# Revision and Study Skills

**Name:**

**Tutor Group:**

**Revision Self Reflection**

*Highlight / circle your choices and fill in the blanks.*

I revise better in the morning / afternoon / evening.

My most confident subjects are:

My least confident subjects are:

The stationery I like to use when revising is:

My ideal learning environment is at a tidy desk / at school / with my friends.

I work best with / without music.

My favourite revision technique is flashcards / quizzes / mind maps / other

My favourite way to relax and take a break is by _____

## Where should I revise?

When you revise effectively, you pull information from your long-term memory and strengthen it in your working memory. You may also be finding gaps in your long-term memory and closing them by thinking hard about new information in your working memory. Your working memory can only hold a small amount of information at once. In order to revise and learn effectively, you should use techniques which stop your working memory from becoming overwhelmed. Anything that you are currently experiencing or paying attention to takes up space in your working memory. One way that you can free up space in your working memory is by working in an environment which is free from distractions.

When creating a space to revise....

| Do: | Don't: |
|---|---|
| ✓ work in a tidy environment where you have the tools you need to revise effectively.<br>✓ work in a quiet environment.<br>✓ put your phone in another room or use an app on your which blocks social media.<br>✓ work in a space which you only use for home study, schoolwork or revision. | ✗ distract yourself with (loud) music or noise.<br>✗ work in a cluttered environment.<br>✗ work near your phone or other devices which can access social media.<br>✗ work in the same space where you relax. |

Use the scorecard below to rate the quality of your learning environment:

| | |
|---|---|
| My chosen environment is quiet (e.g. *There is no music playing and there are no conversations happening in the background*.). | |
| I am unlikely to be disturbed in my chosen environment (e.g. *It is unlikely that I will be asked to move so the table can be used for something else*.) | |
| I only use my chosen environment for home study or revision. | |
| I don't have my phone with me while I complete my home study. | |
| I don't have other possible distractions near me when I complete my home study (e.g. *games consoles*). | |
| I use a desk which is similar to the desk I use in lessons. | |
| I have an office chair or a chair which is like the chairs I use in lesson (*not a sofa or bed*). | |

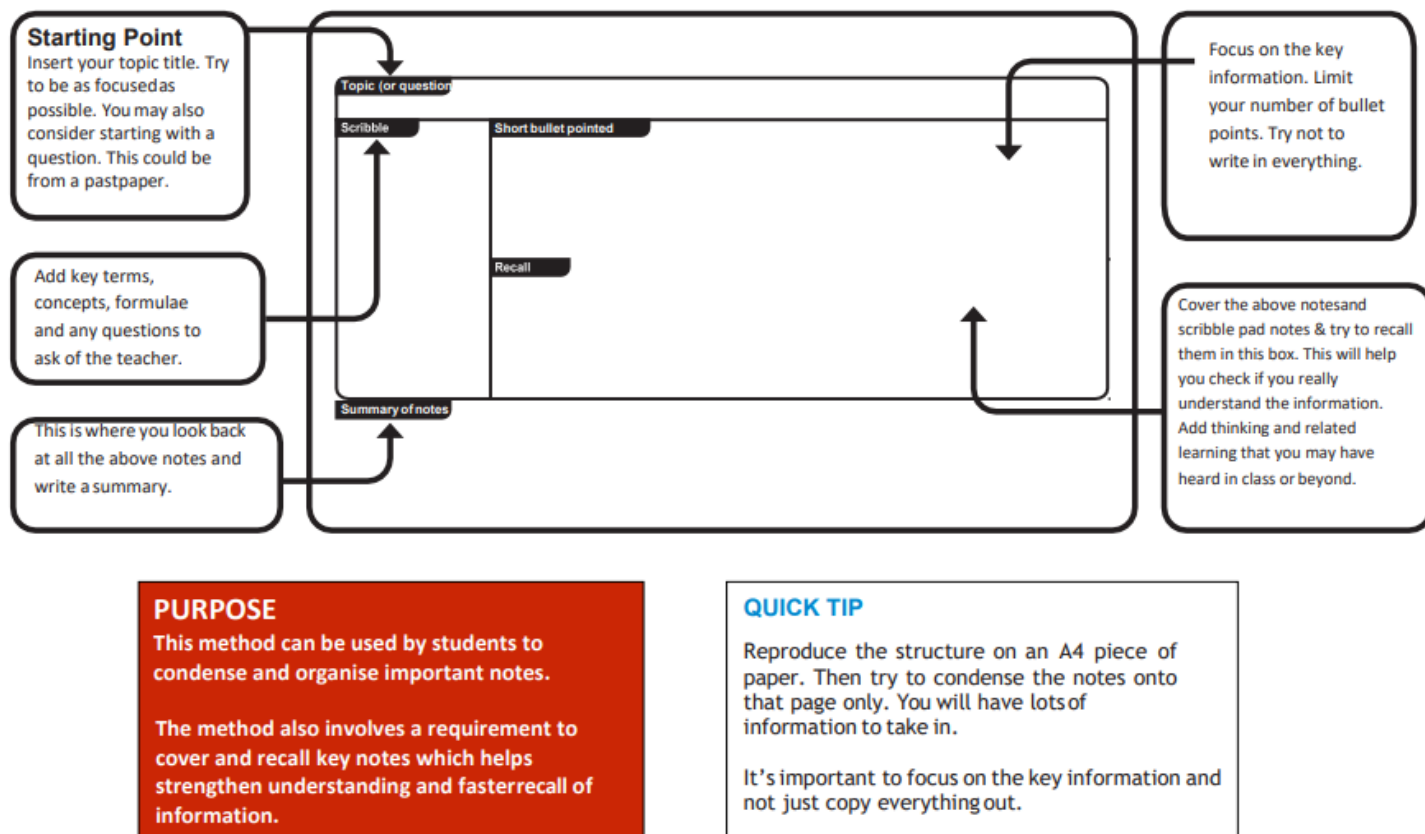Can you identify an improvement you can make to your learning environment?

_____

_____

_____

You are going to trial a range of revision techniques – the best thing for most pupils is using a mixture of the methods you will read about on the next few pages. Reflect on which methods will work well with which subjects and topics.

**Revision Method:** Summarising Notes

**Starting Point**
Insert your topic title. Try to be as focused as possible. You may also consider starting with a question. This could be from a pastpaper.

Topic (or question)

Scribble

Short bullet pointed

Focus on the key information. Limit your number of bullet points. Try not to write in everything.

Add key terms, concepts, formulae and any questions to ask of the teacher.

Recall

Cover the above notes and scribble pad notes & try to recall them in this box. This will help you check if you really understand the information. Add thinking and related learning that you may have heard in class or beyond.

Summary of notes

This is where you look back at all the above notes and write a summary.

**PURPOSE**
This method can be used by students to condense and organise important notes.

The method also involves a requirement to cover and recall key notes which helps strengthen understanding and faster recall of information.

**QUICK TIP**
Reproduce the structure on an A4 piece of paper. Then try to condense the notes onto that page only. You will have lots of information to take in.

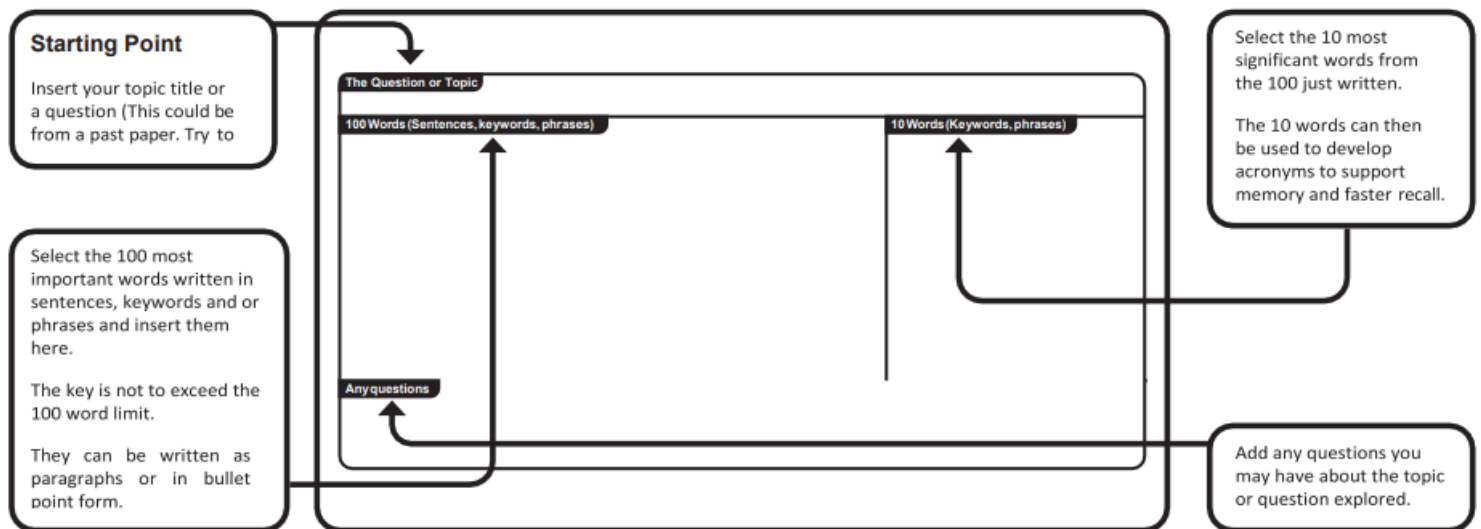It's important to focus on the key information and not just copy everything out.

**Revision Method Reflection:**

1. Which subjects / topics would this strategy work well for?

2. Which subjects / topics would this strategy be least effective for?

**Scribble Pad**

**Short bullet pointed notes**

**Recall notes**

**Summery of notes**

**Revision Method:** Target 100 -10

**Starting Point**

Insert your topic title or a question (This could be from a past paper. Try to

Select the 100 most important words written in sentences, keywords and or phrases and insert them here.

The key is not to exceed the 100 word limit.

They can be written as paragraphs or in bullet point form.

The Question or Topic

100 Words (Sentences, keywords, phrases)

10 Words (Keywords, phrases)

Any questions

Select the 10 most significant words from the 100 just written.

The 10 words can then be used to develop acronyms to support memory and faster recall.

Add any questions you may have about the topic or question explored.

**PURPOSE**

This method can be used by students to condense important notes, by narrowing down on what is really important.

By targeting 100 words students can develop understanding and by targeting 10 words students can strengthen their recall of key information.

**QUICK TIP**

When targeting the 100 key words or phrases, try initially recalling them from memory. Read the notes (Text book or teacher handout), engage in some limited highlighting, underlining and/or marginal note taking, and then try to recall the 100 words. See how much was retained and understood. If less than 100 can be recalled go back and read the notes again.
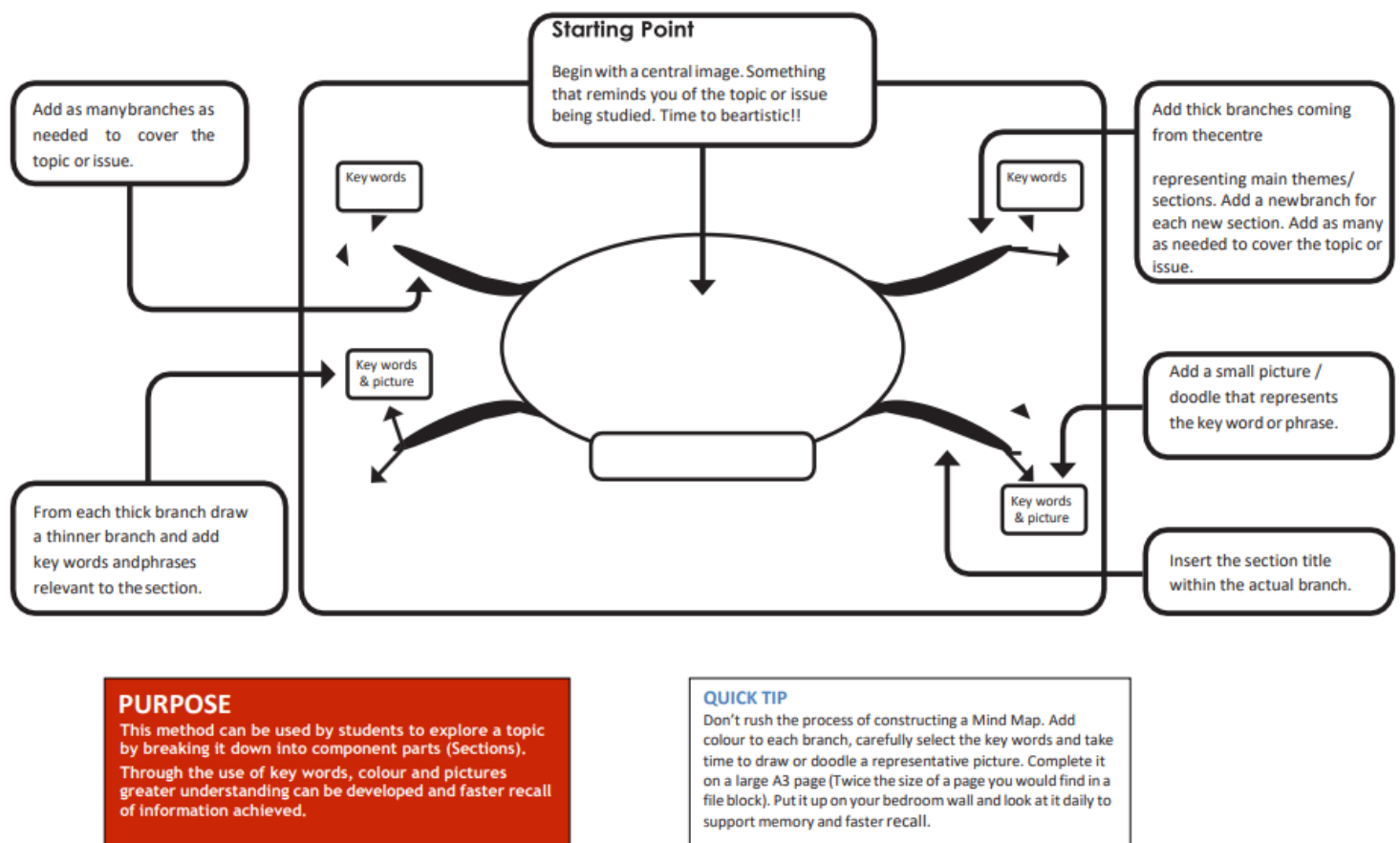
**Revision Method Reflection:**

1. Which subjects / topics would this strategy work well for?

2. Which subjects / topics would this strategy be least effective for?

# Target 100-10

**The Question or Topic**

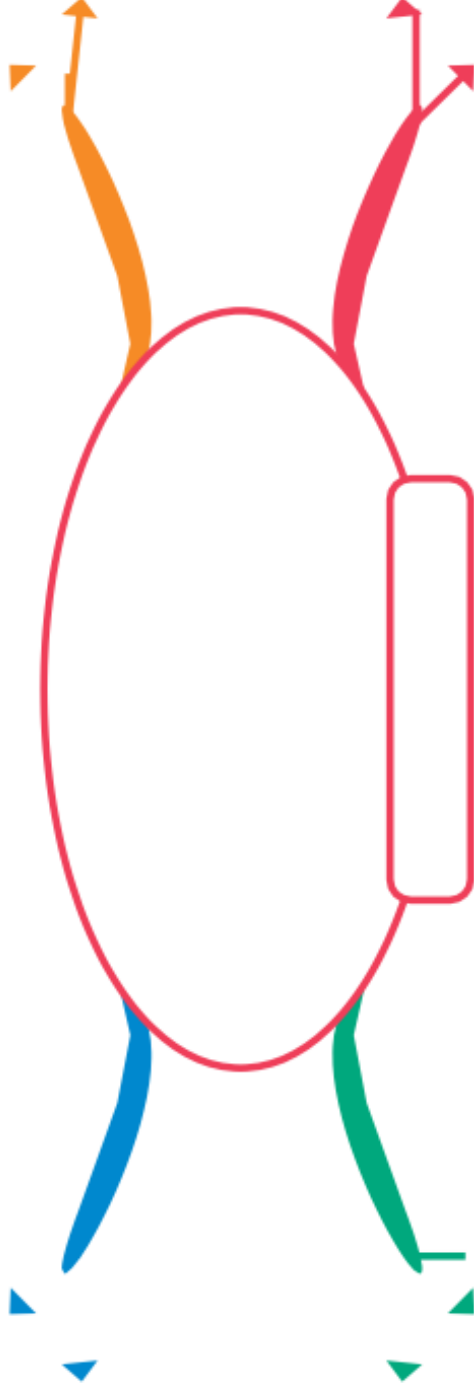**100 Words (Sentences, keywords, phrases)**

**10 Words (Keywords, phrases)**

**Any questions**

**Revision Method:** Mind Mapping

**Starting Point**

Begin with a central image. Something that reminds you of the topic or issue being studied. Time to beartistic!!

Add as manybranches as needed to cover the topic or issue.

Key words

Key words

Add thick branches coming from thecentre

representing main themes/ sections. Add a newbranch for each new section. Add as many as needed to cover the topic or issue.

Key words & picture

Add a small picture / doodle that represents the key word or phrase.

From each thick branch draw a thinner branch and add key words andphrases relevant to the section.

Key words & picture

Insert the section title within the actual branch.

**PURPOSE**
This method can be used by students to explore a topic by breaking it down into component parts (Sections).
Through the use of key words, colour and pictures greater understanding can be developed and faster recall of information achieved.

**QUICK TIP**
Don't rush the process of constructing a Mind Map. Add colour to each branch, carefully select the key words and take time to draw or doodle a representative picture. Complete it on a large A3 page (Twice the size of a page you would find in a file block). Put it up on your bedroom wall and look at it daily to support memory and faster recall.
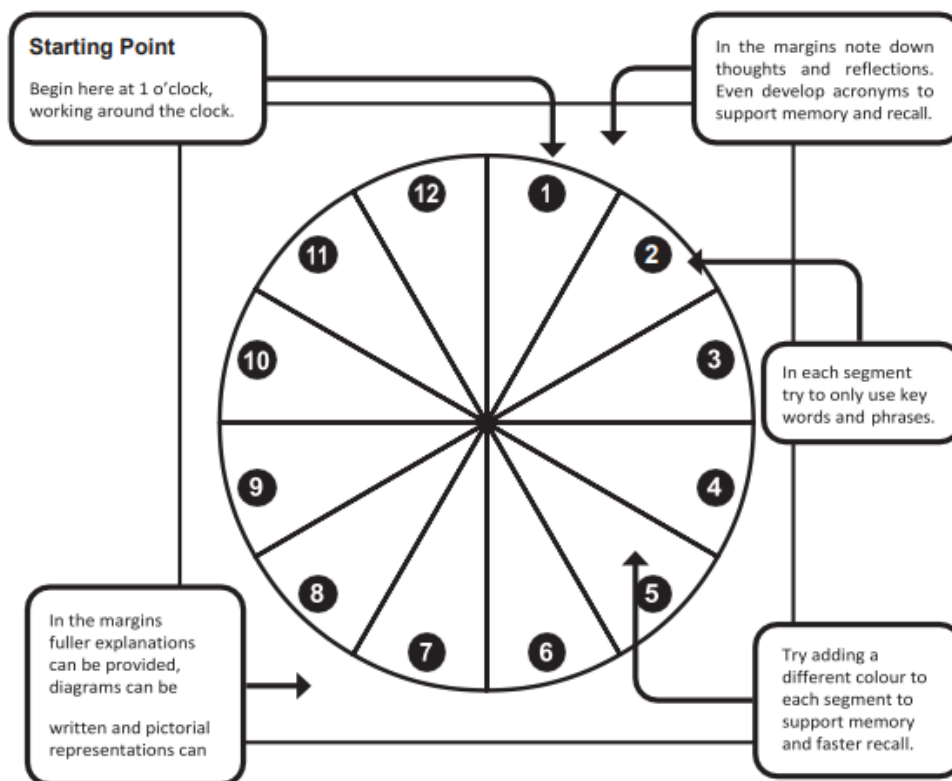
**Revision Method Reflection:**

1.      Which subjects / topics would this strategy work well for?

2.      Which subjects / topics would this strategy be least effective for?

# Mind Mapping

**Revision Method:** Clock

**Starting Point**

Begin here at 1 o'clock, working around the clock.

In the margins note down thoughts and reflections. Even develop acronyms to support memory and recall.

In each segment try to only use key words and phrases.

In the margins fuller explanations can be provided, diagrams can be

written and pictorial representations can

Try adding a different colour to each segment to support memory and faster recall.

**PURPOSE**

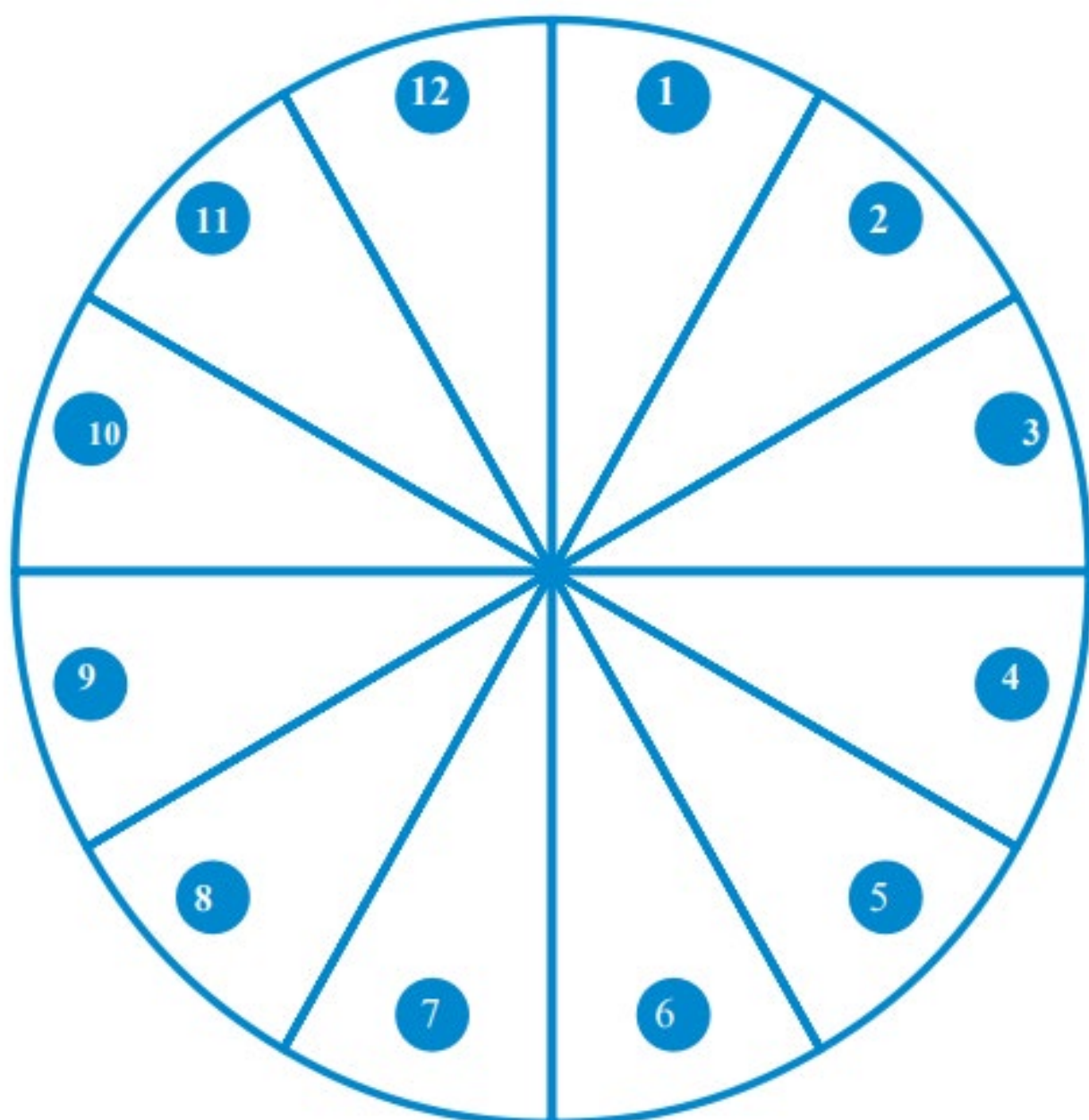This method can be used by students to develop their understanding of cyclical processes.

By filling in each segment of the clock with a part of the process in the order that it occurred, working from 1 to 12, the student develops their understanding and strengthens their ability to recall the key information.
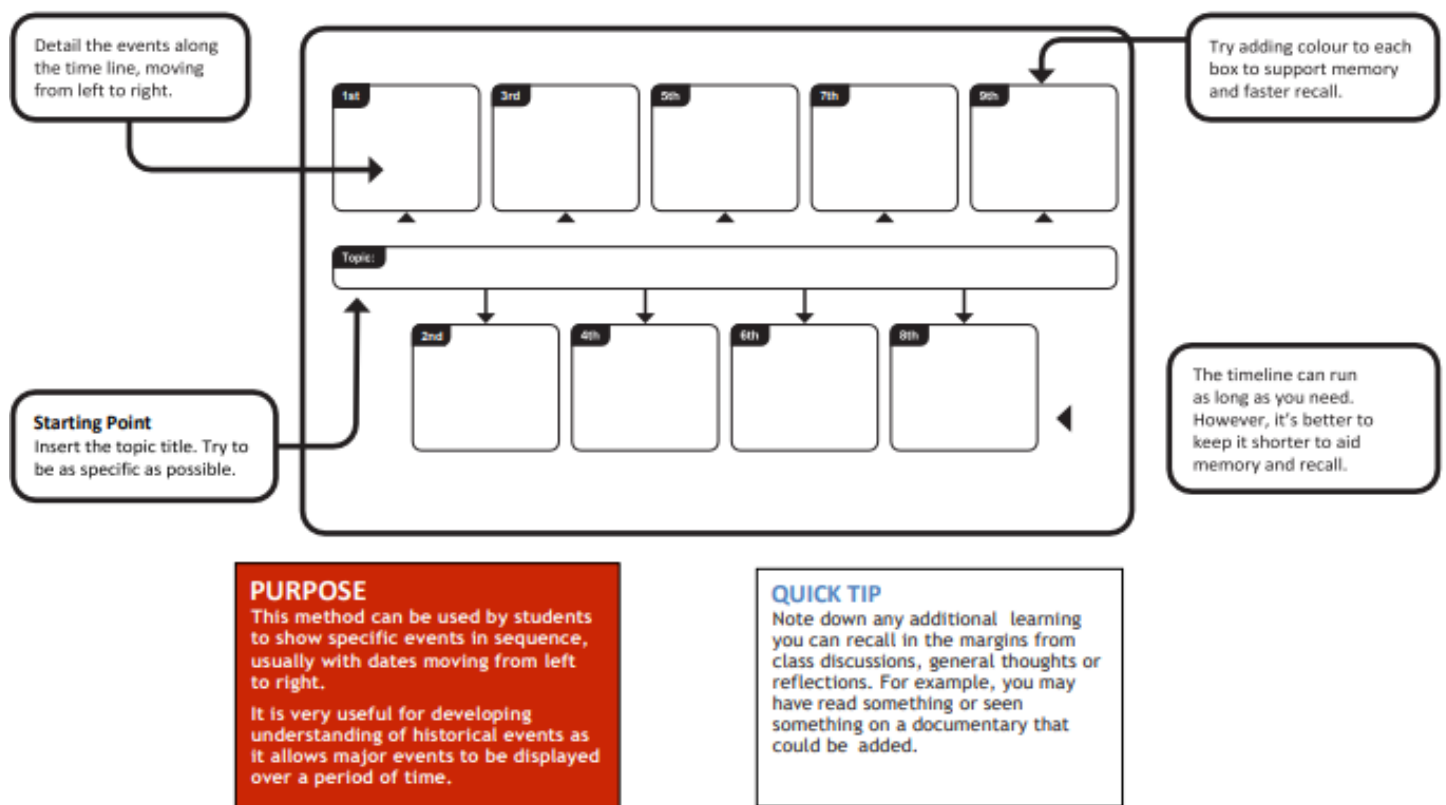
**QUICK TIP**

Some processes will only have a few stages, e.g. 3 or 4. However to really develop your understanding, why not try to get the whole way around the clock by breaking down the process into smaller and smaller steps.

**Revision Method Reflection:**

1.      Which subjects / topics would this strategy work well for?

2.      Which subjects / topics would this strategy be least effective for?

**Revision Method:** Timeline

Detail the events along the time line, moving from left to right.

| 1st | 3rd | 5th | 7th | 9th |

Topic:

| 2nd | 4th | 6th | 8th |

Try adding colour to each box to support memory and faster recall.

The timeline can run as long as you need. However, it's better to keep it shorter to aid memory and recall.

**Starting Point**
Insert the topic title. Try to be as specific as possible.

**PURPOSE**
This method can be used by students to show specific events in sequence, usually with dates moving from left to right.

It is very useful for developing understanding of historical events as it allows major events to be displayed over a period of time.

**QUICK TIP**
Note down any additional learning you can recall in the margins from class discussions, general thoughts or reflections. For example, you may have read something or seen something on a documentary that could be added.

**Revision Method Reflection:**

1.      Which subjects / topics would this strategy work well for?

2.      Which subjects / topics would this strategy be least effective for?
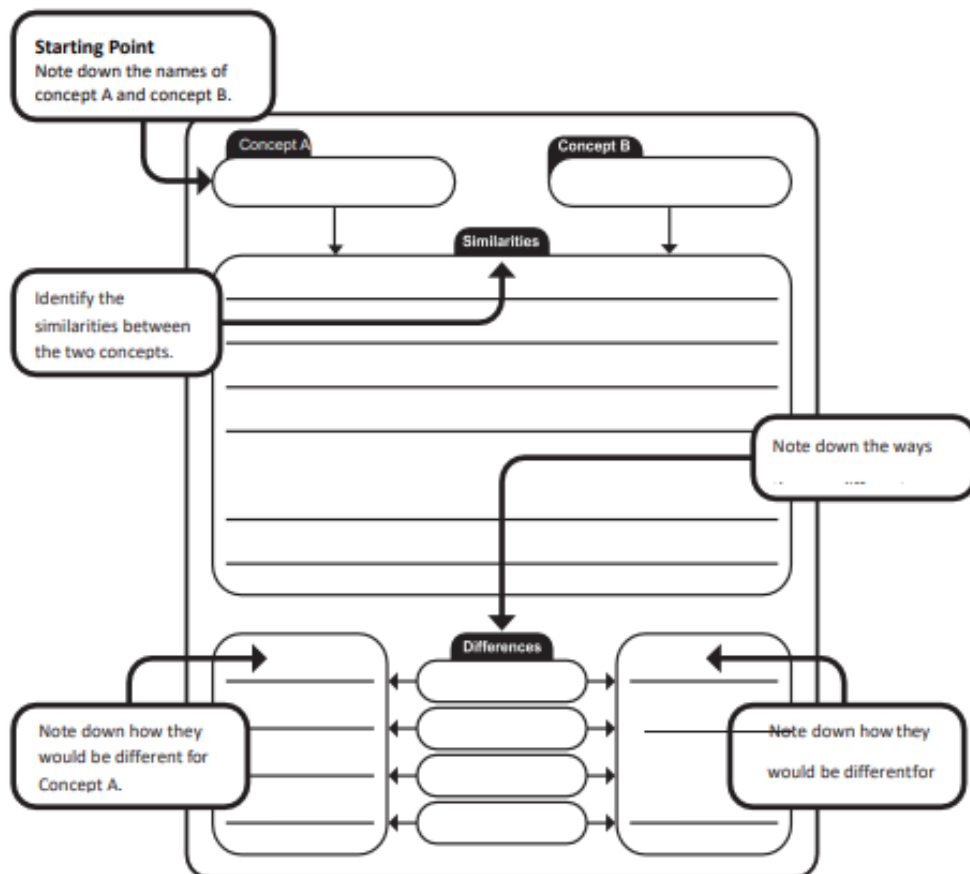
# Time Line

| 1st | | 3rd | | 5th | | 7th | | 9th |

**Topics:**

| 2nd | | 4th | | 6th | | 8th |

**Revision Method:** Compare and Contrast

**Starting Point**
Note down the names of concept A and concept B.

Concept A

Concept B

Similarities

Identify the similarities between the two concepts.

Note down the ways

Differences

Note down how they would be different for Concept A.

Note down how they would be different for

**PURPOSE**

This method can be used by students to explore the similarities and differences between two concepts or issues.

This lined approach can suit some learners who don't like the unstructured approach offered by the traditional circle based Venn Diagram.

**QUICK TIP**

Try and use key words and phrases. Avoid Large amounts of texts, i.e simply rewriting your notes onto this structure.

**Revision Method Reflection:**

1. Which subjects / topics would this strategy work well for?

2. Which subjects / topics would this strategy be least effective for?
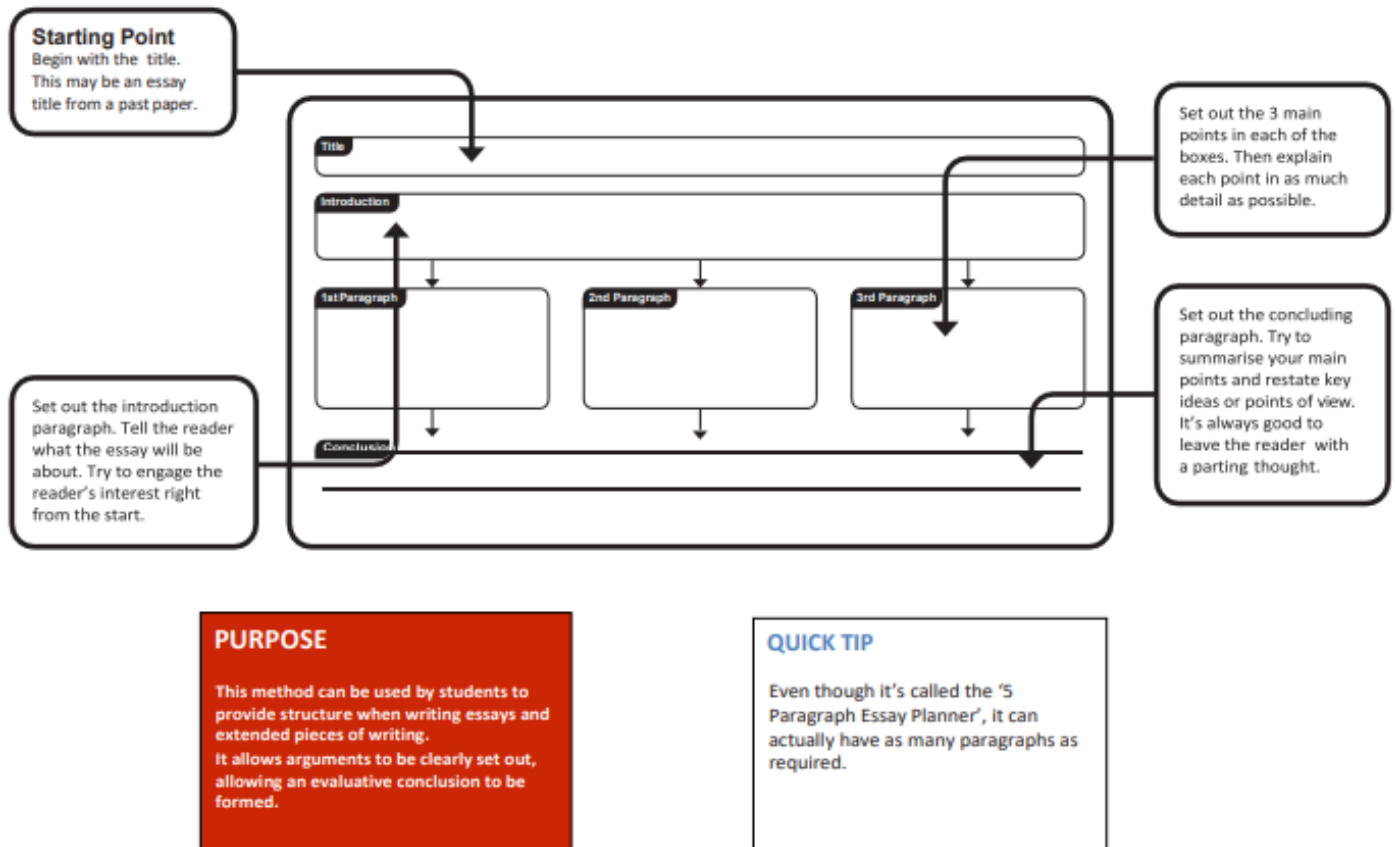
# Compare and Contrast Diagram

**Topic:** _____

**Concept A**

**Concept B**

**Similarities**

_____

_____

_____

_____

_____

_____

_____

**Differences**

_____

_____

_____

_____

_____

_____

_____

_____

**Revision Method:** Essay Planner

**Starting Point**
Begin with the title.
This may be an essay
title from a past paper.

Set out the 3 main
points in each of the
boxes. Then explain
each point in as much
detail as possible.

Title

Introduction

1st Paragraph | 2nd Paragraph | 3rd Paragraph

Conclusion

Set out the introduction
paragraph. Tell the reader
what the essay will be
about. Try to engage the
reader's interest right
from the start.

Set out the concluding
paragraph. Try to
summarise your main
points and restate key
ideas or points of view.
It's always good to
leave the reader with
a parting thought.

**PURPOSE**

This method can be used by students to
provide structure when writing essays and
extended pieces of writing.
It allows arguments to be clearly set out,
allowing an evaluative conclusion to be
formed.

**QUICK TIP**

Even though it's called the '5
Paragraph Essay Planner', it can
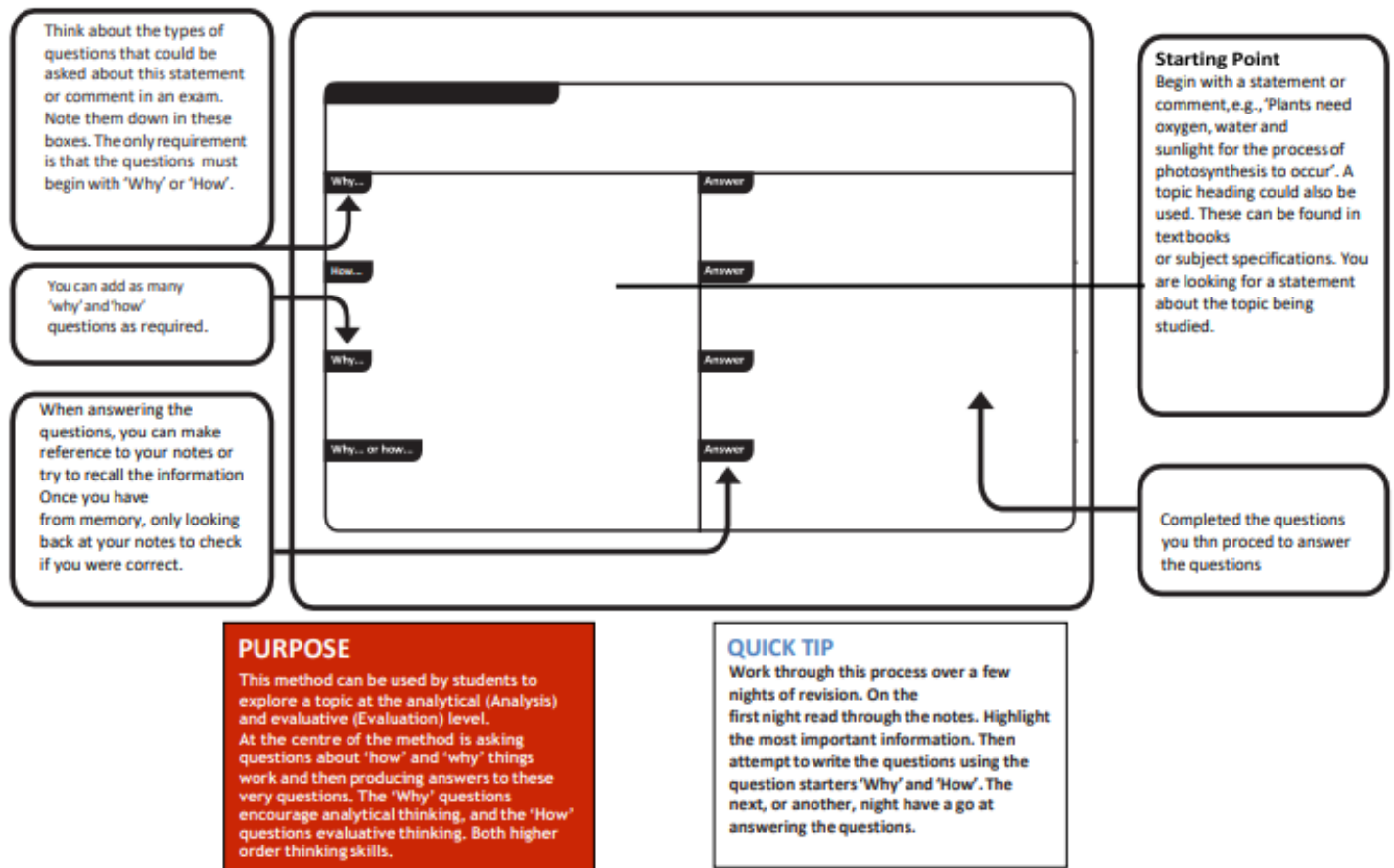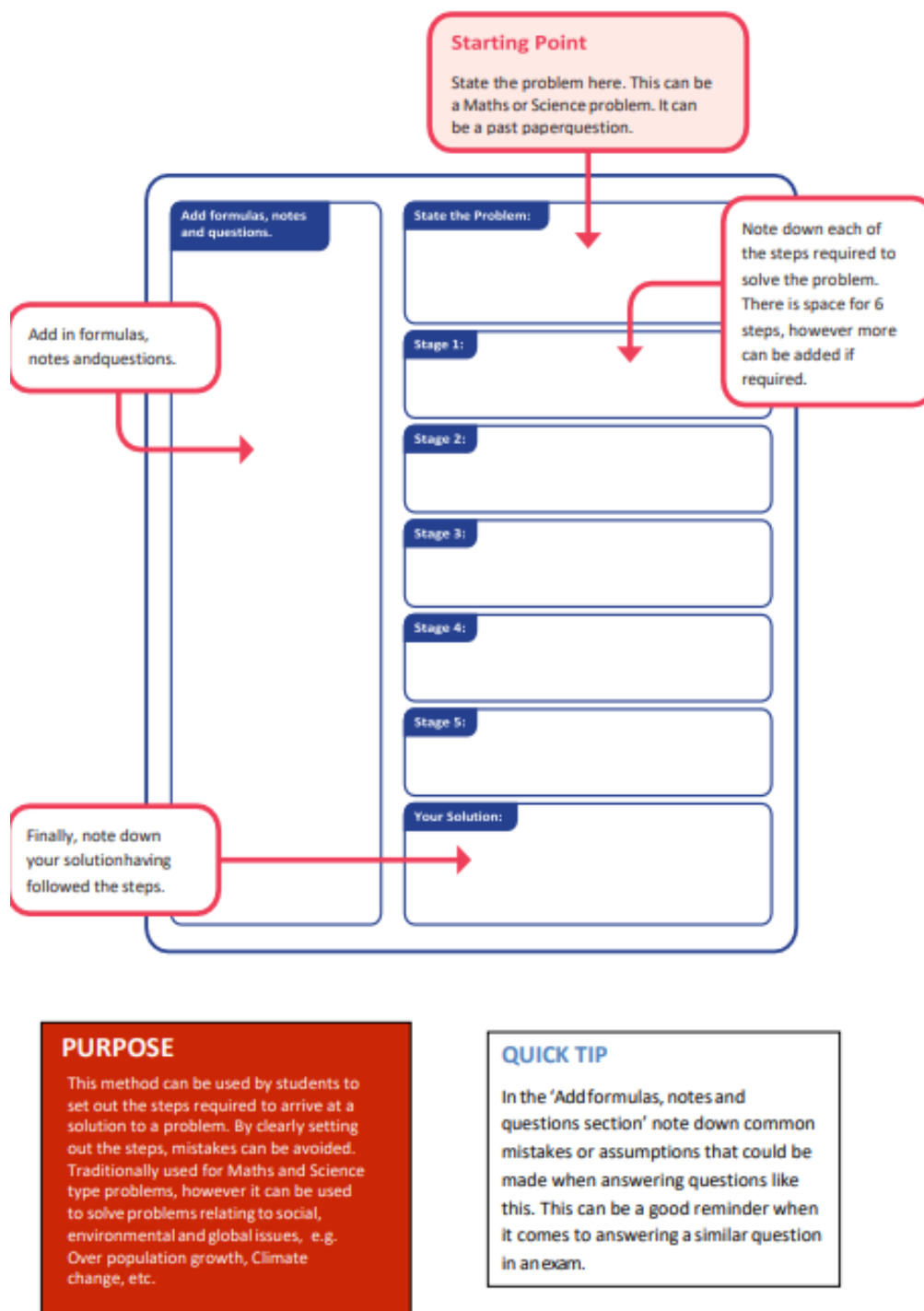actually have as many paragraphs as
required.

**Revision Method Reflection:**

1.        Which subjects / topics would this strategy work well for?

2.        Which subjects / topics would this strategy be least effective for?

# Essay Planner

**Title**

**Introduction**

**1st Paragraph** → **2nd Paragraph** → **3rd Paragraph** →

**Conclusion**

**Revision Method:** Elaborative Interrogation Table

Think about the types of questions that could be asked about this statement or comment in an exam. Note them down in these boxes. The only requirement is that the questions must begin with 'Why' or 'How'.

You can add as many 'why' and 'how' questions as required.

When answering the questions, you can make reference to your notes or try to recall the information Once you have from memory, only looking back at your notes to check if you were correct.

Why...

How...

Why...

Why... or how...

Answer

Answer

Answer

Answer

Begin with a statement or comment, e.g., 'Plants need oxygen, water and sunlight for the process of photosynthesis to occur'. A topic heading could also be used. These can be found in text books or subject specifications. You are looking for a statement about the topic being studied.

Completed the questions you thn proced to answer the questions

**PURPOSE**
This method can be used by students to explore a topic at the analytical (Analysis) and evaluative (Evaluation) level.
At the centre of the method is asking questions about 'how' and 'why' things work and then producing answers to these very questions. The 'Why' questions encourage analytical thinking, and the 'How' questions evaluative thinking. Both higher order thinking skills.

**QUICK TIP**
Work through this process over a few nights of revision. On the first night read through the notes. Highlight the most important information. Then attempt to write the questions using the question starters 'Why' and 'How'. The next, or another, night have a go at answering the questions.

**Revision Method Reflection:**

1.      Which subjects / topics would this strategy work well for?

2.      Which subjects / topics would this strategy be least effective for?

| Statement / Comments / Topic Heading | | | | |
|---|---|---|---|---|
| Why... | How... | Why... | | |
| Answer | Answer | Answer | | |

**Revision Method:** Step by Step

**Starting Point**

State the problem here. This can be a Maths or Science problem. It can be a past paper question.

Add formulas, notes and questions.

State the Problem:

Note down each of the steps required to solve the problem. There is space for 6 steps, however more can be added if required.

Add in formulas, notes and questions.

Stage 1:

Stage 2:

Stage 3:

Stage 4:

Stage 5:

Finally, note down your solution having followed the steps.

Your Solution:

**PURPOSE**

This method can be used by students to set out the steps required to arrive at a solution to a problem. By clearly setting out the steps, mistakes can be avoided. Traditionally used for Maths and Science type problems, however it can be used to solve problems relating to social, environmental and global issues, e.g. Over population growth, Climate change, etc.

**QUICK TIP**

In the 'Add formulas, notes and questions section' note down common mistakes or assumptions that could be made when answering questions like this. This can be a good reminder when it comes to answering a similar question in an exam.

**Revision Method Reflection:**

1.      Which subjects / topics would this strategy work well for?

2.      Which subjects / topics would this strategy be least effective for?

**Topic:** _____

**Add formulas, notes and questions.**

**State the Problem:**

**Stage 1:**

**Stage 2:**

**Stage 3:**

**Stage 4:**

**Stage 5:**

**Your Solution:**

**Other Strategies:**

| | | | | | |
|---|---|---|---|---|---|
| | **SELF TEST:** Use your notes/ textbook to create a quiz to self test yourself | | **FLASH CARDS:** Create a set of flash cards with Q&As, ready to test yourself | | **PAST PAPERS:** Complete exam past papers and use the mark scheme to self assess |
| | **REVISION CLOCK:** Break down the topic into 12 sections and complete a revision clock | | **BRAIN DUMP:** Complete a brain dump with as much as you can recall then check your notes to see what you forgot | | **MIND MAP:** Create a mind map from memory, then check, review and add to your mind map |
| | **INFOGRAPHIC:** Create an infographic with sketches and note from memory | | **SUMMARISE:** Write an overview of the key topics from memory then refer back to your notes | | **RETRIEVE, RECORD AND REVIEW:** Record yourself retrieving as much information as you can verbally then listen back and review |