

LITTLE HEATH SCHOOL

LEARNING FOR LIFE ○ TOGETHER ○ ONE COMMUNITY



REVISION WORKSHOP

REVISION PLANNING ○ TECHNIQUES ○ POSITIVE MINDSET



PPE EXAMS — LESS THAN THREE WEEKS AWAY!

- **Monday 20st October until Friday 7th November 2024**
- **9 days of exams, with half-term in the middle**
- **2 exam timeslots – 9am and 1pm**
- **Three main venues – Main Hall, Activity Studio and A19**
- **Bag drop off in Art, as per Y10 Core PPEs or upstairs if in those venues**
- **Punctuality is key – students need to be onsite and outside your venue at least 15 minutes before their exam is due to start**
- **No ‘study leave’ – students are expected to be in lessons when not in exams**
- **The next three weeks are going to be vital in terms of their preparation**



HOW DO YOU REVISE?

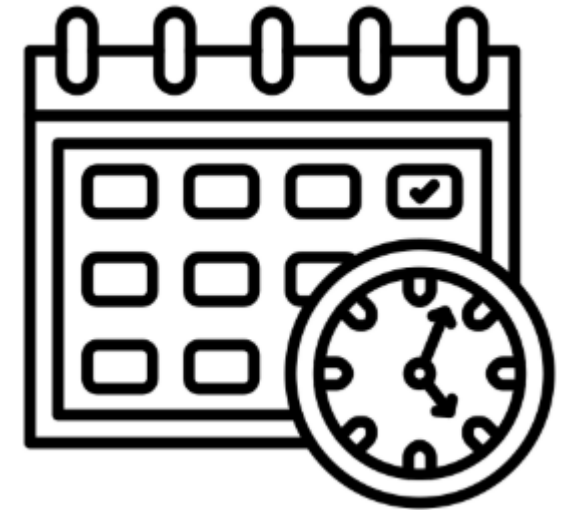


1. IDENTIFY WHAT NEEDS REVISING



1. CREATE A REVISION TIMETABLE

- Break the time down into manageable (realistic) slots....
- Divide slots between different subjects so each subject gets a fair share of the time.
- Break subjects down to a specific area of the curriculum - PLCs will help with this – so for example instead of writing 'History' write 'Crime and Punishment – crimes'.
- When they get close to the dates of exams make sure the revision for that subject is just before the exam – but this should be revisiting revision done, not leaving some content until last.



- The pomodoro technique means taking breaks after short periods of revising.
- This method of revision supposedly is the best for saving information in the brain. The short breaks allow the brain to rest and absorb what has been revised, and so the revision ends up being more efficient.
 1. Active revision for for 25 minutes straight
 2. Take a 5-minute break.
 3. Revise for 25 minutes
 4. Take a 5-minute break.
- Therefore, 2-hour revision session is broken down into 4 separate segments.



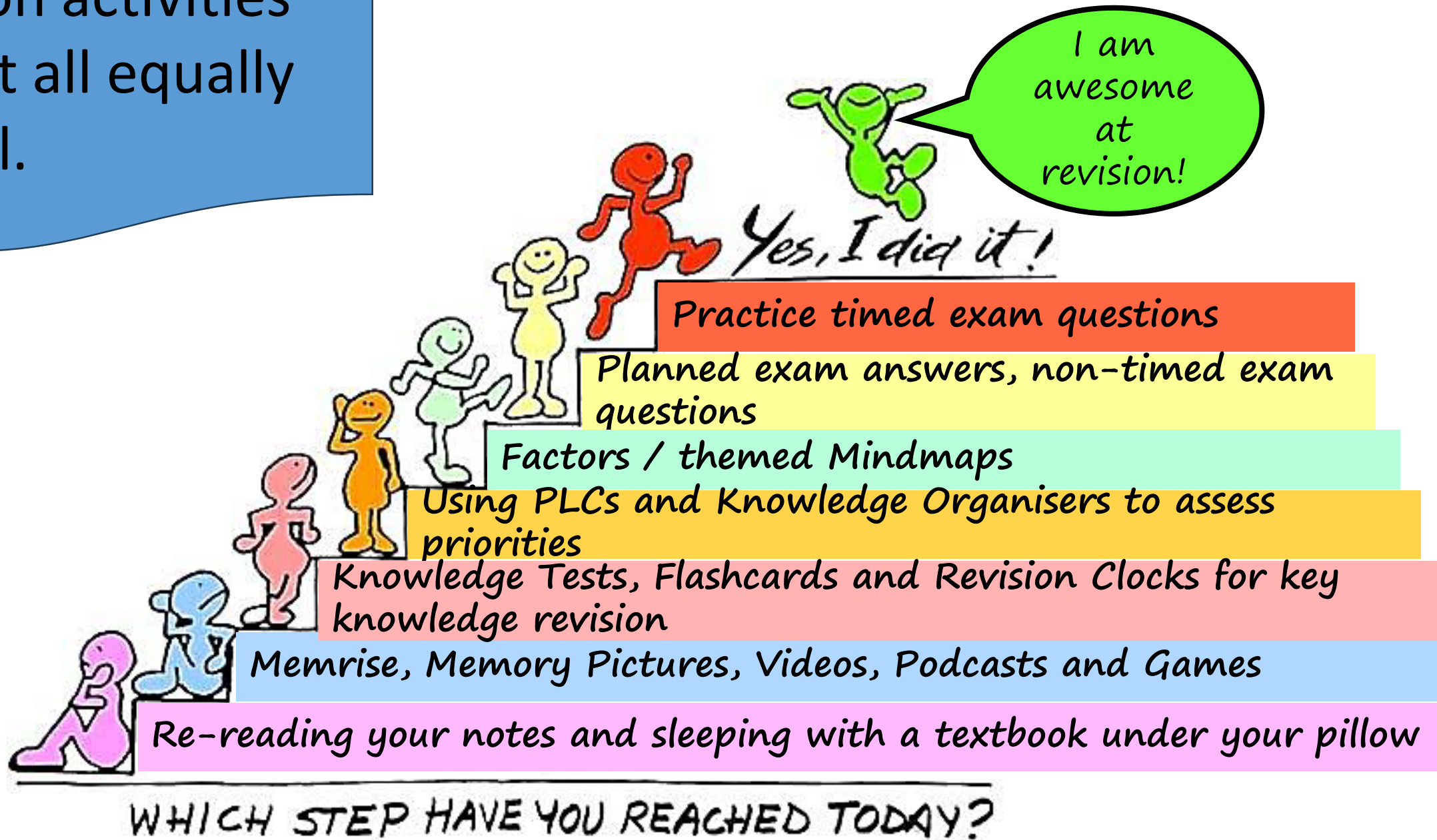
POMODORO



2. CHOOSE ACTIVE REVISION STRATEGIES



Revision activities
are not all equally
helpful.



- Help identify strengths and weaknesses.
- Create visual memory as well as word based – dual coding.
- Great for highlighting links in knowledge, or where content connects together.

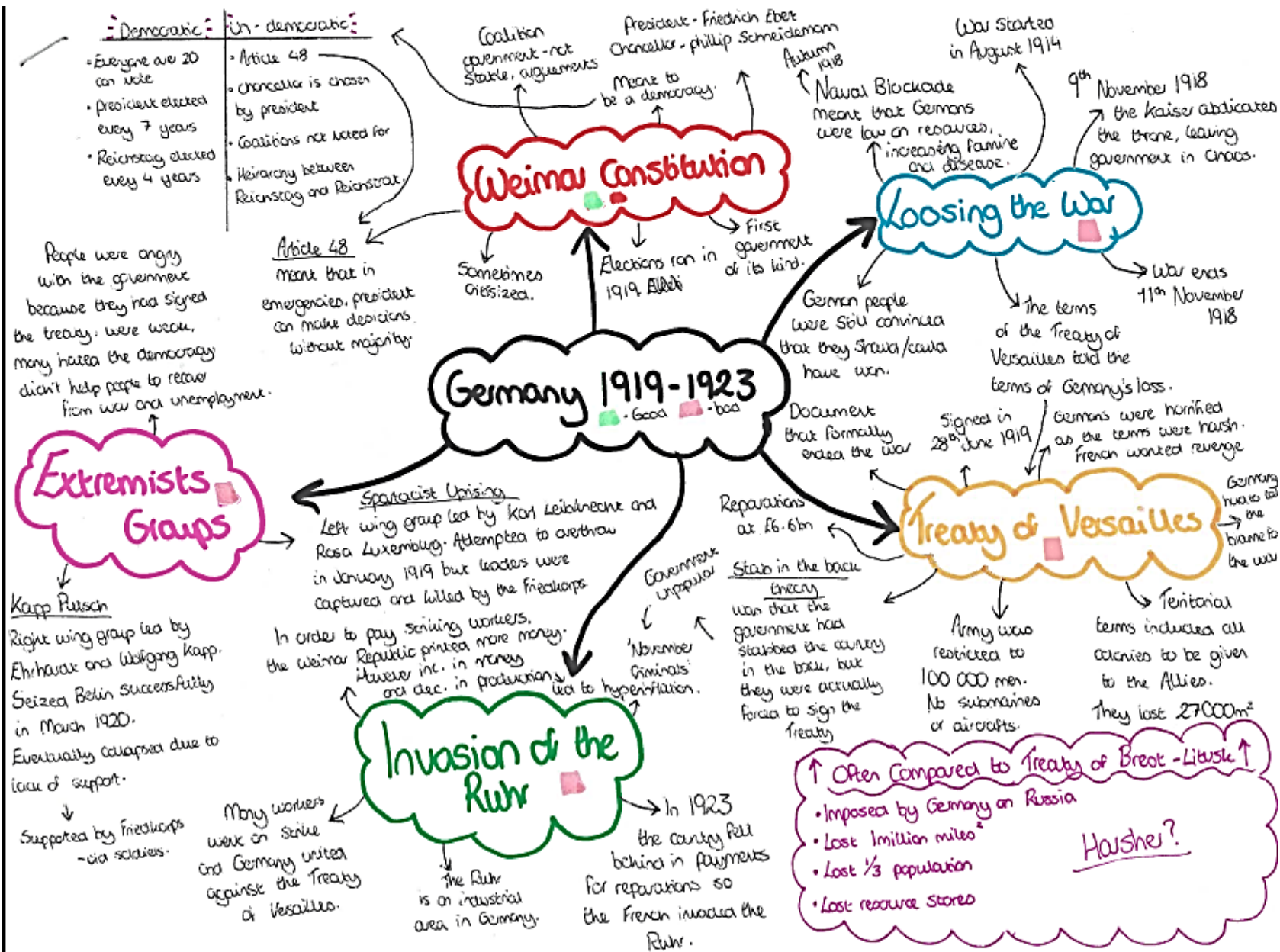
Top tips:

- Make mind maps memorable – colour, memory pictures, diagrams etc
- Use to identify less confident areas – once you have made a mind map, revise what you didn't know, and then make another one.
- Carry on making mind maps until you're confident you've written down everything you need to know from memory.



MIND MAPS





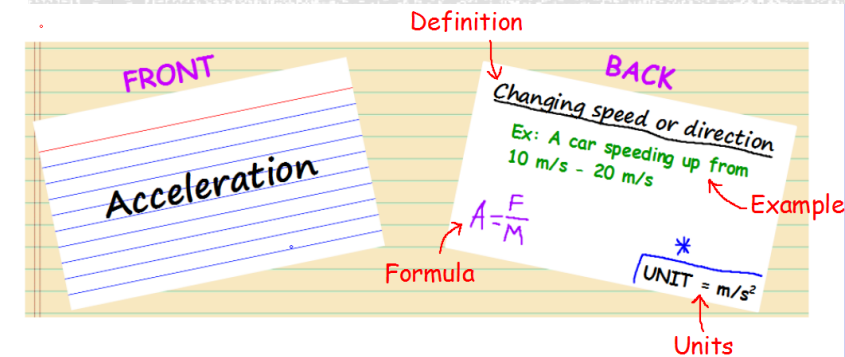
EFFECTIVE MINDMAP



- Identify key knowledge in an easy-to-test way.
- Great for using for recall practice later
- Can be used for diagrams, key vocabulary, key dates, individuals etc
- Force students to condense and prioritise – making them think – which helps them remember.
- Easy to use PLCs to ensure it is relevant

Top Tips

- Get someone else to read the question/prompt on each flashcard to test knowledge of the other side.
- For every flashcard they get 100% correct, put it in a pile to their right. However, for every flash card they don't get exactly right put it in a separate pile (to their left).
- Once they have sorted your initial pile of flashcards into the two piles, they pick up the pile of flashcards that they got wrong and then they sort this pile out into their right-wrong respective piles (ask all the flashcards again).
- They keep repeating this, until they have no flashcards left in a "wrong" pile.



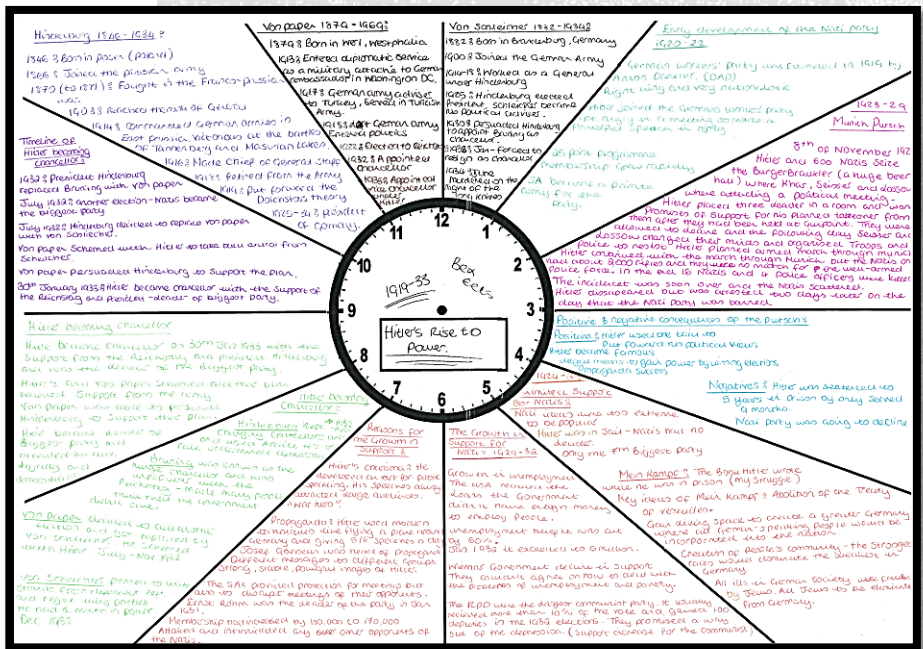
FLASH CARDS



- Break down content into 12 even 'chunks' – PLCs useful to do this.
- Useful for structuring recall later.
- Good way of ensuring all aspects are covered.

Top Tips

- Fit as much as you can into the segment – include diagrams and images as well as words.
- Once complete then spend 5 minutes writing down everything you remember from a segment. Repeat until you have done all sections.
- Spend time re-revising the segments you're least confident on.
- If the clock is too 'crammed' a further active revision strategy would be to make a more condensed version.



REVISION CLOCKS

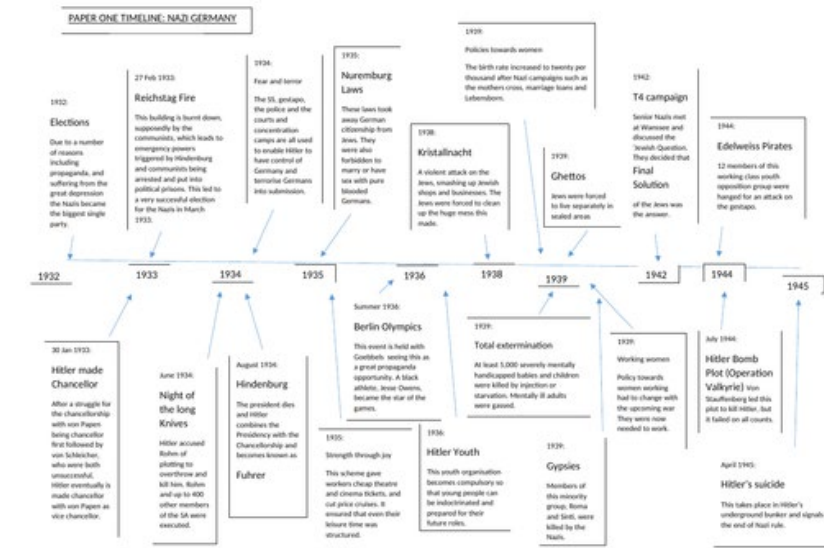


- A diagram that helps to visualise a sequence of events that have happened or will happen over a period of time – useful in lots of subjects.

- Use PLCs or other revision materials to know what to add to timelines

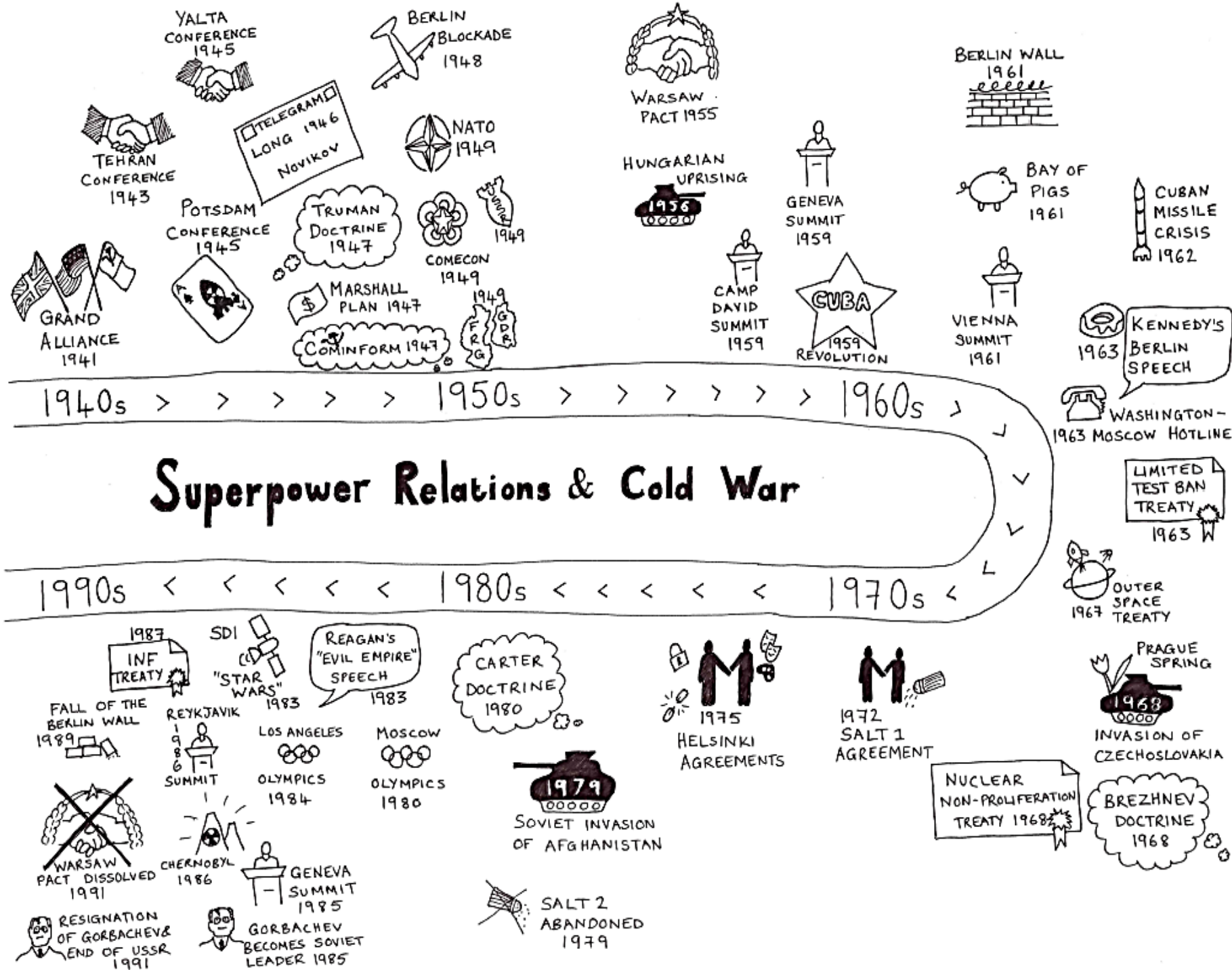
■ Top Tips

- Some people may find that timelines are a great way to create a comprehensive, detailed overview of a time period. You can almost combine the idea of a mind map with your timeline, branching information off dates and events.
- Put the events onto a post it note (without dates) and test whether you can put them in order.
- Can further condense timeline as a active revision strategy.

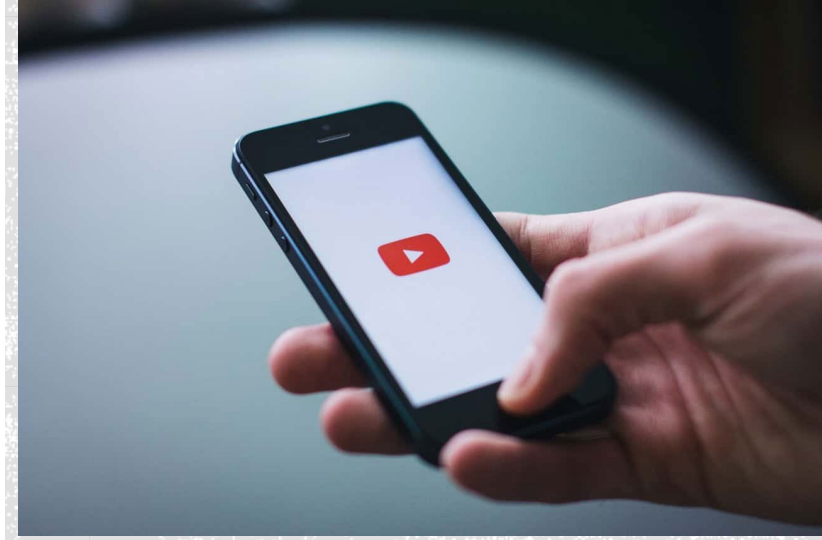


TIME LINES





- For some this can be an extremely effective way of revising if used actively.
- Videos are great for revising, as long as they're watching videos on course content and being active. Students should make summary notes or diagrams as they watch – pause and restart as needed,
- Some of the best GCSE Revision YouTube Channels (Per Subject):
 - GCSE Physics – [Freesciencelessons](#)
 - GCSE Biology – [Freesciencelessons](#)
 - GCSE Chemistry – [Freesciencelessons](#)
 - GCSE Maths – [HegartyMaths](#) & [WrightMaths](#)
 - GCSE Computer Science – [Computer Science Tutor](#)
 - GCSE English – [Mr Bruff](#) & [Mr Salles Teaches English](#)
 - GCSE PE – [Ladybridge PE](#)



VIDEOS



- School has funded this fantastic resource for all students – make the most of it, there are PODs on everything
- Login details are students' school email, so:
firstname.surname@littleheath.org.uk
- Password is Littleheath (unless students have changed)
- [GCSE Learning and Revision | GCSEPod](#)



gcsepod
education on demand

GCSE POD



- Teaching other people is a great way of improving understanding of a subject or topic. Relaying knowledge and helping someone else to understand helps both parties involved, so it's a win-win.
- This can be done with peers in the year group, siblings, parents, friends etc.

Top tips

- Find a suitable place to focus.
- Let the 'learner' ask lots of questions. Each of these questions the 'teacher' will have to explain in detail. Therefore, it is very likely that they will ask a few questions they won't know the answer to which means they will recognise learning gaps.
- Similar to mind maps, teaching someone else reveals those hidden gaps before they reach the exam.
- It's also a fun and memorable way of revising.



BE THE TEACHER



- Sitting down with your mates and revising can actually be better than revising alone IF done effectively.

Top tips

- Set goals together on what they will revise in available time.
- Teaching or testing each other is the most effective.
- When undertaking a group revision session, it's important that you focus on the task at hand.
- Group revision helps you associate revision with fun times. This in turn will help your motivation to revise as you start looking forward to it.
- Peer mark/review revision resources or exam papers together.



GROUP REVISION



3. TEST YOUR REVISION HAS 'STUCK'



- The best way to test knowledge is to use past papers.
- Access on Seneca – free, and easy to find.
- They not only improve knowledge of the content, but they also boost exam technique, too. **Exam technique is essential for any student to succeed.**
 - Option 1 - do all the questions in the allotted time, and then check answers after. This way is great for preparing for exams, as it is pretty much what will happen on the day.
 - Option 2 - take as much time as needed to do the questions. Just work on getting them right with full marks, and then move onto full exam style revision later.
- Students can even check the answers every once in a while, if they need help – either through mark schemes or asking teachers.



PAST PAPERS



- Use revision resources created to test knowledge.
- Cover up part of a revision clock
- Test using flashcards
- Re-order timeline
- Check after a day, and then after a week, how much has 'stuck'?

Top tips:

- Make a note of areas of weaker knowledge
- Don't skip this step – creating resources can feel more productive, but they have to then test their knowledge and recall using the resources

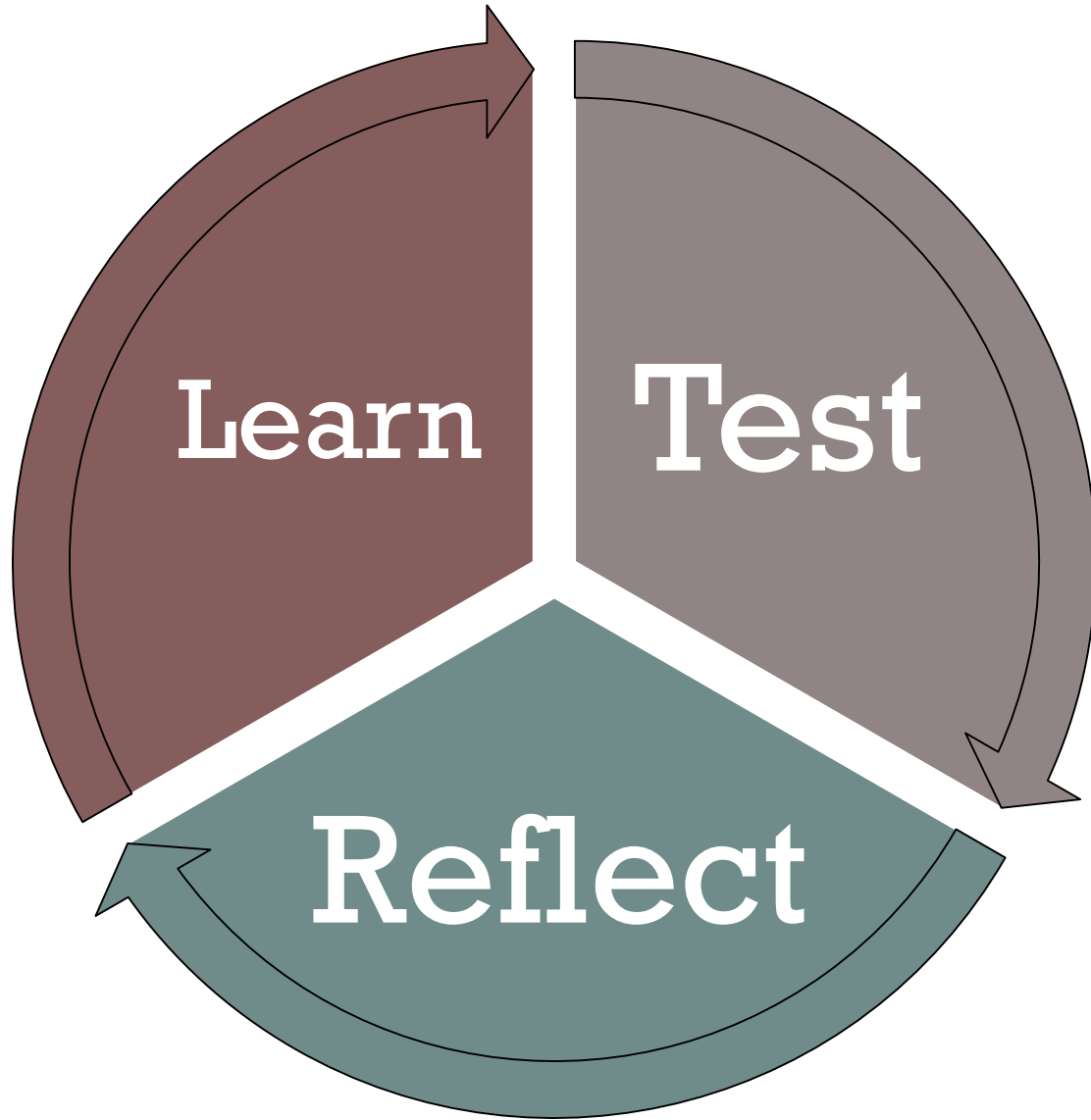


RECALL PRACTICE



4. RE-REVISE ANY AREAS IDENTIFIED





**EFFECTIVE
REVISION
IS A
PROCESS**



- Video series created by BBC with tips, hacks and advice created by students and experts
- Some have been through their GCSEs or National Qualifications already and some have got them coming up.
- They come from all different backgrounds and all corners of the UK and they've all faced different challenges in getting to grips with exam revision
- Help with looking after wellbeing as well as managing stress and anxiety
- Top revision techniques for exams - BBC Bitesize

BBC
Bitesize

BBC
BITESIZE

