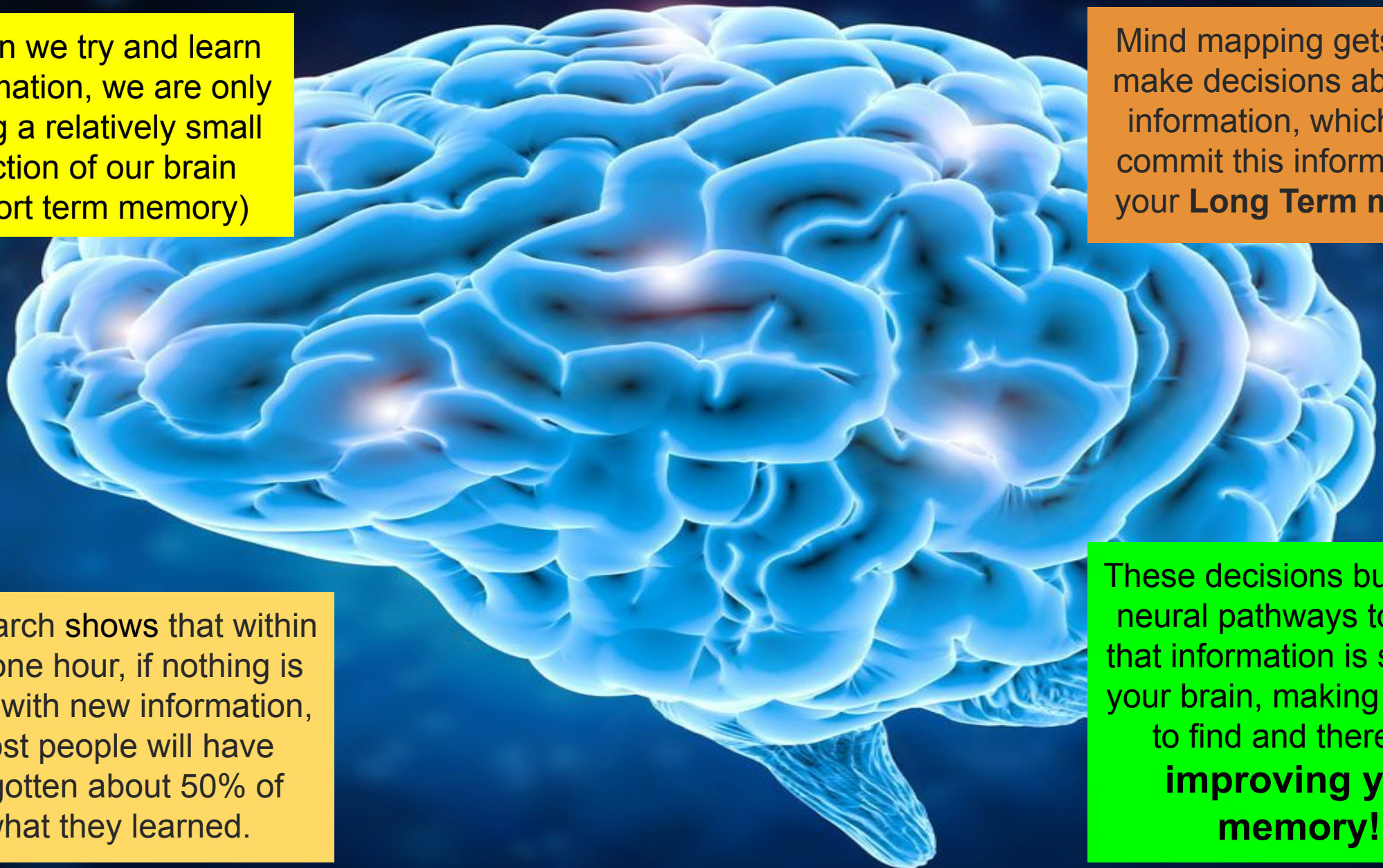


Your brain is like a very large filing cabinet. You never actually forget anything, you just haven't filed it very carefully.

This makes it difficult to "find" the bits of information you need to remember.



Mind mapping helps your brain recognise the importance of this information and "file" it nearer to the front (to make it easier to find and use).



When we try and learn information, we are only using a relatively small section of our brain (Short term memory)

Mind mapping gets you to make decisions about the information, which helps commit this information to your **Long Term memory**

Research shows that within just one hour, if nothing is done with new information, most people will have forgotten about 50% of what they learned.

These decisions build more neural pathways to where that information is stored in your brain, making it easier to find and therefore, **improving your memory!!**



# Creating your own mind map...

In order to create an effective mind map, you need to first understand the rules involved:

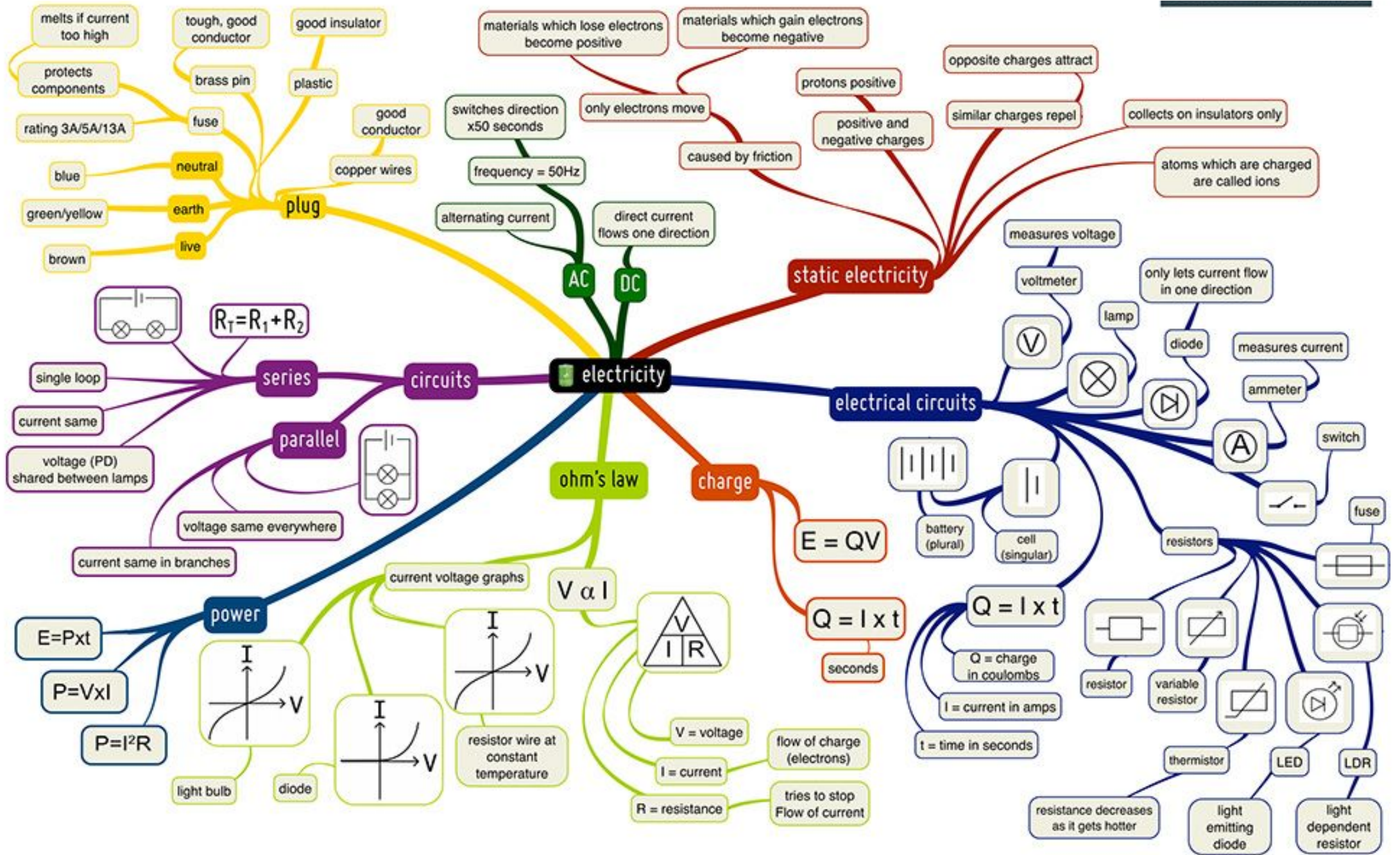


1. **You must create it yourself** (don't copy someone else's)
2. You need to think about your **design and structure**, making sure all the following are used:
  - a. Different colours
  - b. CAPITALS and lowercase letters
  - c. Sections and sub-sections
  - d. Drawings and diagrams
  - e. An appropriate size of topic
3. You must **TEST YOURSELF** - do you know all the information?
4. **It is not a "one size fits all"** answer - you may want it just for certain subjects / topics only



# Mind Mapping examples...







# Banquo



Even in his death, Macbeth feels Banquo's judgement and fears him.  
↑ this could imply Banquo's 'greater than' Macbeth.  
"The blood bolted upon me" A1, Sc1

→ He isn't bothered by the witches but he still wants to hear the prophecies

→ He basically predicts the witches' trickery

When Macbeth sees the procession of kings apparition, it causes him pain + panic.

"Thou art too like the spirit of Banquo... Thy crown does bear my eyeballs" A4, Sc1

Macbeth says that every noble person in Scotland would be at the banquet if Banquo had been there

This makes Macbeth 2-faced and creates dramatic irony as we know he killed Banquo.  
"Here had we now our country's honours, roofs were the grace of our Banquo Present" A5, Sc4

As Fleance escaped, Macbeth is still worried about Banquo's line taking the crown.  
"We have scorched the snake, not killed it" A5, Sc2

These are the qualities Macbeth fears in Banquo, that he is wise and true. He is worried that Banquo will find him out and stop him from being king.

"He hath a wisdom that doth guide his valour" A3, Sc1

"I fear thou play'st most foully for it" A3, Sc1  
↓ He is suspicious of Macbeth

"Why by the verities on thee made good may they not be my oracles as well" A3, Sc1  
He is considering the witches' prophecies

"Speak then to me, who neither beg nor fear your favour or hate" A1, Sc3

"oftentimes, in sin, I have seen the instruments of darkness tell us truths, to betray us" A1, Sc3

→ He's a good friend.  
"Meeting Macbeth, he says upon your arrival" A1, Sc3

"I have a saying" A1, Sc3 - Duncan

## Act 1

### Act 1

Macbeth is plucking his honor from him

"our chief guest" A3, Sc4  
"our fears in Banquo stick deep" A3, Sc1  
↑ like is the only person Macbeth fears

"In the great hand of God I stand..." A2, Sc3  
He is religious.

"I dreamt last night of the weird sisters... to you they have shown some truth" A2, Sc2  
He is affected by what the weird sisters have said

"A heavy summons lies like lead upon me, and yet I would not sleep" A2, Sc1  
It's affecting his sleep.

"my bosom franchised and allegiance clear" A2, Sc2  
He is loyal + true to Macbeth.

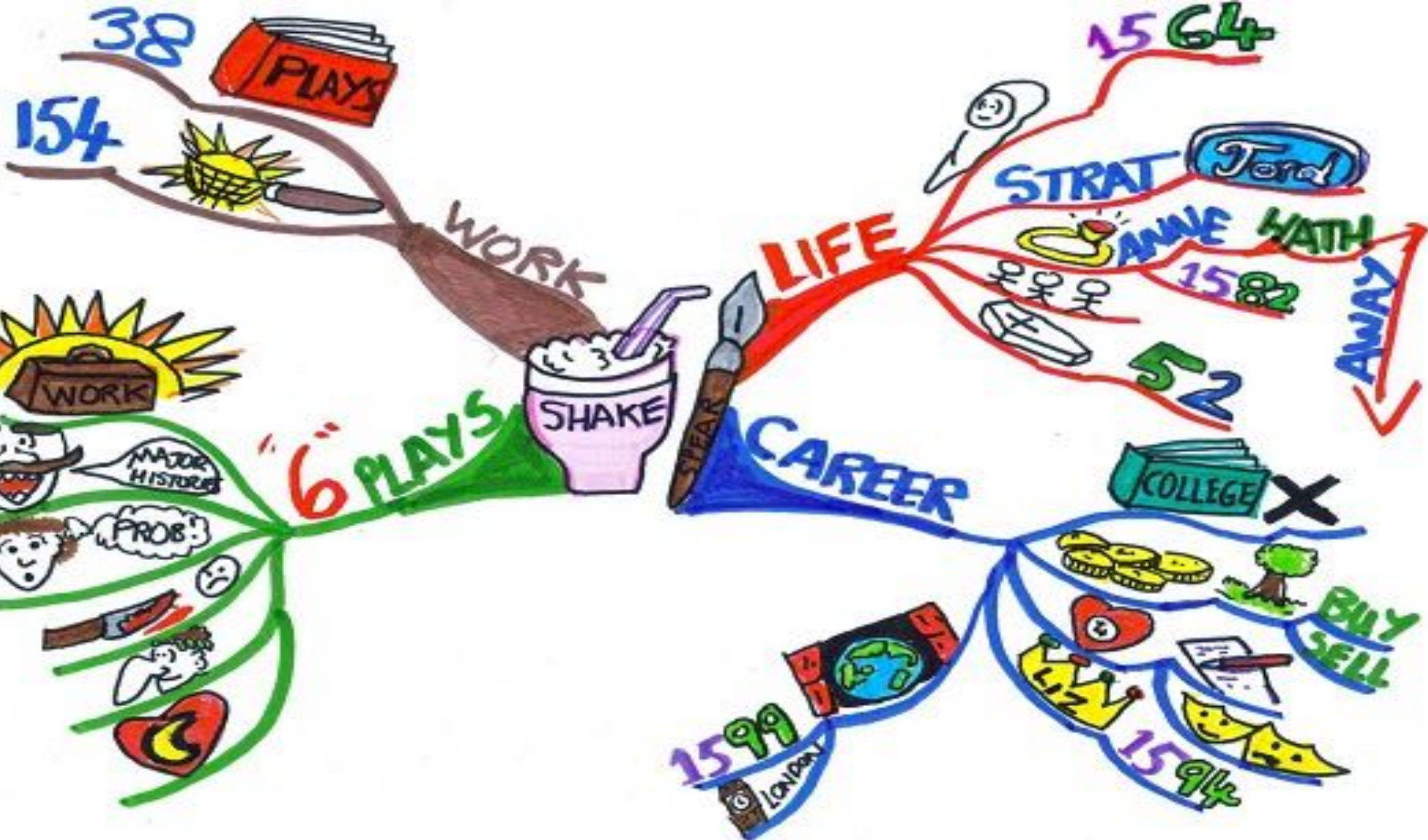


# History of Medicine

(... a history of why you are alive!)







NOW IT'S  
YOUR TURN.