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The Revision Revolution

Memory and Learning

Every day you acquire new knowledge and skills. Useful learning requires memory, so that newly acquired information is readily available to help you to make sense of future problems and opportunities.

The trouble is, forgetting is inevitable. Studies have shown that you forget most of what you have learned just hours after learning it. However, the learning has not disappeared and each successive attempt to revise it becomes easier and quicker and helps you store the information in your long term memory. The Revision Revolution has been designed to support meaningful and successful revision to help you maximise the amount you remember and help you build your confidence and skills in all of your subjects.



The 'forgetting curve' explains that even if you feel that you have mastered an idea at the end of a lesson, that knowledge can slip away if you don't take steps to bring it back into your mind.

The Stages of the Revision Revolution

CONDENSE: reducing large amounts of information about a topic or lesson down to the key essential points

MEMORISE: taking steps to try to store the information in your mind

RETRIEVE: taking opportunities to recall information

APPLY: testing what you have remembered

REVIEW: carefully assessing what you have remembered and what you still need to master

Pick and choose from the resources included in the booklet to help support you as you revise.



KNOWLEDGE ORGANISER

Using your notes, take the most important information and organise it into the grid below. This might include: key processes; key words, helpful vocabulary; quotations; examples or characters. You can also use this as a **retrieval** exercise from memory.

TOPIC					
<u>Key words and definitions</u>		<u>Most important content from the unit</u>		<u>Links to other units</u>	

CONDENSE

Condensing notes into key cards

When it comes to revising the information from a lesson or chapter in a text book, it can be very easy to become overloaded with information and struggle to pick out the most important ideas.

How to condense	
1	Decide on a focus for what you are going to condense. Don't make it too big!
2	Find the notes/class work you need on the topic
3	Read it through HIGHLIGHTING or UNDERLINING the information that you think is the most important to the topic. This might include: <ul style="list-style-type: none"> • Definitions • Equations • Processes • Key dates
4	On a piece of paper, try to summarise what you have highlighted in ONE SHORT paragraph. Read it over. Is this a good summary? Does it give enough detail? Is any key information missing?
5	Using this paragraph, create key cards with brief key points.

Ways to use



TOPIC CARDS

- Use your notes or your textbook to identify key concepts in the material. On one side of a flashcard, write the name of the concept. On the back of the flashcard, write the definition.



ENGAGE WITH THE CARDS

- Use the instruction questions to help you interact with the information .
- Test yourself on what is on the other side in pairs



REVIEW YOUR UNDERSTANDING

- After you have gone through all of your topic cards, refer back to your notes or textbook for any topics you had trouble with. Make sure you write or say aloud a correct answer about each topic before moving on.

KEY CARDS

QUESTION CARDS

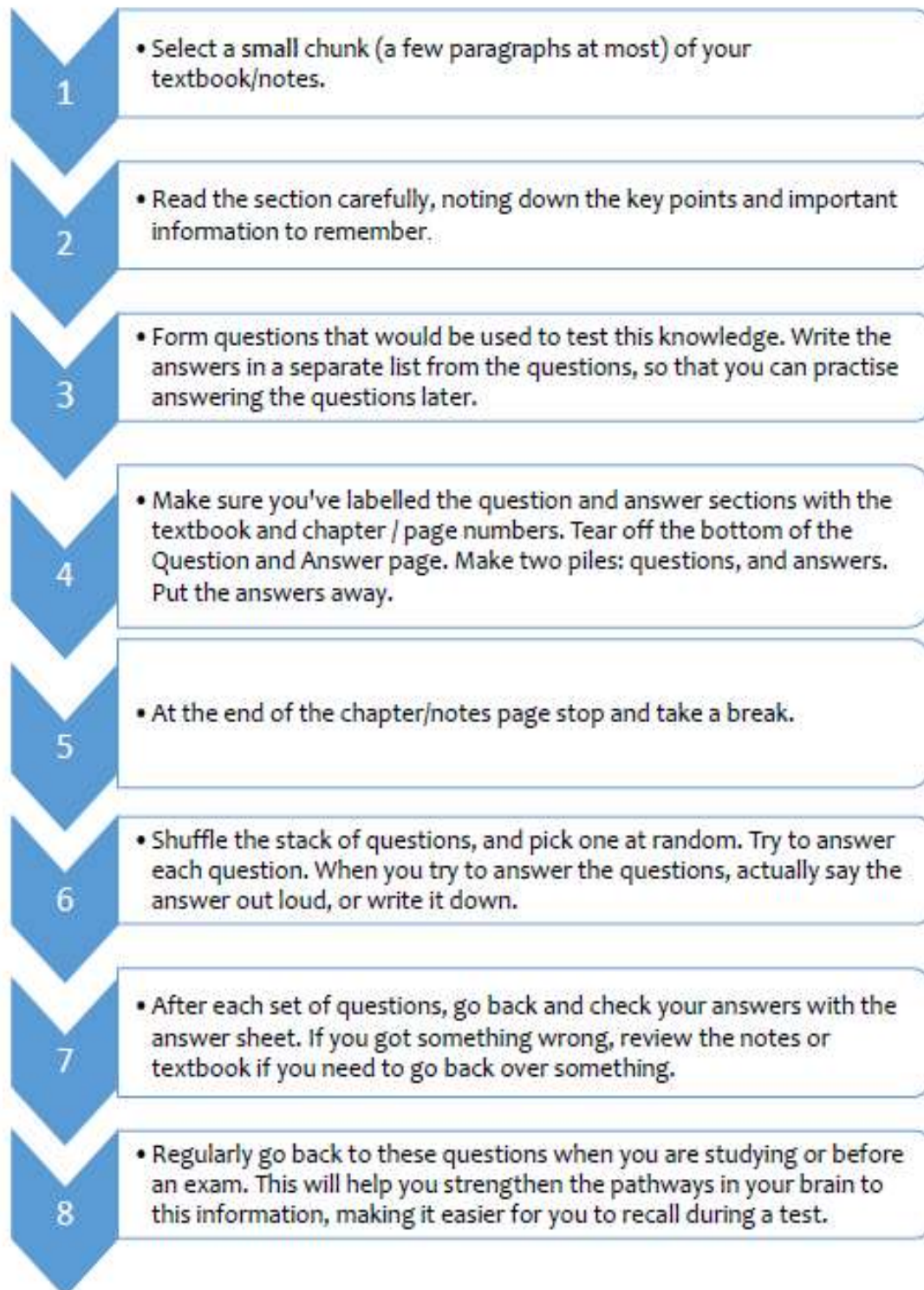
Use these or come up with your own questions to help you test your knowledge of your topic cards.

Extinction	Give an example of this concept
------------	---------------------------------

For example:

Describe this topic without using any key words written on the flashcard	Draw this topic
Give an example of this topic	How would you explain this to a child/someone who has never heard of it before?
What is the opposite of this topic?	Why is knowledge of this topic useful to you?
Which other topics you have covered link to this topic and why?	What kind of exam questions might come up on this topic?

SELF TESTING: One way to help yourself understand and remember what you have read is to self-test yourself on the information as you go. This step-by-step guide leads you through reading, note-taking, formulating questions, and practising retrieval. These steps can deepen your understanding of any text and help you study more effectively. Use the template to help you on your first go.





NOTES PAGE

SUBJECT:

TOPIC:

PAGE IN EXERCISE BOOK/TEXTBOOK:

<u>QUESTIONS</u>	SUBJECT: TOPIC: PAGE IN EXERCISE BOOK/TEXTBOOK:
1	
2	
3	
4	
5	
<u>ANSWERS</u>	SUBJECT: TOPIC: PAGE IN EXERCISE BOOK/TEXTBOOK:
1	
2	
3	
4	
5	



MAPPING

1. Start with the theme in the centre of the page and work outwards.
2. Then develop your main idea.
3. Each branch must relate to the branch before it.
4. Use only key words and images.
5. Key words must be written along the branches.
6. Print your keywords to make them more memorable.
7. Use highlighters and coloured markers to colour code branches.
8. Make things stand out on the page so they stand out in your mind.
9. Brainstorm ideas. Be creative.
10. Design images you can relate to which will help you remember key information.



MEMORY TRICKS

The key to making information stick in your mind is making it memorable. Some of the best ways of doing that, is by using colour, rhyme, images and song.

Mnemonics

A mnemonic is a simple rhyme or phrase which helps you remember factual information in the right order. Simply take the letters from the words you wish to remember and use them to make a memorable sentence.

Pop Stars Sing Naff Pop Ballads (Stages in the Life of a Star: Protostar, Supergiant, Supernova, Neutron, Pulsar, Black Hole)

Never Eat Cake Eat Salad Sandwiches And Remain Young (How to remember how to spell the word NECESSARY)



Rhymes



1. Divorced, beheaded, died, divorced, beheaded, survived (Fate of Henry VIII's six wives)

2. In 1903, the Wright brothers flew free (First successful flight)

3. Smiles of happiness come after having tankards of ale
Sin = opposite hypotenuse Cos = adjacent hypotenuse Tan = opposite adjacent

LOCI Method (Loci: Latin meaning Location & Item)

If you take the layout of your house or your kitchen you can link it to key words that you need to remember for exams.

E.g. the layout of a typical kitchen, linked to key words to do with Volcanoes. The more unusual the link, the better. If you can remember the items in the kitchen, you can recall the words that go with them very easily.

KITCHEN KEY WORDS Examples of Images

Table Lava (Lava dripping off the table)

Chair Mud (Muddy footprints on the chair)





USING IMAGES AND COLOUR



AMBITION



POWER



THE SUPERNATURAL



VIOLENCE

The Power of Association: it can be very helpful when making notes to link key facts or concepts to diagrams or images. This can act as a memory trigger and help you remember the information more effectively. For example, if you are revising what led to Macbeth's down fall you could use symbols like these (see left)

1	When you are making a page of notes think about whether there is a visual image you could draw/find to help you remember it. Draw it closely to the relevant note.
2	When you are making key cards (see guidance on <i>CONDENSE</i>) just use the symbols on your cards and test yourself to go into more detail verbally or in a written paragraph
3	When you are learning processes or timelines (like in science or history) draw them out into flow charts
4	<div data-bbox="354 1496 564 1617" data-label="Image"> </div> <div data-bbox="355 1628 496 1662" data-label="Caption"> <p>Ferdinand!</p> </div> <div data-bbox="582 1478 1382 1626" data-label="Text"> <p>Use images as hinge points for remembering the order of things. For example, each stage that led up to WW1 could be a different colour in the rainbow. As you revise, you will increasingly remember that Red is the assassination of Archduke Franz</p> </div>



Linking topics to memory techniques

TOPIC	MEMORY TECHNIQUE

Independent retrieval logs explained

Alongside revision you are set by your teachers, take the opportunity to use these 'Independent retrieval logs' to help you revise current and prior learning. *These logs have four stages: retrieval; self reflection; spaced practice and making connections.*

Retrieval practice: Retrieval practice involves recalling facts or concepts from memory. Evidence from research demonstrates that retrieval practice is more effective than just re-reading material that you want to remember. Retrieval practice is important for lasting long-term memory. Every time a memory is retrieved that memory becomes more accessible in the future.

Reflection is a form of retrieval practice and involves cognitive processes that lead to learning; the recall of knowledge and the making of connections between new learning and prior knowledge.

The key element for promoting meaningful learning is that you engage in active retrieval practice. This means that you resist the temptation to look at your notes during retrieval and you accept that you will have to think hard. The greater the effort it takes to retrieve something the more you will benefit from long-term retention.

Self reflection: Developing the ability to test yourself on material that you learn is a valuable skill. Self-testing strengthens your learning and also helps you to identify what you know and what you need to re-study. The best questions are those that make you think so questions starting with 'how' or 'why' are better than questions starting with 'what.'

Consider the following questions:

1. What is a mutation?
2. How can mutation change the appearance of an organism?

Which question makes you think more? The more you have to think, the better you will learn.

When writing questions for yourself consider the material from the lesson that you found harder to remember and generate questions that require some explanation. You might like to try using the following question stems...

- How does ... work?
- What similarities and differences are there between...?
- How does ... cause ...?
- If ... was missing what would happen?
- How does ... link to ...?
- Why is ... important?

Spacing practice: Spaced practice means studying information more than once but leaving time between the practice sessions. It feels more difficult than cramming because between sessions you get a little rusty and the material is harder to recall but the effort to retrieve something from your memory when you are on the cusp of forgetting it helps you to remember it better in future. Use the revision timetable enclosed to help remind you to go over older learning regularly.

Making connections

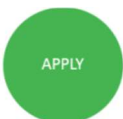
The more you can explain how your new learning relates to what you already know, the stronger your grasp of the new learning will be and the more connections you make to remember it later. Reflecting on past lesson material and relating it to other knowledge or other aspects of your life outside the classroom is a powerful tool for learning and remembering. The more links you can make the better the new learning is stored in your memory. Ask yourself; can you think of any examples of this? How does this relate to what you already know in the subject? Can you think of any ways to help you remember this? Can you think of any applications of this in the wider world? Does this remind you of anything from your everyday life?

TOPIC:



Retrieval practice: Take 15 minutes to write everything that you can remember from today's lesson. *What were the key ideas? What are some examples?*

Go back to your notes to find out what you have remembered and what you forgot. Focusing on the material you forgot write 5 questions to test your memory of today's lesson. Try to make these how and why questions that require elaboration rather than one word answers. You are going to come back to these later.



How does today's lesson relate to the following concepts?

Low stakes quizzing



Low Stakes Quizzing	
1	<i>Choose a topic that you have been learning about in the past couple of weeks. Ideally, you will have already done some revision (condensing/memorising)</i>
2	<i>Use the grid to write five questions about the topic. Try to make sure you are getting yourself to remember the most important information, including key words and definitions. Some example question sentence starters are included below.</i>
3	<i>Make sure there is a time gap between writing the questions with your revision material in front of you, and answering the questions without the materials there. You could write a quiz in one study session and answer it at the start of the next for example.</i>
4	<i>After completing the quiz, go back to your notes. How did you do? What do you need to revise again? Make a note of your targets. (look at REVIEW resources)</i>

EXAMPLE SENTENCE STARTERS
<ul style="list-style-type: none">- Give three reasons why...- Can you define the word...- How important is/was...- Explain the process of...- What happened when...- What are the main themes/ideas in...- How does link to- Give the equation for....



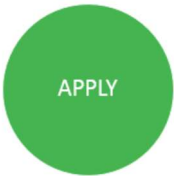
SUBJECT:			QUIZ TOPIC:		
QUESTION		ANSWER	MARK	INFORMATION I SHOULD HAVE INCLUDED	
1					
2					
3					
4					
5					



Make a mind map of the topic from memory. **Do not look at your notes for at least 20 minutes.**

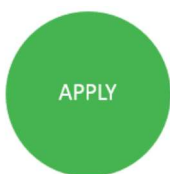
Add anything that you had not remembered in pink when you do look at your notes.

A large, empty rounded rectangular box with a thin blue border, intended for creating a mind map.



Linking with prior knowledge

You are more likely to remember what you are learning if you link it to what you already know. Using the questions you have been given or ones you set yourself, revise how this lesson/concept links to other ideas you have been studying.



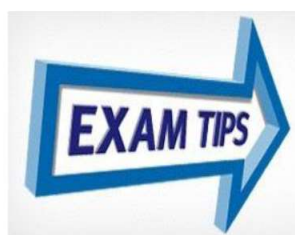
Testing what you've learnt

Once you have spent time condensing, memorising and retrieving information, you need to test what you have remembered. The best way to do this is to use exam questions or past papers, or questions from text books.

Make sure you:

- ❑ avoid looking at any revision material
- ❑ give yourself time and space to complete the question in a quiet place
- ❑ use the tips below to help you approach the questions.

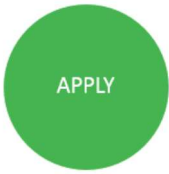
EXAM LANGUAGE	
account for explain the causes of analyse divide into parts and describe each part compare show similarities comment on explain why something is important concise short and brief contrast show differences describe illustrate discuss give both side of an argument, and then your opinion	explain make clear, give details of factors the facts or circumstances that contribute to a result give an account of describe illustrate give examples or diagrams that prove your answer is correct indicate show and demonstrate role a function of something, what part something plays and how it works state express in words summarise give the main points of a wide subject



Exam technique

Read and follow the instructions carefully

1. Underline key words in longer questions
2. Think and/or plan your answer carefully
3. Ensure you use key terms and that your answer is as clear as possible
4. Watch out for careless errors
5. Use your time wisely e.g. don't spend 10 minutes on a question worth 2 marks!
6. Answer every question that you're meant to.



Self testing

Without looking at your notes, fill in an ideal mark scheme for a question you are revising. Once you have completed it, look at the real mark scheme and see what you missed. OR: after a break, come back and write the answer itself.

Subject Matter Covered

Question addressed

Total Marks Available

Question Section

Question Number	Question/parts of question	Marks

Marking Grid

<i>Question Number</i>	<i>Ideal Answer would contain</i>	<i>Alternatives</i>	<i>Cannot Accept</i>

What I need to go back over





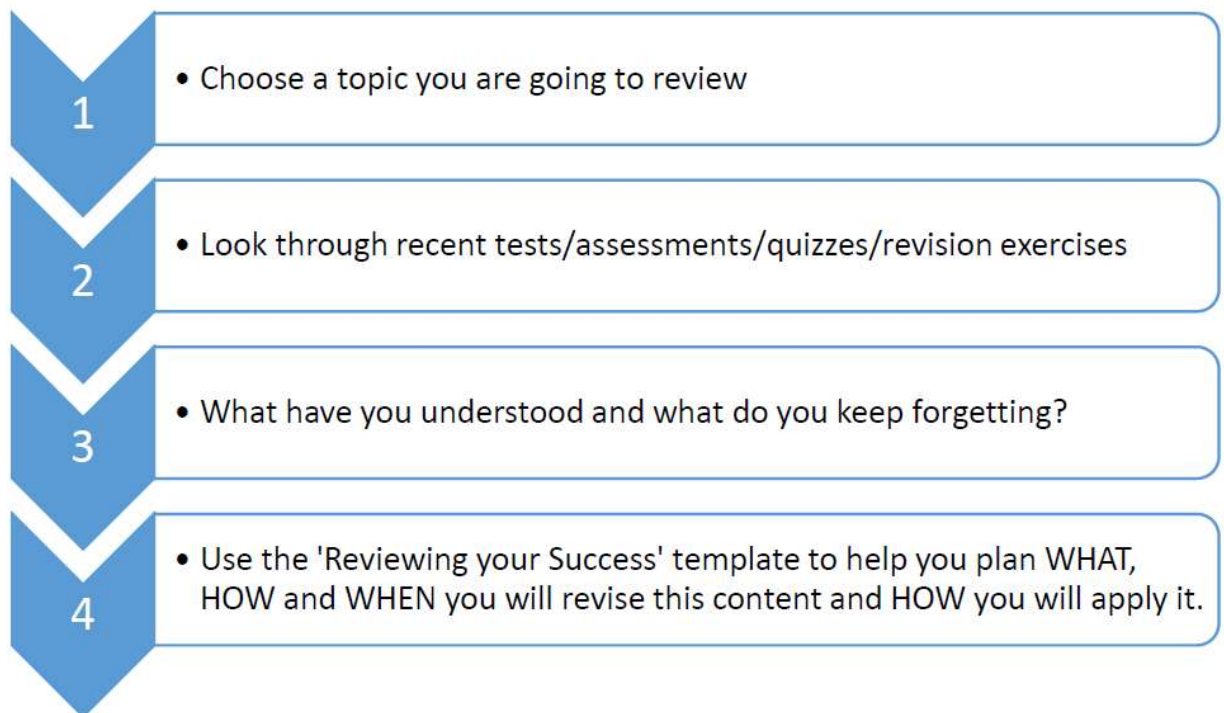
REVIEW: *reflecting carefully on what we have learnt and areas for development*

WHY IT WORKS: *we need opportunities to reflect on how we have done so that we can continue to revise the areas we are struggling with and also to identify the things we are feeling more confident about*

Look over the work you have been doing as part of your revision.

- ☑ class work notes
- ☑ results quizzes/tests/assessments
- ☑ your homework tasks
- ☑ knowledge organisers

*Use the flow diagram to identify which aspects you feel you have understood and which ones you need to revise further. Then use the 'Road to Success' document to help you plan **WHAT** and **HOW** you are going to revise.*





REVIEWING YOUR REVISION Use this grid to help you plan what steps you are going to take to improve your understanding of the topic you are working on.

Subject:

WHAT? <i>Target areas</i> <i>What areas of the topic are you struggling with?</i>	HOW? <i>Revision Strategies</i> <i>What are you going to use to improve your understanding?</i>	WHEN? <i>Assessing Progress</i> <i>How and when will you next test your understanding?</i>

DAY	STUDENT GUIDANCE TIME		AFTER SCHOOL (3X 20 minute revision bites)						
	TASK	RRT	TASK	RRT	TASK	RRT	TASK	RRT	
			SOMETHING I LEARNT TODAY		SOMETHING I LEARNT LAST WEEK		SOMETHING I LEARNT LAST MONTH		
MONDAY									
TUESDAY									
WEDNESDAY									
THURSDAY									
FRIDAY									
SATURDAY (2X 30 minute revision bites)				SUNDAY (2X 30 minute revision bites)				NEXT WEEK:	
TASK	RRT	TASK	RRT	TASK	RRT	TASK	RRT		

REVISION REVOLUTION TECHNIQUES (SEE BOOKLET FOR GUIDANCE, EXPLANATIONS AND EXAMPLES)				
CONDENSE	MEMORISE	RETRIEVE	APPLY	REVIEW

A GUIDE TO THE LANGLEY REVISION REVOLUTION TIMETABLE

What is it?

The Revision Revolution timetable is a way of organising your revision in a quick and manageable way. It allows you to set achievable targets for what you want to cover and helps you stick to your plans!

How does it work?

The timetable has space for you to choose a topic to focus on during each of your study sessions in Student Guidance Time as well as three 20 minute slots after school and four across the weekend. The three after school slots are broken down into:

- ☐ Something you have learnt today
- ☐ Something you learnt last week
- ☐ Something you learnt last month

This is to help you make sure you keep retrieving past information and make links with what you are currently studying. All of the evidence suggests that we learn most when we are regularly revising and retrieving what we have learnt. This limits the amount we forget and makes it more likely that information will be stored in our Long Term Memory.

EXAMPLE

D A Y	STUDENT GUIDANCE TIME		AFTER SCHOOL (3x 20 minute revision bites)					
	TASK	RRT	<i>SOMETHING I LEARNT TODAY</i>	RRT	<i>SOMETHING I LEARNT LAST WEEK</i>	RRT	<i>SOMETHING I LEARNT LAST MONTH</i>	RRT
MONDAY	Biology: Carbon Cycle	Memorise: design pictures to help remember	English: Charge of the Light Brigade	Condense: key cards	History: The Road to WW1	Memorise: make up a mnemonic	Maths: simultaneous equations	Apply: answer questions 1-5

You should:

- ☐ Be precise about what you want to focus on (don't just put 'Biology' - put the carbon cycle')
- ☐ Vary the subjects you are studying
- ☐ Decide on a Revision Revolution strategy that you are going to use during that session

End of week review point:

At the end of each week, you should RAG rate how your revision has gone in each session and set clear targets for next steps.

This might include:

- ☐ Going to speak to your teacher about a topic
- ☐ Signing up to a revision session
- ☐ Going back over notes
- ☐ Trying another exam paper/question
- ☐ Using a different Revision Revolution technique to help you revise the topic again

Healthy Study Habits



Top 10 Revision Tips: DO

1. Short bursts of revision are most effective. Your concentration lapses after a while so you need to take regular short breaks.
2. Find a quiet place to revise – your bedroom, school, and the library – and refuse to be interrupted or distracted. Put your phone away.
3. Make sure you don't just revise the subjects and topics you like. Work on your weaker ones as well.
4. Use the Revision Revolution resources to make sure your revision is well structured and effective



How we can support you

Extended Student Guidance Time

Use tutor time to study and ask your tutor if you need advice on revision.

Homework Club

Each day after school

Intervention Sessions

After school – please see the intervention timetable.

Microsoft Teams

Revision Tips and guidance on each year groups channel.

If you have any questions about blended learning then please email

Useful online resources

Telford Langley School website

<http://www.telfordlangleyschool.co.uk/home-learning> - Revision information and links to sites to support blended learning.

SAM Learning

SAM Learning supports personalised learning through a Self-Assessment Method (SAM) of interactive revision and examination practice. See your planner for login details.

BBC Bitesize

GCSE Bitesize – www.bbc.co.uk/bitesize : Familiar and well used revision site covering all subjects.

Quizlet

<https://quizlet.com/> : Includes sets of flashcards and revision notes.

S-Cool

<http://www.s-cool.co.uk/> : Free revision guides and questions

YouTube: Look out for revision videos on a range of topics

Revision world

<https://revisionworld.com/> : Free revision material for a range of topics

Tassomai (Science only)

<https://www.tassomai.com/> : Proven to improve Science grades with regular use. Fee payable.

In addition, there are **apps** available that help you to plan and track your study. <https://getrevising.co.uk/planner> and 'Revision Ace' are two examples.

Your teachers will recommend other websites that are good for their subjects.

TELFORD LANGLEY SCHOOL



REVISION REVOLUTION BOOKLET