

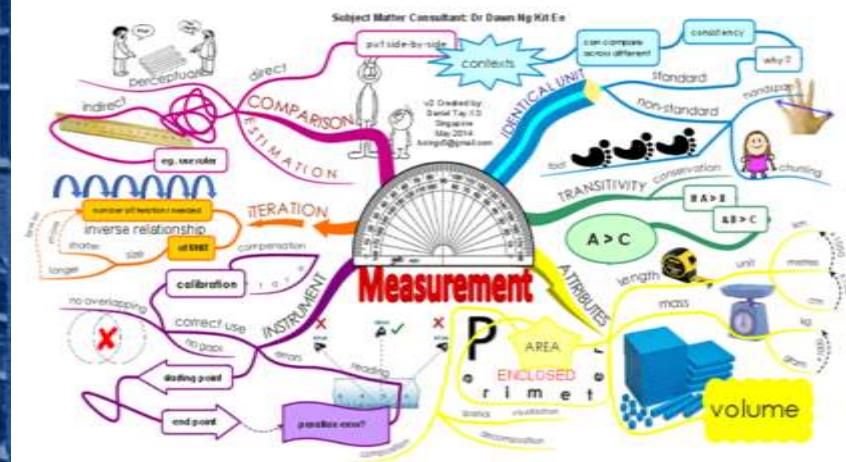
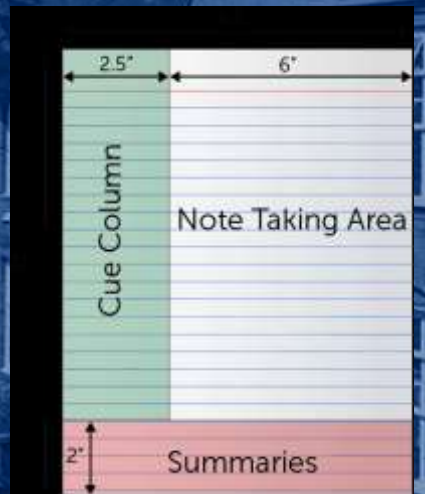


@RodingValleyHS



Roding Valley
HIGH SCHOOL

RVHS TRIED AND TESTED REVISION TECHNIQUES



Part 1: Revision Planning

Making your revision timetable...



	MON	TUE	WED	THU
8-9am				
9-10am	Algebra			
10-11				
11-12pm	Lunch			
12-1pm				
1-2pm				
2-3pm	Logic			
3-4pm				
4-5pm	Phres			
5-6pm	Dinner			
6-7pm				
7-8pm				
8-9pm	Work			
9-10pm				
10-11				
11-12am				

	Sunday	Monday	Tuesday	Weds	Thurs	Friday
		15	22		32	
		16	23	French	33	Psychol.
8		17	24	French	34	Psychol.
9		18	25			Psychol.
10				Sarah		
11		19	26	29	Stats	
12		20	27	30	Stats	
1		21	28	31		
2					35	
3					36	
4						
5						
6						
7						

Setting out a revision timetable

- Students need to have 2 types of revision timetable (School Day and Weekend/Holiday/Study Leave*)
- **Needs to be realistic and manageable**
- Work on a **3:1:1** Ratio (for every 3 hours work they need 1 hour of 'play' and 1 hour of rest)

What might a school day timetable look like?

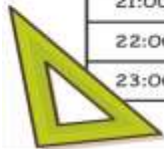
Day	4pm	5pm	6pm	7pm	8pm	9pm	10pm
Mon	P L A Y					R E S T	
Tues							
Wed							
Thurs							
Fri							

What might a **weekend/holiday/study** leave timetable look like?

Revision Timetable



Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
07:00							
08:00							
09:00							
10:00							
11:00							
12:00							
13:00							
14:00							
15:00							
16:00							
17:00							
18:00							
19:00							
20:00							
21:00							
22:00							
23:00							





The rules of revision:



- Have a space to revise without interruptions.
- No phones/tablets/computers during revision blocks.
- No procrastination.
- Regular breaks.
- **Don't worry about what others may be doing- peer groups etc.**



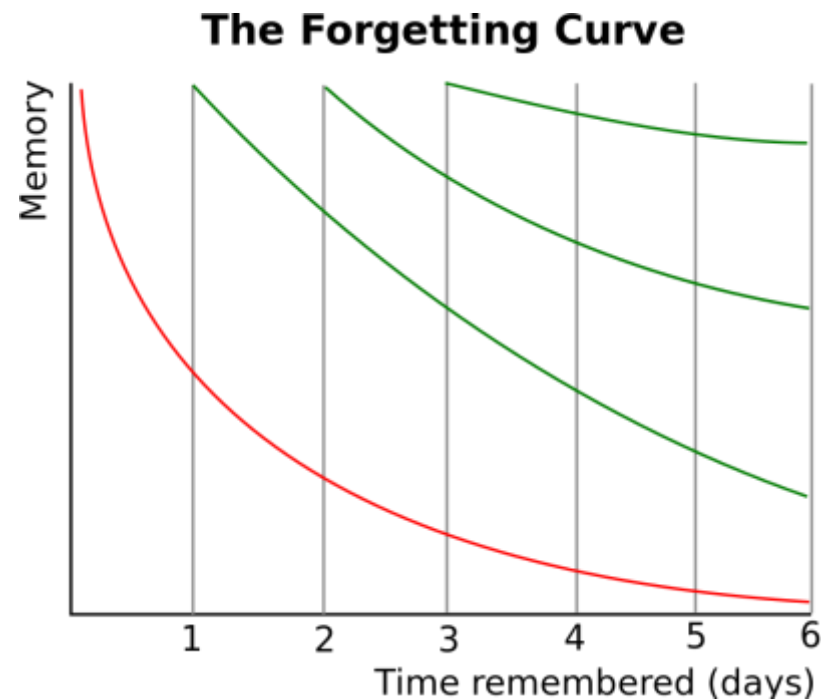
Procrastination-Don't let them do
it!

TALES OF MERE
EXISTENCE

BY LEV YILMAZ

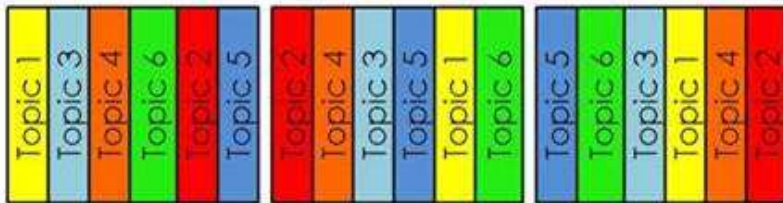
The principle: INTERLEAVING

- When we learn something, we forget it
- When we revisit something we've learned repeatedly, we remember it better
- This is shown in the Ebbinghaus Forgetting Curve- example from Mr Banks to follow!



Interleaving vs blocking

Blocking vs interleaving



- “Blocking” your revision – focusing on one topic for a long time then moving on to the next topic – **is inefficient.**
- “Interleaving” your revision is far more effective.

Interleaving and chunking

- For interleaving to work, you have to break down your revision into “chunks”- **USE THE PLC!**
- It's no good putting “**Biology**” into your revision calendar – **you need to be specific- themes of the topic.**
- It's best to deal with each element or topic of the course.
- **GCSE Biology** includes:
 - Health
 - Responses to the environment
 - Evolution
 - Ecology
 - Cells
 - Photosynthesis
 - Organisms and their environments
 - Protein functions and uses
 - Respiration
 - Genetics
 - Speciation

Planning interleaved revision



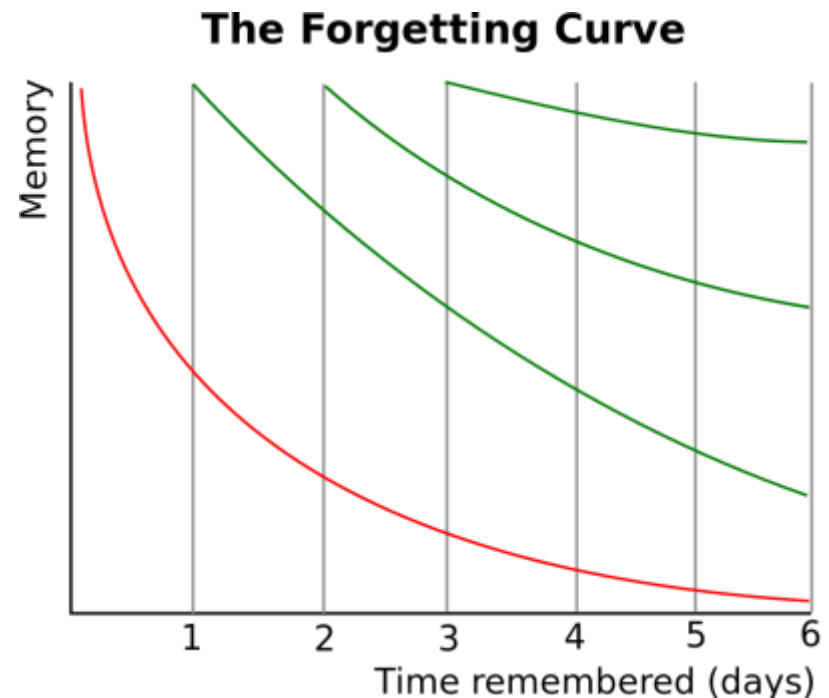
Revision Calendar for week starting:							
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8am							
9am	English Lit: poetry French reading					English Lit: poetry Physics: Forces	
10am	Break		French reading Physics: Forces				
11am	Physics: Forces						
12 noon		Physics: Forces English Lit: poetry		English Lit: poetry			
1pm							
2pm							
3pm				Physics: Forces			
4pm		French reading					
5pm							
6pm					French reading		
7pm			English Lit: poetry				
8pm							
9pm							

PART 2- memory training.

Example from Mr
Banks...

The principle: INTERLEAVING

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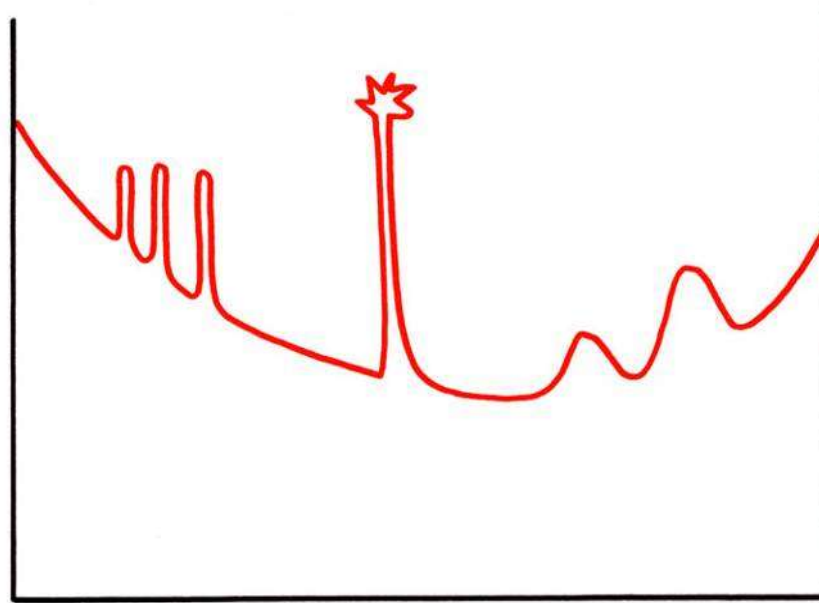


FLORIA

FLORIA is a technique that provides “hooks” for information in your memory. Look at the following list of words for 40 seconds, then see which you remember:

SHOE
GARDEN
GOOSE
MUSIC
AND
TAYLOR SWIFT
AND
CAR
HERB
WORM
SPIDER MAN
BOXING
GCSE
DUCK
NIPPLE
MOSS
PENCIL
GLOVE
WATER
GLUE
HERB
TURTLE

RECALL DURING LEARNING - FLORIA



First. Last. Outstanding.
Repeated. Interesting. Associated.

Using FLORIA

- Put the most important information FIRST and LAST
- When preparing revision materials, think about how you can make key information OUTSTANDING
- REPEAT important facts
- Make key information INTERESTING using images, mnemonics, sticking it on a post-it in an unusual place, associating it with a person or event, pretend you are delivering a lecture or an assembly on this...
- Make links between information so the ASSOCIATION leads you from one fact to another

SHOE
GARDEN
GOOSE
MUSIC
AND
TAYLOR SWIFT
AND
CAR
HERB
WORM
SPIDER MAN
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GCSE
DUCK
NIPPLE
MOSS
PENCIL
GLOVE
WATER
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TURTLE

Summary

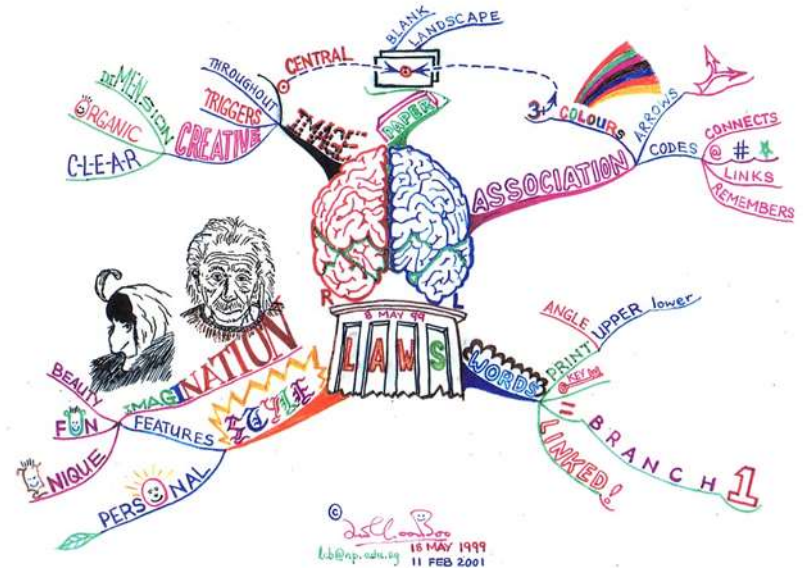
- You can use...
 - Interrogation
 - Mnemonics
 - FLORIA
- ...to help your memory retrieve key facts. Try them!

Part 3: Now we've
planned what we are
going to do, what
exactly is it we need to
do?

RVHS top 3 tried and tested revision strategies!

Strategy 1: **Buzan** Mind mapping.

- **Step 1:** Start with the theme/ central idea. in the middle of the page.
- **Step 2:** Each main branch must be a KEY topic or theme from the big idea.
- **Step three-** branch out from your key branches- they must be smaller to represent that the information is being developed.
- **Step four-** use key words only per branch- they must fit perfectly!
- **Step five-** Colour code the branches.



Using key words in mind maps

Albert Einstein

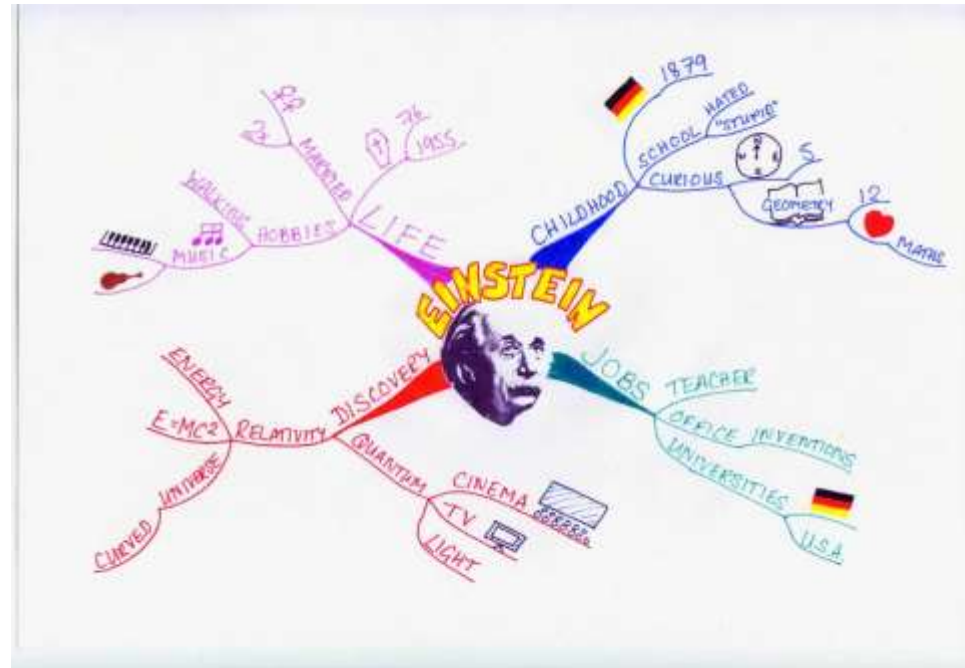
Einstein was born in Germany in 1879. As a child, Albert hated school and his teachers thought he was rather "stupid". In fact he was asked to leave school because his teachers found him disruptive. He was a very curious child and wanted to know how everything worked. When he was five years old, his father gave him a compass, which he loved and took apart to understand how it worked. When he was 12 he was given a geometry book, which he read from cover to cover, and so began his love of maths.

Einstein had several jobs. His first, ironically, was as a teacher. At first he failed the exam, but persisted and got the job. He then went to work in a patent office where he would look at new inventions. When his scientific papers became well-known, he was actively sought after by many universities. He worked in German universities for 17 years, until the Nazi reign, when he fled Germany because he was a Jew. He went to work at Princeton University in the USA for the rest of his life.

He made some amazing discoveries in his work, that changed much about the world. His first scientific paper was his Quantum Theory. He discovered that light travelled not only in waves, as previously thought. This discovery later led to the inventions, by others of the cinema and television. His second major discovery was his theory of Relativity. Daydreaming one afternoon, he imagined travelling on a beam of light, and dreamt that the universe is curved. This daydream led to his famous theory, $E=MC^2$, and has led to many inventions for creating more powerful energy.

Although Einstein worked hard his whole life, he also had many things he enjoyed, and contributed them to his great brain. He loved music and played both the violin and piano to a very high standard. He went walking every day to relax and daydream and keep fit.

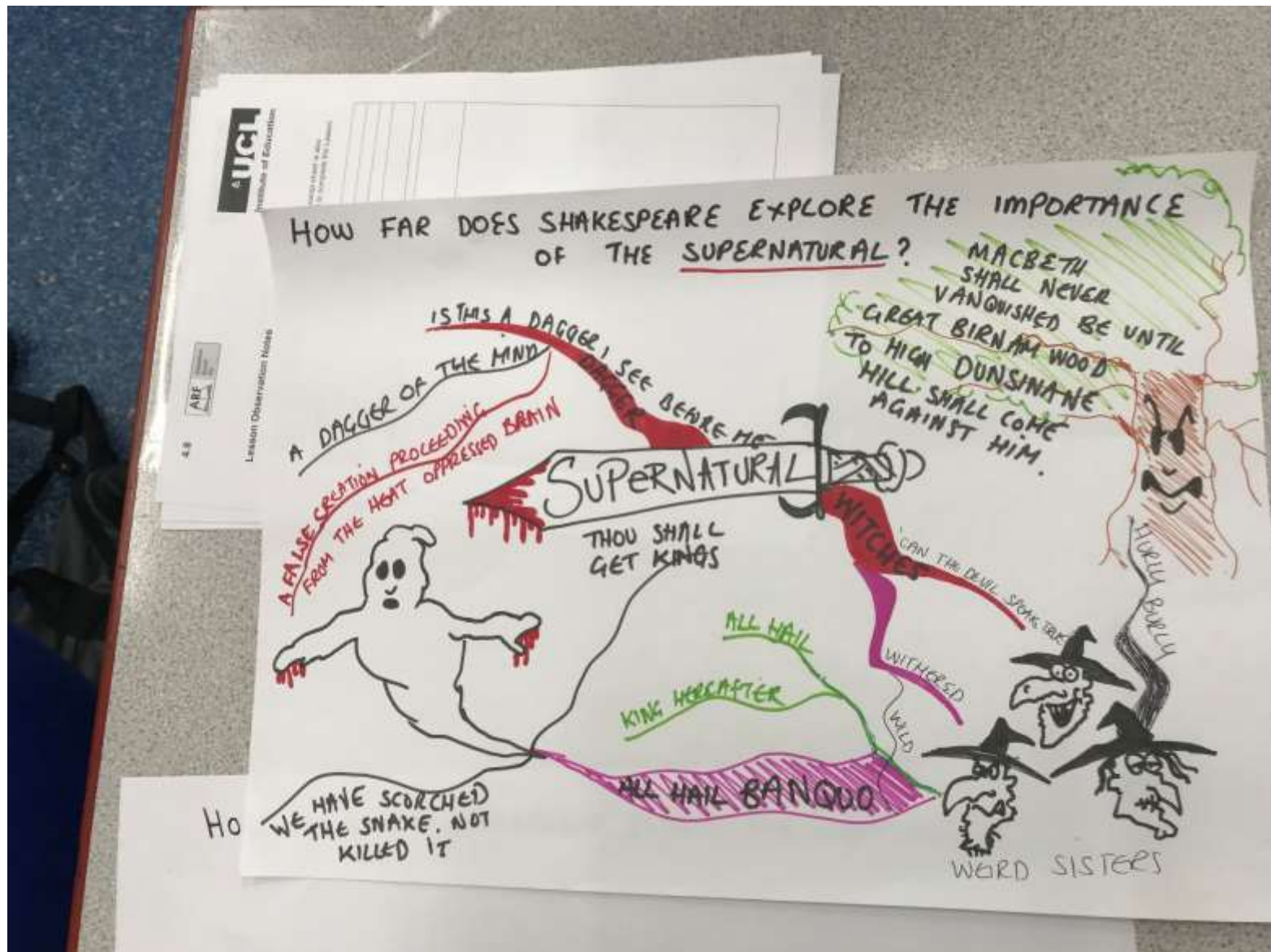
Einstein married twice, and with his first wife had two sons. He died in 1955 at the age of 76.



Use our subject specific **PLCs to get you started!**

<https://www.rodningvalley.net/teaching-learning/revision-resources/>

RVHS student example:

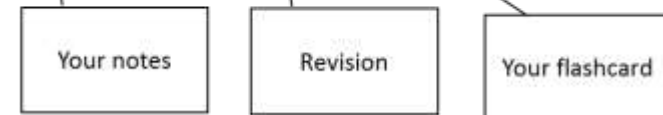
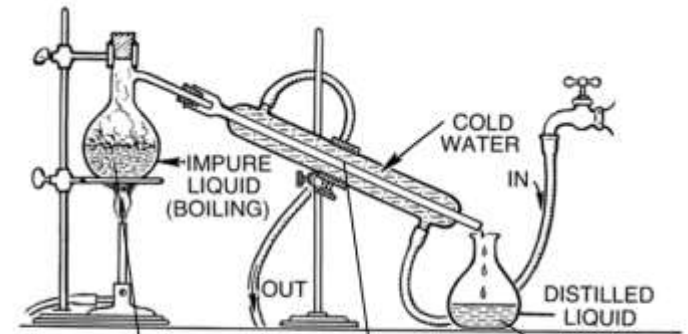




Strategy 2: Creating a **cue** card

The Cue card– **distilling your learning**

Because a cue card is small, you need to boil down your learning to a key, easily-revised summary.



Cue Cards

Create cue cards from your mind maps

These should act as prompts and not be overcrowded with information

Organise these by colour / design / topic / subject

Use for keywords / events / phrases to learn

EXAMPLE

1.
Keyword: MNEMONIC

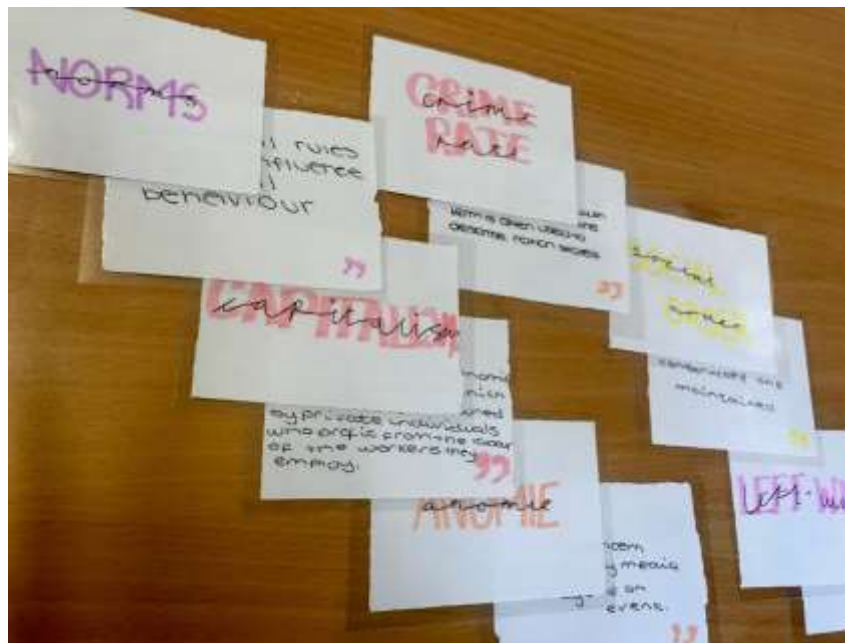
Definition: A new word or phrase made up from points to remember by the first letter
(Big Elephants Can Always Understand Small Elephants - how to spell BECAUSE)

Create 3 Cue Cards on yourself from your MIND-MAP

The 5 W's!

Who?
What?
When?
Where?
Why?

RVHS student example:



Strategy 3: Cornell notes.

Course, Topic, and Date	
Study Cues	Revision notes
Summary	

Step 1: Select the key topic being revised- Look at your PLC and your interleaved revision timetable.

Step 2: Make revision notes on the topic- using guides, classwork etc.

Step 3: Provide study cues in the left margin- what will help you remember these notes? As brief as possible

Step 4: Summarise all of this information into 2-3 sentences!

This could be done per unit, per paper and then per subject!

Application of revision:



Past Papers & Mark Schemes

GCSE Revision



Finding past papers and mark schemes

- AQA: <http://www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes>
- OCR: <http://www.ocr.org.uk/i-want-to/download-past-papers/>
- EDEXCEL: <http://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html>



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Thank you for attending.

We appreciate your support.

