

Use past papers
and questions
to apply
knowledge

Use learning
checklists to
plan your time
effectively

REVISION

APPLY

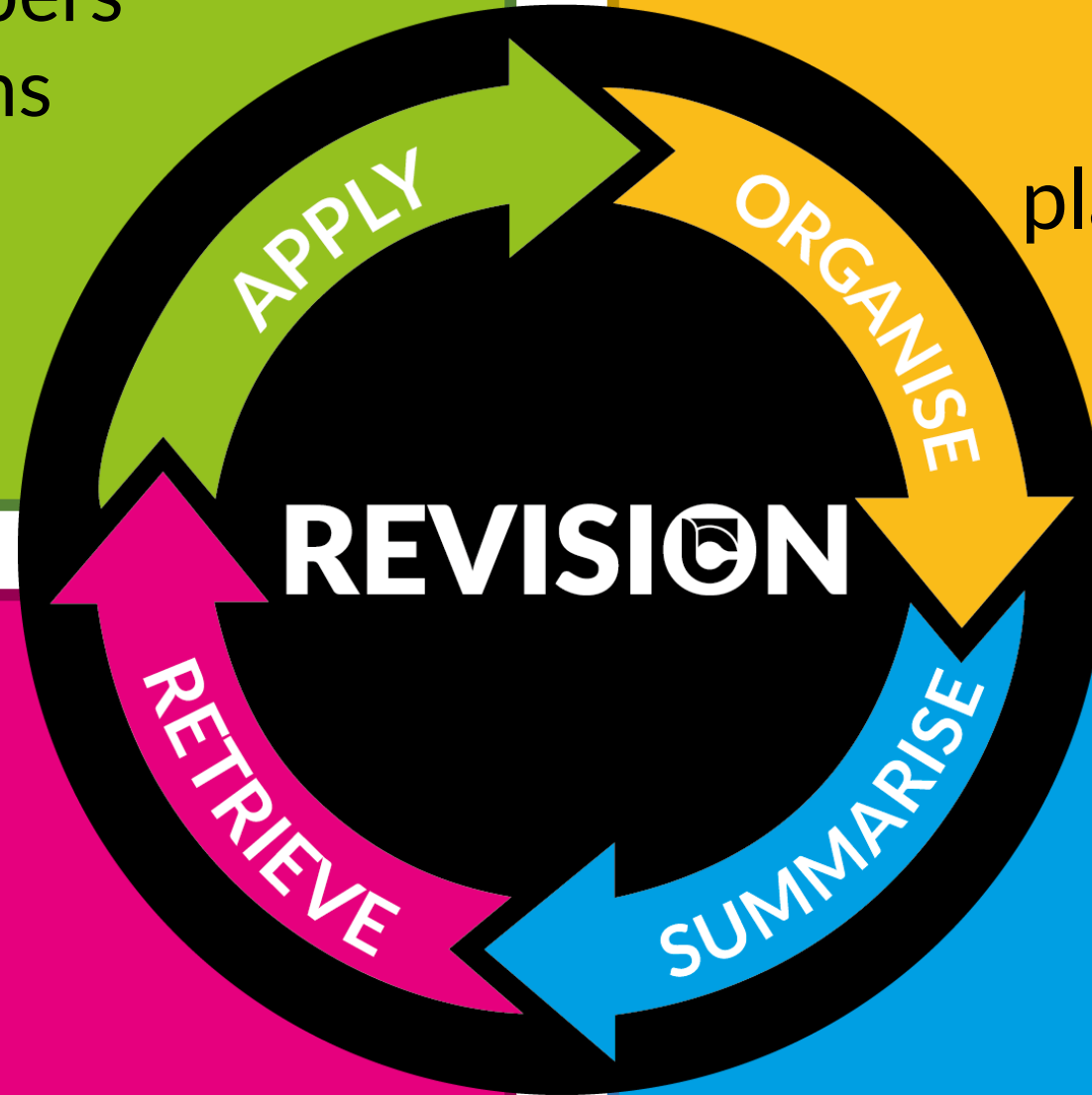
ORGANISE

SUMMARISE

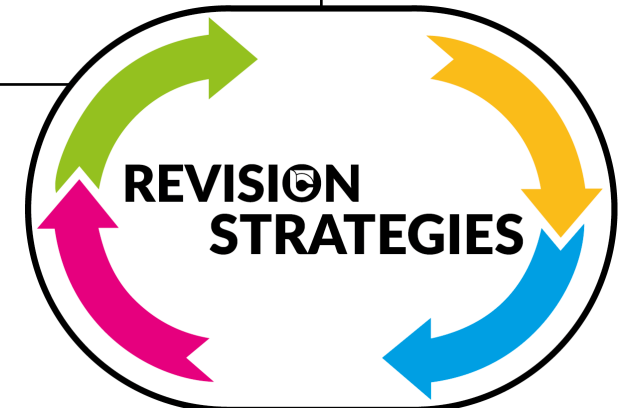
RETRIEVE

Active
recall

Condense
topics into
notes



| Organise | Summarise | Retrieve | Apply |
|---|---|---|----------------------|
| <p>How long do you revise for?</p> <p>Should you be using colour when revising?</p> <p>How often should you revise?</p> <p>How many topics do you revise in one session?</p> <p>How does learning happen?</p> | <p>Mind Mapping</p> <p>One Page Summaries</p> <p>Read and Highlighting</p> <p>Sequencing</p> <p>Flashcards</p> <p>Revision Clocks</p> | <p>Revision Clocks</p> <p>Flashcards</p> <p>Self- Quizzing</p> <p>Folding Frenzy</p> <p>A-Z keywords</p> <p>Brain dumps</p> | <p>Question bank</p> |







**Revision
Clocks**



Self Quizing



A-Z Keywords



**Flash Cards –
leitner system**



Folding Frenzy



Brain Dumps

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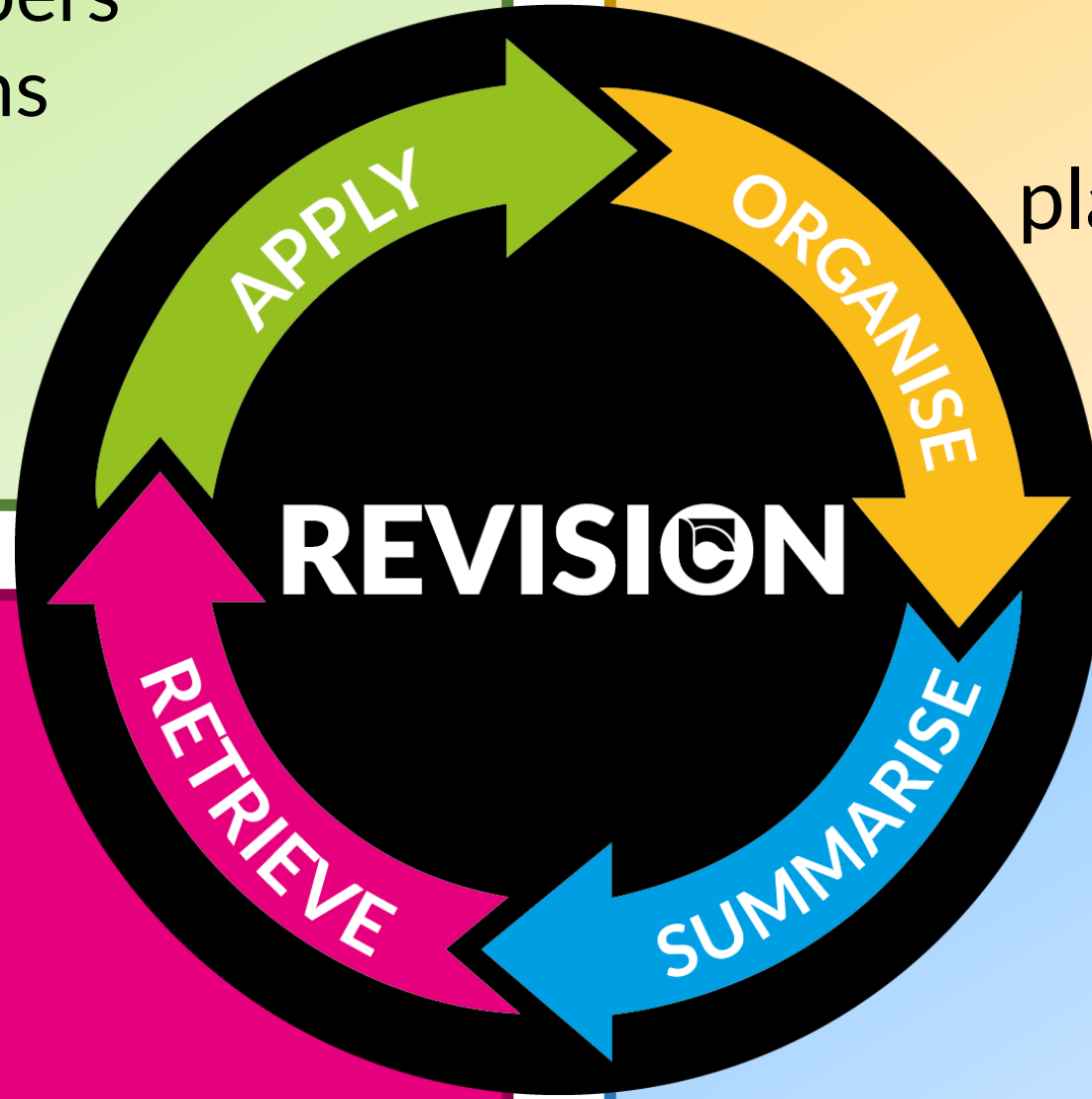
ORGANISE

SUMMARISE

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What isn't retrieval practice

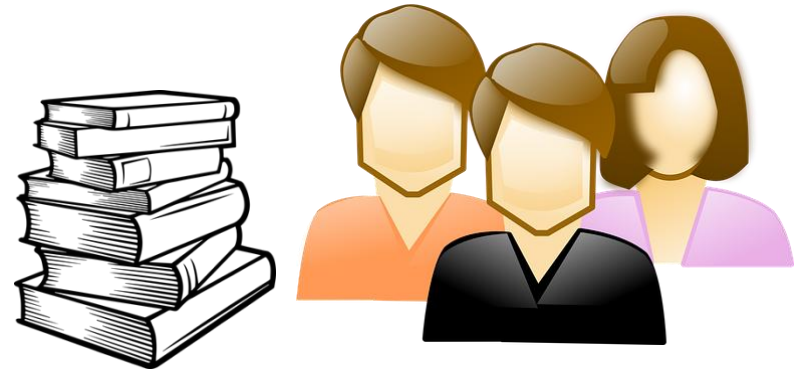
1. Reading your notes
2. Highlighting information as you read it- mindlessly highlighting
3. Writing beautiful revision cards and never looking at them again
4. Copying notes out – completing homework with the answers in front of you

What is retrieval practice?

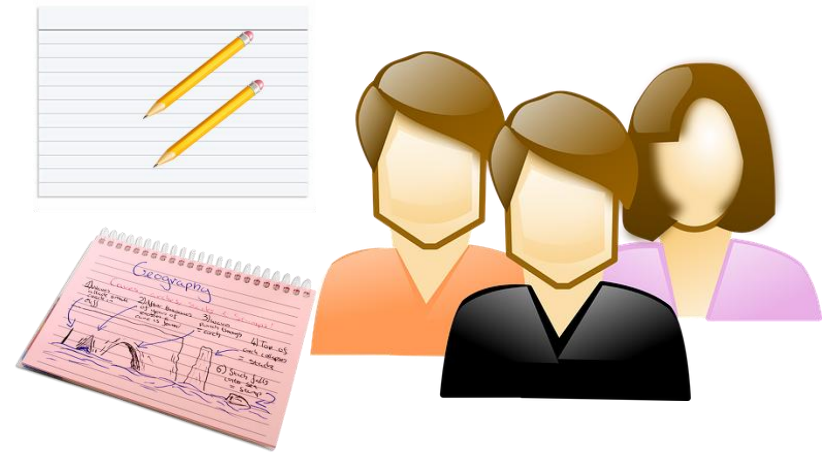
1. Quizzing yourself or others – write quizzes from your KO's and sit them a week later – keep sitting them right up until the exam
2. Having people quiz you on your revision card
3. Writing out from memory information from your revision card]
4. To write down everything you know about a subject. I call this brain dumping. Eg. what you know off by heart in black pen, in red pen you go back to the materials and fill in anything you forgot.

A Quick Science Experiment

They gave one group of students the materials (knowledge organisers) and they were only allowed to read it.



They then gave another group of students the same materials and they had to do retrieval practice.



The main findings....

- Students who did retrieval practice (testing themselves and each other) did 50% better in the exams than those who just re-read through the information.
- The longer you need to remember information the more powerful retrieval practice is, but the less effective reading is.
- Students who revised using retrieval practice found it more interesting than those who just read the material.





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Self Quizing

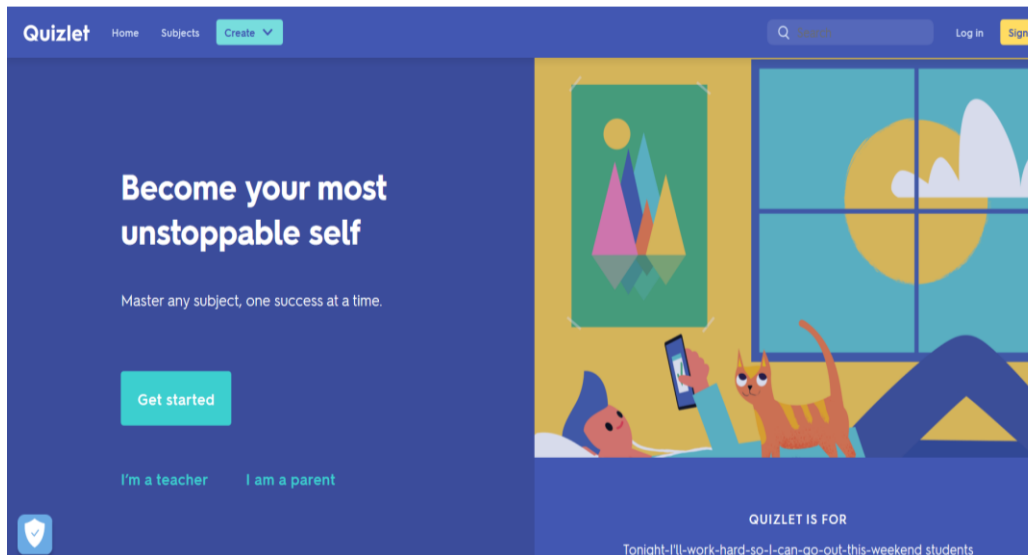
Self- Testing/Quiz

Instructions: Write down 10 recall questions and answers.
Use these to test yourself and ask others to test you.

The best questions to use here are ones that require short answers. Questions that start with State, Who, What.

| | Question | Answer |
|---|----------|--------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |

Quizlet/Quizizz



Electron structure: Atomic structure and the periodic table: Chemistry: GCSE (9:1)

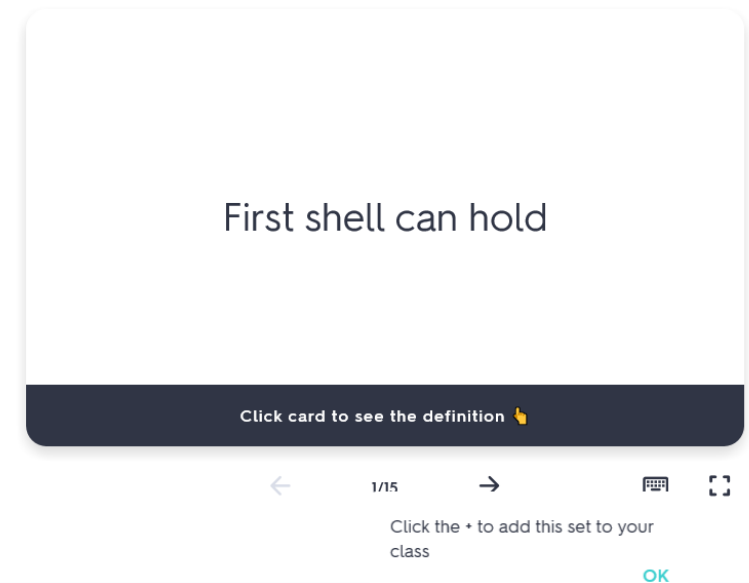
4.5 ★★★★★ 52 reviews [Leave a rating](#)

STUDY

- Flashcards
- Learn
- Write
- Spell
- Test

Play

- Match
- Gravity
- Live





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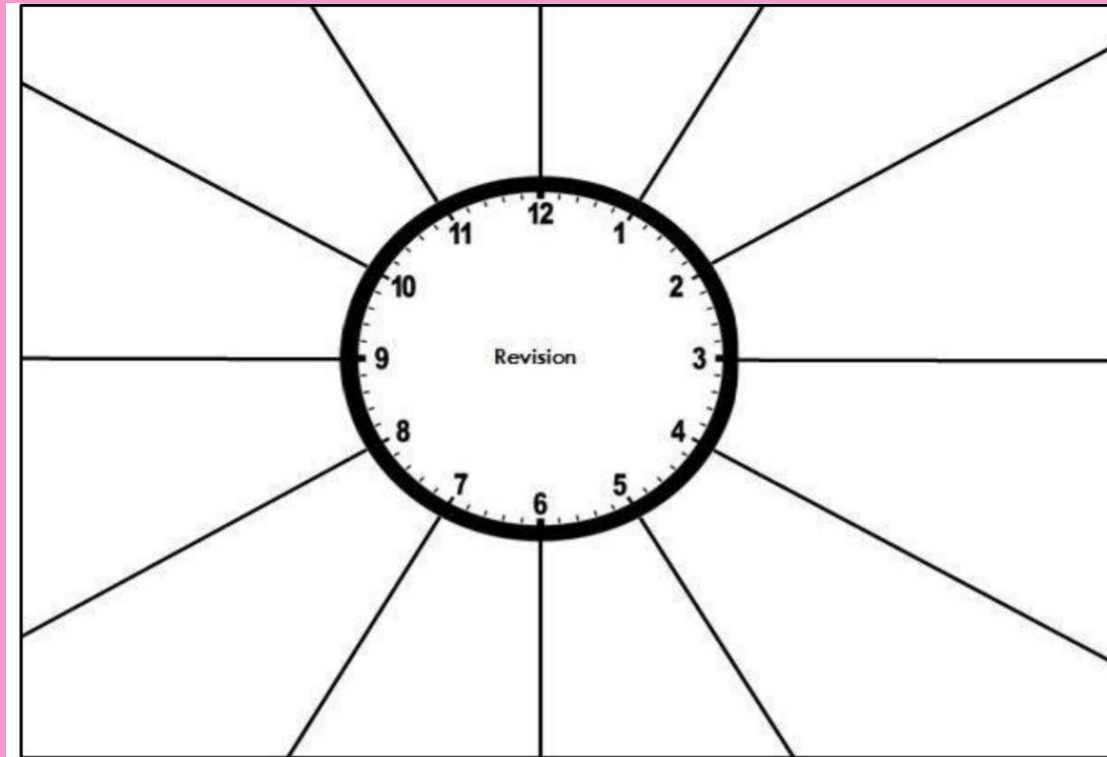


Brain Dumps



Revision Clocks

Revision Clocks



After completing your original revision clock you spend a set time studying each section e.g. 2mins.

You then start again with a blank one. Take two colours of pens. Using your first pen complete each section of your clock from memory.

Check your notes/original clock to see what you missed. Then take your second colour of pen and add in any additional information you missed first time round.



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Brain Dumps



RETRIEVE

A-Z of keywords

After summarising a topic and you have read through your notes.

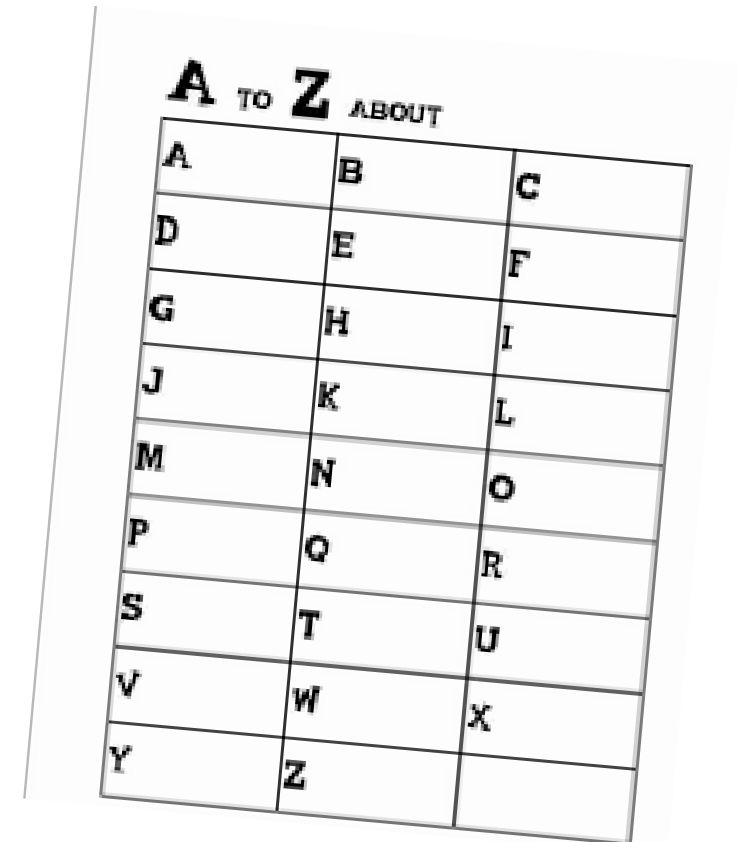
Turn them over.

Write A-Z on a piece of paper, leaving space for words.

How many words can you think of for each letter from the topic?

Can you then write sentences using those keywords?

Remember – you are not supposed to be looking at your notes. It needs to be done from memory!



| | | |
|----------|----------|----------|
| A | B | C |
| D | E | F |
| G | H | I |
| J | K | L |
| M | N | O |
| P | Q | R |
| S | T | U |
| V | W | X |
| Y | Z | |



**Revision
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Brain Dumps



Brain Dumps

Brain Dump

One of the best revision techniques is to brain dump. To write down everything you know about a subject. I call this brain dumping.



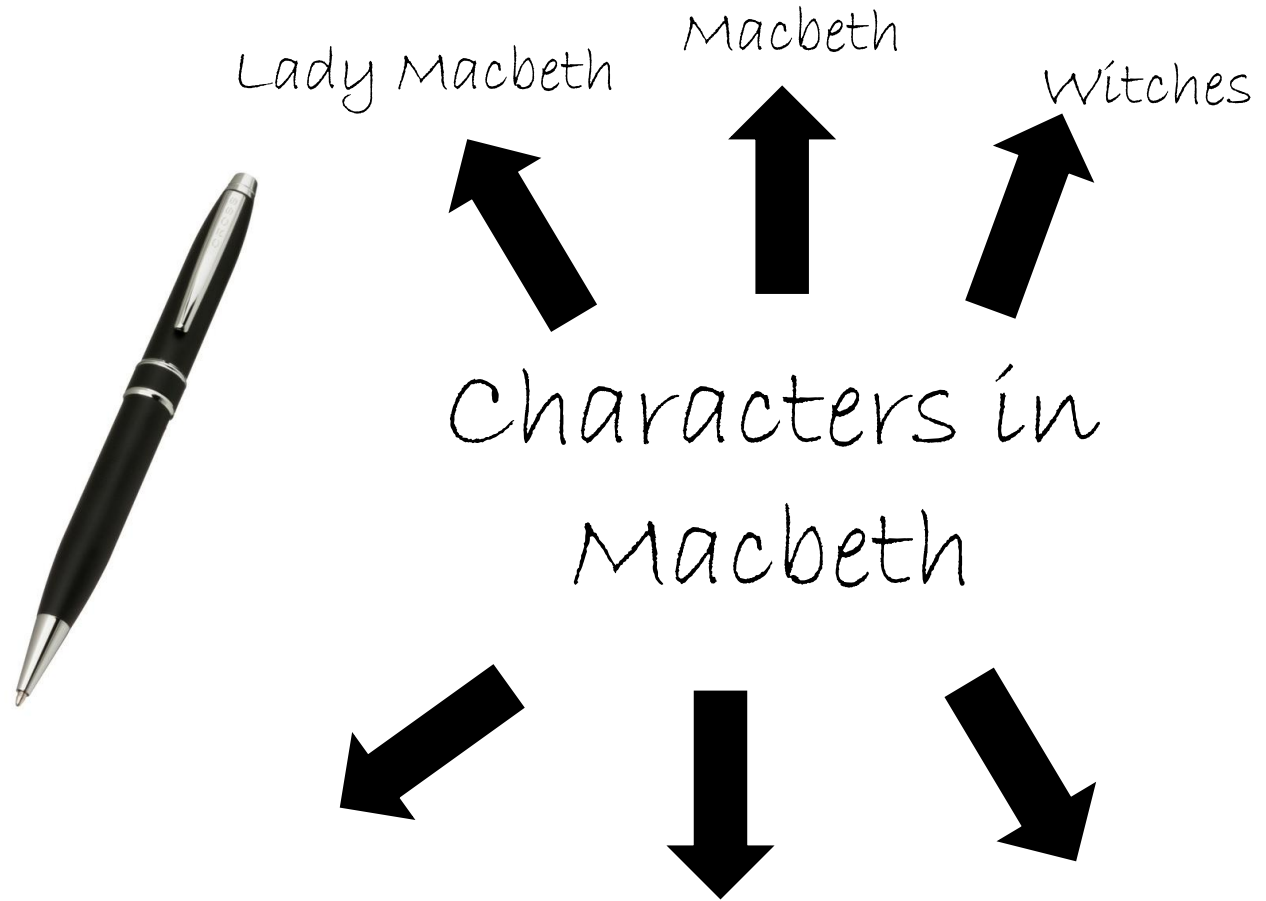
Brain Dump

STEP 1

Don't pick a huge subject like 'Macbeth' – information overload.

Instead try: Characters in Macbeth

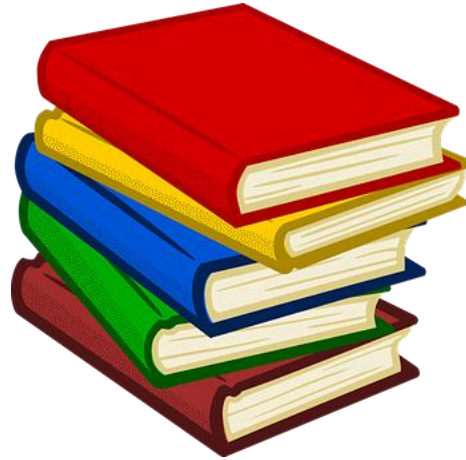
Then brain dump write everything you know in black + blue pen.



Brain Dump

STEP 2

Read back over your revision notes, Exercise book, Text book or a knowledge organizer, looking at what you remembered and what you forgot.



 **RETRIEVE**

CHARACTERS

| | |
|---------------------|--|
| Macbeth | Eponymous protagonist, ambitious and ruthless |
| Lady Macbeth | Defies expectations, strong and ambitious, but goes mad |
| Witches | Supernatural beings, prophesy, could represent conscience |
| Banquo | M's friend, sons prophesied to rule, killed and returns as ghost |
| Duncan | Good king, praises M at start, murdered in Act 2 |
| Macduff | Wife and children killed; kill M; born by caesarian |
| Malcolm | Heir to throne, good man, finally crowned |
| Fleance | Banquo's son, represent innocence and justice |

Brain Dump

STEP 3

Then in a different colour (ideally red – because it means warning so sticks in your brain better) write down everything you forgot onto the sheet.



Lady Macbeth
Strong
Ambitious
Goes mad

Macbeth
Ambitious
Ruthless

Witches
Supernatural
beings...

Characters in
Macbeth

Banquo...

Duncan...

Macduff

RETRIEVE











Brain Dump

RETRIEVE

OPTIONAL STEP 4

You can also try this technique with a Knowledge organiser. Start with just the column headings and see what you can remember from a topic

| GCSE History Knowledge Organiser: Civil War, Homesteaders & Cattle Ranching | | | | | | | | | |
|--|---|----------------------------------|--|-----------------------------|--|---------------------------|---|------------------------|------------------------------------|
| 1860 | 1861 – outbreak of American Civil War | 1863 – Emancipation Proclamation | 1865 – End of American Civil War | 1867 – Cattle drives begin | 1870 | 1873 – Timber Culture Act | 1875 | 1877 – Desert Land Act | 1880s – Decline of cattle industry |
| 1862 – Homestead Act 1862 – Pacific Railroad Act | 1866 – Goodnight-Loving Trail opened | 1867 – Abilene is established | 1869 – Transcontinental Railroad complete | 1874 – Barbed wire invented | 1879 – Exoduster Movement | | | | |
| The American Civil War | The Exodusters - 1879 | | Women | | The Open Range | | | | |
|  | Many freed African Americans fled to Kansas on the promise of free land and hope for a better future, but it was not all it was made out to be. | | Women's lives were fairly tedious. They were responsible for cleaning and cooking and also helping with the farming. They often talk about how repetitive their lives were. If they had children, they had to be back working the following day, as everyone had to muck in. | | Initially, ranchers did not fence in their cattle. They claimed land on the Plains and branded their cattle, to stop rustlers from stealing them. Cowboys lived and worked on the range. | | | | |
| The Civil War began in 1861 over the debate over slavery. The North (Union) wanted to stop it and the South (Confederacy) wanted to continue it. Abraham Lincoln led the North and Jefferson Davis led the South. Whilst it was happening, the development of the Plains slowed down as government efforts were focused elsewhere. It eventually ended on 9th April 1865 when the Confederacy surrendered. In 1863, Abraham Lincoln freed the slaves with the Emancipation Proclamation. | The Transcontinental Railroad | | Growth of the Cattle Industry | | Cowboys | | | | |
|  | In 1862, the Pacific Railroad Act is passed which planned to create a railway track from East to West. The Central Pacific Railroad Company would start building in the West and the Union Pacific would start in the East (Nebraska). Both would be paid per mile of track built through the territory. It was completed in 1869 where both Promontory Point in Utah. The railroad quickly to the West, encouraged the growth of the West but also had a negative impact on the environment. | |  | | Texas Longhorns were left on cattle ranches during the Civil War. When ranchers returned home, the population had exploded and they had to find a way to transport them. | | The cowboy's life was tough and poorly paid. Many were African Americans, or Mexicans & others were from Southern states looking for work. They were often called 'exodusters'. | | |
| The Homestead Act - 1862 | Homesteader Problems | | | | | | | | |
| Many demobilised soldiers & ex-slaves had returned from Civil War with no home and the government wanted to encourage the spread of settlers onto the Plains. The Homestead Act offered 160 acres for free, to farmers who would build a house and live on the homestead for 5 years. |  | | | | | | | | |
| The Timber Culture Act - 1873 | PROBLEMS: There was a lack of water on the Plains. There was a lack of building materials on the Plains. The extreme temperatures made it difficult to farm & live. Hygiene was problematic. They were very remote. | | | | | | | | |
| This provided a further 160 acres, as long as settlers planted 40 acres of trees to help the future development of the Plains by producing resources. |  | | | | | | | | |
| The Desert Land Act - 1877 | | | | | | | | | |
| This Act gave settlers the opportunity to purchase 640 acres of land for a very little money, where rainfall was a problem. | | | | | | | | | |
| | The Homestead Act - 1862 | | The Exodusters - 1879 | | Women | | The Open Range | | |
| |  | | | | | | | | |
| | The Timber Culture Act - 1873 | | The Transcontinental Railroad | |  | | Growth of the Cattle Industry | | Cowboys |
| | | | | | | |  | | |
| | The Desert Land Act - 1877 | | Homesteader Problems & Solutions | | | | Cattle Drives | | End of the Open Range |
| | | | | | | | | | |
| | | | | | | | Cow Towns | | |



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leitner system**



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Brain Dumps



Flash Cards – leitner system

Leitner System

- The Leitner system is a way of organising your flashcard once you are using them to retrieve information.
- Once you have made your revision notes get someone to test you or you can test yourself and put the cards into **three piles**.
 1. You know
 2. You sometimes know
 3. You don't know

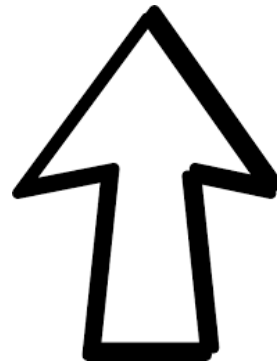
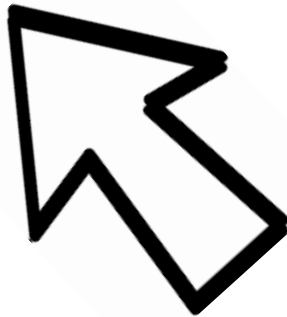


RETRIEVE

1. I often get these words/ topics wrong and I need to keep going over them.

2. I understand this a little bit but I am a bit unsure. I need to go back through these again.

3. I am really confident I understand these topics/ words.



Flashcards

- You could label envelopes to divide up your cards and move them on when you understand them.
- You could also use boxes. People use shoe boxes with dividers inside them. Have a look for some ideas on YouTube.
- You could also use the ring that holds your cards together. Open the ring that holds the cards together, take off the cards you are confident you know from the ring and leave the ones you are uncertain of on the ring. Keep testing yourself and take the cards off when you know them. When you think you know them all, put them all back on the ring and test yourself again. Repeat!

Flashcards are a great way to test yourself, revise and also check your learning.

HAVE A GO!



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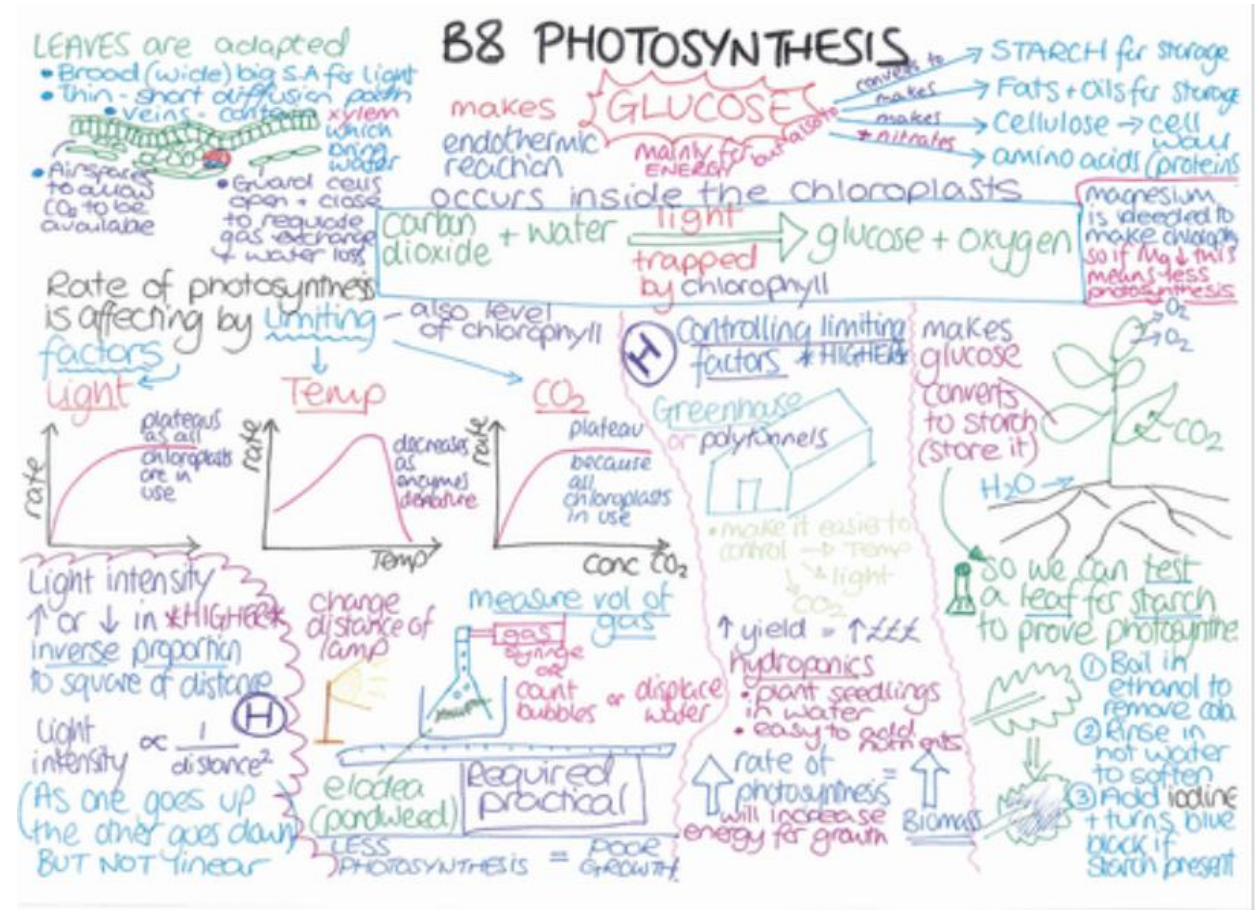


Folding Frenzy

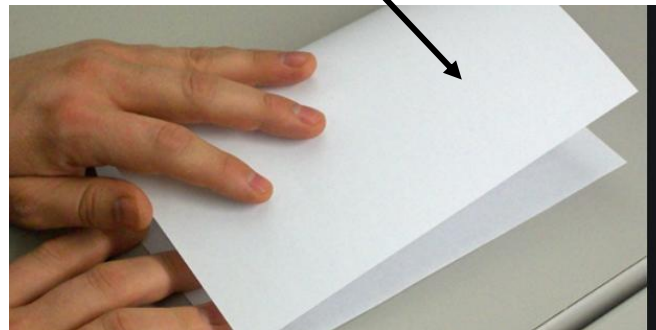
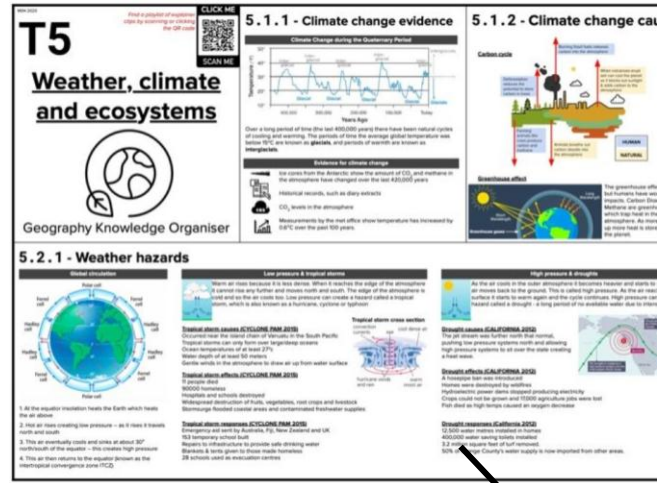
Folding Frenzy

RETRIEVE

- For this revision strategy you need an A3 or A4 summary of a topic.



Folding Frenzy – how?



- Write a summary of the topic on an A3 piece of paper (in any format).
- This is a great way to reduce your one page summary down and make it more manageable.
- Fold it in half so you now have an A4 piece of paper.
- Condense the topic onto the small piece of paper.
- Repeat another twice until you have a flashcard piece of paper.
- You should be left with a really small summary of the topic.