Revision Methods
What They Are and How to Use Them

Cue Cards/Flashcards

Flashcards are sets of small, double-sided cards used to learn and revise details, keywords and vocabulary. They are useful for learning the relationship between two pieces of information.
- Write a question or key term on the front and then the answer or definition on the back
- Test yourself or ask someone to test you

Revision Clocks

- There are 60 mins in a lesson so you have 12 x 5 min segments to create revision notes
- Pick or ask your teacher for 12 headings for each section
- You will have 5 mins on each section to create your notes
- You can use your exercise books or textbooks to help you create you notes. To challenge yourself, you can do this without using notes
- Use a stop clock to keep track of the time

Exam Questions

- Use an exam question to prioritise exam topics for revision
- Use an exam question to determine what skills will be assessed
- Annotate an exam question and complete it
- Use the mark scheme to self-assess. What is the examiner looking for?

Mind Maps

A mind map –is a diagram which represents all the information you need to revise in a visual manner. It enables you to get to grips with a large body of information, increase memory retention during the revision process and even boost your creativity. Use keywords, colours, images and diagrams to link the ideas and topics.

- Choose a topic to revise
- Create a new mind map with only the main topic branches
- Fill in the main topic areas.
- Then see how much you can extend the branches from memory
- This is when you need to return to your revision source and add the additional information
- You can now extend the branches further

Card Sorts and Trigger Lists

A kinesthetic method of revision, because you physically move the information around. You can organise cards into groups or categories. These cards can be used to create links between concepts.
- Put a key word on one card and the definition on another or an equation on one card and what it means on another. You may choose to include images.
- Mix these up, organise them
- Once this becomes easy and you organise them correctly quickly, create and add more cards!

Reduce and Transform

Transform the information to something else; you are more likely to remember it if you make it memorable.

- Transform a paragraph/poem/information into text language

- When trying to learns lots of important facts or information relating to a topic you need to reduce the information and be selective

Mind map

Drawing pictures or adding images can help you memorise important information. Use a range of colours.

Post it notes

- Write one fact on each post-it note.

- On the other side of each one you need to write a short, clear question - the fact on the other side is the answer.

- Put the post-it notes on your desk so you can only see the questions.

- Pick one up at random, read the question, think of the answer and then turn it over to see if you got it right.
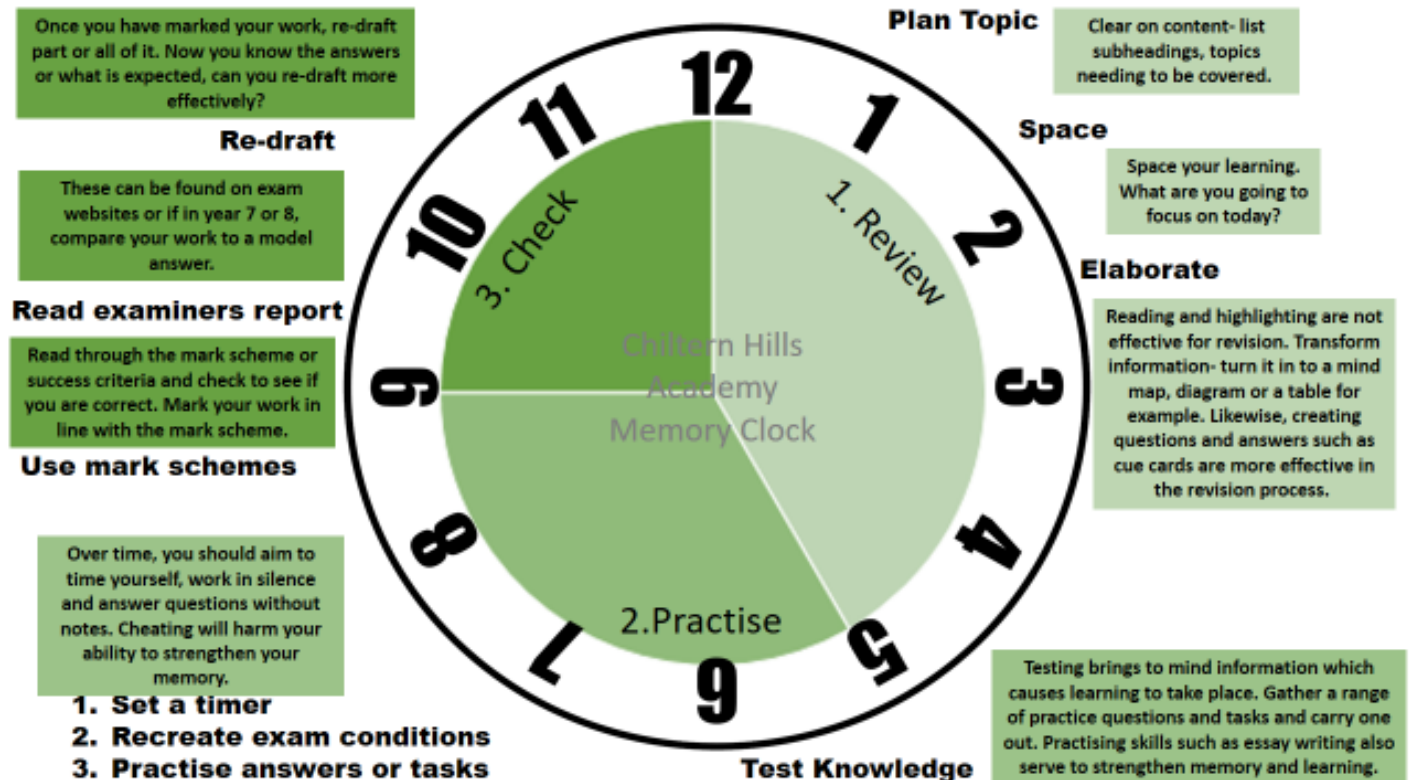
Speak in an accent

- Read things out loud in different accents or voices. Then when you are trying to recall the facts, you'll remember the accent and then hopefully the fact too. Try Scottish, Australian or Welsh or any other accents you can think of.

- Record yourself reading important notes and mentioning important points, listen to the recordings over and over while saying them out aloud – it will help you memorise.

Blurting

- https://www.youtube.com/watch?v=CgrCo1J9A44

- Watch this video clip (6 mins)

- Decide on what information you will transform using the 'blurting' technique

- Use about 5 minutes to recap your revision notes

- Set a timer (5 or 10 minutes depending on the task)

- Try the 'blurting technique' as described in the video clip.

- Using a different coloured pen check your notes and add any information that you have missed (this will assess your knowledge and highlight any gaps)

- Share your new notes with someone and compare your 'blurts'.

The Memory Clock

Once you have marked your work, re-draft part or all of it. Now you know the answers or what is expected, can you re-draft more effectively?

Re-draft

These can be found on exam websites or if in year 7 or 8, compare your work to a model answer.

Read examiners report

Read through the mark scheme or success criteria and check to see if you are correct. Mark your work in line with the mark scheme.

Use mark schemes

Over time, you should aim to time yourself, work in silence and answer questions without notes. Cheating will harm your ability to strengthen your memory.

1. **Set a timer**
2. **Recreate exam conditions**
3. **Practise answers or tasks**

Plan Topic

Clear on content- list subheadings, topics needing to be covered.

Space

Space your learning. What are you going to focus on today?

Elaborate

Reading and highlighting are not effective for revision. Transform information- turn it in to a mind map, diagram or a table for example. Likewise, creating questions and answers such as cue cards are more effective in the revision process.

Testing brings to mind information which causes learning to take place. Gather a range of practice questions and tasks and carry one out. Practising skills such as essay writing also serve to strengthen memory and learning.

Test Knowledge

Clock centre: Chiltern Hills Academy Memory Clock — 1. Review, 2. Practise, 3. Check

- Students need their notes, class books, revision books, textbooks, **card/paper for resources**, **bank of exam questions that cover a variety of topics (if students are selecting their own topic), mark schemes for these questions, exemplar responses or success criteria where possible, examiner reports for KS4**.

- Work around the clock using the noted timings and instructions

Revision Games

STEP 1: DESIGN OR PLAN YOUR GAME

Questions to consider whilst planning your game design:

- What topic are you revising?
- What are the key aspects/equations/facts/quotations of your chosen topic?
- How are you going to ensure your game tests the relevant material you need to revise?
- *How will your game stretch and challenge your understanding of the chosen topic?*
- *What kind of game are you going to design?*

On whiteboards, you should briefly plan your game for 10 minutes!

#creativeapproachtorevision

Once the game is created, play with your peers to test your knowledge.

Get Creative

- Writing a rhyme, song or rap is a great way to help with revision.

- Using the tune from a song that you know well and then changing the lyrics to aid your revision is a useful tip that can be beneficial across all subjects.

- Creating your own tune for rhymes works just as well

- There is much research which suggests the common links between music and increased memorability. A significant part of the research investigates the spontaneity of musical recall, which we are all likely to have experienced on many occasions throughout our lives. This is referred to as, 'involuntary musical imagery (INMI, also known as "earworms")' and is described as 'the experience of a tune being spontaneously recalled and repeated within the mind'. By utilising earworms in our songs, we can make revising and learning as natural and as enjoyable as possible.

  What are earworms?
- Songs that have notes with longer durations and smaller pitch intervals because they are considered easier to sing along to

- Songs which have hooks (hooks are audio symbolic musical features which make a song catchy)

- Songs which have both complex and simple melodies

- Songs which have repetition in terms of lyrics and melody

- Songs being reminiscent of music which is popular to the target audience

- Songs being played aloud (so actually singing your song out loud).

Either individually or in pairs, pick one of your memorable songs and using the earworm techniques change the lyrics to include your topic information.