How to … REVISE

How many hours of revision do you spend, roughly, per week on all subjects combined (not including homework / coursework)

| Remember | Understand | Apply | Analyse | Evaluate | Create |

How to ... REVISE

What are your barriers to revision

| Remember | Understand | Apply | Analyse | Evaluate | Create |

Remember	Understand	Apply	Analyse	Evaluate	Create

How to create a revision timetable

During the year, you have an incredible amount of information you are expected to learn and remember. Independent revision allows you to close specific gaps you have in your knowledge.

However, it can be incredibly difficult to plan to revise properly leading to large bursts right before an exam (bad).

Planning when and what you are going to revise reduces the number of decisions you need to make every day and will reduce the risks of you not revising or your revision being ineffective because you have left it until the last minute

| Remember | Understand | Apply | Analyse | Evaluate | Create |

How to create a revision timetable
Prioritise your subjects

- List all your subjects

- Rank your subjects from number 1 → (1 being weakest)

- Then re-write your list in the order of the subjects you have numbered (underneath).

Maths	6
English	4
Biology	1
Geography	3
Physical Education	5
History	2

Remember	Understand	Apply	Analyse	Evaluate	Create

How to create a revision timetable
Prioritise your subjects

Maths	6
English	4
Biology	1
Geography	3
Physical Education	5
History	2

- List all your subjects

- Rank your subjects from number 1 → (1 being weakest)

- Then re-write your list in the order of the subjects you have numbered (underneath).

Your list:

1 - Biology

2 - History

3 - Geography

4 - English

5 – Physical Education

6 - Maths

Remember	Understand	Apply	Analyse	Evaluate	Create

How to create a revision timetable
Writing your timetable

1. Write in everything you have planned prior to creating your revision timetable. (Work, going to the gym / playing sport, etc)

2. Write in upcoming exams & deadlines

3. **Not every space needs to be full** – leave yourself time to relax too!

4. Focus on the subjects in RED first, these are the ones you are least likely going to choose – but they are the highest priority.

5. Write in the subjects you are going to cover and when. Be specific around what you will cover each time you sit down an revise.

Remember	Understand	Apply	Analyse	Evaluate	Create

How to create a revision timetable

Example of a blank revision timetable during study leave / holidays

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
0800-0900							
0900-1000							
1000-1100							
1100-1200							
1200-1300							
1300-1400							
1400-1500							
1500-1600							
1600-1700							
1700-1800							
1800-1900							
1900-2000							

Remember	Understand	Apply	Analyse	Evaluate	Create

How to create a revision timetable

Example of a revision timetable during study leave / holidays

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
0800-0900							
0900-1030	Bio	PE	Bio	PE	Bio	PE	
1030-1100	Long Break	Long Break	Long Break	Long Break	Long Break		
1100-1230	His	Mat	His	Mat	His	Mat	
1230-1330	Lunch	Lunch	Lunch	Lunch	Lunch		
1330-1500	Geo	Bio	Geo	Bio	Geo	Reward	
1500-1600	Long Break	Long Break	Long Break	Long Break	Long Break		
1600-1730	Eng	Geo	Eng	Geo	Eng		
1730-1830	Dinner		Dinner		Dinner		
1830-1900	Review	Reward	Review	Reward	Review		

Remember	Understand	Apply	Analyse	Evaluate	Create

How to create a revision timetable

Example of a revision timetable during term time

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
1700-1730	Bio	Bio	Geo	Bio	Bio		
1745-1815	His	PE	Eng	Mat	His		
1900-1930	Geo	Mat	His	Geo	Mat		
1930-2000	Eng	His	PE	Eng			

Remember	Understand	Apply	Analyse	Evaluate	Create

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.

| Remember | Understand | Apply | Analyse | Evaluate | Create |

When should I revise? - Pomodoro technique

Pomodoro technique

Remember	Understand	Apply	Analyse	Evaluate	Create

Revising when you are tired:
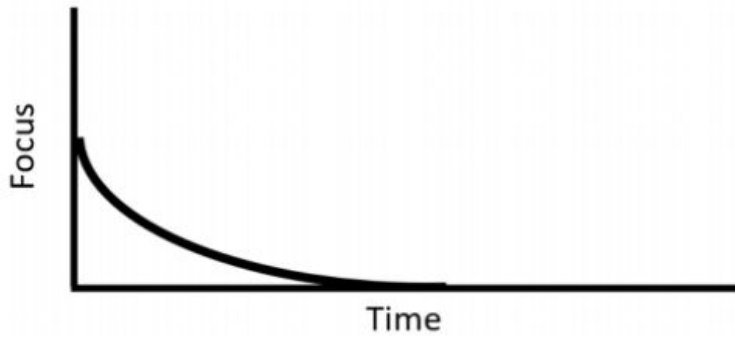
Revising when you are well-rested:
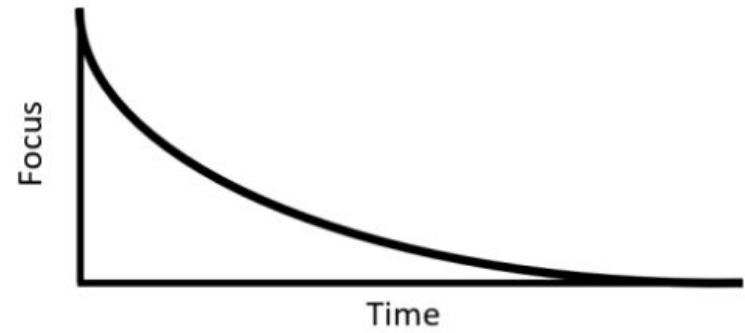
You should also take regular breaks when you revise. These breaks can be structured using a method called the Pomodoro technique.

Revising without a break:
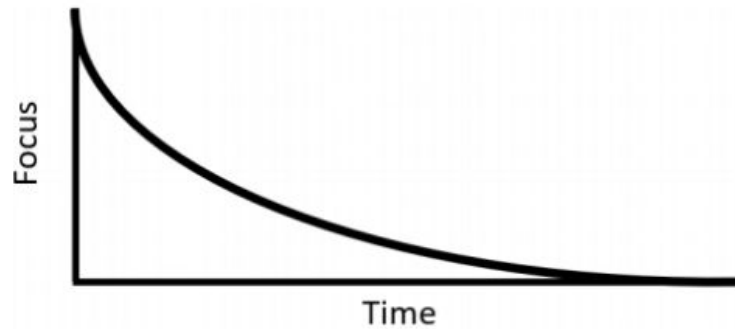
Revising with small regular breaks:
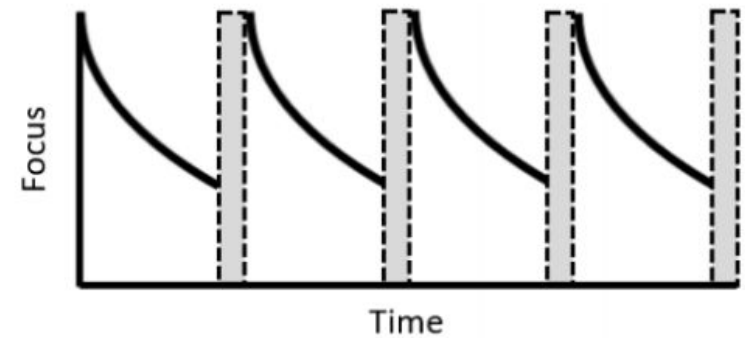
**When should I revise? - Pomodoro technique
Managing your time when revising**

Pomodoro technique is **highly effective** at managing time and work on a task without distractions.

It helps you become more disciplined and think about your work.

This combats multitasking and improves concentration.

Remember	Understand	Apply	Analyse	Evaluate	Create

When should I revise? - Pomodoro technique

The Pomodoro technique is a very useful for ensuring fatigue doesn't set in

Chunking the work into manageable windows of study and sticking to them works well

If 25 minutes seems too long, try 15-20 minute windows

Pomodoro technique

Step 1	✏️	Pick a task
Step 2	⏳	Set a 25-minute timer
Step 3	👩‍💻	Work on the task until your time is up
Step 4	☕	Take a 5 minute break
Step 5	🌳	Every 4 Pomodoro's, take a longer break (15-30 minutes)

When should I revise? - flashcards

Flashcards

Remember	Understand	Apply	Analyse	Evaluate	Create

How to create and use flashcards - summary

Which flashcard is best???

A   B

Remember	Understand	Apply	Analyse	Evaluate	Create

How to create and use flashcards - summary

Which flashcard is best???

C   D

Calculus Part III   **19**

Standard Results

$$\frac{d}{dx}e^x = e^x \qquad \int e^x dx = e^x + c$$

$$\frac{d}{dx}\ln x = \frac{1}{x} \qquad \int \frac{1}{x} dx = \ln x + c$$

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$X \sim U[a,b]$

$$f(x) = \begin{cases} \frac{1}{b-a}, & a \leq x \leq b \\ 0, & \text{otherwise} \end{cases} \qquad E(X) = \frac{a+b}{2}$$

$$Var(X) = \frac{(b-a)^2}{12}$$

$$E(X^2) = \int_a^b x^2 f(x) dx$$

$$= \frac{1}{b-a} \int_a^b x^2 dx$$

$$= \frac{1}{b-a} \left[\frac{x^3}{3} \right]_a^b$$

$$= \frac{b^3 - a^3}{3(b-a)}$$

$$\therefore Var(X) = E(X^2) - E(X)^2$$

$$= \frac{b^3 - a^3}{3(b-a)} - \frac{(a+b)^2}{4}$$

$$\therefore Var(X) = \frac{4(b^3 - a^3) - 3(b-a)(a^2 + 2ab + b^2)}{12(b-a)}$$

$$= \frac{4b^3 - 4a^3 - 3(a^2b + 2ab^2 + b^3 - a^3 - 2a^2b - ab^2)}{12(b-a)}$$

$$= \frac{4b^3 - 4a^3 - 3a^2b - 6ab^2 - 3b^3 + 3a^3 + 6a^2b + 3ab^2}{12(b-a)}$$

$$= \frac{b^3 - 3ab^2 + 3a^2b - a^3}{12(b-a)}$$

$$= \frac{(b-a)^3}{12(b-a)} = \frac{(b-a)^2}{12}$$
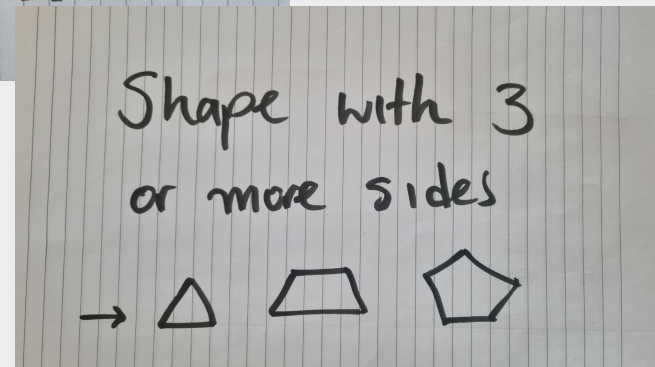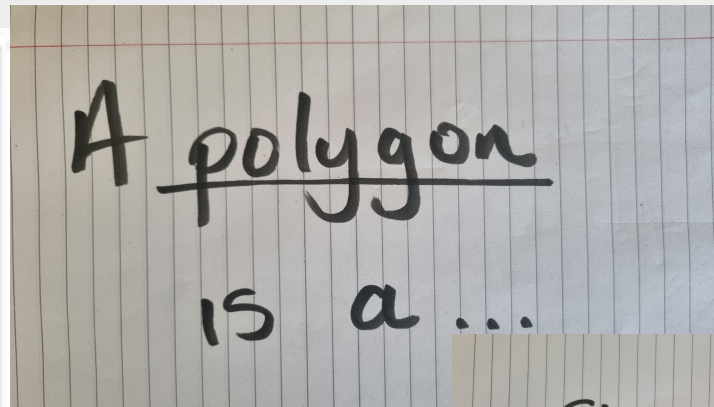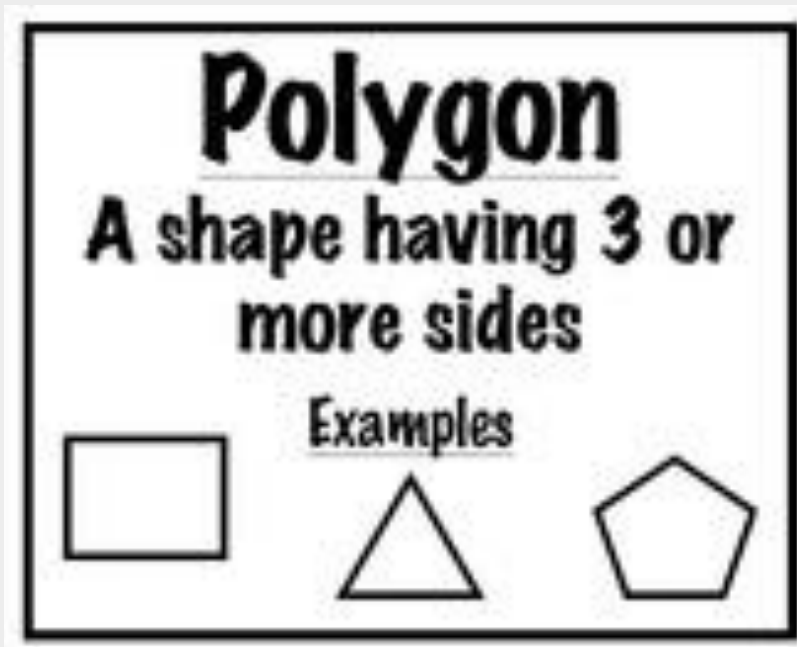
Remember	Understand	Apply	Analyse	Evaluate	Create

How to create and use flashcards - summary

Which flashcard is best???

E   F

Remember	Understand	Apply	Analyse	Evaluate	Create

How to create and use flashcards - summary

Don't answer the question in your head.

Research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively.

Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly.
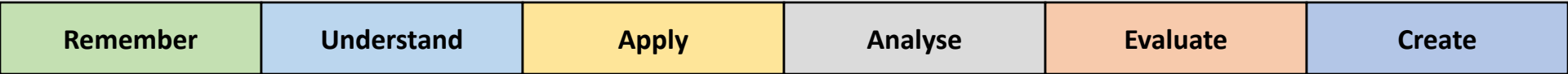
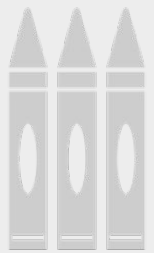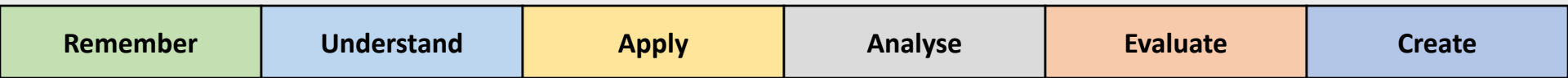| Remember	Understand	Apply	Analyse	Evaluate	Create

How to create and use flashcards - summary

1.

Identify knowledge

What are you creating flash cards on?

Do you have your knowledge organizer?

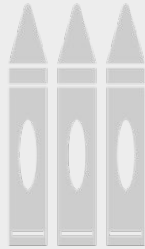Use your book to look at previous misconceptions from whole class feedback.

Remember	Understand	Apply	Analyse	Evaluate	Create

How to create and use flashcards - summary

1. Identify knowledge

What are you creating flash cards on?

Do you have your knowledge organizer?

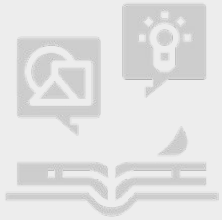Use your book to look at previous misconceptions from whole class feedback.

2. Colour coding

Use different coloured flash cards for different topics. This helps with organization NOT recall

Remember	Understand	Apply	Analyse	Evaluate	Create

How to create and use flashcards - summary

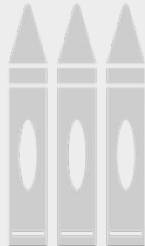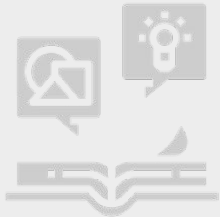| 1.	2.	3.
Identify knowledge	**Colour coding**	**Designing**
What are you creating flash cards on? Do you have your knowledge organizer? Use your book to look at previous misconceptions from whole class feedback.	Use different coloured flash cards for different topics. This helps with organization NOT recall	1 Question per flashcard. Making them concise and clear. Use a one word prompt, so that you can recall as much as you can. No extended answer questions.

Remember	Understand	Apply	Analyse	Evaluate	Create

How to create and use flashcards - summary

1.	2.	3.	4.
Identify knowledge	**Colour coding**	**Designing**	**Using**
What are you creating flash cards on?	Use different coloured flash cards for different topics. This helps with organization NOT recall	1 Question per flashcard.	Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.
Do you have your knowledge organizer?		Making them concise and clear.	
Use your book to look at previous misconceptions from whole class feedback.		Use a one word prompt, so that you can recall as much as you can.	Do not just copy & re-read.
			Shuffle the cards each time you use them.
		No extended answer questions.	Use the Leitner system to use flash cards everyday.

Remember	Understand	Apply	Analyse	Evaluate	Create

How to create and use flashcards - summary

1. Identify knowledge	2. Colour coding	3. Designing	4. Using	5. Feedback
What are you creating flash cards on? Do you have your knowledge organizer? Use your book to look at previous misconceptions from whole class feedback.	Use different coloured flash cards for different topics. This helps with organization NOT recall	1 Question per flashcard. Making them concise and clear. Use a one word prompt, so that you can recall as much as you can. No extended answer questions.	Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge. Do not just copy & re-read. Shuffle the cards each time you use them. Use the Leitner system to use flash cards everyday.	How have you performed when you look back at your answers? Is there anything you need to revisit in more detail? Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.

Remember	Understand	Apply	Analyse	Evaluate	Create

How to create and use flashcards - summary

Identify knowledge	Colour coding	Designing	Using	Feedback

Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly

Remember	Understand	Apply	Analyse	Evaluate	Create

How to create and use flashcards – top tips

- The most effective flashcards include one question followed by one answer (or one term followed by one definition).

- Don't try to remember a complex / wordy answer. It's easier process simpler information so split up your longer questions into smaller / simpler ones.

- You will end up with more flashcards this way but your learning will be a lot more effective.

Front

How tall is Mount Everest?

Back

8,848 metres above sea level

Remember	Understand	Apply	Analyse	Evaluate	Create

How to create and use flashcards – using flash cards

Self Quizzing
1. Read the question on your flash card
2.
3.
4.
5.
6.
7.

Remember	Understand	Apply	Analyse	Evaluate	Create

How to create and use flashcards – using flash cards

Self Quizzing
1. **Read the question** on your flash card
2. **Write your answer** on paper / in a book
3.
4.
5.
6.
7.

Remember	Understand	Apply	Analyse	Evaluate	Create

How to create and use flashcards – using flash cards

Self Quizzing
1. **Read the question** on your flash card
2. **Write your answer** on paper / in a book
3. Put your flash card **down to one side**
4.
5.
6.
7.

Remember	Understand	Apply	Analyse	Evaluate	Create

How to create and use flashcards – using flash cards

Self Quizzing
1. **Read the question** on your flash card
2. **Write your answer** on paper / in a book
3. Put your flash card **down to one side**
4. Move onto the **next** card
5.
6.
7.

Remember	Understand	Apply	Analyse	Evaluate	Create

How to create and use flashcards – using flash cards

Self Quizzing
1. **Read the question** on your flash card
2. **Write your answer** on paper / in a book
3. Put your flash card **down to one side**
4. Move onto the **next** card
5. **Repeat** steps 1-3
6.
7.

Remember	Understand	Apply	Analyse	Evaluate	Create

How to create and use flashcards – using flash cards

Self Quizzing
1. **Read the question** on your flash card
2. **Write your answer** on paper / in a book
3. Put your flash card **down to one side**
4. Move onto the **next** card
5. **Repeat** steps 1-3
6. Keep your flash cards **in the order** you have quizzed them in
7.

Remember	Understand	Apply	Analyse	Evaluate	Create

How to create and use flashcards – using flash cards

Self Quizzing
1. **Read the question** on your flash card
2. **Write your answer** on paper / in a book
3. Put your flash card **down to one side**
4. Move onto the **next** card
5. **Repeat** steps 1-3
6. Keep your flash cards **in the order** you have quizzed them in
7. **Mark** your answers – **highlight** any answers you got incorrect.

Remember	Understand	Apply	Analyse	Evaluate	Create

How to create and use flashcards - Leitner system
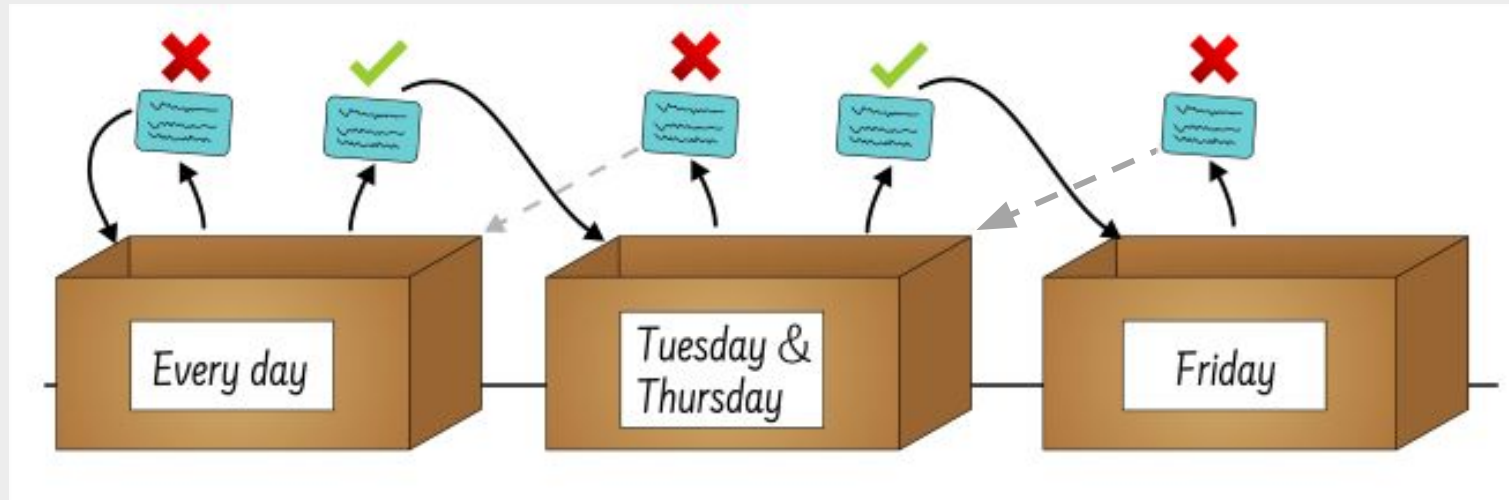
Use the Leitner system
1.   Every card starts in Box 1.
2. If you get a card right, move it to the next Box.
3. If you get the card wrong, move it down a box — get it right, move it up.

Remember	Understand	Apply	Analyse	Evaluate	Create

When should I revise? - Self Quizzing

Self Quizzing

Remember	Understand	Apply	Analyse	Evaluate	Create

Self Quizzing - summary

1.
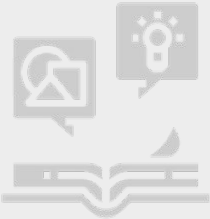
Identify knowledge

Identify knowledge/content you wish to cover.

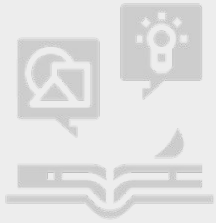| Remember	Understand	Apply	Analyse	Evaluate	Create

Self Quizzing - summary

1. Identify knowledge	2. Review and create
Identify knowledge/content you wish to cover.	Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book) Create x10 questions on the content (If your teacher has not provided you with questions)

Remember	Understand	Apply	Analyse	Evaluate	Create

Self Quizzing - summary

1. **Identify knowledge**	2. **Review and create**	3. **Cover and answer**
Identify knowledge/content you wish to cover.	Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book) Create x10 questions on the content (If your teacher has not provided you with questions)	Cover up your knowledge and answer the questions from memory. Take your time and where possible answer in full sentences.

Remember	Understand	Apply	Analyse	Evaluate	Create

Self Quizzing - summary

1.	2.	3.	4.
Identify knowledge	**Review and create**	**Cover and answer**	**Self mark & reflect**
Identify knowledge/content you wish to cover.	Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book) Create x10 questions on the content (If your teacher has not provided you with questions)	Cover up your knowledge and answer the questions from memory. Take your time and where possible answer in full sentences.	Go back to the content and self mark your answers in **green** pen.

Remember	Understand	Apply	Analyse	Evaluate	Create

Self Quizzing - summary

1.	2.	3.	4.	5.
Identify knowledge	**Review and create**	**Cover and answer**	**Self mark & reflect**	**Next time**
Identify knowledge/content you wish to cover.	Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book) Create x10 questions on the content (If your teacher has not provided you with questions)	Cover up your knowledge and answer the questions from memory. Take your time and where possible answer in full sentences.	Go back to the content and self mark your answers in **green** pen.	Revisit the areas where there were gaps in knowledge, and include these same questions next time.

Remember	Understand	Apply	Analyse	Evaluate	Create

Self Quizzing - summary

Identify knowledge	Review and create	Cover and answer	Self mark & reflect	Next time

Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most of find easiest.
Practice makes perfect!

Remember	Understand	Apply	Analyse	Evaluate	Create

When should I revise? - Self Quizzing

How does Macbeth change from the start to the end of the play?

What does the play suggest about the nature of kingship?

How does Lady Macbeth change from the start to the end of the play?

How could we describe M + LM's relationship?

What does Duncan's murder do?

Who is to blame for the actions of the play?

What does ambition do?

Does power corrupt absolutely?

Remember	Understand	Apply	Analyse	Evaluate	Create

When should I revise? – mind maps

Mind Maps

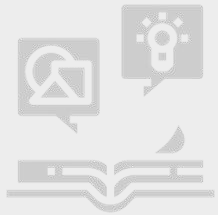| Remember	Understand	Apply	Analyse	Evaluate	Create

Mind maps – summary (creating)

1.

Identify knowledge

Select a topic you wish to revise. Have your class notes/knowledge organisers ready.

Remember	Understand	Apply	Analyse	Evaluate	Create

Mind maps – summary (creating)

1.		2.	
Identify knowledge		**Identify sub topics**	
Select a topic you wish to revise. Have your class notes/knowledge organisers ready.		Place the main topic in the centre of your page and identify sub topics that will branch off.	

Remember	Understand	Apply	Analyse	Evaluate	Create

Mind maps – summary (creating)

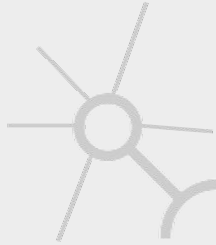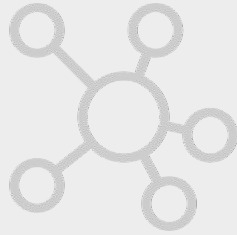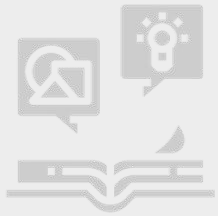| 1.		2.		3.	
Identify knowledge		**Identify sub topics**		**Branch off**	
Select a topic you wish to revise. Have your class notes/knowledge organisers ready.		Place the main topic in the centre of your page and identify sub topics that will branch off.		Branch of your sub topics with further detail. Try not to fill the page with too much writing.	

Remember	Understand	Apply	Analyse	Evaluate	Create

Mind maps – summary (creating)

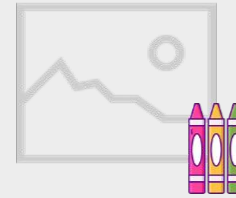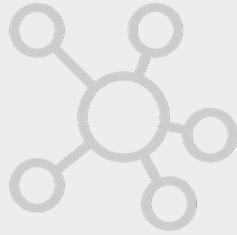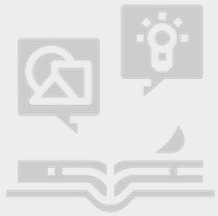| 1.	2.	3.	4.
Identify knowledge	**Identify sub topics**	**Branch off**	**Use images & colour**
Select a topic you wish to revise. Have your class notes/knowledge organisers ready.	Place the main topic in the centre of your page and identify sub topics that will branch off.	Branch of your sub topics with further detail. Try not to fill the page with too much writing.	Use images and colour to help topics stick into your memory.

Remember	Understand	Apply	Analyse	Evaluate	Create

Mind maps – summary (creating)

1.	2.	3.	4.	5.
Identify knowledge	**Identify sub topics**	**Branch off**	**Use images & colour**	**Put it somewhere visible**
Select a topic you wish to revise. Have your class notes/knowledge organisers ready.	Place the main topic in the centre of your page and identify sub topics that will branch off.	Branch of your sub topics with further detail. Try not to fill the page with too much writing.	Use images and colour to help topics stick into your memory.	Place completed mind maps in places where you can see them frequently.

Remember	Understand	Apply	Analyse	Evaluate	Create

Mind maps – summary (creating)

Identify knowledge	Identify sub topics	Branch off	Use images & colour	Put it somewhere visible

Avoid using too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, you lose the point of the mind map and will find it harder to visualise the information when trying to recall it
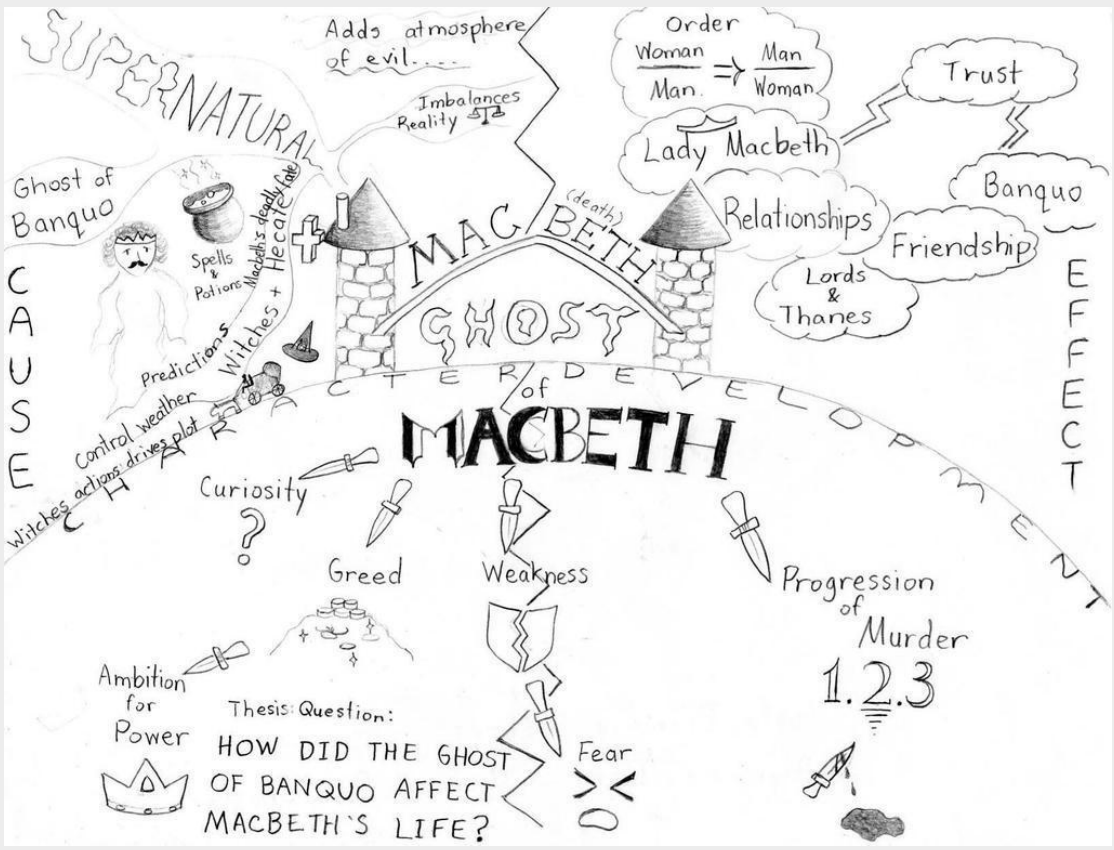
Remember	Understand	Apply	Analyse	Evaluate	Create

Mind maps – summary (creating)

Remember	Understand	Apply	Analyse	Evaluate	Create

Mind maps – summary (creating)

| Remember | Understand | Apply | Analyse | Evaluate | Create |

When should I revise? – brain dumps

Brain Dumps

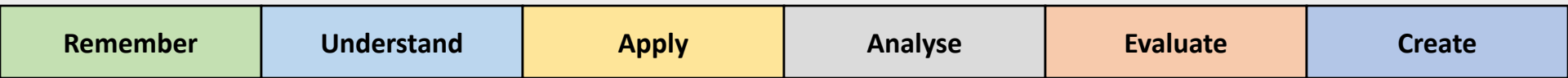| Remember | Understand | Apply | Analyse | Evaluate | Create |

Brain dumps - summary

1.			

Identify knowledge

Identify the knowledge/topic area you want to cover.

Remember	Understand	Apply	Analyse	Evaluate	Create

Brain dumps - summary

1.		2.	
Identify knowledge		**Write it down**	
Identify the knowledge/topic area you want to cover.		Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts) Give yourself a timed limit (e.g. 10 minutes)	

Remember	Understand	Apply	Analyse	Evaluate	Create

Brain dumps - summary

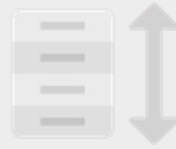| 1. Identify knowledge	2. Write it down	3. Organise information
Identify the knowledge/topic area you want to cover.	Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts) Give yourself a timed limit (e.g. 10 minutes)	Once complete and you cannot remember any more use different colours to highlight/underline words in groups. This categories/links information.

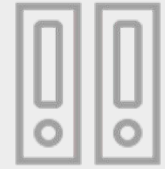| Remember	Understand	Apply	Analyse	Evaluate	Create

Brain dumps - summary

1.	**2.**	**3.**	**4.**
Identify knowledge	**Write it down**	**Organise information**	**Check understanding**
Identify the knowledge/topic area you want to cover.	Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts) Give yourself a timed limit (e.g. 10 minutes)	Once complete and you cannot remember any more use different colours to highlight/underline words in groups. This categories/links information.	Compare your brain dump to your K/O or book and check understanding. Add any key information you have missed (key words) in a different colour.

Remember	Understand	Apply	Analyse	Evaluate	Create

Brain dumps - summary

1.	**2.**	**3.**	**4.**	**5.**
Identify knowledge	**Write it down**	**Organise information**	**Check understanding**	**Store and compare**
Identify the knowledge/topic area you want to cover.	Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts) Give yourself a timed limit (e.g. 10 minutes)	Once complete and you cannot remember any more use different colours to highlight/underline words in groups. This categories/links information.	Compare your brain dump to your K/O or book and check understanding. Add any key information you have missed (key words) in a different colour.	Keep your brain dump safe and revisit it. Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.

Remember	Understand	Apply	Analyse	Evaluate	Create

Brain dumps - summary

Identify knowledge	Write it down	Organise information	Check understanding	Store and compare

Brain dumps are a way of getting information out of your brain.

Remember	Understand	Apply	Analyse	Evaluate	Create

Brain dumps - summary

Follow the 5 step process to complete 3 brain dumps for different topics of your choice.

You can also complete this is two colours.
One colour for content you know and another colour for content you need to revise / that you added.

| Remember | Understand | Apply | Analyse | Evaluate | Create |

When should I revise? – brain dumps

Remember	Understand	Apply	Analyse	Evaluate	Create

When should I revise? – interleaving

Interleaving

Remember	Understand	Apply	Analyse	Evaluate	Create

Interleaving - summary

Interleaving is a theory that revising more than one topic in each session will help you make better links between them.

A ⇨ B ⇨ C ⇨ D

1.

Switch

Switch between topics during each session.

It allows you to think about what you are doing with your time when you are revising.

Remember	Understand	Apply	Analyse	Evaluate	Create

Interleaving - summary

Interleaving is a theory that revising more than one topic in each session will help you make better links between them.

A ⇨ B ⇨ C ⇨ D   B ⇨ D ⇨ A ⇨ C

1.

Switch

Switch between topics during each session.

It allows you to think about what you are doing with your time when you are revising.

2.

Review in different orders

When reviewing make sure you do it in a different order that you learnt them, or previously revised them.

By revisiting material from each topic several times, in short bursts, this **increases the amount of information you can recall in your exams**.

Remember	Understand	Apply	Analyse	Evaluate	Create

Interleaving - summary

Interleaving is a theory that revising more than one topic in each session will help you make better links between them.

A ⇒ B ⇒ C ⇒ D   B ⇒ D ⇒ A ⇒ C

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By revisiting material from each topic several times, in short bursts, this **increases the amount of information you can recall in your exams**.

3.

Make links to remember more.

Try to make links between ideas and review your revision notes.

This helps you make connections between topics and forces you to think harder about which strategies need to be applied to which problems.

| Remember | Understand | Apply | Analyse | Evaluate | Create |

Interleaving - summary

Interleaving is a theory that revising more than one topic in each session will help you make better links between them.

1. Break units down into small chunks and split these over a few days rather than revising one whole topic all at once.

2. Decide on the key topics you need to learn for each subject.

3. Create a revision timetable to organise your time and space your learning.

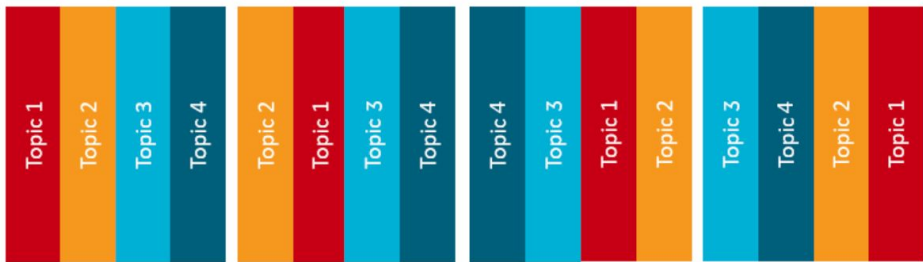| Remember | Understand | Apply | Analyse | Evaluate | Create |

Interleaving - summary

Interleaving is a theory that revising more than one topic in each session will help you make better links between them.

Applying interleaving to your revision

Blocking

| Topic 1 | Topic 2 | Topic 3 | Topic 4 |

Interleaving

| Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 2 | Topic 1 | Topic 3 | Topic 4 | Topic 4 | Topic 3 | Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 2 | Topic 1 |

Interleaving is for topics within one subject – not subjects themselves.

You can apply this in your revision timetable.

When revising science, mix up the topics that you study in that session, don't just focus on one.

| Remember | Understand | Apply | Analyse | Evaluate | Create |

When should I revise? – interleaving

Blocked

Interleaved

For example, instead of organising your revision week like this:

M	T	W	T	F
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH

A much more effective way of organising your revision would be like this:

M	T	W	T	F
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
MATHS	FRENCH	SCIENCE	GEOGRAPHY	ENGLISH
SCIENCE	ENGLISH	FRENCH	MATHS	GEOGRAPHY

Remember	Understand	Apply	Analyse	Evaluate	Create

When should I revise? – dual coding
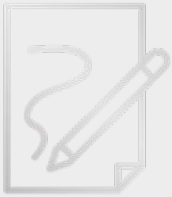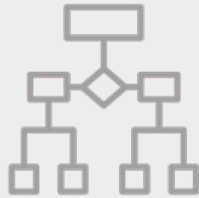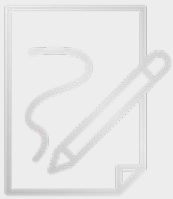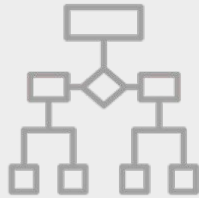
Dual Coding

| Remember | Understand | Apply | Analyse | Evaluate | Create |

Dual Coding - summary

Dual coding is the process of blending both **words** and **pictures** while learning. Viewing those two formats gives us **two different representations** of the **same** piece of information.

1.

Drawings

These boost learning by getting you to think deeply about information.

Remember	Understand	Apply	Analyse	Evaluate	Create

Dual Coding - summary

Dual coding is the process of blending both **words** and **pictures** while learning. Viewing those two formats gives us **two different representations** of the **same** piece of information.

1.

Drawings

These boost learning by getting you to think deeply about information.

2.

Diagrams

These are helpful for breaking down complex concepts or processes to make them easier to understand.
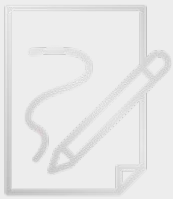
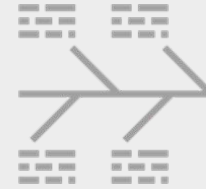| Remember	Understand	Apply	Analyse	Evaluate	Create

Dual Coding - summary

Dual coding is the process of blending both **words** and **pictures** while learning. Viewing those two formats gives us **two different representations** of the **same** piece of information.

1.	2.	3.
Drawings	**Diagrams**	**Posters**
These boost learning by getting you to think deeply about information.	These are helpful for breaking down complex concepts or processes to make them easier to understand.	These are great for combining writing, pictures and diagrams all within one page of information.

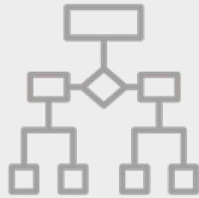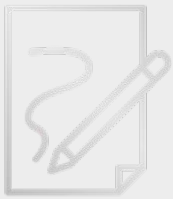| Remember	Understand	Apply	Analyse	Evaluate	Create

Dual Coding - summary

Dual coding is the process of blending both **words** and **pictures** while learning. Viewing those two formats gives us **two different representations** of the **same** piece of information.

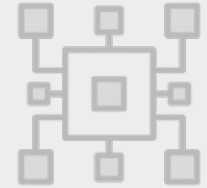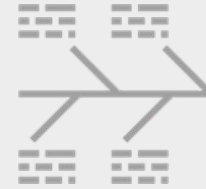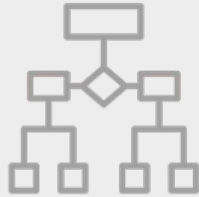| 1.	2.	3.	4.
Drawings	**Diagrams**	**Posters**	**Timelines**
These boost learning by getting you to think deeply about information.	These are helpful for breaking down complex concepts or processes to make them easier to understand.	These are great for combining writing, pictures and diagrams all within one page of information.	These can be used of information that happens in a particular order or sequence.

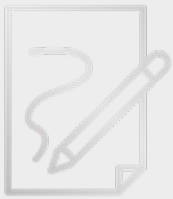| Remember	Understand	Apply	Analyse	Evaluate	Create

Dual Coding - summary

Dual coding is the process of blending both **words** and **pictures** while learning. Viewing those two formats gives us **two different representations** of the **same** piece of information.

1.	2.	3.	4.	5.
Drawings	**Diagrams**	**Posters**	**Timelines**	**Graphic organisers**
These boost learning by getting you to think deeply about information.	These are helpful for breaking down complex concepts or processes to make them easier to understand.	These are great for combining writing, pictures and diagrams all within one page of information.	These can be used of information that happens in a particular order or sequence.	These organise verbal and visual information by the relationships between different concepts. Examples include tree diagrams, mind maps and Venn diagrams.

Remember	Understand	Apply	Analyse	Evaluate	Create

Dual Coding - summary

4 Key Principles for using dual coding

Cut - Reduce the amount of content, be selective and only use the most important information.

Chunk - Divide the content into groups of related information;

Align - Make sure that words and pictures are neatly ordered, making them easier to read;

Restrain - Avoid "overdoing" it. In other words, don't go crazy with different colours and fonts.

Macbeth

Word	Synonym	Visual	Student friendly definition	Word in a sentence
arrogance (adj)	self-importance		believing that you are better, smarter, or more important than other people	Her **arrogance** has earned her a lot of enemies.
courageous (adj)	fearless		very brave	They fought **courageously** for their rights.
demise (n)	downfall		the end of something that is thought of as being like a death	Losing this game will mean/spell the team's **demise**.
tyrannical (adj)	mean		cruel and unfair treatment by people with power over others	He was a **tyrannical** leader.
prophesy (v)	predict		to state that something will happen in the future	She **prophesied** that the government would fail.
usurp (v)	take over		to take over in a forceful way without the right to do so	He attempted to **usurp** power.
regicide (n)	-		the crime of killing a king or queen	The man was charged with **regicide** after killing the king.
heinous (adj)	evil		very bad or evil	Murder is a **heinous** crime.
valour (adj)	bravery		courage or bravery	The soldiers received the nation's highest award for **valour**.
treachery (n)	disloyalty		harmful things that are done usually secretly to a friend or your country	It was a tale of **treachery** and revenge.

Remember	Understand	Apply	Analyse	Evaluate	Create

When should I revise? – spacing

Spacing

Remember	Understand	Apply	Analyse	Evaluate	Create

Spacing - summary

- Spacing is regularly revisiting material so that you are doing little and often instead of all at once.

- Doing a little amount regularly is more effective than doing a lot all at once. We do this so that we don't get swamped and overwhelmed

To commit something to memory, it takes time and repetition.

WHY? This is because the
time in between allows you
to forget and re-learn the
information, which
cements it in your **long-
term memory**

Remember	Understand	Apply	Analyse	Evaluate	Create

Spacing - summary

Optimum Spacing

- Research suggests there is an 'optimal gap' between revision sessions so you can retain the information.

- If the test is in a month, you should review the information around once a week. If the test is in a week, create time once a day.

Why use Spacing?

- Doing something little and often – spacing – beats doing it at once, or cramming
- The time in between revision allows you to forget and re-learn the information, which cements it in your long-term memory
- It cements information into your long-term memory
- We can learn more information over time than in one longer session
- It helps you revise more efficiently

Time to the test	Revision Gap
1 Week	1-2 days
1 Month	1 week
3 Months	2 weeks
6 Months	3 weeks
1 Year	1 month

Remember	Understand	Apply	Analyse	Evaluate	Create

When should I revise? – retrieval

Retrieval

Remember	Understand	Apply	Analyse	Evaluate	Create

Retrieval - summary

> Retrieval practice is defined by **Mark Enser** as 'retrieving something from our memories to make it easier to recall in future.' If using it makes recall easier, surely this is a big win for learning and the progress of our students.
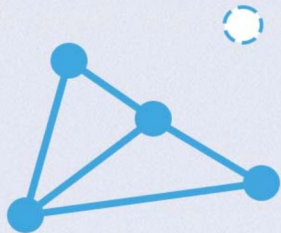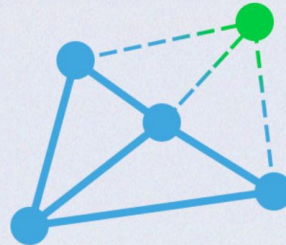
Remember	Understand	Apply	Analyse	Evaluate	Create

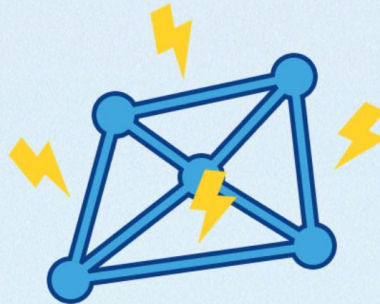# Retrieval - summary

1. Identifies gaps in knowledge

2. Makes connections

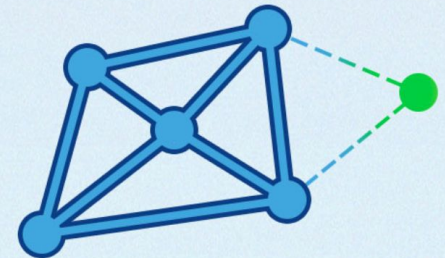3. Checks for misunderstandings
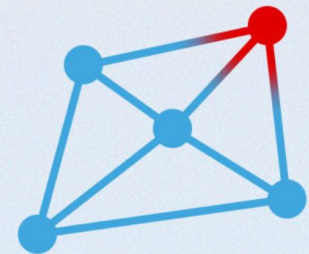
4. Strengthens connections
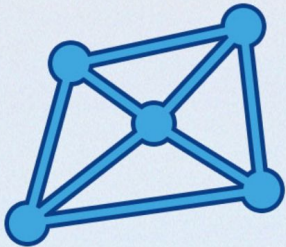
5. Makes connections robust under pressure and stress

6. Makes it easier to learn new things

Remember	Understand	Apply	Analyse	Evaluate	Create

When should I revise? – 9 ways to revise

9 Ways to Revise

Remember	Understand	Apply	Analyse	Evaluate	Create

9 ways to use retrieval when revising

| Remember | Understand | Apply | Analyse | Evaluate | Create |

9 ways to use retrieval when revising

Retrieval practice is one of the most effective ways to revise.

By answering questions rather than merely reading or highlighting information, you're putting yourself in the best position possible to succeed and remember as much of your subjects as possible.

Past papers, essays, multiple choice tests and flashcards are a great way of doing it.

Remember	Understand	Apply	Analyse	Evaluate	Create

Useful revision strategies

Brain Dump	Choose a topic and write down as much as you can, without referring to notes. Check notes and see what you missed then try fill the gaps without the notes. Check your notes a third time and add the missing information.
Flash cards	Write flash cards for each topic and subject, then mix them up for the most effective revision. Check out the **Leitner System** for effective spacing and interleaving. Keep your flash cards simple – one question, one answer per card.
Map it out	Take an essay or writing question and map out your answer, without writing a full response. Look at the mark scheme and deicide if your plan meets the criteria. DO this for a number of questions, then choose one and write the full response.

Remember	Understand	Apply	Analyse	Evaluate	Create

Useful revision strategies

Past papers	Ask your teacher for practice questions or exam papers. Complete them without notes in the exam conditions, then check you answers and identify the gaps in your knowledge, so you can target your revision.
Quizzes	Write a set of questions and answers and ask someone to test you. Its important to either write or say your answers loud. Reading through quizzes in your head can give you a false sense of security.
Practice Introductions	For essay subjects, tale a past exam question and practice writing effective introductions and conclusion. Look back at your notes and remind yourself of the important things to remember. Practice for different topics, texts and papers.

Remember	Understand	Apply	Analyse	Evaluate	Create

Useful revision strategies

Thinking hard: Reduce	Read a section of notes then put them aside and reduce what you read into 3 bullet points, each one **no more than 10 words**. Look back at the notes and decide if you missed anything important. Hide notes and write a 4th bullet point.
Thinking hard: Connect	For each subject, consider the exam paper and group together questions that require the same technique to answer. Write down the requirements for each type. Find a previous example you have completed and identify where you've met the criteria.
Thinking hard: Transform	Read a paragraph from your notes or a text book, and transform it into a diagram, chart or sketch – no words allowed. OR Look a diagram in science, for example, and transform it into a paragraph of explanation.

Remember	Understand	Apply	Analyse	Evaluate	Create

9 Ways to Beat Revision Stress

Remember	Understand	Apply	Analyse	Evaluate	Create

9 ways to beat revision stress

Remember	Understand	Apply	Analyse	Evaluate	Create

9 ways to beat revision stress

Remember	Understand	Apply	Analyse	Evaluate	Create

9 ways to beat revision stress

| Remember | Understand | Apply | Analyse | Evaluate | Create |

How to … REVISE

Chris Was born in Clydebank, just outside of Glasgow in Scotland.

He began acting aged thirty and previous jobs include establishing and running a homeless shelter and housing support service in the house where he grew up.

He is a Royal Welsh College graduate (2009) and now lives in North London.

Remember	Understand	Apply	Analyse	Evaluate	Create

How to ... REVISE

Screen credits include

River City

Crash

Doctors

Five Daughters

Game of Thrones

Call the Midwife

Silent Witness

Homefront

Our World War

Everest

Allies.

| Remember | Understand | Apply | Analyse | Evaluate | Create |

How to ... REVISE

'Failed' his 1st year of a BSc (Hons) Physics at Strathclyde University in 1995

Didn't let his 'failure' define him

| Remember | Understand | Apply | Analyse | Evaluate | Create |

How to ... REVISE

Remember	Understand	Apply	Analyse	Evaluate	Create

How to ... REVISE

Remember	Understand	Apply	Analyse	Evaluate	Create

How to … REVISE

| Remember | Understand | Apply | Analyse | Evaluate | Create |

How to ... REVISE

Remember	Understand	Apply	Analyse	Evaluate	Create

How to ... REVISE

| Remember | Understand | Apply | Analyse | Evaluate | Create |

How to ... REVISE

Remember	Understand	Apply	Analyse	Evaluate	Create

How to ... REVISE

Remember	Understand	Apply	Analyse	Evaluate	Create