

Revision Skills and Techniques

An Overview For Staff and Parents

“A little progress each day adds up to big results”.



Our School Vision at CCYD

CCYD aspires to empower our community to be collaborative, resilient and reflective individuals who have the self-confidence to embrace challenge





Why revision skills?

Learners have aired their concerns via learner voice surveys and discussions that they feel that they do not have the skills or techniques needed to revise.

They know **WHAT** to learn and **WHY** they should do it but not **HOW** to do it.

Today's sessions with our Year 11 learners focused on the **HOW**, to develop their confidence and give them the basics of a revision toolkit.



What is the point of revision?

To pass exams

To feel proud of yourself

To achieve your best and reach your goals

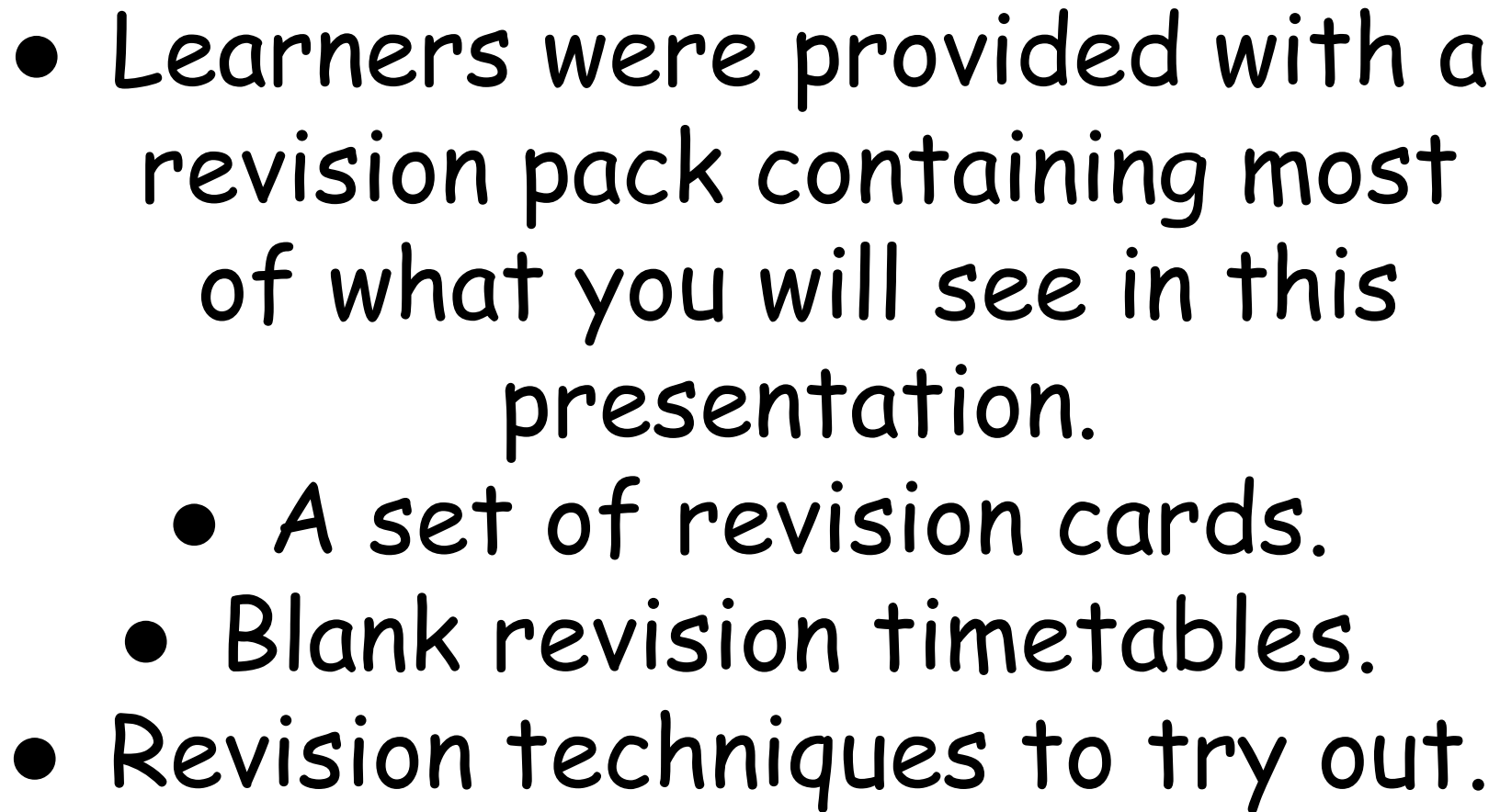
An overview

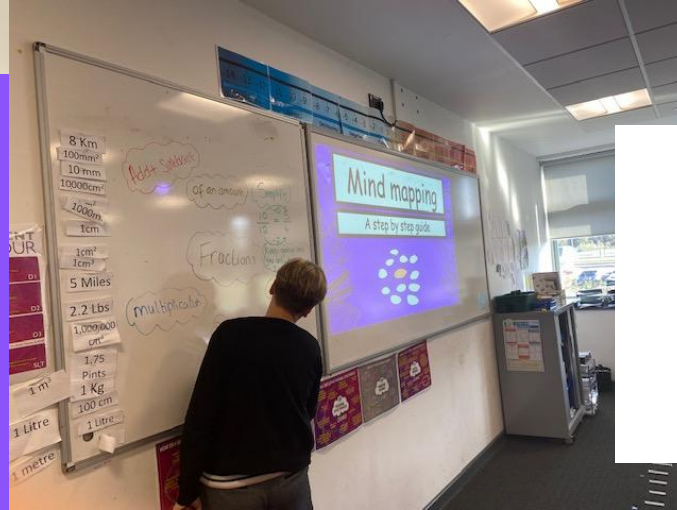
Revision simply means going over your work

It reinforces your learning

Identify and fill gaps in your knowledge

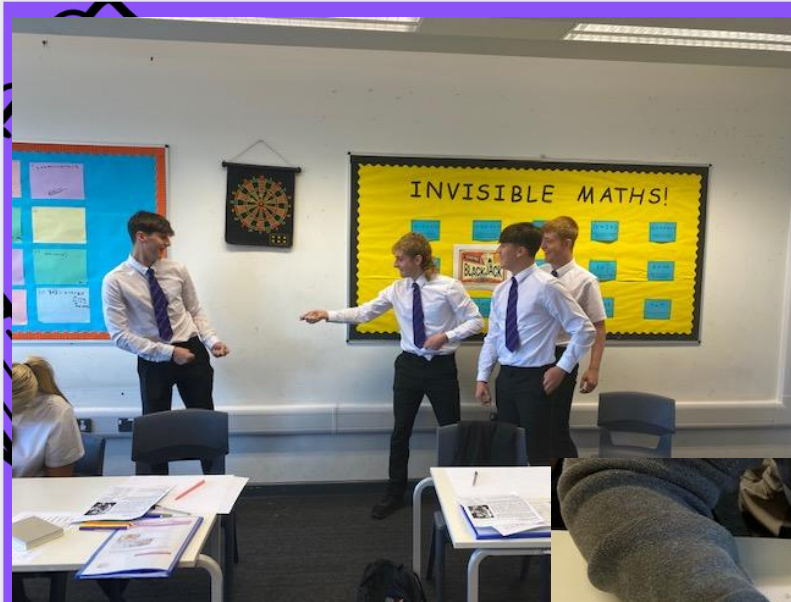
Remind yourself of things that you have forgotten

- 
- Learners were provided with a revision pack containing most of what you will see in this presentation.
 - A set of revision cards.
 - Blank revision timetables.
 - Revision techniques to try out.



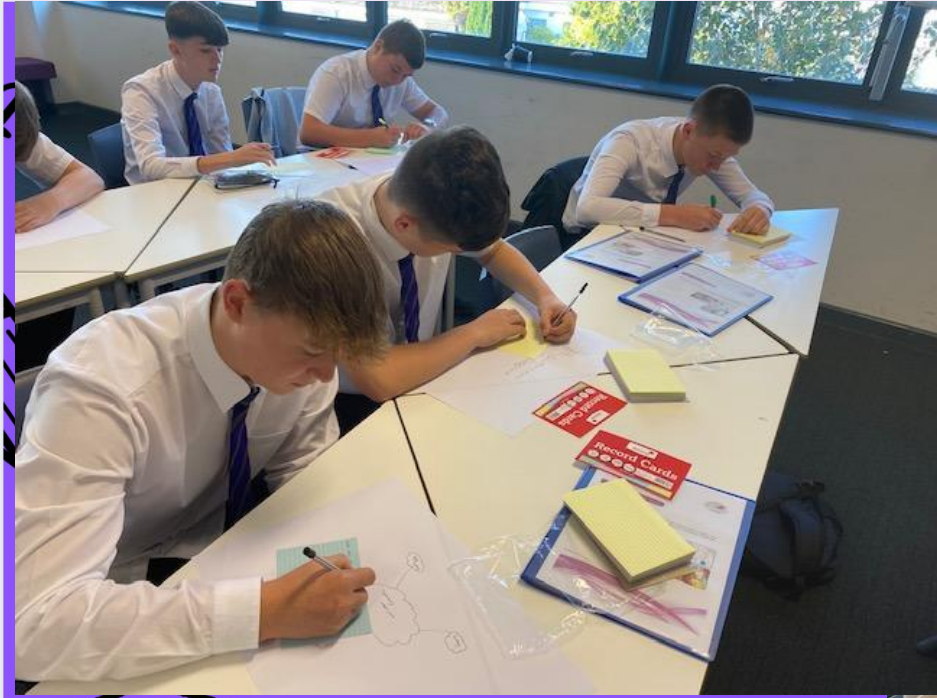
Mind mapping

Photos from
our revision
skills sessions

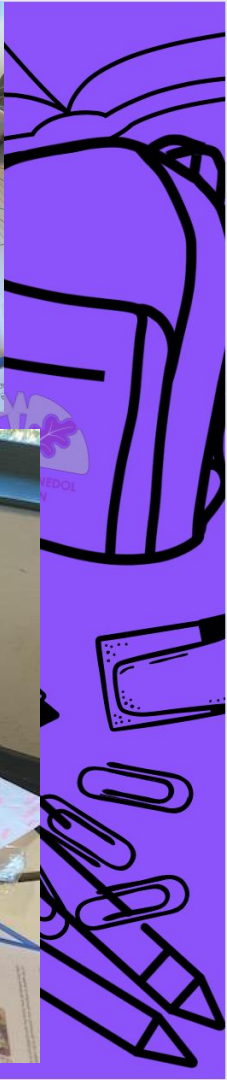


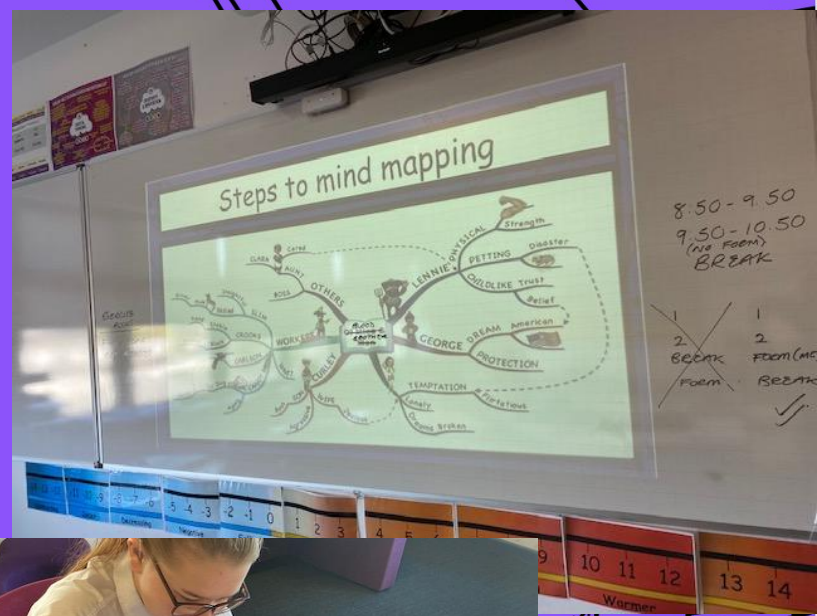
Revision techniques



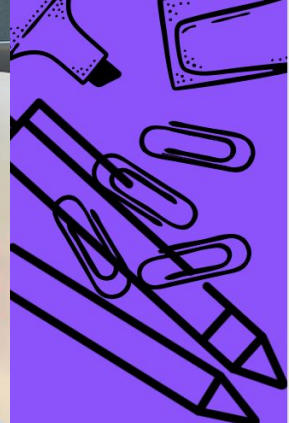


Flash cards





Revision
Timetables



Remember Growth Mindset

"Failure is an opportunity to grow"

GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try new things"

"Failure is the limit of my abilities"

FIXED MINDSET

"I'm either good at it or I'm not"

"My abilities are unchanging"

"I don't like to be challenged"

"I can either do it, or I can't"

"My potential is predetermined"

"When I'm frustrated, I give up"

"Feedback and criticism are personal"

"I stick to what I know"

Preparing For The Exams

Key reminders in order to help themselves and create more independent learners:

- Attending all lessons
- Making the most of all learning opportunities
- Attending after school revision sessions
- Accessing a variety of revision techniques
- Making use of tools such as **BBC Bitesize** and **GCSE Pod**
- Asking if they are unsure.

The screenshot shows the BBC Bitesize website. At the top, there is a navigation bar with the BBC logo, a search bar, and links for Home, News, Sport, Weather, Prayer, Events, Bitesize, and a search function. Below this is a purple header with the word 'BITESIZE' in white, a 'Change language' dropdown, and navigation links for Home, Learn, Support, and Careers. The main content area is titled 'GCSE Subjects' and includes a brief description of GCSE as a qualification for 15 and 16-year-olds. Below this, there is a section titled 'Bitesize just got better!' with a call to action to sign in or register. The bottom section, 'All GCSE subjects', features a grid of icons for various subjects: Art and Design, Biology (Single Science), Business, Chemistry (Single Science), Combined Science, Computer Science, Design and Technology, Digital Technology (CEA), Drama, English Language, English Literature, and French.

At Home: How can parents support?

- **SLEEP** 8 hours would be the ideal amount.
- Find time to **RELAX** balance is key.
- **EAT** healthily - to improve overall performance and wellbeing.
- Learning environment at home. Where is the best place to study?
- Take regular breaks: 20-30 minutes of study should equate to a 5 minute break.
- Make sure there is a cut off time. 9.30-10pm is late enough.
- There is a time to remove distractions, especially phones!



The Day of the Exam

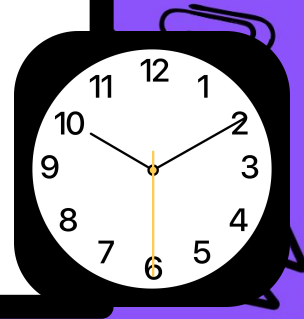
Learners had a walk through of a typical exam day

- Timings: Morning or afternoon? Start times? 9am
1pm
- Transport
- Full uniform - school jumpers
- Eat
- Correct equipment, a clear pencil case, clear bottle of water without a label.
- Exam number/centre number **(68582)**



Helpful Hints

- Check the venue on arrival at school.
- Go to the toilet before entry to the exam room.
- Arrive in plenty of time.
- Bags, phones and all watches will not be allowed in the exam room. Phones can be handed to the exam invigilator.
- Expect to be silent from the time you enter to the time you leave the exam venue.
- Listen to instructions carefully and keep an eye on the clock.



Planning Revision

- Encourage them to have a copy of their revision timetable visible at home
- Help them plan their revision timetable. Prioritising exams and keeping a balance
- Plan realistically - what can be done in the space of an evening?
- Plan where - somewhere quiet, away from too many distractions is best.



Revision Plan/Timetetable

- Different versions available online.
- Encouraged to find one that works for them.
- Reminded that revision plans will look different during a school term compared to weekends or a school holiday.
- Revision plans help reduce stress and enable time to be managed more effectively.
- Plan for revision but also for breaks and leisure activities - this is important to remember!
- Be aware of your child's revision plan, check it regularly with them

Revision Plan/Timetable

WEEKLY REVISION PLANNER

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY
8:30AM -4PM	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	9AM- 10AM	BREAKFAST/ SHOWER	BREAKFAST/ SHOWER
4PM- 5PM	HOMEWORK	TV/ GAMING/ SOCIAL MEDIA	HOMEWORK	TV/ GAMING/ SOCIAL MEDIA	HOMEWORK	10AM- 11AM	REVISION - ENGLISH	REVISION - SCIENCE
5PM- 6PM	DINNER	DINNER	DINNER	DINNER	DINNER	11AM- 1PM	SEEING FRIENDS/ LUNCH	SPORT/ LUNCH
6PM- 7PM	REVISION - GEOGRAPHY	HOMEWORK	REVISION - HISTORY	REVISION - FRENCH	REVISION - SCIENCE	1PM- 3PM	REVISION - MATHS	REVISION - FLASH CARDS
7PM- 8PM	REVISION - MATHS	REVISION - ENGLISH	FREE TIME	HOMEWORK	FREE TIME	3PM- 5PM	OUT WITH FAMILY	SPORT/ TV/ GAMING
8PM- 9PM	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	6PM- 8PM	DINNER/ FREE TIME	DINNER/ FREE TIME

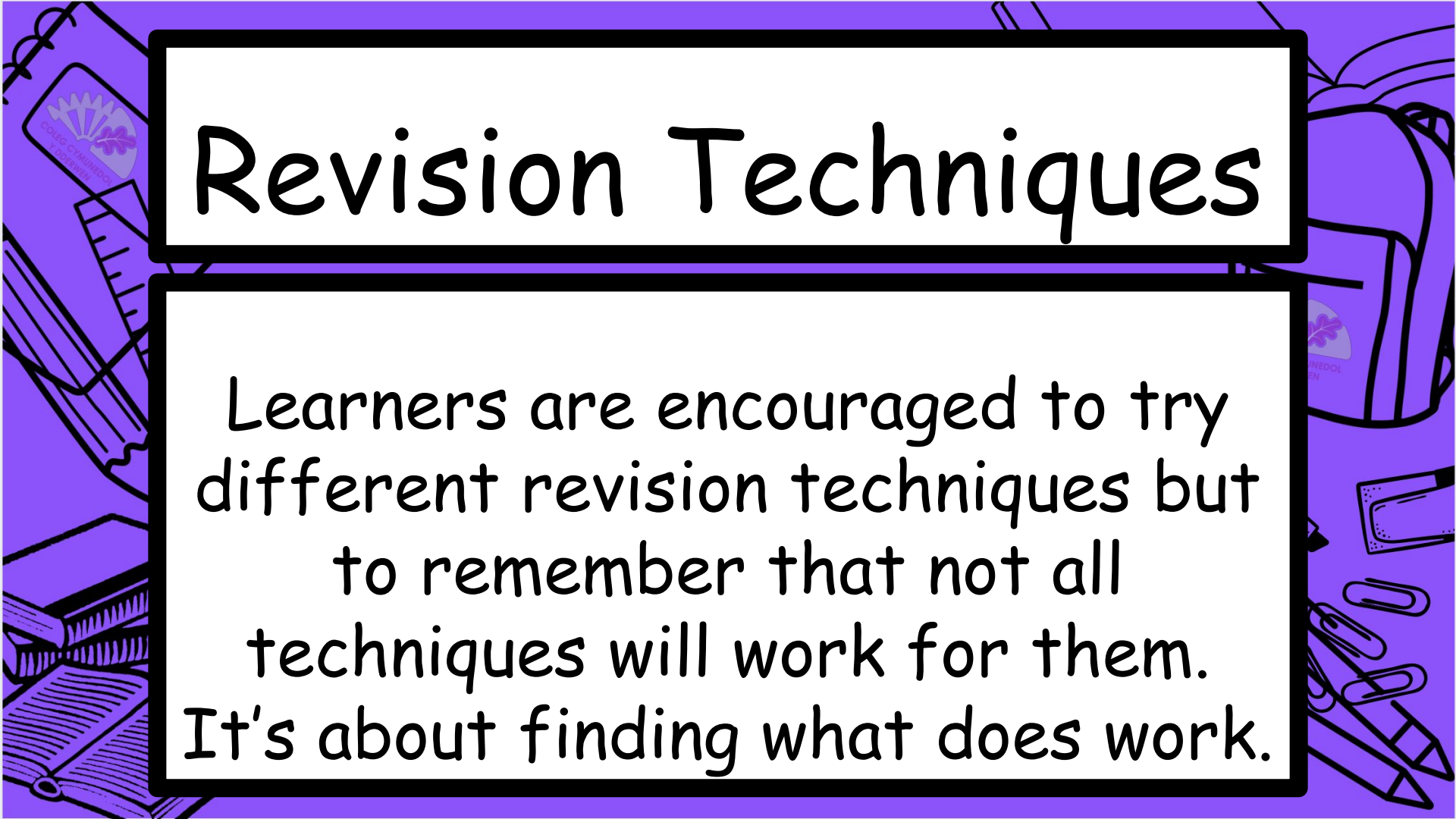
Revision Plan/Timetetable

- This sort of timetable is often unrealistic.
- Revising Geography 6-7pm and then Maths 7-8pm is not realistic.
- Revision needs to be **chunked**. Revise topics within each subject. So for example revising Geography: Weather, Climate and Ecosystems and then Maths: Simultaneous equations is much more realistic.

External Examinations: Candidate Information

- Familiarisation with the information in the External Examinations booklet provided in the pack.
- Know who the exams officer is and where you can find her. (Miss C Elizabeth: Top Floor E Block: Exams office or in the main reception).
- Guidance on the **Do's** and **Don'ts** of exams are all in here.
- Key contact details for staff are also included.



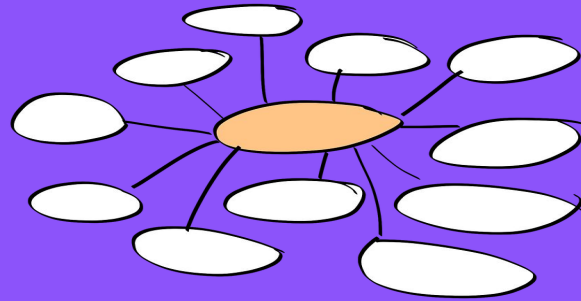


Revision Techniques

Learners are encouraged to try different revision techniques but to remember that not all techniques will work for them. It's about finding what does work.

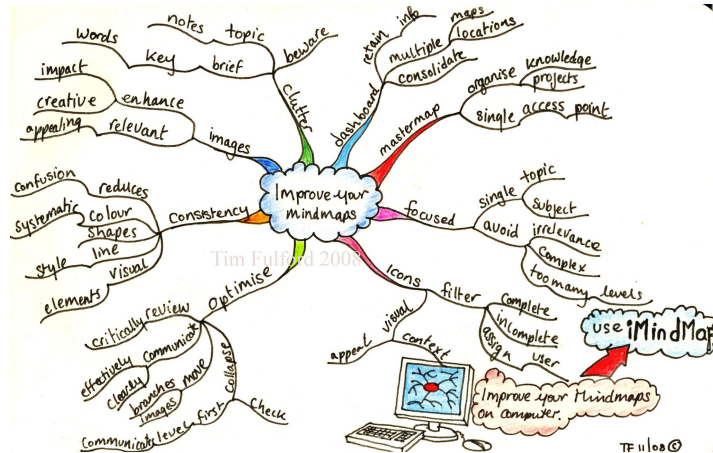
Revision Techniques

Mind Mapping: A step by step guide



What is a mind map?

A mind map is a visual diagram that provides an overview or summary of a topic or idea.



What are the benefits of using mind maps?

Benefits of creating and using a mind map.

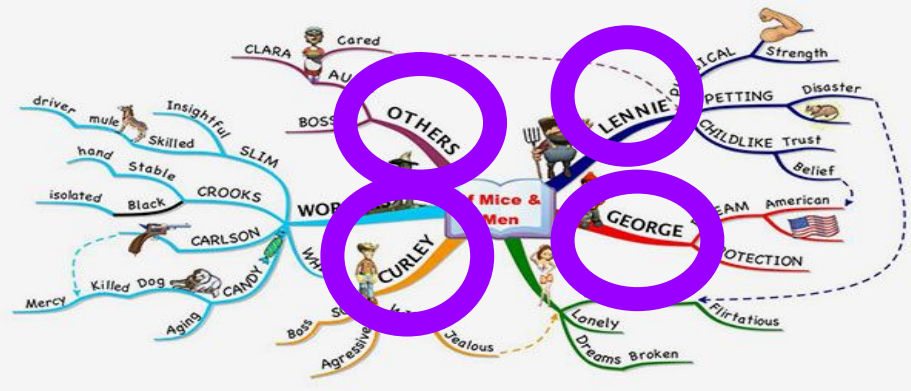
1. Mind mapping helps learners **remember** information.
2. Mind maps allow them **see everything at a glance** as it condenses the work (reduces 2-3 pages into 1 mind map).
3. Mind maps helps them see the bigger picture (**visualise** the topic).
4. Mind maps are **quick and efficient** and **often fun and easy to do.**

Steps to mind mapping



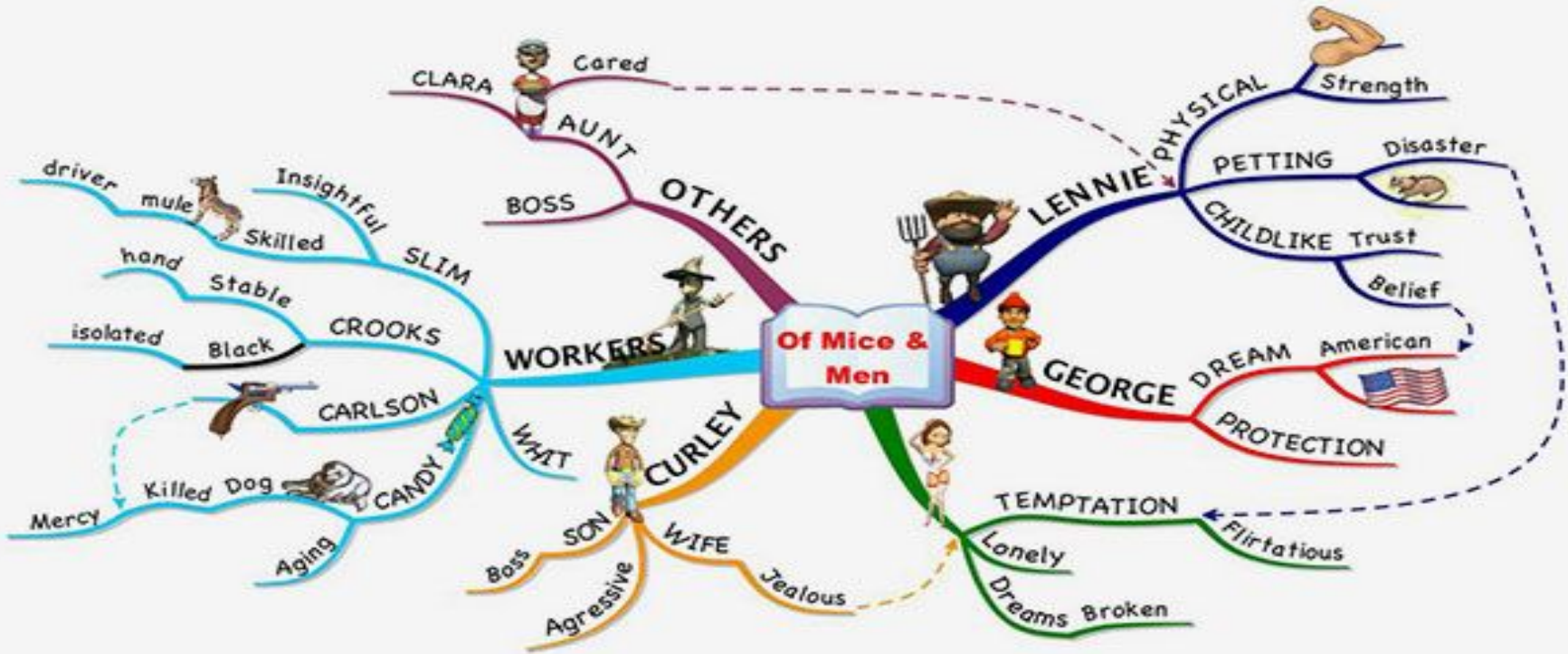
Place the central theme/main idea in the centre of the page.

Steps to mind mapping



Breaking down topics in to sections/subtopics. Add these as branches to the original idea bubble

Steps to mind mapping



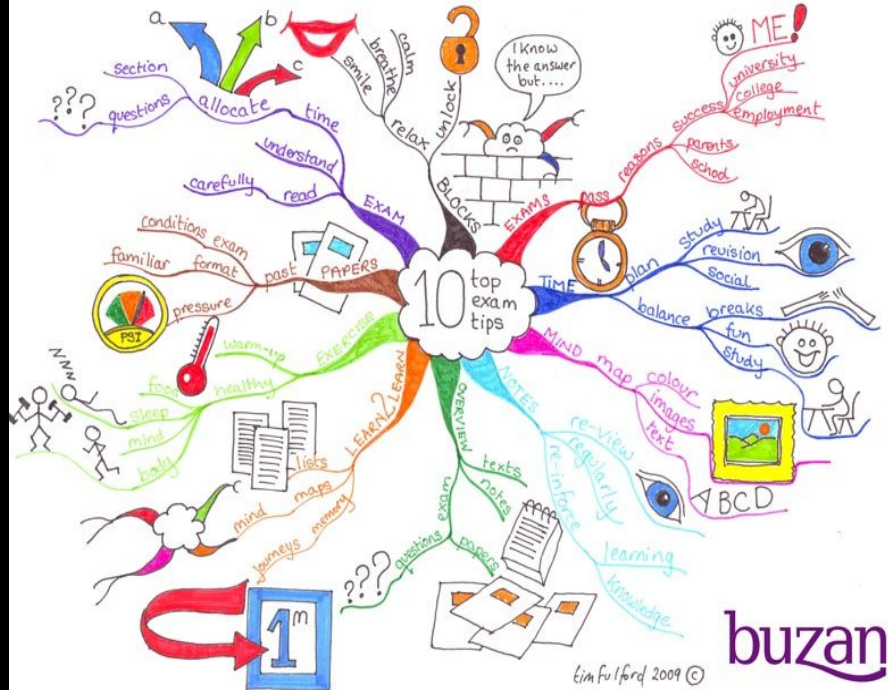
Steps to mind mapping

For each of the topic sections/subtopics add branches of:

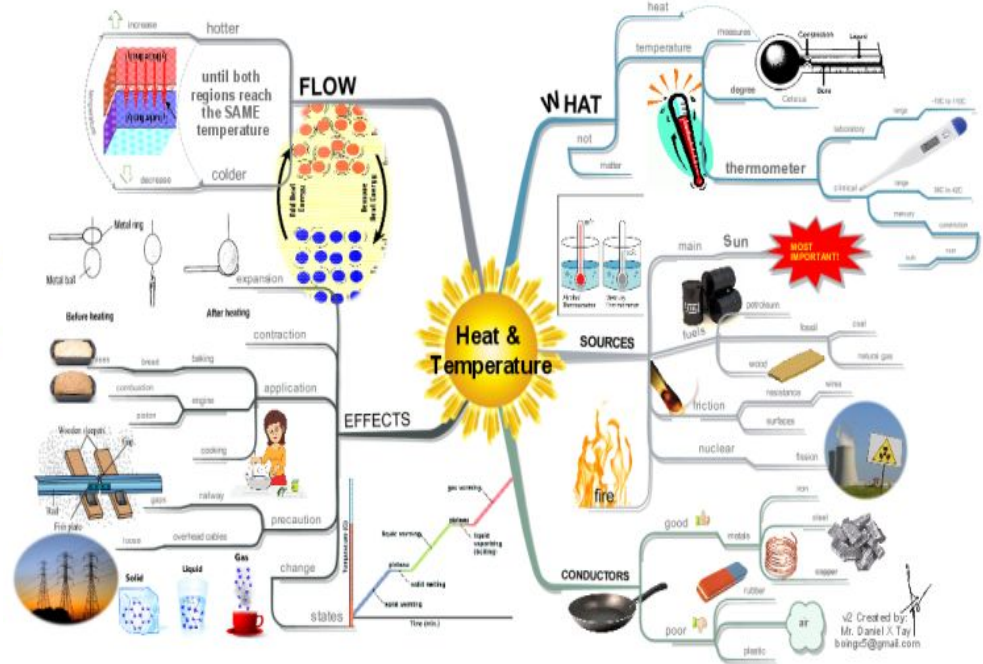
- information
- key words
- facts
- diagrams

HINT: Use different colours to distinguish between the topics.

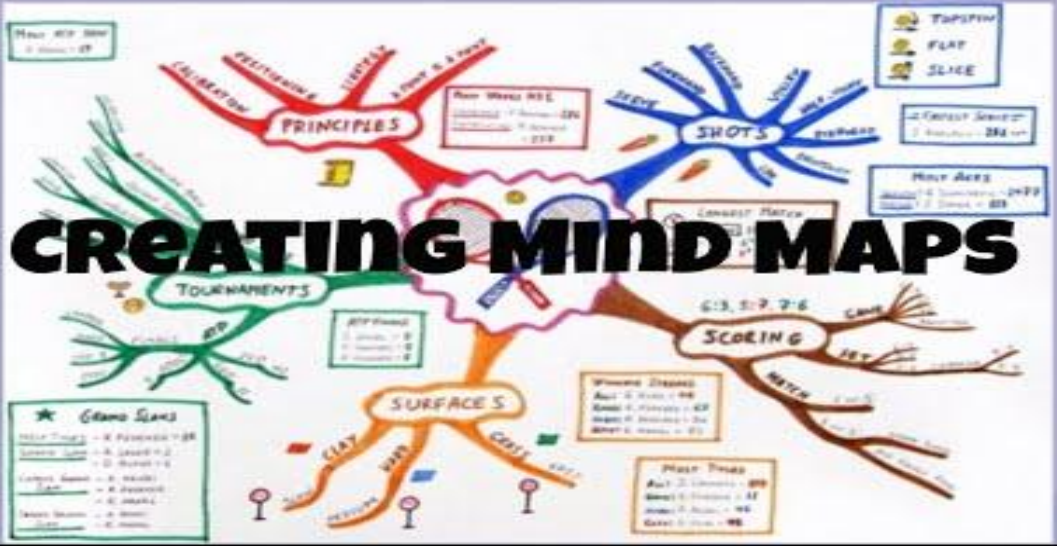
Examples



Examples



CREATING MIND MAPS



★ Grand Slam	
Walter Trout	- R. Palmer 1958
Tommy Lay	- B. Latner 1962
Carlos Gons	- R. Palmer 1968
Tony Stone	- R. Palmer 1970
George Thomas	- R. Palmer 1972
Johnnie	- R. Palmer 1974

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Flash cards

A step by step guide

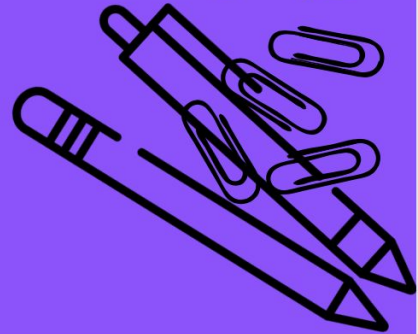
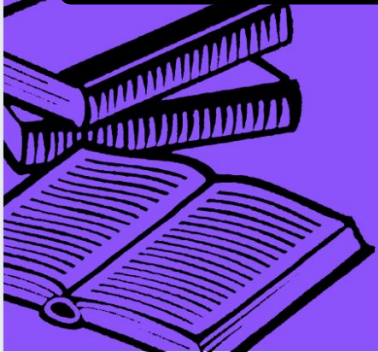


This is a technique that learners have said they really like.

This is a technique that is easily introduced into planned lessons and could be an effective and focused revision task.

What is a flash card?

Flash cards are small, double-sided pieces of card or paper. On one side learners write a question or key term. On the other side they write the answer or definition.



What are the benefits of using flash cards?

There is always a relationship between the information on both sides of the card, e.g. key term and definition, question and answer etc.

As you can only see one side of the card at a time, learners can use flash cards to test their knowledge, by instantly checking their guess.

Flash cards are an effective tool for revising keywords, vocabulary, and other subject specific information.

Steps to making flash cards

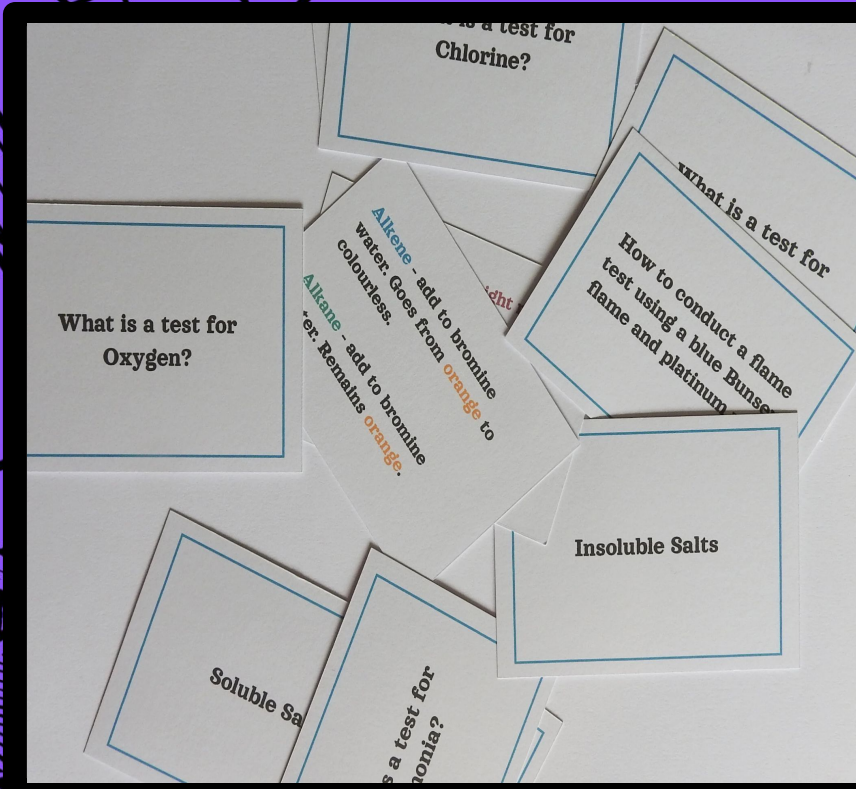
- On one side of the card, write a key term or question
- On the other side, write the definition for that key term, or an answer to the question

Stick to one idea or concept per flash card.

Don't fill the card with a long complex answer either. Keep them as simple as possible.

To achieve this, split bigger answers into smaller sets of questions if necessary, and don't worry if this means using more cards.

Examples



How tall is Mount Everest?

FRONT

8,848 metres above sea level

BACK



How should learners use their flashcards?

Flash cards are used to test knowledge, a quick way to check what is known.

- Read the question or key term from the front of the card
- Try to remember the definition or answer without looking
- Check your guess by looking at the back of the card

As learners work through their flashcards, it is a good idea to separate them into different piles:

- I know this
- Not sure about this
- I don't know this at all

How should learners use their flashcards?

Use these piles to revise more effectively. They should prioritise the cards they can't remember and revisit these the most often.

Revisit every card at some point, even those they are confident about, in order to keep the information fresh.

Don't spend hours wading through flash cards.

Review them for only a small amount of time, but repeat this often within the revision timetable.

Spaced repetition is the key to using flash cards.

A man with glasses and a dark suit is holding a white flashcard in front of his chest. The flashcard has some faint, illegible text on it. A large yellow banner with a pointed right end is overlaid across the bottom half of the image, containing the text 'Using Flashcards' in white. The background is a plain white wall. In the upper right corner, there is a partial view of another person's hand and dark hair. In the lower right corner, there is a small globe icon with some greenery.

Using Flashcards

Other Techniques

Cornell Note Taking

The physical act of writing can help learners remember more effectively than just listening or reading. Research shows that taking notes by hand is more effective than typing on a laptop.

This method discourages the use of long sentences. It is about short notes that you write down in the right-hand column using recognizable abbreviations and symbols.

It is an excellent method to encourage learners to review what they have learnt.

Cornell Notes

Name _____
Date _____
Class _____
Period _____

• Main Idea	• Key words & ideas
• Key	• Important dates/people/places
• Question	• Repeated/Stressed Info
(after notes are completed)	• Ideas/brainstorming written on board / overhead projector
	• Info from textbook/stories
	• Diagrams & Pictures
	• Formulas

Summary of your notes in your own words

How to use this method?

1. **Record:** During the lesson, learners use the note-taking column to take short sentence notes.
2. **Questions:** As soon after the lesson as possible, they will make questions based on the notes in the right-hand column. Writing questions helps to clarify meanings, reveal relationships, establish continuity, and strengthen memory.
3. **Recite:** They can then cover the note-taking column with a sheet of paper. Looking at the questions or cue-words in the question and cue column only, say aloud, in your own words, the facts, or ideas indicated by the cue-words.
4. **Reflect:** Reflect on the material by asking yourself questions, for example:
 1. What's the importance of these facts?
 2. How can I apply them?
 3. How do they fit in with what I already know?
 4. What else could I add?
5. **Review:** Spend some time reviewing the notes. This will help learners retain a great deal for current use, as well as, identify improvements or best practices for the future.

Other Techniques

Picture Prompts

Picture Prompt : A simple resource where learners have to explain how each image is connected to the topic.

This is a method many learners will have seen in the classroom and used as part of their learning. It encourages learners to retrieve information from memory and when used regularly as part of revision can be very effective.

Retrieval Practice - Picture Prompt

Task: Explain how each image is connected to Henry VIII and the break with Rome.
Explain in your own words, from memory.



Quizzes (Kahoot, Quizlet)

With learners often favouring technology online methods of revision can work in conjunction with other techniques.

These again are revision techniques often used in the classroom. Staff can create these to test the learners, learners can use them to test themselves. They are often a good starting point for revision to show what learners already know and to identify gaps in their learning.




Revision

POWER HOUR



STEP 01 Choose a past paper question
Google your subject, level and exam board e.g. "Geography A-Level Past Papers AQA"



STEP 02 Revise
Spend 20 minutes revising what you need to know to answer your chosen question




STEP 03 Do the question
Set a timer for 20 minutes and answer the past paper question you chose



STEP 04 Mark your answer
Using the mark scheme for the past paper mark your answer. This will help you to think like an examiner



STEP 05 Get feedback
Show your teacher your work. Ask them whether your marking is accurate and how you could improve your answers



SUMMARY...

- Positive attitude – Growth Mindset
- Prepare a thorough revision timetable and **STICK TO IT** but remember it can change weekly
- Be honest with yourself and plan in relaxation as part of your timetable
- Work for 25 minutes and take 5 minute breaks
- Use a variety of revision tools and techniques



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