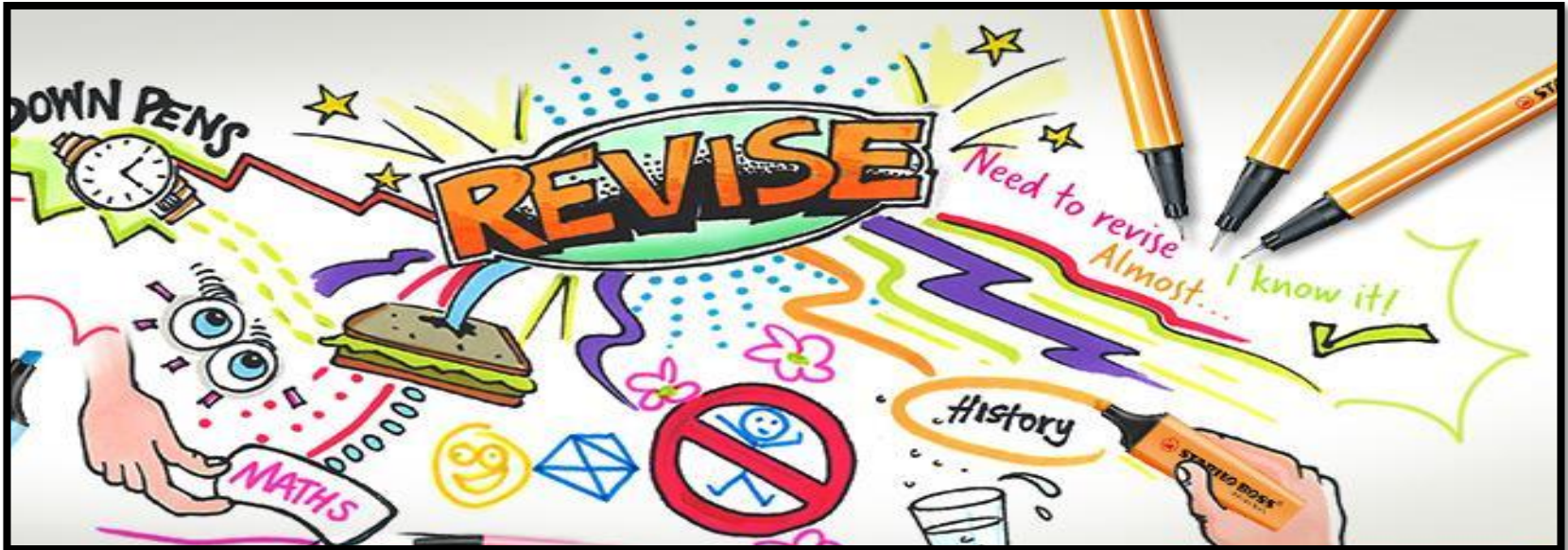


How to revise - A parents guide



How can parents and carers help?

Parental involvement can make an enormous difference! It can have a significant impact on the outcomes your child achieves.

Research from the National Child Development Study revealed that very high parental interest is associated with better exam results compared to children whose parents show little interest. (National College)



Parental engagement in supporting learning in the home is the single most important changeable factor in student achievement.

Do-Now Activity

On a post-in note, **write down one thing you hope you get out of this evening** and **any questions** you have about supporting your child with revision.

We will come round and collect these post-it notes and answer any questions at the end of the session.



Understanding Effective Revision



Revision is a marathon...



... not a sprint



**This means your child should
start revising now***



***if they have not done so already**

Getting the right balance



Yes, they will have less free time temporarily.
No, they will not have to go without free time completely.
Yes it will be worth it!



What do you know off-by-heart?

Think about things you know off-by-heart:



Instagram

Log in

Now think about how and why you know those things off-by-heart

Need to be explicit about what is being revised in each **30 minute block**.

English: Macbeth
History: Elizabethan entertainment
Maths: Ratio

Revision Timetable

	Wednesday	Thursday	Friday	Saturday	Sunday

Colour code, highlight and tick-off what has been achieved.

12:00	
13:00	
14:00	
15:00	
16:00	
17:00	

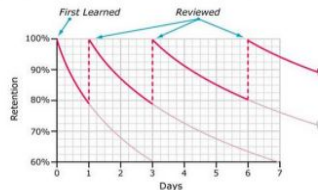
Break revision down into small chunks.
30 minutes FOCUSED revision.
Build in some 'down time'.

Have a range of topics from different subjects.

Rather than cramming all of your revision for each subject into one block, it's better to space it out – from now, through to the exams.

It gives you some 'forgetting time'. This means that when you come back to it a few weeks later, you will have to think harder, which actually helps you to remember it.

Typical Forgetting Curve for Newly Learned Information



Plan in breaks

Encourage exercise and fresh air in free time to aid wellbeing.



Revision timetable

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
4 - 4.30							
4.30 - 5	Homework from the school						
5 - 5.30	Dinner time						
5.30 - 6	Dinner time						
6 - 6.30	Dinner time						
6.30 - 7		Science		French	5 - 5.30		
7 - 7.30	RE		History		5.30 - 6		
7.30 - 8		Maths		English	6 - 6.30		
8 - 8.30	French		Geography		6.30 - 7		
8.30 - 9					7 - 7.30		

**There is no point in writing
“History” in a revision slot.
Revision has to be specific.
Write an exam question into
your revision slot. This way time
is not wasted with the thought
“What should I do?”**

Revision timetable

	Monday	Tuesday	Wednesday	Thursday			
4 - 4.30							
4.30 - 5	Homework from the school						
5 - 5.30							
5.30 - 6							
6 - 6.30	Dinner time						
6.30 - 7							
		Photosynthesis		Write			
7 - 7.30	History WWI causes mindmap		The invasion of Belgium was the main cause of WWI. Do you agree?		5.30 - 6		
7.30 - 8		Trig EQ		Eng Exam Paper	6 - 6.30		
8 - 8.30	Spanish Verbs		Geography		6.30 - 7		
8.30 - 9					7 - 7.30		

**Now when you come to revise
you are focused and can get
straight down to revision!**



The Science

Students will have a huge amount to LEARN for their exams.

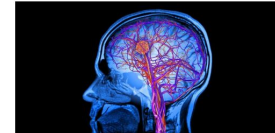
Memory is based on connections between the neurons in the brain.

These connections are weak to start with, they break and disintegrate easily. This means we easily forget new knowledge or skill.

Revision, repetition and practice strengthens the neural connections in the brain.

Making it easier to remember the knowledge and skills needed for exam success.

Your brain needs to repeat information
— 5 times to move it to long term memory —



Revision is a 3 step process that must be active!

Knowledge:

Revise the basic facts

Understanding:

Describe and explain the knowledge

Application:

Apply the knowledge to an examination question

Which is why the revision must start now!



'I know nothing!'

Passive learning

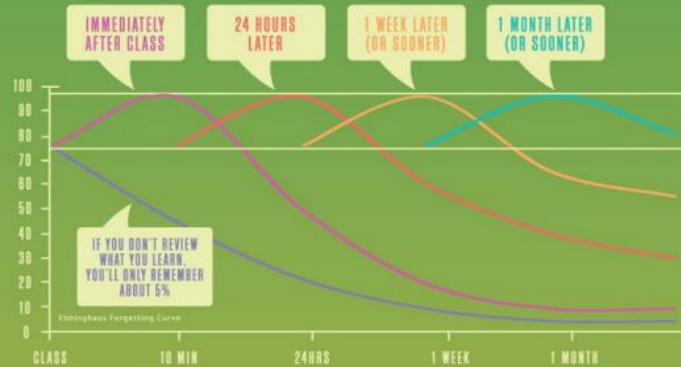
To actively revise you have to **DO** something with the information rather than just read it.

PLAN
 PREPARE
 PERFORM



YOU'LL FORGET THIS IN 24 HOURS!

Did you know that you forget 80% of what you learn in the first 24 hours?
This is why cramming for exams doesn't work!

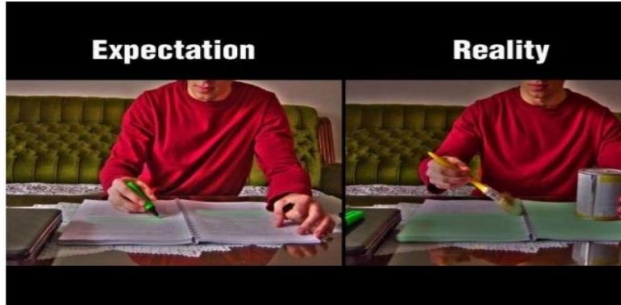


It is proven that by reviewing what you've learnt at regular intervals, you can reduce how much you forget to just 10%.

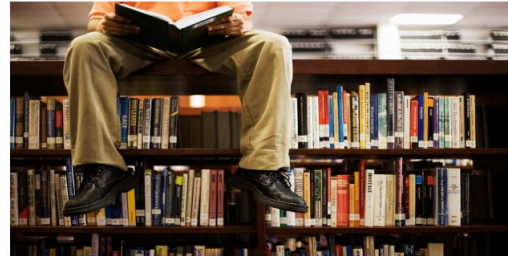
Review your work 4 times within a month and you'll remember nearly 100%

The ways in which some students like to repeat or try and revise material are generally not effective...

Highlighting



Re-reading



Summarising Texts



Why are these not effective?

- Low challenge
- Little thinking required
- Makes them feel they are 'doing something'. The illusion of revision!

Key principles for effective revision

- Encourage your child to start revision early so they can do it little and often and revisit content several times
- Spaced practice rather than massed practice
- Ensure they don't just revise their strengths
- Minimise distractions
- **Retrieval** rather than re-exposure
- Apply the knowledge to difficult tasks

Effective revision techniques

Encourage your child to use a variety of revision techniques

Brain dumps

Summary: Brain dumps



1.

Identify knowledge

Identify the knowledge/topic area you want to cover.

Germany
1919-23



2.

Write it down

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)



3.

Organise information

Once complete and you cannot remember any more use different colours to highlight/underline words in groups.

This categories/links information.

Social, economic,
political



4.

Check understanding

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.



5.

Store and compare

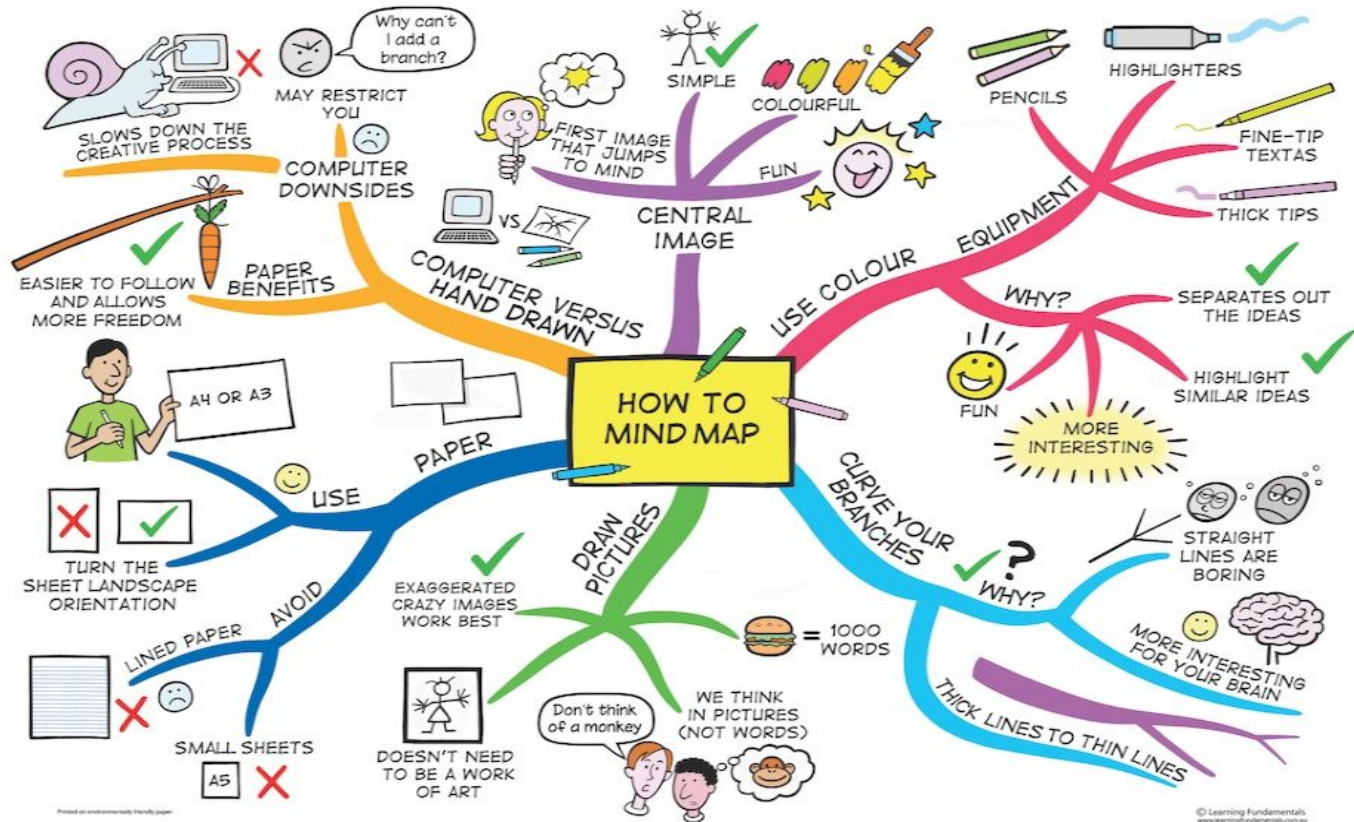
Keep your brain dump safe and revisit it.

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.

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

Encourage your child to use a variety of revision techniques

Mind maps



Encourage your child to use a variety of revision techniques

Mind maps

Summary: How to create a mind map



1.

Identify knowledge

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



2.

Identify sub topics

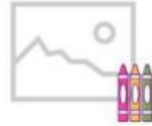
Place the main topic in the centre of your page and identify sub topics that will branch off.



3.

Branch off

Branch of your sub topics with further detail.
Try not to fill the page with too much writing.



4.

Use images & colour

Use images and colour to help topics stick into your memory.

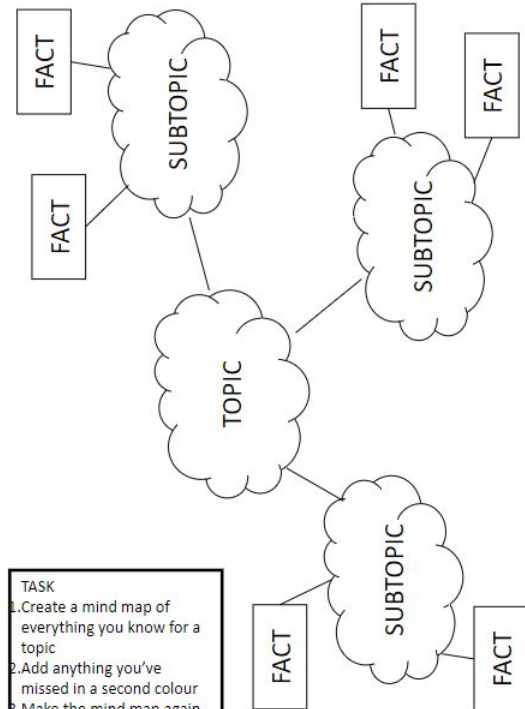


5.

Put it somewhere visible

Place completed mind maps in places where you can see them frequently.

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



TASK

1. Create a mind map of everything you know for a topic
2. Add anything you've missed in a second colour
3. Make the mind map again and see if you can reduce the second colour

Encourage your child to use a variety of revision techniques

Dual coding



Dual coding:

X Is **not** about drawing pretty pictures or being good at art.

X Is **not** about using different coloured pen.

- ✓ Is about **revision using diagrams.**
- ✓ Is about using rough sketches/images to help you remember.

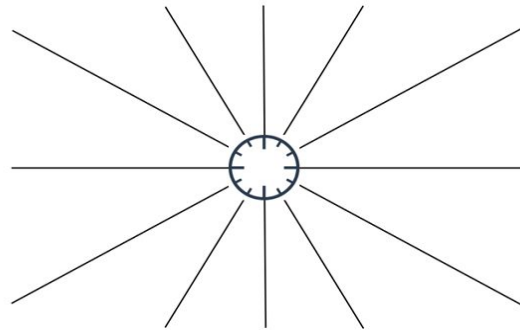
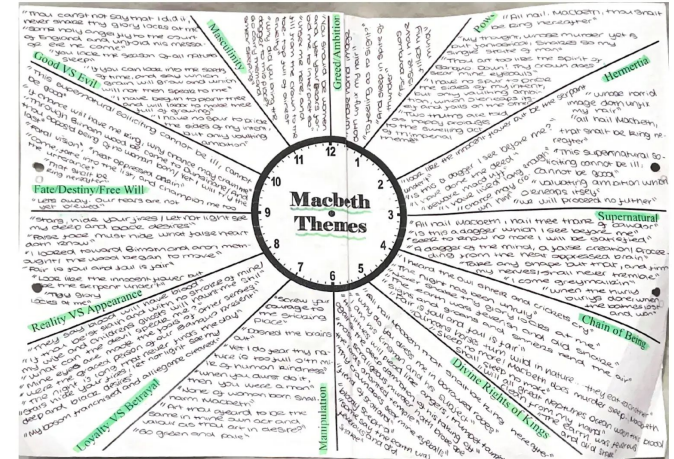
The notebook page shows several revision techniques:

- timeline**: A horizontal line with years 2015, 2016, 2017, 2018, and 2019. Below it are five boxes labeled event 1, event 2, event 3, event 4, and event 5.
- diagram**: A sketch of a volcano with arrows pointing to different parts labeled 'feature'.
- graphic organiser**: A tree diagram with 'effects' at the top, branching into 'cause 1', 'cause 2', 'cause 3', 'cause 4', 'cause 5', and 'cause 6'.
- infographic**: A box containing various visual elements: a flowchart with 'PLAN' in the center, a globe with 'text about image', a cloud with 'text about image', a bar chart, a line graph, a cloud, a tree diagram, and three numbered sections (1, 2, 3) with shaded backgrounds.

Encourage your child to use a variety of revision techniques

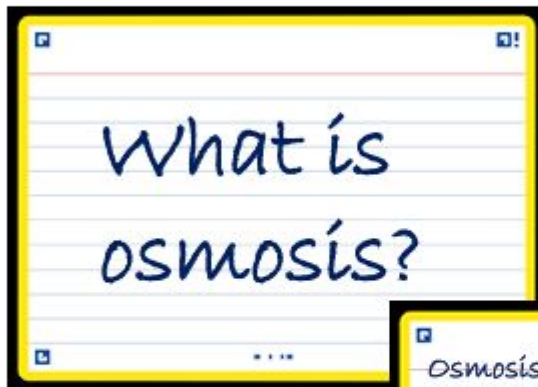
Revision Clock

- A way of revising by breaking a topic down into 12 sub-categories & making notes in each part of the clock in timed 5-minute intervals

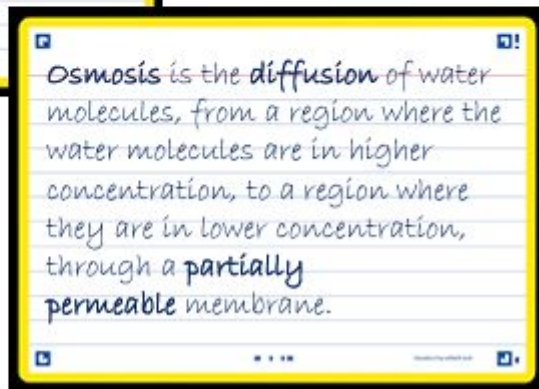


Then check against your notes/exercise book

Encourage your child to use a variety of revision techniques



Flashcards



Flash Cards

How to make them...

1. Ensure that the flashcards have a question or key term on one side and the answer or definition on the other;
6. Make your flashcards as soon as you've learnt the topic in class.

- The flashcard must work the memory.
- If flashcards only contain notes then no retrieval practice will be happening.

2. Ensure the right questions and knowledge are on the cards.
3. Keep information as short as possible.
4. Write clearly. You should be able to read what you wrote at a very quick glance.
5. Use different coloured cards or pens to categorise your flashcards. For example, use a different colour for each subject or topic. This can help your brain to categorise information better.

Using Flashcards

- Using flashcards is a repetition strategy
- They are a simple 'cue' on the front and an 'answer' on the back
- Flashcards engage "active recall"

Studies have found that it's more effective to review a whole stack of cards in one sitting rather than to carry them around with you and glance at them every so often!

Encourage your child to use a variety of revision techniques

AQA

Past papers

Please write clearly in block capitals.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature

GCSE
COMBINED SCIENCE: TRILOGY

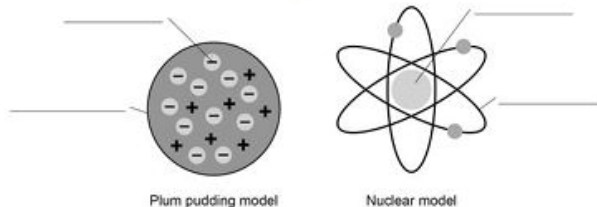
H

Higher Tier
Physics Paper 1H

0 1

Figure 1 shows two models of the atom.

Figure 1



Plum pudding model

Nuclear model

0 1 . 1

Write the labels on Figure 1

Choose the answers from the box.

[4 marks]

atom

electron

nucleus

- Timed conditions
- Use the markscheme when completed to check your answers
- Revisit weaker areas
- Read examiners reports

GOOD REVISERS

by @Inner_Drive
www.innerdrive.co.uk

POOR REVISERS

Eat breakfast



Skip breakfast

Sleep 8-10 hours a night



Get little sleep

Have regular bedtimes



Have inconsistent bedtimes

Get fresh air each day



Stay indoors all day

Exercise regularly



Do no exercise

Do past papers



Mostly revise highlighting 'key' passages

Spread out their revision



Cram their revision

Keep a diary to capture negative thoughts



Dwell on worst case scenarios

Revise in a quiet environment



Revise whilst listening to music or TV

Drink water regularly



Forget to stay hydrated

Put their phone away during revision



Revise with their mobile phone next to them

Key takeaway messages



Finally...

10 WAYS Parents and Guardians CAN HELP THEIR CHILD STUDY

by @inner_drive | www.innerdrive.co.uk



Plenary Activity

On a post-it note, **write down one thing you will take away from this evening** that you can share with your child when you return home.





MyStudyLife



Exam Countdown



Quizlet



SENECA

Learn better, faster, free.

BBC
Bitesize



YouTube

GetRevising
learn together