

Revision Toolkit

YOUR ATTITUDE DETERMINES YOUR DIRECTION.

Steve Rogers

It is up to you. It starts now. Your future self. Your attitude to school, teachers, your revision and yourself will all affect your future direction. **You are 100% in control of your destiny.**

It is never too late but the more time you put aside now, the more successful you will be in ALL your exams. It is going to be hard work, you should expect this, but effective revision can make a HUGE difference and help you feel in control.

Revision helps you become comfortable with the things you have learned and ensures you remember more and can feel better prepared for your exams. This is a toolkit which will give you advice about how to revise, what works and how to check it is having an impact. Testing yourself will give you the best guide to the progress you are making.



***Some succeed because they are
destined to. Most succeed
because they are determined to.***

Staying Motivated

- Set small targets
- Remind yourself of your goal
- Use topic PLCs to monitor your progress
- Get rid of distractions
- Have regular breaks
- Test yourself – regularly
- Talk to your teacher
- Use the on-line revision tools – Ask your teacher

Plan

- Write an exam timetable (this is modelled in PDC time)
- Note the order of the exams
- The topics or subjects you may need longer to revise
- How long you need to revise and when you need to do it

Organise

- Make sure you have the revision guides, books and online help you need to revise
- Keep a to-do list and keep this updated for each subject
- Prioritise **what** you need to revise and **when**
- Update your PLC and know **what** to revise for each subject

Managing stress

- Look after yourself (rest, food, sleep)
- Revise with others in a group
- Talk! (to your teacher, parents) if you feel stressed
- Ask for help – if you are revising but it's not working – Your teacher will show you how to revise for their subject.

We are in this together

You are not alone when you need to revise for assessments, tests or exams. We are here for you every step of the way. We are extremely proud of the range and scope of the support available to help you achieve your full potential. There is a huge amount of resources available to help you revise and study successfully.

Listed below are some of our commitments to help you succeed – examples of these should be regularly used and referred to in your lessons.

Content

- Review and Recall activities in lessons
- Consolidation lessons - where you have chance to review and ask questions
- Feedback lessons - where you complete PLCs and review your targets
- Walking Talking Mocks
- On-line revision materials, papers and tests
- Exam practice and use of past-papers
- Subject notes and work books

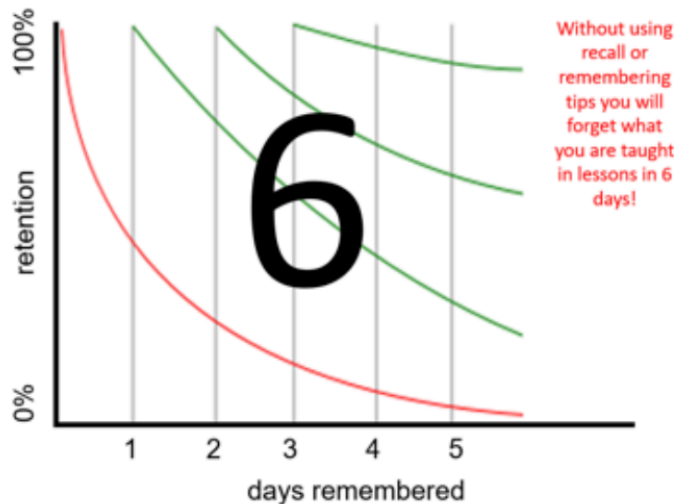
Skills

- Modelling exam answers
- Making assessment objectives clear
- Reviewing questions and command words
- Knowing what to expect from the paper
- Making time to practice
- Modelling how to revise best for the subject

Support

- Tutor time creating your revision timetables
- In-school intervention slots
- RM Unify / SMHW / One drive - access to revision and assessment material - teachers will provide weblinks for each subject
- Modelling revision in lessons
- Pixl Independence materials
- Ask your teacher / tutor / DOL for help
- Self reviewsheets

Why revise, review and recall my knowledge?



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.

Revision in a nutshell

1 When / where do I focus best?



set place and time to work

2 What order should I study?



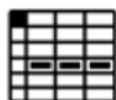
plan study timetable

3 How do I study best?



read, chunk, diagrams, quiz

4 How am I getting on?



review progress e.g. PLC

5 What else do I need to know?



focus on weaknesses

1. You need know **what** to revise – Use a PLC

Unit 2: The USA, 1919-41

Use this checklist to help you structure your revision. For each of the topics, regularly review whether you are red, amber or green. This will help you to think about what you need to revise and the areas you feel least/most confident on. Don't forget to attend revision sessions and see your teacher for help!

SECTION	TOPIC/SKILL	DATE:	DATE:	DATE:	DATE:
Key Skills	4m and 6m Questions – Infer and describe...	R/A/G	R/A/G	R/A/G	R/A/G
	8m Questions – Explain causes and effects and change and development...				
	16 m Questions – Cause and effects				
Section 1 – The US Economy, 1919-29	How did WWI affect the US economy?				
	Tariffs, immigration quotas and isolationism.				
	The importance of the Ford motor car.				
	Mass production – the assembly line, standardisation.				
	The growth of new industries and the effects.				
	Hire purchase, advertising, higher wages, leisure time and the effects on the economy.				
	Stock market boom – causes and effects.				
	Problems faced by older industries.				
	Why did prices for farmers fall after WWI?				

To start with you must know what you need to learn- You will have **Personal Learning Checklists (PLCs)** like these for all your subjects.

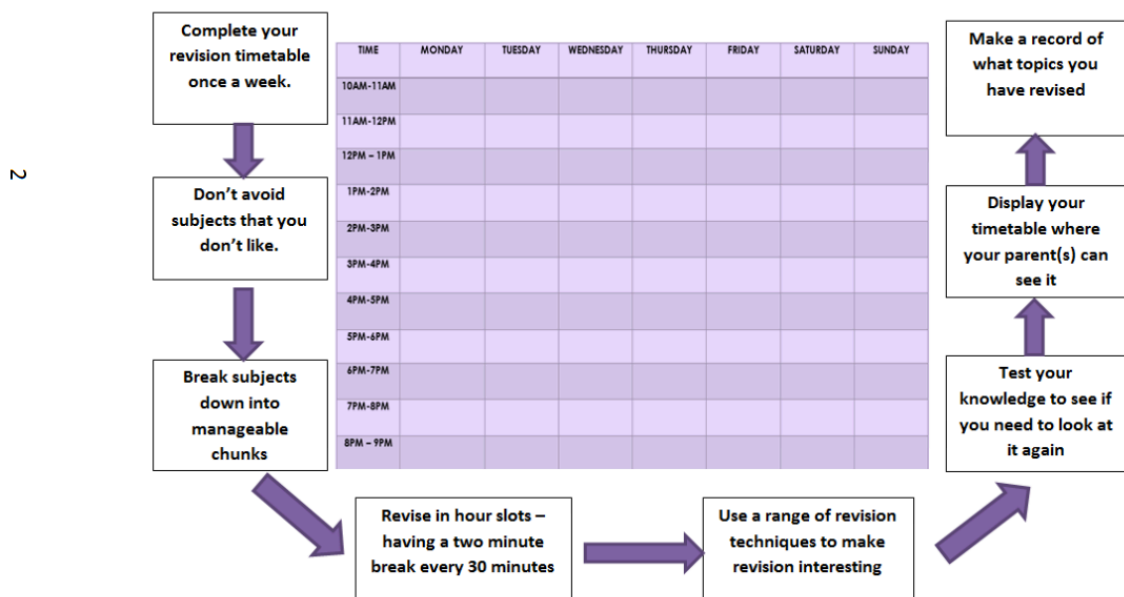
You should begin by **checking to see that you have notes/revision guides that cover these areas**. If not you should ask your teacher.

You can then identify areas that you feel **least confident** with and start your revision here.

2. You need to know **when** to revise? Write a timetable.

Benefits of using a revision timetable:

- Helps to organise your revision
- Avoids conflict at home
- Gives student a work/ life balance
- Provides communication between student and parent(s)/carer(s)
- Encourages regular and effective revision
- Opportunity to set small achievable targets
- Breaks revision down into manageable chunks



3. You need to know **HOW** to revise

Mind Maps

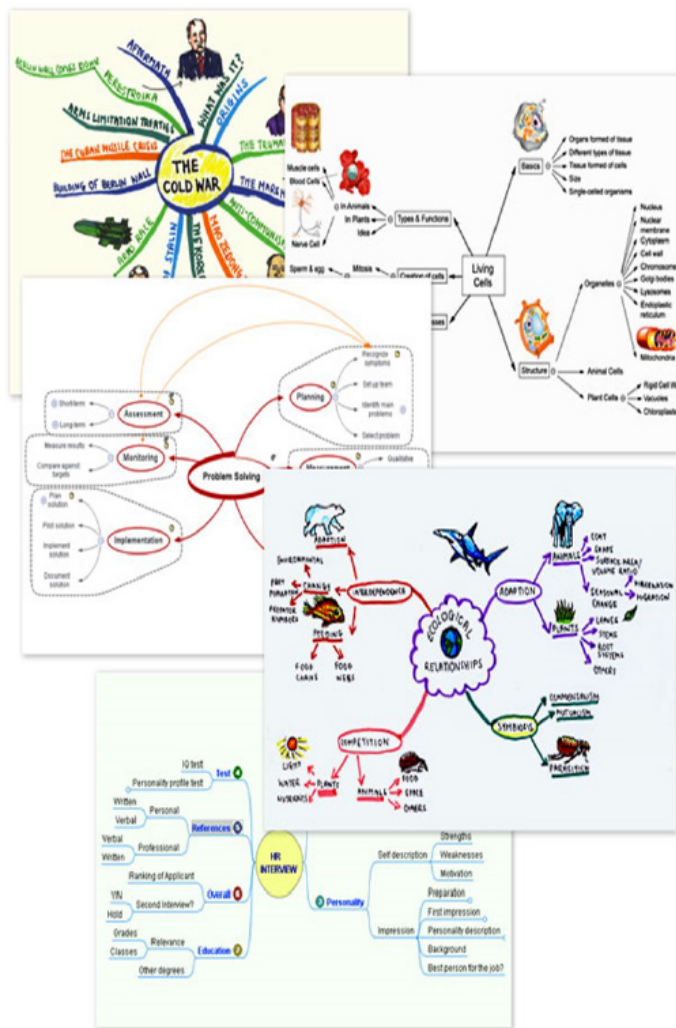
A mind map is a way of getting a lot of information down onto one piece of paper. It allows you to revise from a single sheet of information, **rather than reading** pages and pages of a textbook.

Mind maps can be drawn by hand or done on the computer. They can be made up of words, pictures, or a mixture of both, depending on your learning style.

Whilst making the mind map, **you are revising**. Your brain is being forced to take out the key ideas and sift through the things that you don't really need.

By making the mind map yourself, you are more likely to remember the information, rather than someone telling you what to write.

You will organise the information how you want on the mind map. This **helps your brain to remember key ideas** because the mind map is a visual reflection of what is happening.



Index Cards



Index cards can be used in different ways, depending on the information you are trying to learn.

They can be used to **break down information** into smaller chunks to be learnt one card at a time. This is ideal for learning your **speaking or writing controlled assessments** in French/Spanish/German. This allows the brain to concentrate on small sections of information at a time- almost kidding the brain into thinking there is less to learn. This technique only works if you have a **period of time** in which to learn the information, i.e. 7 nights. Type up the piece of work you are needing to learn, divide it into 7 sections, print it off and make a booklet of cards- **one to learn per evening**.

7 Nights

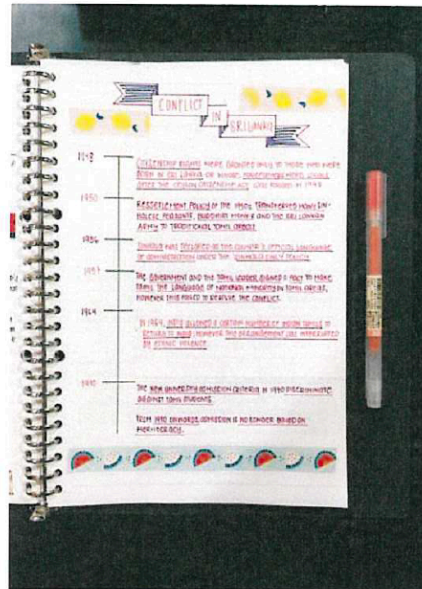
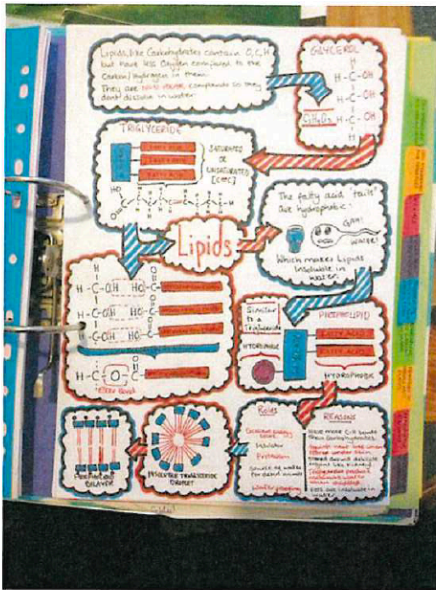
They can be used to **remember a list of information**.

- **Read** the whole piece of work/topic in a textbook/section of your class book/novel
- Decide which bits are the **important bits**- key ideas, key quotes- make notes as you are going along, or use a highlighter
- Each index card should only have **one topic** on it eg- The character of George in 'Of mice and men' (English) or 'The end of world war one' (History)
- Make a **numbered list** on the index card of everything you need to remember about that topic/character
- Try to **make the points link together**- this will help you remember them in an exam situation eg if the first quote you write is to do with Lennie's obsession with the rabbits, make your second quote in your list be about George's feelings about wanting to live alone.



Your teacher will show you how to do this in lessons

Flow Charts



"Active learning is the key to remembering. You have to DO something to keep the words in your head."

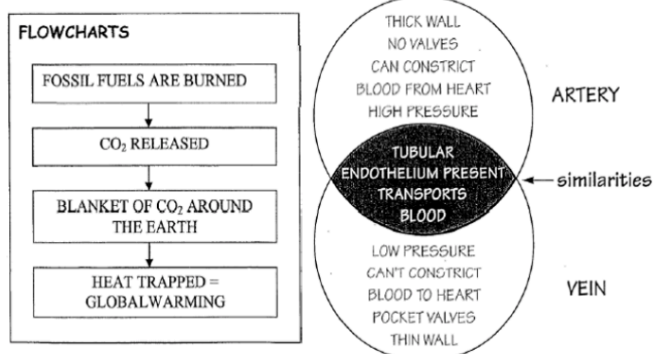
The visual representation of information, showing how one thing leads to another is known to be highly beneficial. Consider how you can use images and diagrams to help you remember more effectively.

It's a good idea to cover up each section and see if you can remember which bit comes next. Getting things in the right order are essential for many subjects, so this is a good technique to help you remember how to order your thinking. You could cut up some bits of card and put the key points for each one and then arrange them to see if you have got the order right. Even better, use blank or very basic cards- fill them in with what you remember and then place them in order. Another technique know to have a big impact. Try it and see if it works for you.

Pictures and diagrams

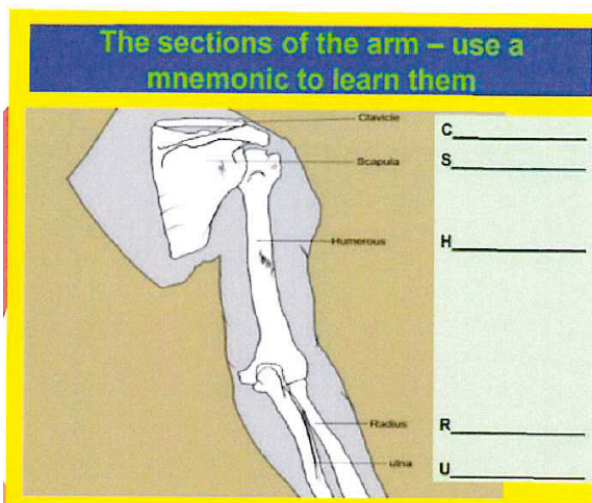
Putting information into a diagram or picture condenses it down into a manageable chunk.

It also makes it more memorable.



Mnemonics

Use the first letter of each word you need to remember into a phrase you will remember. It's as simple as that. Then read it, write it, speak it until it sticks there forever. Think of the two I have just used above. We all still remember those from primary don't we? You see it really works!



Take this example. There is SO much to remember for GCSE PE. Bones, muscle groups.... How could you remember the sections of the arm?

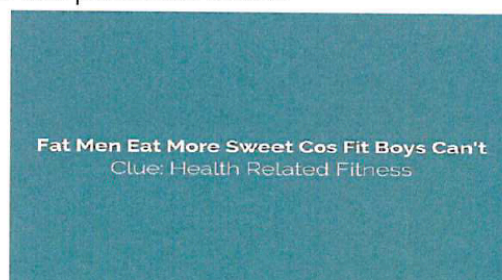
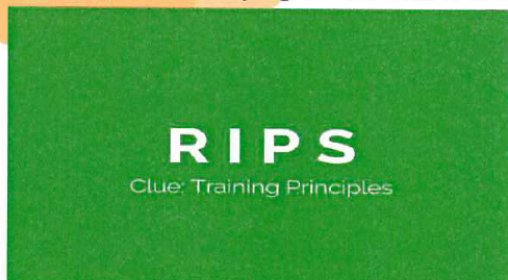
Chocolate Strawberries Have Rusty Underpants

No? How about...

Christian Smells Horrible Riding Unicorns.

Whatever you choose. Repeat, repeat, repeat. Until it's stuck there. Like a painful spot you are desperate to squeeze. Eeew.

Now just think of those flow charts and timelines we looked at. Could you make a mnemonic to remember the order of those key facts, the dates? Combining techniques is like a power move on Super Smash Bros or something. You can also then use those letters to try and remember what the heck you were trying to remember in the first place. See below:



These are most often used in order to remember a **list**.

A famous example is "*Richard of York Gave Battle In Vain*" to remember the order of the colours of the rainbow.

Another example is: "*My Very Educated Mother Just Served Us Nachos*" where each of the initial letters matches the name of the planets in our solar system (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune).

You can use this technique in your study/revision to help remember quotes/lists etc.



Condensing Notes

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.

Cornell Notetaking Method

Cue Column

Notes Column

2.5 Inches

6 Inches

- Main Ideas
- Questions that connect points
- Diagrams
- Study prompts

- Main lecture notes here
- Use concise sentences
- Use shorthand symbols
- Use abbreviations
- Use lists
- Put space between points

When?

After class
During review

When?

During class

Summary Column

- For top level, main ideas
- Use as a quick reference area

When?

After class
During review

2"

Final Tips



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.

A few final thoughts....

1. Be **specific** about what you need to work on
2. Get the teachers **advice** about **how** to revise a topic
3. Find a way that **works** for you
4. Track your **progress** (RAG, PLC, Confidence /10)

You will gain in confidence – step by step – get the habit!

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

Challenge Cards

Match – Choose from



- Match key words into pairs
- Match key words into opposites
- Match causes and effects
- Match topic with ideas from other subjects

Create your own question from command words below:

Appraise	Argue	Assess	Critique	Defend
Evaluate	Examine	Grade	Inspect	Judge
Justify	Rank	Rate	Review	Value



Exam Question

Write an exam question for the topic we are studying. Include a mark scheme to help answer the question.

Order, Order



- Place factors in order of importance.
- How would you order the concepts?
- Can you put events in logical order?

Symbols



Translate something into symbols that could help someone else learn this topic.

Reproduce

Without looking at your notes, reproduce the key messages from today.

Random Words- using 5 random words from today's lesson

- Show how any or all of the words connect to one another.
- Explain how they may influence one another.
- Suggest how they might link to the learning.
- Create a story encompassing all the words.



Confident?

Rate your confidence with this topic out of 10 if less than 10 what will you do to make it 10, what could you do to get to 11?



Memorise

Create a mnemonic to remember some important facts from today's lesson.



Tweet it



Summarise something you have learnt into 140 characters.

Challenge Cards

Knowledge buster

Arrange, Define, Describe, List,
Match, Memorise, Name, Order,
Quote, Recognise, Recall, Repeat
Reproduce, Restate, Retain.

Something new from today

Clarification – Ask Yourself

- What exactly does it mean by...?
- Can you give me an example of ..?
- How would that work?
- What would you compare it to?



Power of three

What are the three most
important messages
from this lesson?



5 – 5 – 1

Summarise today's topic in 5 sentences.

Reduce to 5 words.

Now to 1 word.

Know it! – Questions

How does it work?
What are the similarities and differences between...?
What is the cause of...?
Ifwas missing what would happen?
How areandconnected?
Why isimportant?

Take Action!

Underline – key reasons

Highlight – key words

Sort – put in order

Annotate – add your comments

Number – the key points

Self-review PLC – What are my priorities?

My revision so far

Subject	Teacher	I know what I need to revise	I have started my revision	What I will do	How I will know I am getting better
English					
English Literature					
Maths					

Final thoughts

Key Questions about your Revision

How are you revising?

- I'm doing exam questions from my teacher
- I'm redoing exam questions from class
- I'm completing whole past papers
- I'm writing revision notes
- I'm writing revision cards
- I'm writing myself revision questions to test myself on
-

How do you know you are covering everything?

- I've spoken to my teacher about my revision
- I'm using my PLC
-

How do you know you are getting better?

- I check to see if I can recite each revision card
- I note down the key points I remember and I compare them to my revision notes
- My mum tests me on the questions that I ask her to read out
- I use the question and answer cards from my teachers
- I use past paper mark schemes
- I ask my teacher to mark what I'm doing

Testing my knowledge: How do I know I am making progress?

- I use past papers and class assessments to check my knowledge and understanding of topics – not just my notes!
- I can replicate mind maps and timelines from memory
- I have used the Revision challenges on P7 and P8
- I can tackle short and long answer questions with confidence
- I know HOW to answer questions – exam technique
- I use PiXL independence materials and questions
<https://students.pixl.org.uk/#!/login> (get your log-n details from your teacher)
- I feel more confident about my exam preparation

You are 100% in control of your destiny.



Revision WRAPPER



Revision Reflections



Complete the table, reflecting on what obstacles you faced and how you might avoid them next time. Then circle the true statements...

Factor	My Own Rating (/10)	Obstacles I faced	How to avoid them in the future
Effort & Motivation			
Understanding of Content			
Problem-Solving Ability			
Overall Learning			
Attitude to Learning			
Attention Span & Focus			
Higher-Order Thinking Skills			

"I was too tired to stay fully motivated today and need to be getting more sleep"

"I approached this topic with a positive attitude"

"I genuinely tried my hardest today"

"I wasn't as well prepared for this test as I could have been"

"Today's work is a fair reflection of my best abilities"

"That lesson was fun and enjoyable"

"I could easily describe and explain the main ideas from that topic to a friend"

"Too easy! I need more challenging work!"

"I found it difficult to concentrate today"

"My own bad attitude is a major obstacle to my success"

"The content in today's lesson was difficult for me to understand fully"

"I work well in a revision group"

"I kept getting lost in thought and distracted by irrelevant thinking"

"Difficult emotions got in the way of learning in this lesson"

"My thinking today involved analysis and evaluation of new ideas"

"I didn't make a full effort today"

"I should have asked"

"I'll get more next-time"