HOWIG REVISE

Time to get organised

- PLCs
- Notes and Folders
- Exam Timetable
- Revision Timetable
- Quiet and organised space to work at
- All the material things you need to work
 - Pens/Pencils/highlighters
 - Paper/notebooks
 - Calculator

TIME	Monday	Tuesday	Wednesday	Thursday	Friday	TIME	Saturday	Sunday
8.30am – 4.30pm	School	School	School	School	School	9.00am – 10.00am	Breakfast/ Shower	Breakfast/ Shower
4.30pm – 5.30pm	Homework	Free time	Homework	Homework	Free time	10.00am - 11.00am	Revision	Revision
5.30pm – 6.00pm	Dinner	Dinner	Dinner	Dinner	Dinner	11.00am – 1.00pm	Free time/ Lunch	Free time/ Lunch
6.00pm – 7.00pm	Revision	Revision	Revision	Revision	Revision	1.00pm – 3.00pm	Revision	Socialising
100pm – 8.10pm	Revision	Revision	Free time	Revision/ Past papers	Free time	3.00pm – 5.00pm	Socialising	Revision
a nom onwards	Down time/ Relaxation 2	Down time/ Relaxation	Down time/ Relaxation	Down time/ Relaxation	Down time/ Relaxation	6.00pm onwards	Dinner/ Downtime	Dinner/ Downtime

What type of revision do you already do?



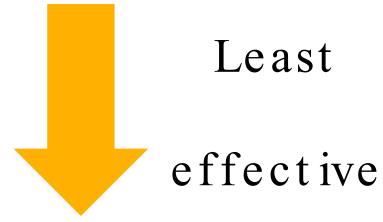
Complete the audit as honestly as possible

		Always	Sometimes	Never			
Reading through class notes	D						
Using resources from school VLE	D						
Textbooks	D						
Highlighting/colour coding	D						
Making Flash cards	D						
Making presentations PowerPoints	Р						
Explaining/talking through concepts with others	Р						
Mind-maps/diagrams	Р						
Creating crosswords/vocabulary games	Р						
Testing yourself using Flashcards	R						
Cumulative quizzes	R						
Seneca Quizzes	R						
Blind mind-mapping	R						
Exam answers under timed conditions	Α						
Using past exam papers & planning answers	А						
Creating your own exam answers	А						
Comparing your answers to examples of excellent answers.	А						

Effective strategies

- Retrieval and self-testing
- Distributed/spaced practice: Spreads out study activities over time instead of forced together
- Interleaved practice: a schedule that mixes different topics.
- **Elaboration**: Generating an explanation (explaining a concept to someone else, writing an exam response, creating a mind map and then elaborating the concepts)
- Re-reading: repeated exposure and repeated reading.
- Highlighting and underlining: Identifying and marking key information
- **Summarisation**: Summarising information
- Key word mnemonics





REVISE knowledge using your notes/ textbook/website

> Revision Cycle

DISTILL the

information into

bitesize chunks. This

can be done as a

mind map, retrieval

clock etc.

PROCESS the information. Create a quiz, create a dingbat etc.

4.

APPLY - complete past paper exam questions etc.

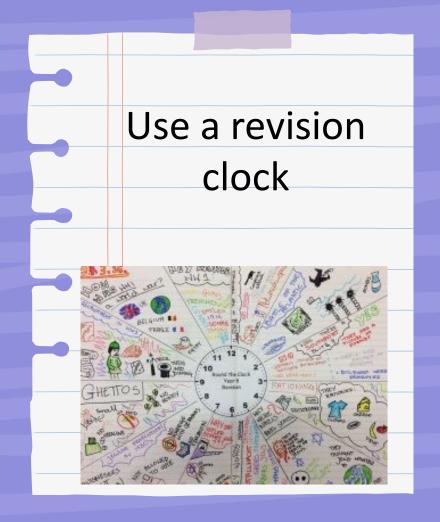
4. **RETRIEVAL** complete regular self-testing

DISTILLING INFORMATION

Identify and organise the key information that you need to know and remember.





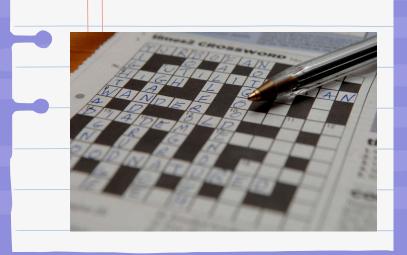




PROCESSING INFORMATION

Transforming knowledge into something else is a much more effective way of making it meaningful and committing it to long term memory.

Create a crossword of keywords or concepts







Be the teacher — make a presentation to teach the idea to someone else

Extra ideas

RETRIEVING INFORMATION

Regular and repeated self testing at regular intervals is vital in order for you to retain information.

- Use the flashcards you made to test yourself
- Blind mind mapping
- Cumulative quizzing

APPLYING INFORMATION

Once you have gone through the revision cycle and you feel confident you know the knowledge, then it is time to apply the information.



