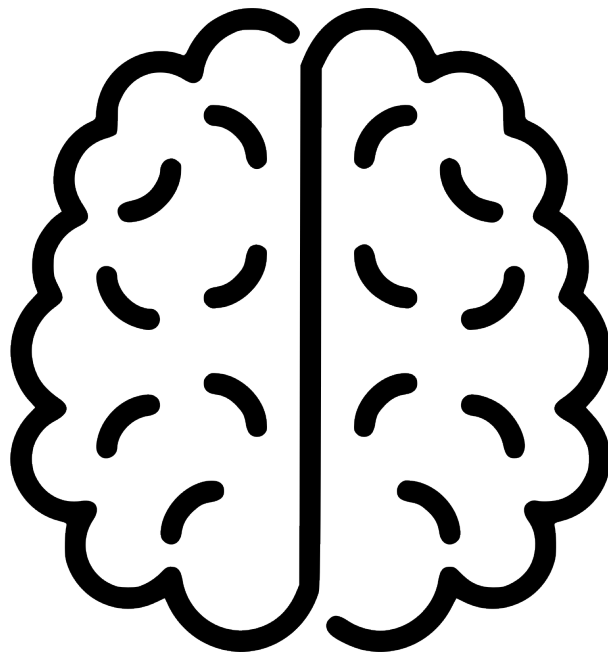


How Learning Happens

Pupil Guide



Name:

Tutor Group:

Understanding How You Learn:

TASK 1:

1. How do you currently revise?
2. What makes you learn something well?

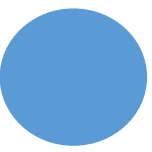
TASK 2:

Watch the video and list 3 effective revision strategies:

→

→

→



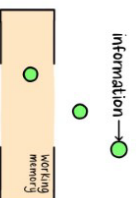
The Forgetting Pit



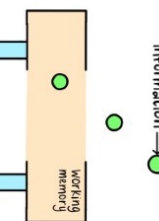
Paying attention & thinking



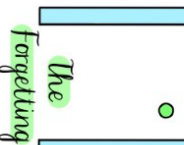
- You learn by paying attention to information and THINKING about it.
- When you pay attention to information, it enters your working memory



Working memory is where THINKING happens



- However, working memory is **limited** in terms of **how much** information it can hold and **how long** it can hold it.
- Information doesn't stay in working memory for long.
- Instead, it quickly moves into the Forgetting Pit.



→ The forgetting Pit is an alternative way to think about your **LONG-TERM MEMORY** → **unlimited capacity**

The Forgetting Pit

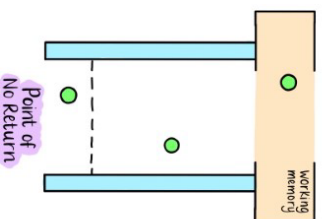
EVERYTHING we pay attention to falls into the Forgetting Pit. However, not everything that goes into this pit is forgotten.

The Point of No Return

- Information can be said to be 'forgotten' if it can't be brought back out of the Forgetting Pit into working memory, despite prompts and reminders.

- The reason it can't be brought out is because it has fallen too far down the pit to be retrieved. It has fallen past the 'Point of No Return.'

2



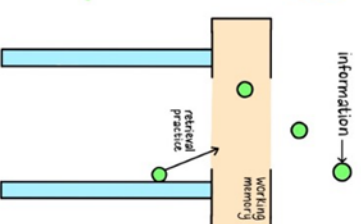
Sticky Information



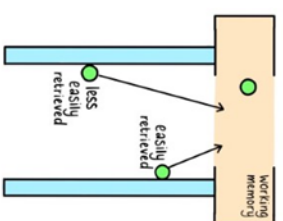
Thankfully, some of the information you pay attention to sticks to the walls of the Forgetting Pit. This is

* learning *

The better 'stuck' to the wall something is, the better it is learned. Information which has been learned (that is, stuck to the wall) can be **retrieved**.



How easily retrieved information is depends on how far down the pit it has gone. The further down the pit something is, the more difficult it is to retrieve.



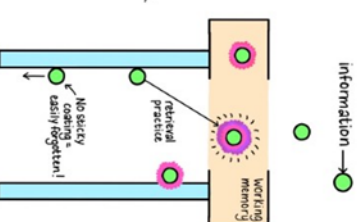
One of the laws of learning is that we tend to **forget**. With a few exceptions, everything we have learned is moving down the Forgetting Pit.

What this means is that we can learn something well – it can stick tightly to the walls – but over time, because it is sliding down, it is less easy to retrieve than it was.

What makes information sticky?

- Information sticks to the walls of the Forgetting Pit because of the sticky **COATING** it is given in working memory.
- This sticky coating is added when you **THINK** about information in working memory. If you don't think about it, it doesn't get a sticky coating!
- When you **RETRIEVE** a piece of information, you bring it back into your working memory. Every time you do this, the stickier the coating becomes!
- When this retrieval practice is spaced out over periods of time, the coating gets stickier and stickier.

3



Task 3:

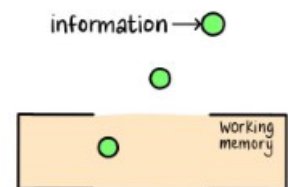
Complete the questions using the information on the previous page

The Forgetting Pit



Task 4

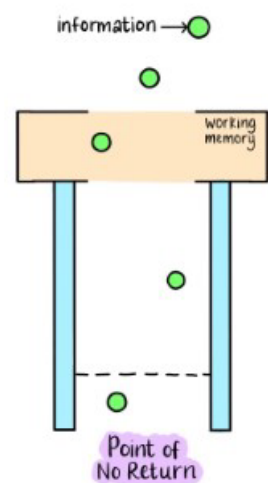
① What happens in your working memory?



② What does STAR listening stand for?

③ Why is STAR listening important for learning?

④ What is the Forgetting Pit another name for?



⑤ Explain what is meant by the 'Point of No Return'.

Retrieval Practice

Retrieval Practice is a really effective revision tool.

Retrieving something from our memories makes it easier to recall in the future. Practising this regularly helps cement information in your long-term memory, and makes the links stronger under pressure – a benefit that comes in handy in situations such as exams!

Here are some retrieval practice revision strategies:

Brain Dump

- Recall and 'dump' everything you can remember about a topic from memory.
- Organise/categorise your brain dump. Use your knowledge organiser or revision guide to check if you've missed any key bits of information.



Look-cover-write-check

- Read a section from your knowledge organiser or revision guide. Cover it up. Now write down what you can remember.
- Check your notes against your knowledge organiser or revision guide. Use a purple pen to correct/add notes.



Self-quiz

- Choose a section from your knowledge organiser or revision guide. Create some questions to test your knowledge.
- From memory, answer the questions. Once completed, use a purple pen to correct or add notes.



Topic Summary

- Choose a section from your knowledge organiser or revision guide. Summarise this into three sentences.
- Reduce this again to one sentence.



TASK 4:

Choose a topic of your choice and have a go at each strategy (use the space below).

Brain Dump



Look-cover-write-check



Self-quiz



Topic Summary



Revision Timetable:

TASK 5:

Watch the video and list 3 tips for an effective revision timetable:

→

→

→

Example revision 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/ CHILLER	FREE TIME/ CHILLER	FREE TIME/ CHILLER	FREE TIME/ CHILLER	FREE TIME/ CHILLER	6PM-8PM	DINNER/ FREE TIME	DINNER/ FREE TIME

REVISION TIMETABLE

Week Commencing:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9:00am							
10:00am							
11:00am							
12:00am							
1:00pm							
2:00pm							
3:00pm							
4:00pm							
5:00pm							
6:00pm							
7:00pm							
8:00pm							
9:00pm							
10:00pm							