

Y8 Independent Learning Task

Subject:	Mathematics
ILT #2	Knowledge Organiser Reconstruction
Week set:	
Duration:	Approximately 1 to 1 ½ hours
Hand in:	
Instructions :	Choose a topic from Modules 1–4 and recreate a Knowledge Organiser from memory. Without looking at your notes or textbook: • Study your chosen topic briefly. • Close your book and recreate the knowledge organiser from memory. • Include key facts, methods, formulae, diagrams, examples and mathematical vocabulary. • Compare your organiser with your notes. • Add anything you missed in a different colour. • Reflect on what you remembered well and what you need to revise next. For an extra challenge, recreate the organiser again a week later and compare your progress.
Skills:	This task develops students' ability to: • Retrieve information from long-term memory. • Organise mathematical knowledge logically. • Identify strengths and gaps in their understanding. • Reflect on their own learning. • Develop effective revision habits. • Use retrieval practice as an evidence-informed revision strategy. • Work independently and take responsibility for their own learning. • Build confidence in recalling mathematical knowledge.

Marking schema:	Assessment Area	Developing	Proficient	Advanced
	M athematical Understanding	Recalls some key facts or methods from the chosen topic.	Recalls most key knowledge accurately with only a few gaps.	Demonstrates detailed and accurate recall, including methods, vocabulary, examples and reasoning.
	A ctive Retrieval	Attempts to recreate the organiser but does not fully use the retrieval process.	Recreates the organiser from memory, checks against notes and adds missing information in a different colour.	Uses retrieval practice effectively, producing a well-organised organiser and showing a clear understanding of how the strategy improves memory.
	T hinking & Communication	Identifies some strengths or areas for improvement.	Reflects on what was remembered well and identifies clear next steps for revision.	Provides thoughtful reflection, explaining why gaps occurred and how future revision will improve.
	H abits of Independent Learning	Completes the task with some support or limited organisation.	Works independently, follows the mission guidance and completes all core requirements.	Demonstrates excellent independence by managing time effectively, working carefully and taking ownership of learning.
	S tretch & Challenge	Completes the core Knowledge Organiser task.	Completes at least one Level Up Challenge or recreates an organiser for another topic.	Goes beyond the mission by teaching the topic to someone else, creating additional organisers or revisiting the organiser after a week to demonstrate improved recall.
Additional guidance or help:	Remember: A Knowledge Organiser should contain only the most important information. Include: • Key vocabulary • Formulae • Facts • Methods • Diagrams • Examples • Rules and definitions If you get stuck: • Start with the headings you remember. • Add keywords before writing full explanations. • Sketch diagrams to help trigger your memory. • Don't worry if you can't remember everything—the aim is to discover what you need to practise. Challenge yourself by:			

	• Recreating another Knowledge Organiser for a different topic. • Teaching the topic to someone else using only your organiser. • Turning your organiser into a revision poster or infographic. • Recreating the same organiser one week later to see how much more you remember.
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