



HOW TO REVISE



Revision Guidance for Parents

Your child should revise in their OWN way but....



They should use methods that are proven to help them remember.

HOW to REVISE? Generic Revision Guidance

Recipe for effective revision & successful results ...

Spaced Practice	Retrieval Practice	Mindset	Support	Attendance	=	Success
Spaced Practice	Retrieval Practice	Mindset	Support	Missing	=	Lower results
Spaced Practice	Retrieval Practice	Mindset	Missing	Attendance	=	Anxiety
Spaced Practice	Retrieval Practice	Missing	Support	Attendance	=	Under performance
Spaced Practice	Missing	Mindset	Support	Attendance	=	Ineffective strategies
Missing	Retrieval Practice	Mindset	Support	Attendance	=	Cramming

Kate Jones | [lovetoteach87.com](https://www.lovetoteach87.com) | @87history | [lovetoteach87](https://www.lovetoteach87.com) | Inspired by @ICTEvangelist Digital Change Management

Revisit

Reduce

Rehearse

Retrieve

Interleaving and Spaced Practice

Rather than revising all topics in one go (cramming), revisions should be carried out over time in small amounts of time (15-20 minutes) **Spaced Practice**. They might then consider moving onto another 'chunk' from a different topic **Interleaving**. This will improve their memory!

<https://www.learningscientists.org/blog/2016/7/21-1>



THE MEMORY CLOCK



Remember: active retrieval strategies are always **better** than passive ones.

Use the strategies on this sheet to ensure **genuine retrieval** rather than **simple recognition**.

Ensure active strategies:

- ☺ Creating flashcards
- ☺ Draw a mind-map
- ☺ Complete quizzes
- ☺ Practice exam papers.

Avoid passive strategies done in isolation:

- ☹ Rereading notes
- ☹ Highlighting

Watch this video to see how and why retrieval works.

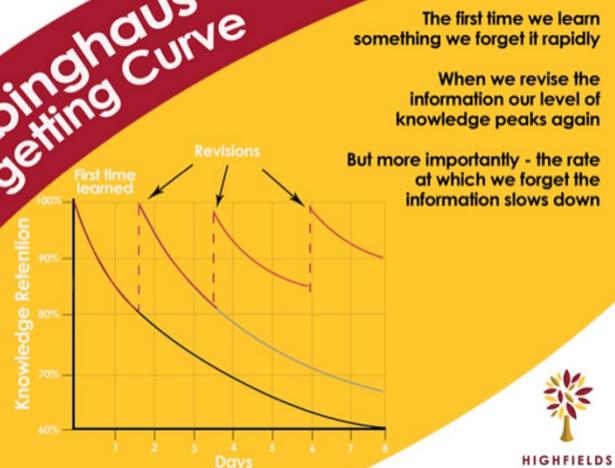
[Exam Series Retrieval](#)

Recommended – follow Unjaded Jade on YouTube

Someone who has gone through it and who provides advice tips and guidance on the best ways to Revise.

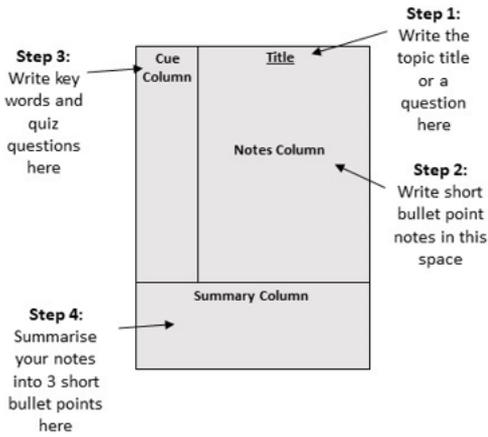
<https://www.youtube.com/playlist?list=PLcx8HzRhsIADeNTcnYlBm7horDsQ1HC8V>

Ebbinghaus Forgetting Curve



1

Cornell Notes



The Cornell Method

This method can be used as a great method to get students to 'think' about their revision. Simply split a page into 3 sections as shown on the diagram on the left:

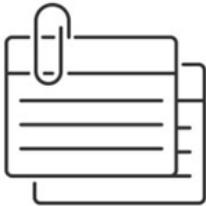


- Note Taking
- Cues
- Summary

In order to Rehearse using these notes, cover the main text/notes section and use the Cue Column to "test" their knowledge (they can be tested by themselves or you can support them)

4

Flashcards



Step 1: Read through a page of notes in your exercise book or a topic in the textbook. Write the name of this topic on one side of a card.

Step 2: On the other side of the card summarise the topic in **short bullet points** focusing on:

- Key words
- Dates
- Events
- People

Top Tip
The 'summary column' or a cornell notes page would make an excellent revision card!

Step 3: Use images or diagrams to summarise key ideas or concepts to help you remember!

Step 4: Revise using your flashcards – see strategy 5 for an excellent way to use flashcards.

5

The Lietner System

Step 1: Go through your set of flash cards and test yourself on how well you know each topic.



Step 2: Put the cards into 3 boxes in the following order.

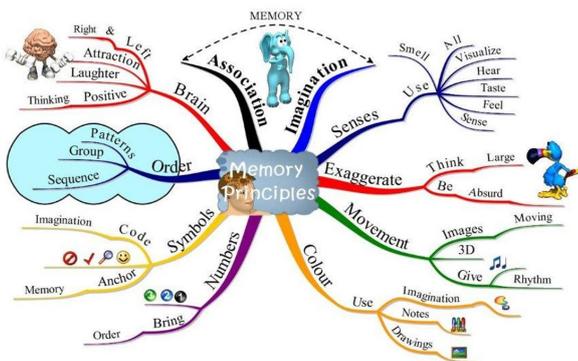


Step 3: Revise box 1 cards every day, box 2 cards every few days, and box 3 cards once per week.

- Any cards from box 1 that you get correct move to box 2.
- Any cards from box 2 that you get correct move to box 3.
- Any cards from box 3 that you get correct stay in box 3.
- Any cards you made mistakes on **always** go back to box 1.

Your aim is for all cards to move to and stay in box 3!

Mind Maps



Mind Map Rules

1. Each branch needs to be separate colour
2. Key & relevant images used throughout
3. 1 or 2 words per stem - they need to be clear and legible.
4. Main title or question in the middle.
5. Use a good, bold, relevant picture to go with your question/title
6. Draw broken lines to associate ideas between branches.
7. Use an A3 piece of paper, fill the page.

How to use Mind Maps to Rehearse information:

1. Blurting. Once the Mind Map has been created, they should cover it up and "Blurt" everything they can remember without any help. Recreating their Mind Map. Once done, go back to their Mind Map and record anything they have missed. <https://www.youtube.com/watch?v=CgrCo1J9A44>
2. Support them by testing what they know on their Mind Map. They should take a branch/section at a time and try to retrieve information by getting someone to ask them questions/prompt them

Mnemonics

Eg.

B	O	D	M	A	S
Brackets (...)	Orders \sqrt{x} x^2	Division \div	Multiplication \times	Addition $+$	Subtraction $-$

History students can remember "**DOWNER**" to explain how Hitler becomes Dictator of Germany:

Death of Hindenburg
Oath of Loyalty
Weakness of Opposition
Night of the Long Knives
Enabling Act
Reichstag Fire

(Other examples can be found in the Mnemonic document)

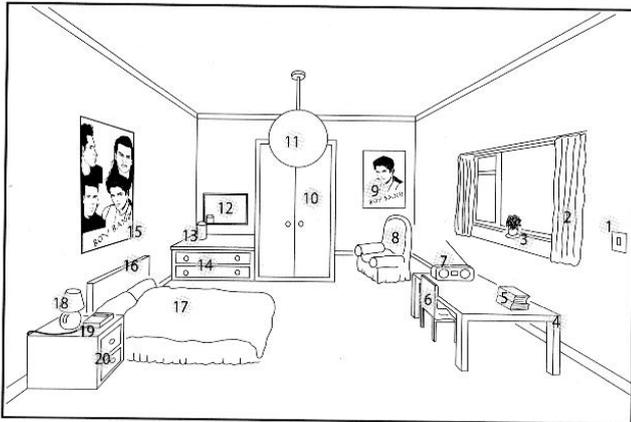
What are they?

Mnemonics are **memory devices that help learners retrieve larger pieces of information**, especially in the form of lists like characteristics, steps, stages, parts, etc.

The 9 basic types of mnemonics are: **Music**, **Name**, Expression/Word, Model, **Ode/Rhyme**, Note Organisation, **Image**, **Connection** and Spelling Mnemonics. Those in bold are the best ones for your current studies.

Have a look at the Mnemonic document below (Appendix 2) for examples.

Loci System



What is it?

A trick to aid in memory storage and retrieval. The effectiveness of the Method of Loci relies on visualizing mental images to associate with the material that needs to be remembered.

-  [Mnemonics](#)
-  [Mind Maps](#)
-  [Flash Cards](#)
-  [Cornell Notes](#)
-  [Loci Method](#)

[Revision - How to guides](#)

Access podcasts on the school website **INSERT LINK:** "How To" guides for each generic revision strategy.

Go through "How to revise more effectively" with your child and support them in this (**See Appendix 1**)

THE SCIENCE OF REVISION: TEN WAYS STUDENTS CAN REVISE FOR EXAMS MORE EFFECTIVELY

We knew it was coming, we have been preparing for it all year, and the teaching is all but over for some students, because the exam season is upon us! Now more than ever, students are feeling the pressure mainly because revision is challenging, it is now up to them to monitor their own independent learning to consolidate the information they have learned. Decades of research carried out by psychologists about learning and memory has produced some clear advice about the dos and don'ts of revision, and as psychological research continues to develop, we are learning more and more about how best to help students learn. Knowing how to revise is a skill, there are many techniques available to help improve memory and concentration, so here are some top ten tips to show which strategies can help make the grade.



#1 – SLEEP – sleep plays a vital role in memory, both before and after learning a new task, get into a routine and stick to it. If you are not getting the right amount of sleep it will affect; concentration, mood, and memory. Students should be getting at least 8 hours per night. (Ellenbogen JM, Payne JD, Stickgold R. (2006) The role of sleep-in declarative memory consolidation: passive, permissive, active or none?)

#2 – HAVE A GOOD BREAKFAST. It should be the best meal of the day; breakfast is the fuel for learning. Research has shown that children who regularly eat breakfast are more likely to have higher school grades. Those children who skip breakfast have more difficulty focusing on classroom tasks and concentrating in class. (Adolphus K, Lawton C and Dye L: (2013) "The effects of breakfast on behaviour and academic performance in children and adolescents)



#3 – GET SOME FRESH AIR AND EXERCISE EVERY DAY – We all know that the brain needs oxygen to function effectively. Brief exercise before revision periods and exams improves concentration and intellectual performance, it is also beneficial in reducing anxiety and increasing self-esteem. Try to aim for at least 150 minutes of moderate exercise a week. (Hilman, C. (2006) Exercise Appears to Improve Brain Function Among Younger People.)

#4 – LITTLE AND OFTEN – Just like an athlete, you need lots of training over a long period of time. Last minute cramming will just give you stomach cramps and a headache not to mention the stress. Aim for 8 one-hour sessions spread out over days, this is much more effective than straight 8 hours through the night. Creating a revision timetable at least 3 weeks before the exam is also useful, but you must stick to it. It is vital to chunk your revision into 30 minutes blocks. Rather than spending a period of time on one subject, consider 30 minutes focusing on English, 30 minutes on Geography etc. (Dr Cecile Brich - Study Development/Specialist Tutor, York University) <https://getrevising.co.uk/planner>



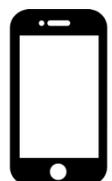
#5 – TEST YOURSELF – Check for gaps in your knowledge. Practice as many past papers as you can, create flash cards and your own quizzes too. (Dunlovsky, J. et al (2013) Improving Students' Learning with Effective Learning Techniques.)

#6 – TEACH SOMEONE – If you want to master something then teach it. Being able to understand an idea well enough to convey it to others will help you internalize it yourself; it will help aid memory and recall because it requires you to learn and organise the knowledge in a clear and structured manner. (Dunlovsky, J. et al (2013) Improving Students' Learning with Effective Learning Techniques.)



#7 = BIN THE HIGHLIGHTERS! (Unless you use them properly) – They do not work, it is passive learning and all they do is just isolate single pieces of information. Recall is much more effective through active learning; make connections, use your own words, consider different ways to learning and absorbing the information. (Dunlovsky, J. et al (2013) Improving Students' Learning With Effective Learning Techniques.) If you want to use them properly isolate what it is you want to find out – Highlight very selectively and then DO something with that information.

#8 - PUT YOUR PHONE AWAY. Students who spend more time on social media get low grades. Fact! The mere sight of a phone is enough to reduce a person's ability to focus due to the fear of missing out. The anxiety created that something more exciting is happening elsewhere is very distracting. Switch it off and put it away, it will still be there when revision is done. (Mark et al (2016) – email use in the workplace; lower productivity and higher stress).



#9 – DON'T LISTEN TO MUSIC – Research has shown that students who study in the same context as they will be in the exam (quiet environment) recall more information. The brain is being forced to pay attention to the music as well as reading and processing information in a meaningful way, this multitasking reduces its efficiency, it may help you to feel relaxed but it is not effective for revision and retaining the information you need, therefore create an environment similar to what the exam room will be like. (Godden,D; Baddeley A (1975) context dependent memory)



#10 – DRAW – Get yourself a sketchpad. Research has shown that drawing is a better memory aid than; visualising the words, writing a description of the physical characteristics of each word's, or just looking at pictures of the words. (Wammes et al (2015) The drawing effect)

Appendix 2



Types of Mnemonics for Better Memory



Mnemonics are memory devices that help learners recall pieces of information, especially in the form of lists like characteristics, steps, stages, parts etc., We knew back in 1967 from a study by Gerald R Miller that mnemonics increased recall. He found that students who regularly used mnemonics devices increased test scores up to 77%!

Many types of mnemonics exist and which type works best is limited by the imagination of each individual learner. The 9 basic types of mnemonics are: **Music**, **Name**, Expression/Word, Model, **Ode/Rhyme**, Note Organisation, **Image**, **Connection** and Spelling Mnemonics. We will concentrate on those in **bold**.

Have a look and see if these can be used by you in your revision.

Music Mnemonics

How many lyrics to songs do you remember? How did you come to remember them? Music is a powerful memory technique, and it can just as well in school also. Many learners have made songs out of information when a list of items must be learned. Advertising on radio and TV uses this technique to help potential customers remember their products when shopping.

You can make a song or jingle using any type of music you choose for any list of items.

Music Mnemonics work best with long lists. For example, some children learn the ABC's by singing the 'ABC' song.

Name Mnemonics

In a Name Mnemonic, the 1st letter of each word in a list of items is used to make a name of a person or thing. An example is:

ROY G. BIV = colours of the spectrum (**R**ed, **O**range, **Y**ellow, **G**reen, **B**lue, **I**ndigo, **V**iolet).

In English, the 7 coordinating conjunctions are: **F**or, **A**nd, **N**or, **B**ut, **O**r, **Y**et, **S**o = FANBOYS

The order of operations for maths is **P**arentheses, **E**xponents, **M**ultiply, **D**ivide, **A**dd and **S**ubtract = **PLEASE EXCUSE MY DEAR AUNT SALLY**

Create an Expression Mnemonic for remembering the order of the planets from the sun outward: **Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto**

Ode or Rhyme Mnemonics

An Ode or Rhyme Mnemonic puts information to be recalled in the form of a poem.

Examples include:

A commonly used Rhyme Mnemonic for the number of days in each month

*30 days hath September, April, June and November. All the rest have 31,
Fine! February 28 except when 29.*

In 1492, Columbus sailed the ocean blue.

I before e except after c
or when sounding like a
in neighbour and weight

Image Mnemonics

The information in an **Image Mnemonic** is constructed in the form of a picture that promotes recall of information when you need it. The sillier the Image Mnemonic is, the easier it is to recall the related information. These images may be mental or sketched into text and lecture notes. Don't worry about your artistic ability. As long as you know what your sketch means, **Image Mnemonics** will help you learn and remember.

Examples include:

You can use an Image Mnemonic to remember BAT (the depressant drugs mentioned above – Barbiturates, Alcohol and Tranquilizers). Visualise or sketch in your notes a limp, depressed bat that took **B**arbiturates, **A**lcohol and **T**ranquilizers.

Picture meeting someone new at a party named John Horsley. Use an **Image Mnemonic** to help you remember his name. Visualise a horse sitting on a john (American for toilet), not pretty but effective in recall.

What is a numismatist? Visualise an image of a new mist rolling onto a beach from the ocean and beach is made of coins. Silly? Of course, but sillography makes it easier to remember that a numismatist is a coin collector.

Connection Mnemonics

In this type of mnemonic, the information to be remembered is connected to something already known.

Example:

Remembering the direction of longitude and latitude is easier to do when you realise that lines on a globe that run North and South are long and that coincides with **LON**Gitude. Another Connection Mnemonic points out that there is an **N** in **LON**Gitude and an **N** in **North**. Latitude lines must run east to west, then. There is no N in latitude.