

Revision top tips

1. Create a **revision timetable**, and stick to it!
2. **Exercise** – when you exercise you release serotonin (a hormone that makes you feel better), exercise helps relieve stress.
3. Find somewhere **quiet**, try not to listen to music while revising. You need to ensure your brain is only focusing on one thing.
4. **A balanced diet** – make sure you are eating well, avoid energy drinks and too much caffeine. Fish is great for your brain. Breakfast is the most important meal of the day.
5. **Practice! Practice! Practice!** – try to complete past exam papers and self-mark them to see what you are doing well, and what needs more attention.
6. Try a **variety of strategies** to see what works best. Different subjects sometimes require different strategies.
7. Find out **what type of learner** you are to ensure you are revising in the correct way.

Revision tips for your learning style



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Visual learners

- Visual materials such as pictures, charts, maps and graphs.
- Use colour
- Highlighting and summarising large texts, use a key to help identify key words, definitions and information.
- Colour code your notes.
- Illustrate ideas using mind maps and pictures.
- Use multimedia e.g. videos and PowerPoints.
- TV documentaries.
- Study in quiet places to avoid distractions.



Auditory learners

- Participate in discussions/debates about topics you are trying to learn.
- Make speeches or presentations
- Use voice notes to record your own notes and play them back.
- Sometimes use music or noise to help learning.
- Use songs, rhymes, raps to help remember information.
- Podcasts – listen to podcasts of key topics.



Kinaesthetic learners

- Role play
- Note taking
- Copying out notes and using highlighters
- Create small games, competitions to learn
- Use songs, raps and music to help learning
- YouTube – flipped learning
- Posters, mind maps and table writing.



Revision Strategies

Below is a list of 20 revision different strategies for you to try. You should try using a variety of revision strategies that suit your learning styles, and also the topic you are revising.

1. Mind Maps/Spider Diagrams
2. Table Writing
3. Venn Diagrams
4. Summarising/Highlighting
5. Mnemonics
6. Revision cards/post it notes
7. Rhymes/songs/raps
8. Glossary of key words
9. Pictures
10. Just a minute/prepare to teach
11. Prioritise and planning
12. Knowledge Organisers
13. Multi-sensory learning
14. Cornell note-taking
15. No stakes Quizzes
16. Just a minute
17. Brain Dump
18. Tell the Story
19. Record your notes
20. What are you being asked?

Here are some of the revision strategies in more detail...

Mind Maps

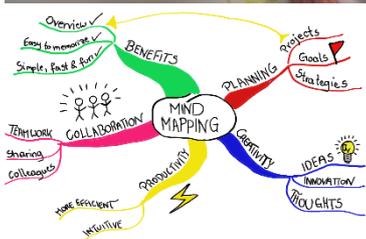


How To:

- Use a landscape sheet of A4 or A3 paper.
- Put the **topic** in the centre.
- Main Branches: Your branches should have one word or two for clarity. Think of each branch as a heading in an essay or a book.
- Sub-branches: From your main branches draw sub-branches and from those sub-branches you can draw more branches. Here you can create associations between ideas.

Top Tips:

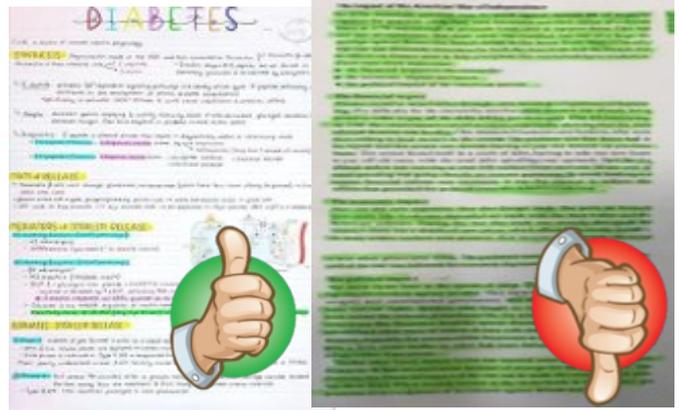
- Use **COLOUR** to make it visually interesting. Use a different colour for different branches to link the learning together.
- **Draw pictures.** They don't need to be a work of art, but they will help you to remember it.
- Make sure each branch is **curved** and not straight. The brain is more stimulated by curved lines.



Summarising and Highlighting

How To:

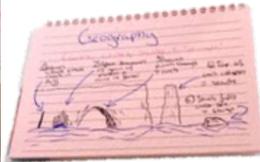
- Find the key information within a text and highlight.
- Try to limit the information you highlight to only the most important information.



Top Tips:

- Use a key! Try to set a key using colours for the information you are highlighting, for example,
 - Yellow → Highlight in yellow important points, facts, examples etc.
 - Pink → Use pink (or orange) to denote material that is even more important than what's in yellow.
 - Blue → Reserve blue for words that will subsequently be defined (and then put their definitions in pink), titles or special terms.
 - Green → Mark in green dates, names or places that you will need to remember. Green can also be used for formulas.
 - Purple → If the material contains any rules, use the boldness of purple to set them apart.

Flash Cards

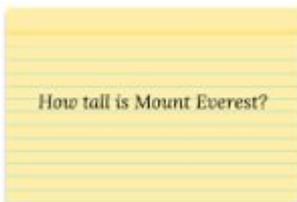


How To:

- Use a small piece of coloured card to write key facts/information on.
- You could also write questions and answers on, using both sides.

Top Tips:

- Use for testing and not summarising information
- One idea, one card
- Use both texts and pictures (65% more info remembered when visual)
- Spaced repetition to memorise



FRONT



BACK

PRIORITISE AND PLANNING



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Do you know exactly what you should be revising and when?

Studies show students often revise the same topic areas over and over, rather than focusing on their weaknesses.

To avoid this:

- Revision timetables – detailed by paper/topic area using specification.
- Knowledge organisers.
- RAG rating information or checklist.
- Topic ranking - rank order the topics you most know, to least know.
- Checklist against the specification or the Revision Mat.
- Post exam self-assessment of weaknesses.
- Prioritise by using the exam dates - set your revision timetable around when your exams are.



NO STAKES QUIZZES



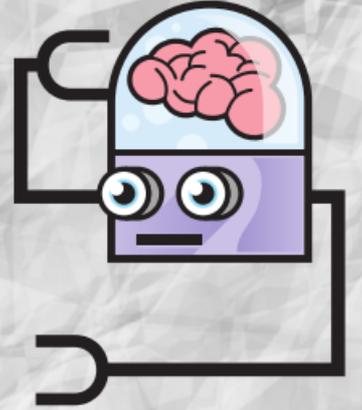
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Once you have learned a topic, quiz yourself! This will test your knowledge and ability to recall information... which you will need to be able to do for your exams.

In other words, if we do more asking to pull concepts out of our brains, rather than continually trying to put concepts in, you will actually learn those concepts better.

These can be given on paper, in a Google Form, with an individual response system like clickers, Plickers, or Poll Everywhere; or by using a game like Kahoot or Quizziz.

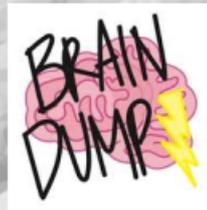
It's important to note that these quizzes are a learning strategy: Ideally, no scores are given, just a check of correct answers.



IT'S
QUIZ
TIME!



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This is not a neat piece of work, there is no format for doing this - this is a chance to dump everything in your brain about a topic.

Use a sheet of paper and, within a certain length of time, write down everything you know about a topic of study.

Once you have completed yours, you can exchange them in a think-pair-share or use them to compile a whole-class brain dump. This way you can cross-reference and see if you missed any information.



BRAIN DUMP

RECORD YOUR NOTES



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Record your notes using your phone (or another recording device) to listen back to, for example, when travelling to and from school. This makes it easier than having to read over your notes.



Tips for recording...

1. Speak clearly and condense information.
2. Minimise background noise.
3. Give each clip a meaningful name.

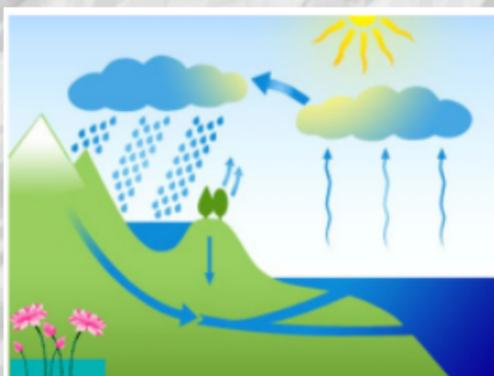
If you don't feel confident recording your own, ask a friend. Or use online resources already available, such as LearnThruMusic.co.uk.



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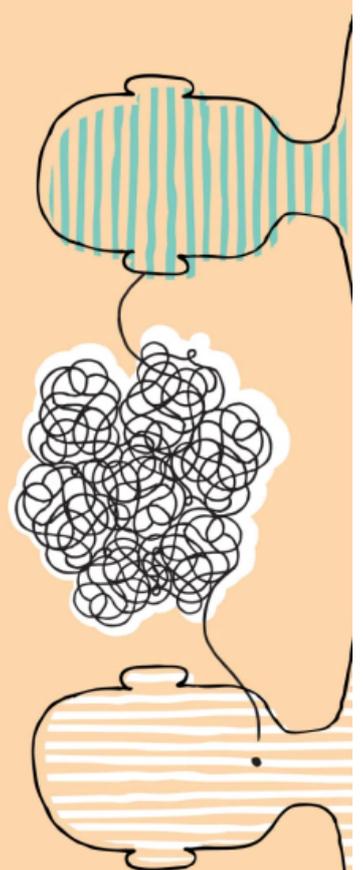
Lots of knowledge forms a narrative structure – a series of events, a process, cause and effect. So, the retrieval practice can be formed as 'telling the story' to someone else who can play the role of verifier. Any explanation can then be improved and rehearsed. You can get better at telling a story in more detail.

For example... Tell the story of a water molecule as if follows the water cycle: (with or without key words provided)



Key Words
Evaporation
Convection
Condensation
Precipitation
Energy
Warm/Cool
Flow
Vapour
Fall/rise

TELL THE STORY



WHAT ARE YOU BEING ASKED?



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Do you know what the question is asking you?

<p>@ImpactWales</p> <p>Analyse</p>	<p>Break down into its fundamental parts and examine each in detail, stating its significance.</p>		<p>Key point 1 this shows/operates/gives/illustrates. Name and describe each key point.</p>
<p>Compare</p>	<p>Identify differences and similarities between two or more sources of evidence.</p>		<p>however, whereas, larger than, greater, smaller, more than....</p>
<p>Describe</p>	<p>Write about the features of a source of evidence using factual details.</p>		<p>patterns, trends, characteristics, distributions, effects, relationships</p>
<p>Discuss</p>	<p>Build up a balanced argument with supporting details.</p>		<p>Fact.. this is supported by shown by, you can see that, exemplified by, an example of this is....</p>
<p>Evaluate</p>	<p>Make a judgement about or give an opinion on a source of evidence, backed up by supporting details.</p>		<p>This shows that... I believe that... In my opinion... The evidence shows us that....</p>
<p>Explain</p>	<p>Give reasons or causes for. Show an understanding of how or why something has occurred.</p>		<p>this happened and this shows... causes a reaction... shows how it can/will</p>
<p>Summarise</p>	<p>Draw your key ideas and key points on a source of evidence together in one short section of writing.</p>		<p>Must be: concise, accurate, objective Condenses information into key points</p>