Revision Guidance

How to revise for your summer exams!

Hi all,

This guide will support you with your revision ahead of the summer exams.

You will find the following in this guide:
1. How to revise effectively
2. Techniques for effective revision
3. The importance of reading
4. Suggested template for revision timetables

Revision is not just watching a video or reading your notes or a revision guide. Revision must be active and creative for it to be effective.

Read your notes or read information in a revision guide or watch a video on your chosen topic and complete one of the suggested techniques. This is revision!

All the best,
Mr Hemmings

Revision resources/links

Pearson Revise Online:
https://reviseonline.pearson.com/

https://senecalearning.com/en-GB/

https://members.gcsepod.com/login/

https://app.bedrocklearning.org/

Watch these GCSEPods to learn more about effective revision:

Retrieval practice:
https://members.gcsepod.com/shared/podcasts/chapter/79860
Spaced practice:
https://members.gcsepod.com/shared/podcasts/chapter/79862
Interleaving:
https://members.gcsepod.com/shared/podcasts/chapter/79864

To access these sites, log on with Office 365 and use your school login details.

For GCSEPod, you would've set up your login details. If you cannot remember these, follow the 'forgotten my login details' link. If you haven't set up an account, follow the 'New to GCSEPod' link instead and set up an account with your school email address.

We know there is a direct correlation between vocabulary, reading ability and academic achievement. Use Bedrock to develop your vocabulary; this will support you in all of your subjects!

You also have access to other resources and links from your different subjects, including Teams and OneNote.
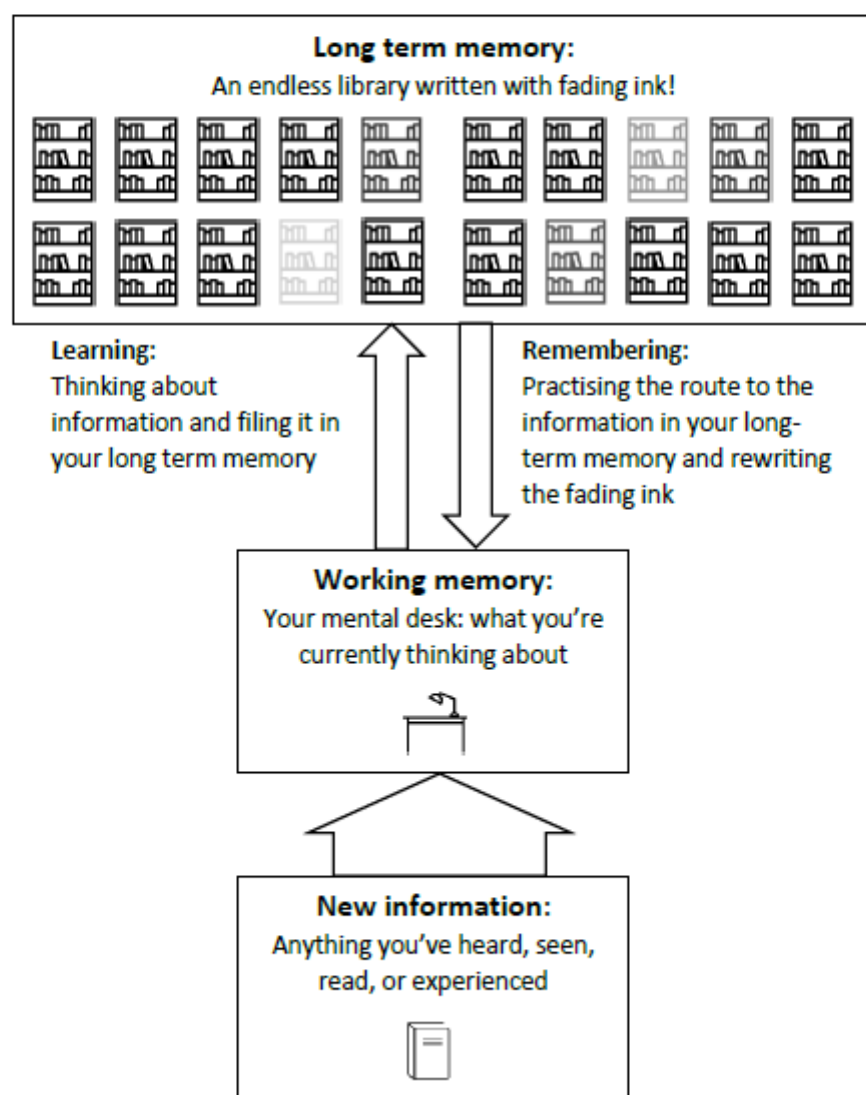
How do I learn and revise effectively?

Learning is the process of understanding information and being able to remember it over a long period of time.

Revising is the process of revisiting information which you have already been taught to ensure that you have learned it and to ensure that you can easily use it in exams.

To remember a lot of knowledge quickly, that knowledge needs to be securely stored in your long term memory.

To make sure knowledge goes into your long term memory, stays there, and to make sure you can find it quickly, you need to spend time thinking hard about that knowledge in your working memory.

Long term memory:
An endless library written with fading ink!

Learning:
Thinking about information and filing it in your long term memory

Remembering:
Practising the route to the information in your long-term memory and rewriting the fading ink

Working memory:
Your mental desk: what you're currently thinking about

New information:
Anything you've heard, seen, read, or experienced

Mind Full, or Mindful?

Key pieces of advice to learn and revise effectively:
1. **Avoid distractions:** give yourself as much space as possible in your working memory to focus on the information you are learning or revising.
2. **Think hard**: if you don't think hard about the information you're learning or revising, it is unlikely to go into your long-term memory.
3. **Start early**: thinking hard about information takes time and you need to revisit information regularly to strengthen those memories. Leaving revision until the last minute is likely to be overwhelming and will limit how effective your revision is.

WHAT IS THE POMODORO TECHNIQUE?

A method for staying focused and mentally fresh

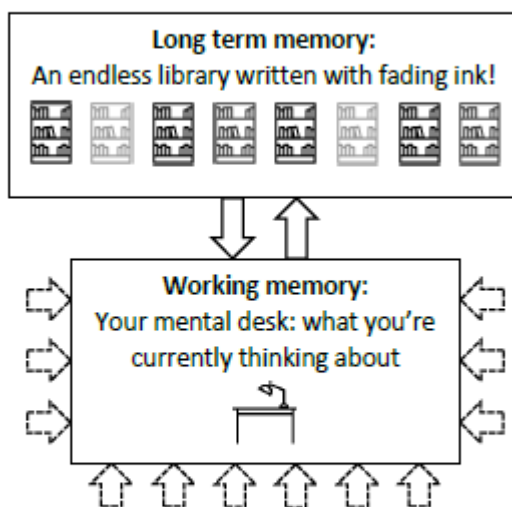| STEP 1 | | Pick a task |
STEP 2		Set a 25-minute timer
STEP 3		Work on your task until the time is up
STEP 4		Take a 5 minute break
STEP 5		Every 4 pomodoros, take a longer 15-30 minute break

Where should I work and revise?

When you revise effectively, you pull information from your long term memory and strengthen it in your working memory. You may also be finding gaps in your long term memory and closing them by thinking hard about new information in your working memory.

Your working memory can only hold a small amount of information at once. In order to revise and learn effectively, you should use techniques which stop your working memory from becoming overwhelmed.

Anything that you are currently experiencing or paying attention to takes up space in your working memory. One way that you can free up space in your working memory is by working in an environment which is free from distractions.

Long term memory:
An endless library written with fading ink!

Working memory:
Your mental desk: what you're currently thinking about
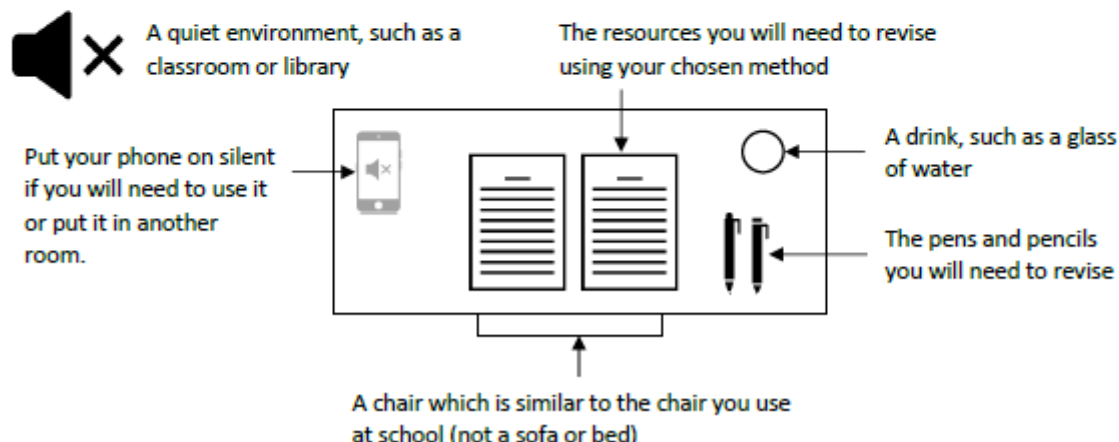
When creating a space to revise…

Do:
- ✓ …work in a tidy environment where you have the tools you need to revise effectively.
- ✓ …work in a quiet environment.
- ✓ …put your phone in another room or use an app on your which blocks social media.
- ✓ …work in a space which you only use for home study, schoolwork or revision.

Don't:
- X …work in a cluttered environment.
- X …distract yourself with (loud) music or noise.
- X …work near your phone or other devices which can access social media.
- X …work in the same space where you relax.

An example of an effective revision space:

A quiet environment, such as a classroom or library

The resources you will need to revise using your chosen method

Put your phone on silent if you will need to use it or put it in another room.

A drink, such as a glass of water

The pens and pencils you will need to revise

A chair which is similar to the chair you use at school (not a sofa or bed)

When should I revise?

In order to revise effectively, you have to think hard. Thinking hard is tiring. Therefore, when you revise, you should choose a time when find it easiest to focus. This should be a time when you are well-rested and when you are used to working.
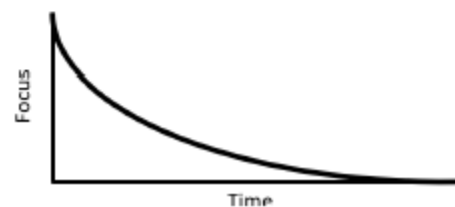
Revising when you are tired:
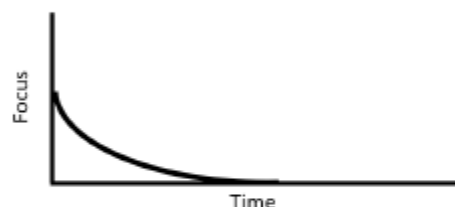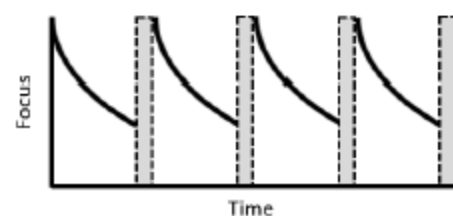
Revising when you are well-rested:
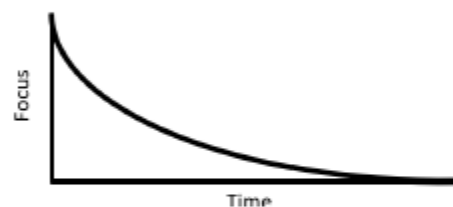
You should also take regular breaks when you revise. These breaks can be structured using a method called the Pomodoro technique.

Revising without a break:

Revising with small regular breaks:

When revising:

Do:
✓ …get into a routine of revising at a particular point every day.
✓ …revise when you are well-rested or at a time when you are used to working.
✓ …take regular small breaks.

Don't:
X …depend on when you *want* to revise.

X …revise late at night or when you are tired.

X …try to force yourself to work for long periods of time without a break.

Planning revision sessions using the Pomodoro Technique:
1. Choose a time when you are well-rested and used to working.
2. Decide the specific task you are going to complete (e.g. I will complete a Science revision module about electrolysis of aqueous substances).
3. Set up your study area (See "Where should I revise?").
4. Decide on how many 25-minute slots you will need to complete the task you have decided to complete.
5. Remove your phone and any other distractions from your working space.
6. Set a timer for 25 minutes. Ideally use a digital timer which is *not* on your phone.
7. Spend the *entire* 25 minutes working. If you have spare time at the end, start another task.
8. When the timer goes off, leave your working area and take a 5-minute break.
9. Repeat. Take a longer break after every 3 25-minute sessions.

Effective techniques for revision

Flashcards

Flashcards are small sheets of paper or card with matching pieces of information on either side. They are a useful tool for learning facts and allow you to quickly check whether you have remembered something correctly.

1861	groynes	osmosis	Where is the pharmacy?
Pasteur published his paper about germ theory.	A low wall on the coastline which slows longshore drift	Net movement of water from a high concentration to low concentration across a partially permeable membrane	Où est la pharmacie?

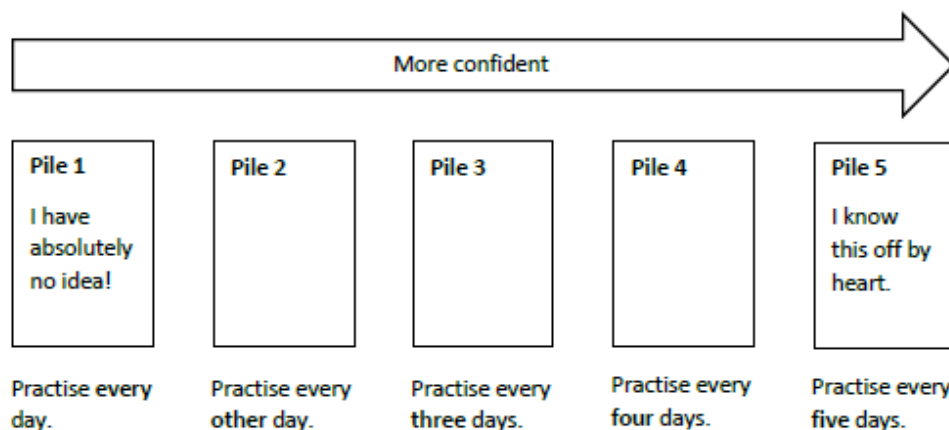## When making and using flashcards:

Do:
✓ ...make flashcards quickly.

✓ ...put a single piece of information of each flashcard.

✓ ...sort your flashcards according to your confidence with them (see below).

✓ ...test yourself on the flashcards from memory.

Don't:
X ...spend more time *making* flashcards than actually using them.

X ...put lots of information onto each flashcard.

X ...revise the flashcards in the same order every time that you use them.

X ...only read through flashcards.

How to use flashcards:
9. Test yourself using the flashcards.
10. As you test yourself, sort the flashcards into up to five piles according to how confident you are with the content.
11. Put the piles into numbered envelopes (1-5).
12. Test yourself on the different piles on different days (see below):

More confident →

Pile 1	Pile 2	Pile 3	Pile 4	Pile 5
I have absolutely no idea!				I know this off by heart.
Practise every day.	Practise every other day.	Practise every three days.	Practise every four days.	Practise every five days.

13. As you test yourself on the different piles, move the cards into different piles as you become more confident.

Over time →

1 2 3 4 5   1 2 3 4 5
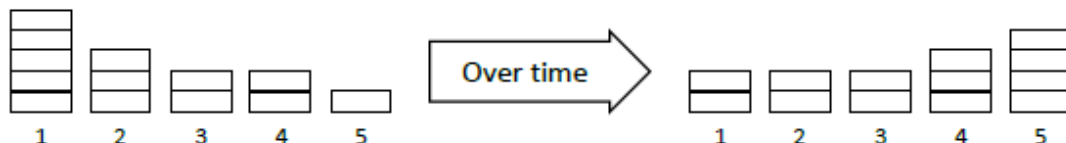
Being smart when using flashcards

1. Use Spaced repetition - review your cards at specific, increasing intervals: for example, on Day 1, Day 2, Day 4, Day 8 and so on. Spaced repetition works because it activates your long-term memory, while leaving small breaks in between studying uses your short-term memory.

2. Make sure you have a **'thinking pause'** after picking the card up and reading the question, then turn it over to read the information.

3. Once you get an answer right using your flashcard – **DO NOT DISCARD IT**! You need to keep **repeating the question** even if you get it right multiple times – otherwise it will fall off your memory.

4. As well as retrieving your knowledge, **try writing the answer or definition in your own words and giving examples.** This will help your learning and recall.

5. Try 'interleaving'. Once you have several decks of flashcards for different subjects and topics, try mixing them up. This will test your knowledge across subjects in a single session. Make sure **you are confident** enough to do this every so often.

Using a system to revise with flashcards

The Leitner system is a well-known and very effective method of using flashcards. It's a form of **spaced repetition** that help you study the cards you don't know more often than the cards you already know well.
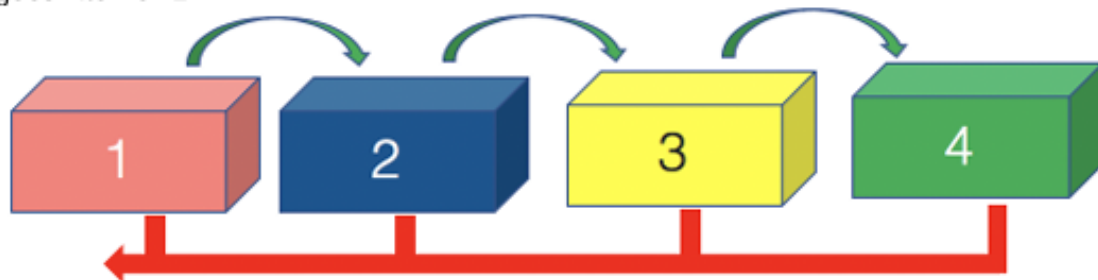
Leitner System – The Method

All flash cards start off in Box/Stack 1. As you review the cards, each card you answer correctly goes into Box 2.
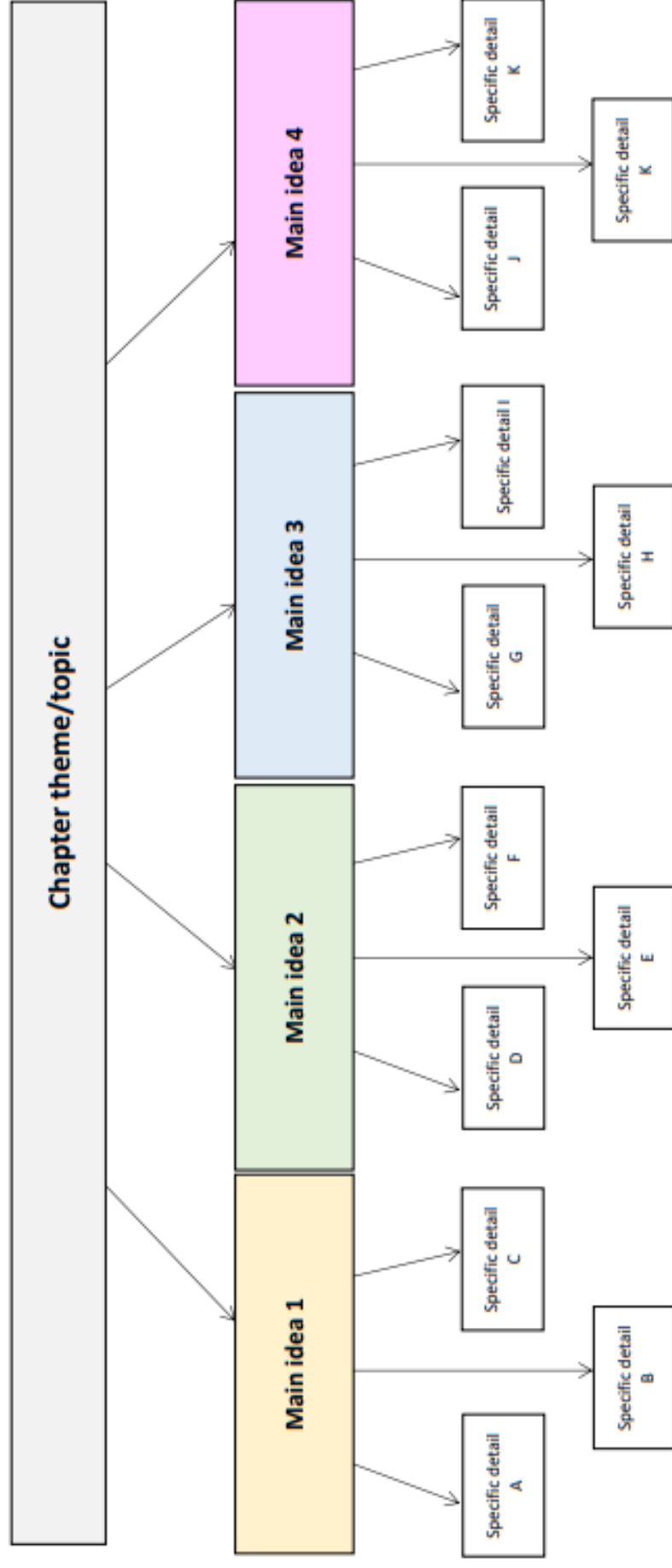
If you give the wrong answer the card stays in box 1.

When you review cards in Box 2, if you still get it right you move the card to box 3 and so on until all cards are in Box 4.

If you get a card wrong in any box, it goes back to Box 1.
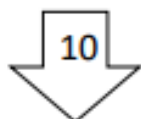

- The key is that the cards you know less well are reviewed more frequently than the cards in the higher boxes.
- You now must choose the frequency at which you review each box.
- **For example** - Box 1: Every day, Box 2: Every 2 days, Box 3: Every 3 days, Box 4: Every 4 days

![PiXL ThinkingHard logo]

Chapter theme/topic

Main idea 1
- Specific detail A
- Specific detail B
- Specific detail C

Main idea 2
- Specific detail D
- Specific detail E
- Specific detail F

Main idea 3
- Specific detail G
- Specific detail H
- Specific detail I

Main idea 4
- Specific detail J
- Specific detail K
- Specific detail K

Taken from the article: 'What Will Improve a Student's Memory?' By Daniel T Willingham (http://www.aft.org/sites/default/files/periodicals/willingham_0.pdf)

PiXL ThinkingHard
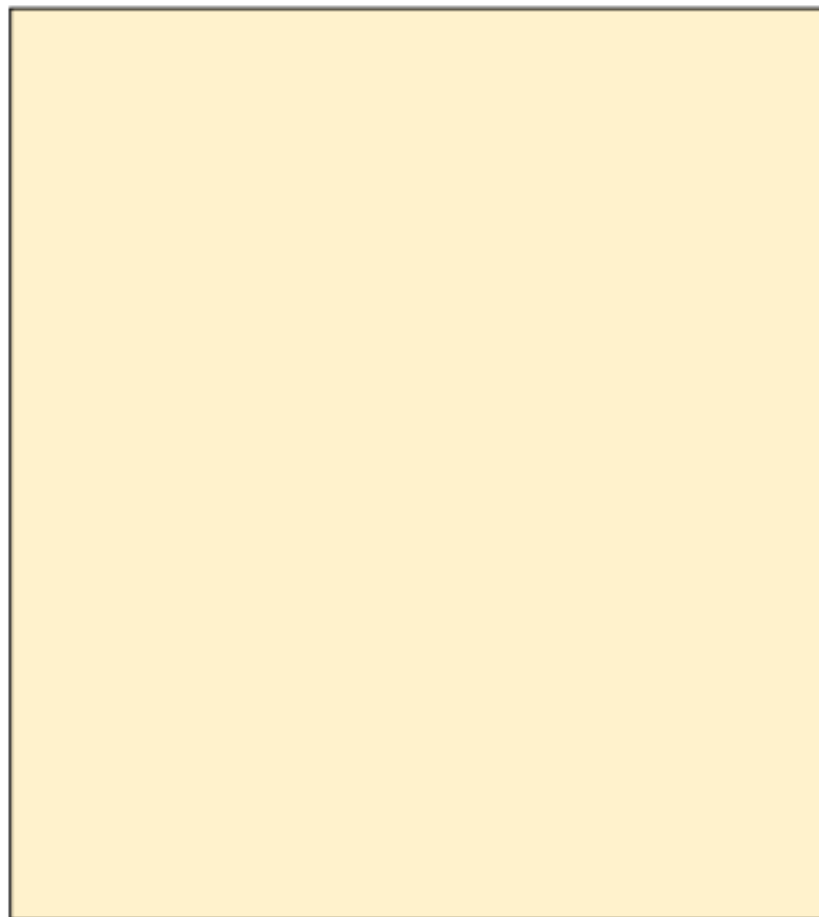
PiXL Revisit: Chunk It

Unit/Topic:

10 ⬇ Chunks of learning of this topic/area
* You could start with the most important or the most difficult to learn.

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

PiXL ThinkingHard

PiXL Revisit: Transform

Unit/Topic:

PICTURE/SOURCE/INFO/RESOURCE

<u>**Key Points**</u>

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Most important + WHY:
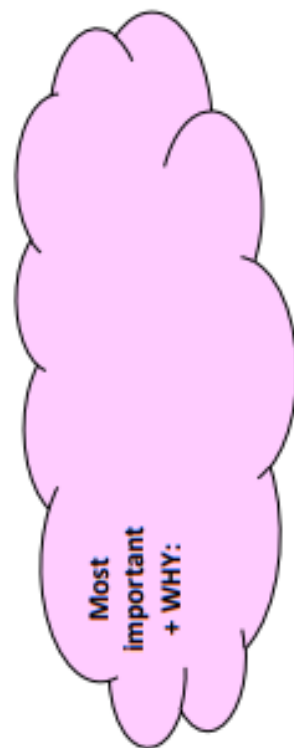
PiXL Revisit: Flexibility of Thinking Connection Map

Title

Place the information/ factors/knowledge in the boxes. Add as many boxes as you want to.

Draw lines linking the boxes. The darker /stronger the line, the stronger the link.

On the line, give reasons for the links - explain the importance or significance of the link.
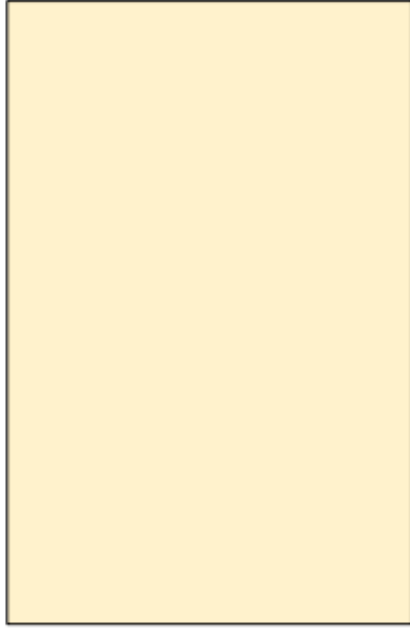
You could also add formula/dates/facts/quotes near, or on, the line to exemplify knowledge.

PiXL ThinkingHard

PiXL Revisit: Reduce to 6 points

Unit/Topic:

Information

R
E
D
U
C
E

Reduce to 6 points

1.
2.
3.
4.
5.
6.
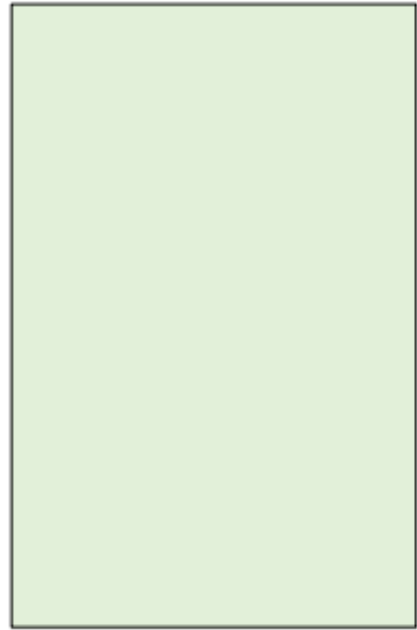
Reduce to 3 key points

A.

B.

C.
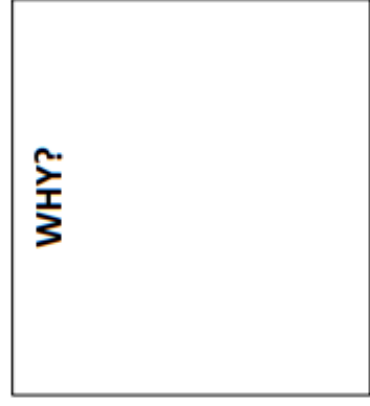
Information

P
R
I
O
R
I
T
I
S
E

Prioritise (most important)

1.
2.
3.
4.
5.
6.

WHY?

PiXL ThinkingHard

PiXL Revisit: Thinking Hard Model

Name of Topic: _____

Name: _____

Class: _____

Take a section of the text and do the following:

| |
|---|
| 1) Prioritise: Underline the three most important sentences here. Rank 1-3, briefly explain number 1. Cross out the least important sentence. |
| 2) Reduce: Reduce the key information into 12 words. |
| 3) Transform: Transform this information into four pictures or images (no words allowed). |
| 4) Categorise: Sort this information into three categories. Highlight and think of a suitable title for each category. |
| 5) Extend: Write down three questions you'd like to ask an expert in this subject. |

PiXL Revisit: Ranking Triangle

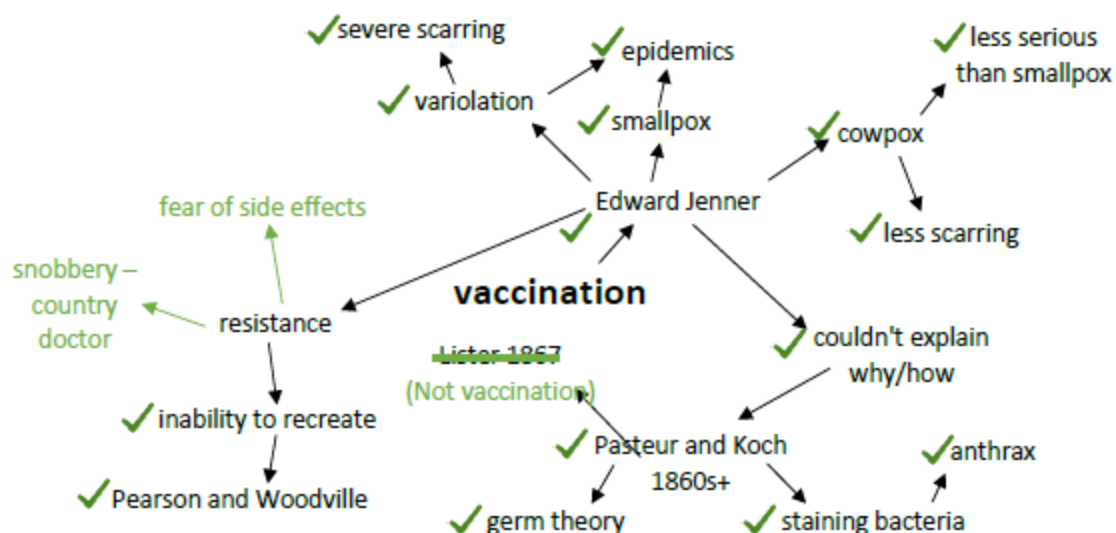**Name of Topic:** _____

Name: _____

Class: _____

The most important information goes at the top and then the least important at the bottom. Make sure you justify WHY you think it the most/least important.

_____

_____

_____

_____

_____
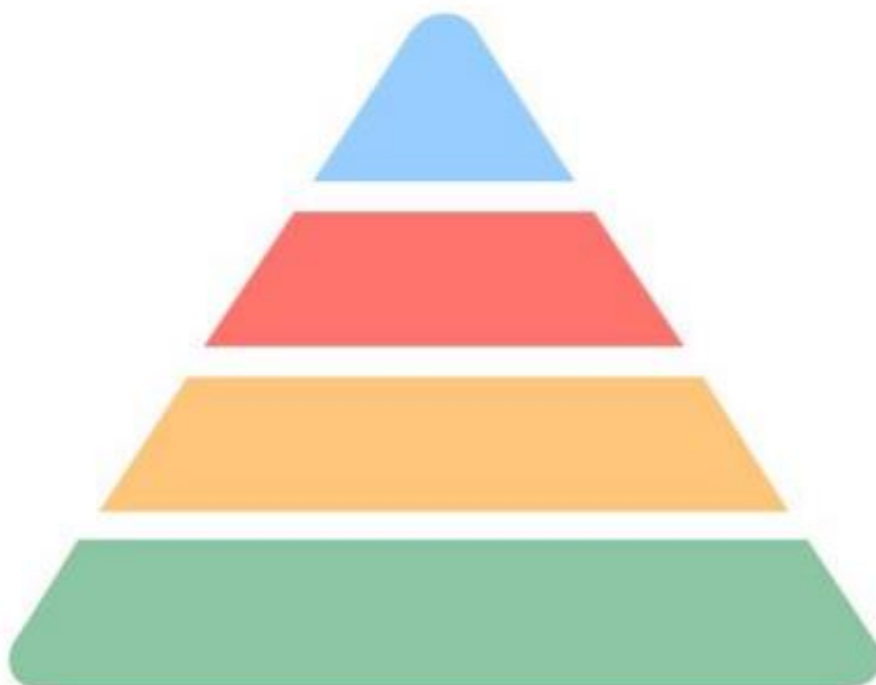
Knowledge dumps

A knowledge dump is when you write down everything you can remember about a topic. They are a useful tool for finding out what you know and where the gaps are in your knowledge.

✔ severe scarring

✔ variolation

✔ epidemics

✔ smallpox

✔ less serious than smallpox

✔ cowpox

✔ less scarring

Edward Jenner

vaccination ✔

fear of side effects

snobbery – country doctor

resistance

~~Lister 1867~~
(Not vaccination)

✔ couldn't explain why/how

✔ inability to recreate

✔ Pasteur and Koch 1860s+

✔ anthrax

✔ Pearson and Woodville

✔ germ theory

✔ staining bacteria

When writing knowledge dumps:

Do:
✓ …write from memory.

✓ …check what you have written against a textbook or knowledge organiser.

✓ …connect information together in a spider diagram format (see below). This will allow you to remember more.

Don't:
X …copy information from textbooks and knowledge organisers.

X …assume that everything you have written is correct.

X …write a list (see below).

How to write a knowledge dump:
1. Use an empty piece of paper and write the date at the top of the page.
2. Without any support, write down the first thing you can remember about the topic you have chosen. Use single words or phrases.
3. As this fact triggers more information, write those facts down. Connect the facts together with lines or arrows.
4. Once you can't remember anything else about the area you started writing about, try to remember another fact to start another 'web' of knowledge. Stop once you can't remember anything else.
5. Using a knowledge organiser or textbook, check and correct your knowledge using a different coloured pen.
6. Keep your knowledge dump. This will allow you to compare knowledge dumps over time so you can see your success.
7. Note down what you corrected or added. Practise these gaps using flashcards or quizzing.

Self-quizzing

Self-quizzing is when you answer a series of questions about a topic from memory. It is a useful tool for finding specific gaps in your knowledge within a topic and it allows you to quickly check whether you have remembered something correctly.

Self-quizzing can be completed in lots of different ways. For example, you could answer specific questions, you could complete gap fill-activities, or you could fill in a diagram from memory.

Public Health in the Industrial Revolution

Questions:

1. Give two reasons why people migrated to urban areas during the Industrial Revolution.
2. Why did increased population density increase the risk of epidemics in urban areas?
3. Give an example which shows that many public health systems in urban areas were overwhelmed during the Industrial Revolution.
4. Why did many people living in damp and overcrowded housing increase the risk of epidemics during the Industrial Revolution?
5. Why didn't the government in the early Industrial Revolution take steps to improve public health services and living conditions?

6. Give an example of a disease, caused by poor public health, of which there were epidemics during the Industrial Revolution.

Answers:

1. Improvements in agricultural technology and the invention of the factory ✓
2. Diseases could easily spread from person to person. ✓
3. Multiple families would share one overflowing cesspit. ✓

4. People had weak immune systems which made them less able to fight off diseases. ✓

5. The government had a laissez-faire attitude to public health, meaning that they did not think that improving public health should be their responsibility. ✓

6. The plague X Cholera or typhus (the plague was in the Middle Ages and the Renaissance)

5/6 (83%)

When answering quiz questions:

Do:
- ✓ …answer every question, even if you are unsure.
- ✓ …write the answers to the questions from memory.
- ✓ …answer the questions in as much depth as you can.
- ✓ …mark and correct your answers after you have finished.
- ✓ …improve your knowledge of incorrect answers after you have marked your answers.
- ✓ …keep a record of your scores.

Don't:
- X …skip questions because you find them difficult or you are unsure about the answer.
- X …answer the questions using textbooks or knowledge organisers.
- X …write single word answers so you can answer the question as quickly as possible.
- X …assume that your answers are correct.
- X …throw the quiz away as soon as you have finished it.

Your Brain on Books

What science tells us about why you should get lost in a great story

Reading by the Numbers

Increases knowledge and vocabulary by

50%

Lowers stress by

68%

Can lengthen your life by

2 years

Books Can:

Boost your mood
Studies show that people who read for fun are more likely to feel happy and confident.

Help you relax
Your heartbeat slows. Your muscles melt. One minute you're reading in bed, and the next you're zzZZZzzzZZZzzz.

Bring people together
Whether you're starting a book club or bonding over Wimpy Kid with a friend, you'll be part of a reading community.

Reading is a workout for your . . .

Memory
Reading exercises the brain, improving your memory. (Maybe you'll stop forgetting your lunch at home!)

Imagination
Books help you see vivid pictures in your mind. So you feel like you're actually at Hogwarts, riding a Nimbus 2000.

Heart
Research shows that reading about a character's thoughts and feelings can make you kinder.

Reading just two pages a day can make a significant difference to your reading levels. It is not too late to start this now to support your academic achievement this summer.

Can't revise for English Language? Yes, you can! Read two pages a day, including fiction and nonfiction. This will develop your reading and help you to be more successful.

Don't know what to read? Go and see our library team who will be more than happy to provide some recommendations!

"The difference between ordinary and extraordinary is that little extra" "I'm a greater believer in luck, and I find the harder I work the more I have of it"

Day / Time	4.00pm to 5.00pm	5.00pm to 6.00pm	6.00pm to 7.00pm	7.00pm to 8.00pm	8.00pm to 9.00pm	9.00pm to 10.00pm
Monday						
Tuesday						
Wednesday						
Thursday						
Friday	10.00am to 11.00am	11.00am to 12.00pm	12.00pm to 1.00pm	1.00pm to 2.00pm	2.00pm to 3.00pm	3.00pm to 4.00pm
Saturday / Sunday	4.00pm to 5.00pm	5.00pm to 6.00pm	6.00pm to 7.00pm	7.00pm to 8.00pm	8.00pm to 9.00pm	9.00pm to 10.00pm