

Effective Revision

“... but it's only October of Year 10”

- New specifications
- Teacher-led revision sessions
- End goal

New specifications:

- more content
- content is harder
- less assessment through coursework, more final exam assessment
- more in line with how AS & A2 were, before the reforms, in terms of challenge and expectations from students
- more content means LESS CURRICULUM TIME FOR REVISION. Teaching to the last minute – curriculum is saturated with content

Teacher-led revision sessions

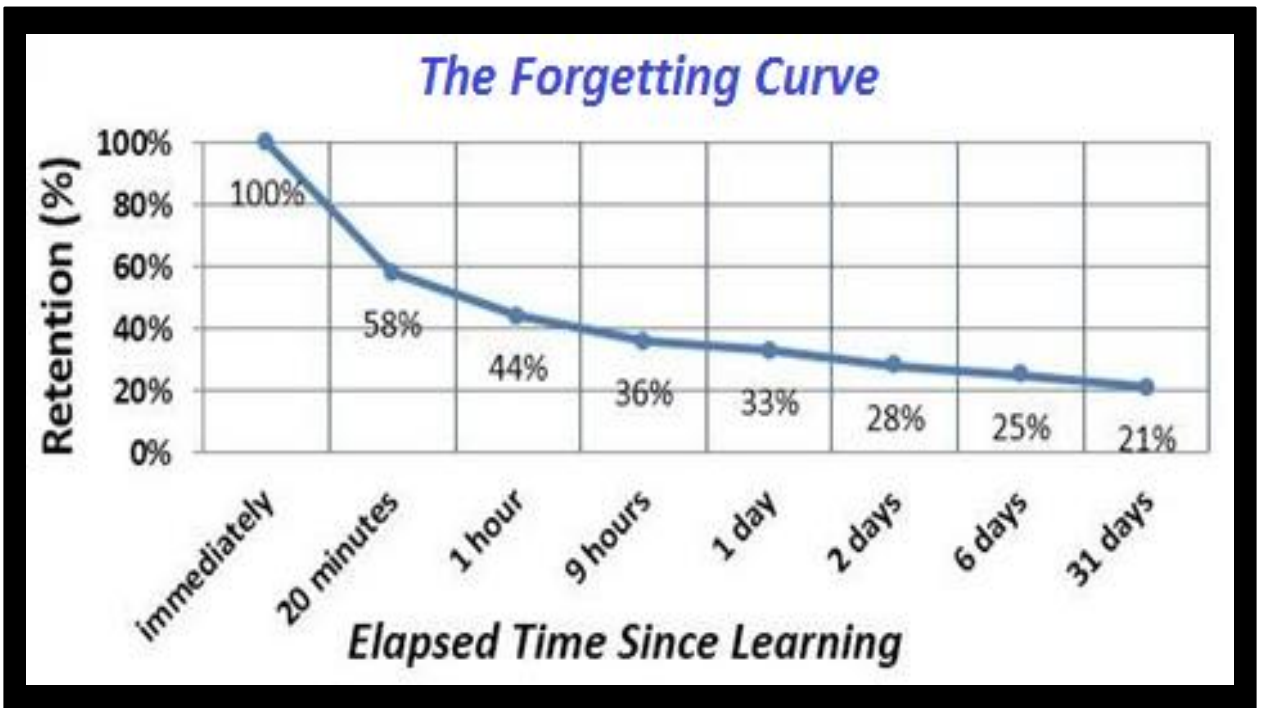
- no obligation for teachers to run them
- absolutely at the discretion of their goodwill and their time
- therefore don't rely on them. We will ensure content has been taught well throughout the course, it's the student's responsibility to capitalise on that and learn it

End goal

- End point is the exam and having the ability to recall all the knowledge taught, and having the skills to apply it independently
- Automaticity - knowledge and skills can be recalled with ease, because they are so well learnt, so well embedded in long term memory that they are automatic / routine
- Independence – can they do it themselves, without the teacher there
- Automaticity and independence can't be achieved if students wait until April of Y11 to make a start on revision.

There is more content, the content is harder and they need to hold more of it in their memories because coursework has been removed from many subjects

When & why?



German psychologist Hermann Ebbinghaus spent his life studying the memory and produced the well-documented 'forgetting curve'

Scary stuff. Stress and lack of sleep further accelerate the forgetting curve and, sadly, many teenagers are not strangers to stress and lack of sleep.

“Memory is the residue of thought. If you want to remember something, you have to think about it”

Sounds obvious, but committing information to memory takes time, effort and repetition.

As a species, we don't like thinking about things and in day-to-day life work to be in a position where our memory can do all the hard work for us. Driving a car, making spaghetti bolognese... but they have got there through thinking first.

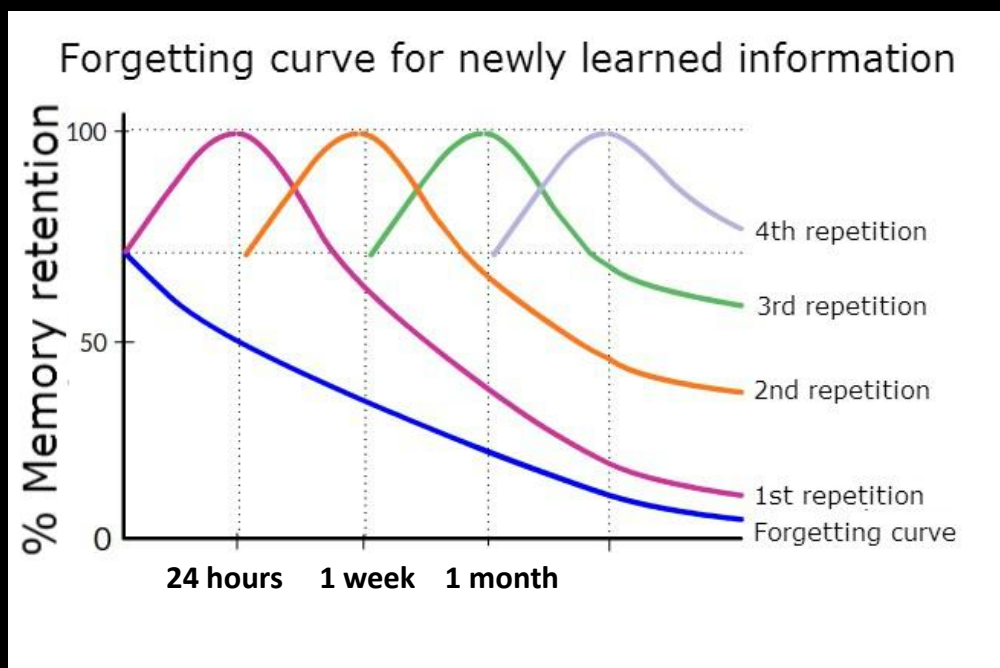
Many revision techniques that students tend to favour, neglect this simple yet important principle.

Re-reading notes does NOT commit knowledge to memory

Highlighting notes does NOT commit knowledge to memory

You have to be actively THINKING, and do it on a regular basis to commit the knowledge to memory.

MAKE THE BRAIN DO THE HARD WORK, MAKE THE BRAIN REMEMBER THE INFORMATION, MAKE THE BRAIN PRODUCE THE ANSWER (don't just read the notes and give your brain the answer!)



When you actively THINK at spaced intervals after learning, this is what happens...

The research tells us that memory is given the best start if students review the content at least 3 times:

Once within 24 hours of learning it

A second time within a week of learning it

A third time within a month of learning it

This moves the knowledge from the working memory to the long term memory by establishing those all important synapses.

Failure to do this means that, come new year of Y11 when students typically start their revision process, much of the content isn't being revised, it's being re-learned. The original learning isn't there to tether the revision on to.

Our teachers are aware of this and build opportunities to review content in to lessons... but keep in mind that the new specs mean teaching time is full to capacity and much of the review process needs to be done by you.

Start revision now. Make a habit of coming back to class notes to test yourself on the

content. It will involve organisation, yes, but will take a matter of minutes and will have lasting impact. Make a routine of reviewing content at these spaced intervals. It won't be applicable to all your subject – this doesn't work for skills, like art or drama, just for subjects like humanities, languages, maths, science and so on.

What & how?

Recall is the crème de la crème of techniques. Make your brain think and remember the answer; we'll look at ideas that involve self-testing.

If you are self-testing, it goes without saying that your memory can at best only be as good as the notes you are learning from: thorough, detailed notes will make for a memory full of thorough, detailed knowledge.

Patchy class notes because you chose to chat to your friend will make for a memory full of patchy knowledge. Poor attendance, of course, would have the same impact.

Useful to make **knowledge organisers** for topics / novel / themes, etc. so that you are self-testing (or, ideally, getting a parent to self-test you) from a thorough knowledge bank...

Geography Knowledge Organiser: Plates, Earthquakes and Volcanoes



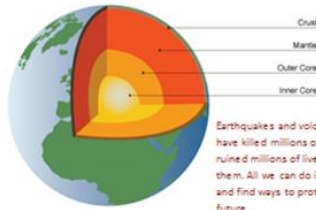
Key Terms

Crust – the thin outer layer of the Earth, made of rock
Continental crust – this is made of lighter rock and forms the continents
Oceanic crust – the crust under the oceans
Core – the inner layer of the Earth, made mainly of iron plus a little nickel
Crater – the hollow around the vent of a volcano
Mantle – the middle layer of the Earth, between the crust and the core
Lithosphere – the hard outer part of the Earth's surface; it is broken into large pieces called plates which are moving slowly around
Convection current – a current of warmer material; when air or water or soft rock is heated from below, the warmer material rises in convection currents
Focus – the 'centre' of an earthquake
Epicentre – the point on the ground directly above the focus of an earthquake
Seismic wave – wave of energy given out in an earthquake; it shakes everything
Magma – melted rock below the Earth's surface; when it reaches the surface it is called lava
Pyroclastic flow – a flood of gas, dust, ash and other particles rushing down the side of a volcano, after an eruption
Mudflow – a river of mud; it can form when the material from an eruption mixes with rain or melting ice
Volcano – a mountain or hill, typically conical, having a crater or vent through which lava is erupted from the Earth's crust
Aftershock – a smaller earthquake following the main shock of a large earthquake
Plates – the Earth's surface is broken into large pieces, like a cracked eggshell; the pieces are called plates
Earthquake – the shaking of the Earth's crust caused by rock movement

A map showing the Earth's plates



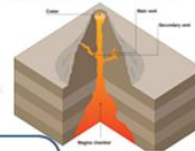
The layers that make up the Earth



Earthquakes and volcanic eruptions have killed millions of people, and ruined millions of lives. We can't stop them. All we can do is help the survivors and find ways to protect people in the future.

Plate Movements

- 1) Some plates are moving apart – North American plate & Eurasian plate
Here you get earthquakes and eruptions
- 2) Some plates are pushing into each other – Nazca plate & South American plate
Here you get earthquakes and volcanoes
- 3) Some plates are sliding past each other – Pacific plate & North American plate
Here you get earthquakes but no volcanoes



The amount of energy an earthquake gives out is called its magnitude. We show it on the Richter scale.

Some facts & information...


- > The Earth's crust is 8–65km thick
- > The continental crust is mainly granite and about 30km thick on average
- > The oceanic crust is mainly basalt and about 5km thick on average
- > Volcanoes & Earthquakes occur along the edge of the Earth's plates
- > A volcano forms when liquid rock reaches the Earth's surface
- > An earthquake is caused by rock suddenly shifting

A geography example (from a google search)

| French Knowledge Organiser | | CELEBRATIONS - SPRING 1 - YEAR 9 | | |
|-------------------------------|-------------------------------------|--|-----------------|----------------------------|
| On fait un repas spécial | You have a special meal | je suis allé | j'ai été | j'ai eu |
| on invite la famille | you invite the family | tu es allé | tu as été | tu as eu |
| on offre des cadeaux | you give presents | il est allé | il a été | il a eu |
| on reçoit des cadeaux | you receive presents | nous sommes allés | nous avons été | nous avons eu |
| on envoie des cartes | you send cards | vous êtes allés | vous avez été | vous avez eu |
| on danse | you dance | ils sont allés | ils ont été | ils ont eu |
| On va à l'église | you go to church | Past Perfect tense - avoir + past participle of your verb | | |
| On va à la mosquée | you go to the mosque | J'ai fait une fête | J'ai célébré | |
| On décore la maison | you decorate the house | J'ai reçu beaucoup de cartes | J'ai reçu | I received a lot of cards. |
| Il y a un défilé | there is a parade | On a célébré | On a célébré | We ate a cake. |
| On se déguise | you wear fancy dress | J'ai ouvert mes cadeaux | J'ai ouvert | I opened my presents. |
| On mange des bonbons | you eat sweets | On a dansé | On a dansé | We danced. |
| C'est quand ton anniversaire? | When is your birthday? | Je suis allé(e) dans un parc | Je suis allé(e) | We went to the theme park. |
| Mon anniversaire c'est le... | my birthday is on... | J'ai suivi (à) au cinéma | J'ai suivi (à) | I went to the cinema. |
| Je fête mon anniversaire... | I celebrate my birthday... | | | |
| ça va être génial | it will be great | | | |
| se déguiser | to disguise oneself | | | |
| des costumes exotiques | exotic costumes | | | |
| le meilleur | the best | | | |
| passer un bon moment | to spend a nice time | | | |
| Il faut... | it is necessary to... | | | |
| Il faut faire | it is necessary to do... | | | |
| Il faut apporter | it is necessary to bring... | | | |
| Il faut inviter | it is necessary to invite... | | | |
| Il faut acheter | it is necessary to buy... | | | |
| Il faut porter | it is necessary to wear... | | | |
| Il faut préparer la fête | it is necessary to prepare the fest | | | |
| Il faut faire un effort | it is necessary to make an effort | | | |
| J'espère que | I hope that... | | | |
| Il ne faut pas | it is not necessary/one shouldnt | | | |
| J'ai le plaisir d'annoncer | I have a pleasure to announce | | | |
| chez moi | at my place | | | |
| J'offre | I give | | | |
| des cadeaux | presents | | | |
| des bijoux | jewellery | | | |
| un portable | a mobile | | | |
| un livre | a book | | | |
| une bague | a ring | | | |
| un CD | a CD | | | |
| une portefeuille | a wallet | | | |
| une poupée | a doll | | | |
| une montre | a watch | | | |
| un bracelet | a bracelet | | | |
| un jeu vidéo | a video game | | | |
| des boucles d'oreilles | earrings | | | |
| des fleurs | flowers | | | |
| un cadeau | a present | | | |
| Sonstige | | | | |
| Normalement | Normally | | | |
| Le lundi/mardi/mercredi etc. | On Mondays/Tuesdays/Wednesdays | | | |
| Pour le petit déjeuner. | For breakfast | | | |
| Tous les jours. | Every day | | | |
| D'abord | First of all | | | |
| C'est matinal/soir | This morning/evening | | | |
| Quand | when | | | |

| GRAMMAR POINTS! | | | |
|--|-------------------------------------|----------------------------|-----------|
| Aller - to go | Être - to be | Avoir - to have | |
| je suis | je suis | je | |
| tu es | tu es | tu es | |
| il est | il est | il est | |
| elle est | elle est | elle est | |
| on est | on est | on est | |
| vous êtes | vous êtes | vous êtes | |
| ils sont | ils sont | ils sont | |
| elles sont | elles sont | elles sont | |
| Past Perfect tense - avoir + past participle of your verb | | | |
| je suis allé | j'ai été | j'ai eu | |
| tu es allé | tu as été | tu as eu | |
| il est allé | il a été | il a eu | |
| nous sommes allés | nous avons été | nous avons eu | |
| vous êtes allés | vous avez été | vous avez eu | |
| ils sont allés | ils ont été | ils ont eu | |
| Past Perfect tense - avoir + past participle of your verb | | | |
| J'ai fait une fête | J'ai célébré | | |
| J'ai reçu beaucoup de cartes | J'ai reçu | I received a lot of cards. | |
| On a célébré | On a célébré | We ate a cake. | |
| J'ai ouvert mes cadeaux | J'ai ouvert | I opened my presents. | |
| On a dansé | On a dansé | We danced. | |
| Je suis allé(e) dans un parc | Je suis allé(e) | We went to the theme park. | |
| J'ai suivi (à) au cinéma | J'ai suivi (à) | I went to the cinema. | |
| Bonne Année Happy New Year | | | |
| Félicitations pour votre mariage | Congratulations on your marriage | | |
| Joyeux Noël | Merry Christmas | | |
| Merci | Thank you | | |
| Bonne Chance | Good luck | | |
| Joyeux Pâques | Happy Easter | | |
| Bon Anniversaire! | Happy Birthday | | |
| Félicitations pour vos fiançailles | Congratulations on your engagement! | | |
| Les fêtes | | | |
| Le jour de l'an | le 1er janvier | New Year | |
| L'Épiphanie | le 6 janvier | Epiphany | |
| l'Ascension | mai/avril | Ascension | |
| L'Ascension | le 1er mai | Labour Day | |
| La Fête du Travail | le 14 juillet | National Day | |
| L'Armistice | le 8 mai | WWII ending | |
| La Fête Nationale | le 31 octobre | Halloween | |
| L'Halloween | le 1er novembre | Day of the Dead | |
| Le Toussaint | le 24 décembre | Christmas | |
| Le Noël | | | |
| Days of the week | | | |
| Lundi | Monday | Janvier | January |
| mardi | Tuesday | février | February |
| mercredi | Wednesday | mars | March |
| jeudi | Thursday | avril | April |
| vendredi | Friday | mai | May |
| samedi | Saturday | juin | June |
| dimanche | Sunday | juillet | July |
| le weekend | the weekend | août | August |
| prochain | next | septembre | September |
| dernier | last (m) | octobre | October |
| dernière | last (f) | novembre | November |
| suivant | next | décembre | December |

A french example (from a google search)

|  Knowledge Organiser - Topic One: Medieval Medicine 1250-1500 Medieval Britain | | Key Words | |
|--|--|------------------|---|
| 1 | Medieval Britain is the period between 1250-1500 also known as the 13 th -16 th century. It is also known as the Middle Ages. | 9. | Superstition A belief, not based on knowledge, but in the supernatural like God, witchcraft or astrology. |
| Key Events | | 10. | Monastery A building where monks live, eat and pray |
| 2 | 1123 – Britain's first hospital, St. Bartholomew's was set up in London | 11. | Miasma 'Bad air' which was blamed for spreading disease |
| 3 | 1348-49 – The Black Death affects England, kills 40% of population. | 12. | Astrology Study of the planets and its affect on humans |
| 4 | 1350 – Average life expectancy is 35 years of age | 13. | Urine Chart Used human urine to help diagnose an illness |
| 5 | 1388 – Parliament passes the first law requiring streets and rivers to be kept clean by the people. | 14. | Amulet A charm that brought 'protection' from disease |
| 6 | 1400 – There were 500 hospitals in Britain | 15. | Purging To rid the body of a 'excess' like blood or vomit |
| Key Concepts | | 16. | Leeching The use of leeches for drawing blood from patients |
| 6. The Medieval Church | The official religion of Britain was Roman Catholic and the church was led by the Archbishop of Canterbury, who was answerable to the Pope in Rome. Ideas and power was dominated by the Church, they controlled education and the church played a central part in daily life. | 17. | Cupping Using glass cups to draw blood to the surface |
| 7. The Four Humours | First suggested by Greek doctor Hippocrates . He believed the body was made up of Four Humours , Black Bile , Yellow Bile , Blood and Phlegm . These humours linked to the four elements and seasons. Hippocrates believed if these humours became unbalanced you would get ill, so you would need to rebalance the four. Galen , a Greek doctor working in Rome, continued the Four Humours Theory and added his own ideas. His Theory of Opposites to heal illness suggested using opposites to cure the humours , e.g. using hot to cure cold. | 18. | Pilgrimage A journey to a religious shrine and relics to show your love of God and to cure an illness |
| 8. Medieval Power | The emphasis in Medieval Britain was on authority , the King had absolute power but the Church has considerable control. People followed authority and would not question the views of King/Church at risk to their own lives. | 19. | Apothecary A medieval pharmacists or chemist |
| | | 20. | Physician A male medically trained doctor |
| | | 21. | Barber Surgeon Untrained surgeon, who practiced basic surgery |
| | | 22. | Wisewoman A female healer, who used magic or herbal remedies to cure illnesses. |
| | | 23. | Vademecum A medieval 'medical' book carried by doctors |
| | | 24. | Herbal Remedy Medicine made from plants with natural cures |
| | | 25. | Trepanning Cutting hole in the skull |
| | | 26. | Rakers Men hired to clean the streets of muck |
| | | 27. | Epidemic A widespread outbreak of a disease |
| | | 28. | Black Death A term to describe the bubonic plague |
| | | 29. | Flagellant People who whipped themselves to show god they repented their sins and wanted mercy. |
| | | 30. | Pestilence A fatal epidemic disease, e.g. the Black Death |

A history example (from a google search)

How can parents help?

Support your child by encouraging a regular routine of actively reviewing class notes

Test your child on what they have learnt, as often as you are able.

- * **www.memrise.com** (check the spec)
- * **subject specific websites** (MyMaths, linguascope, etc.)
- * **revision workbooks**
- * **mnemonics**

Students: if parents / grand-parents / siblings aren't around to test you, there are ways to achieve the same 'recall' process independently:

workbooks, not guides – guides give the brain information, workbooks make memory remember it. Key difference for committing learning to long-term memory.

Mnemonics are amazing!! Find ways to use them for knowledge OR skills, eg....

LES VERBES CONJUGUÉS AVEC "ETRE"
DR. & MRS. VANDERTRAMP

Devenir
Revenir
&
Monter
Rentrer
Sortir

Venir
Arriver
Nâître
Descendre
Entre
Retourner
Tomber
Rester
Aller
Mourir
Partir

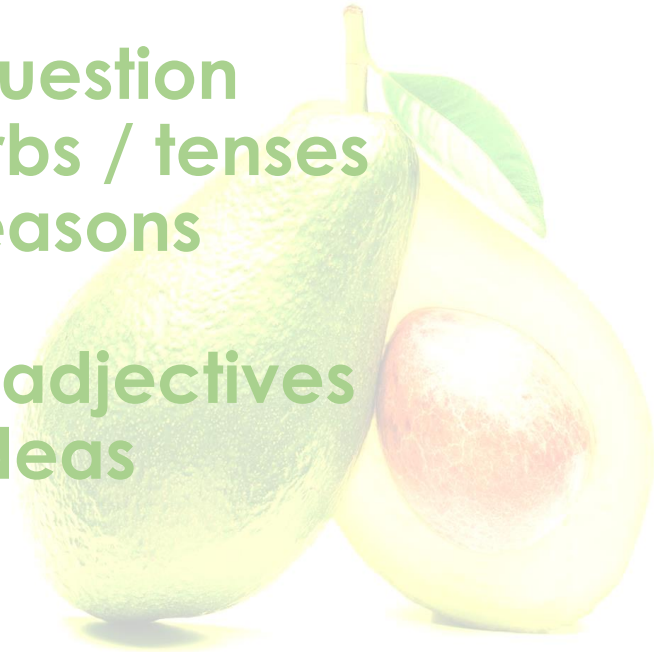


Devu(e)(s)
Revu(e)(s)
&
Monté(e)(s)
Rentré(e)(s)
Sorti(e)(s)

Venu(e)(s)
Arrivé(e)(s)
Né(e)(s)
Descendu(e)(s)
Entre(e)(s)
Retourné(e)(s)
Tombé(e)(s)
Resté(e)(s)
Allé(e)(s)
Mort(e)(s)
Parti(e)(s)

Mnemonic example for knowledge

Answer the question
Variety of verbs / tenses
Opinions & reasons
Connectives
Adventurous adjectives
Developed ideas
Originality



Mnemonic example for skills

Key principles:

- * Little & often. Sustainable. Realistic.
- * Testing
- * Mix the subjects up
- * Can you teach it?

30 minutes per day far more powerful than 3.5 hours on a Sunday afternoon

Make your brain remember the answer

Don't do maths for a week then science for a week

Teach someone else – you'll know a concept / theme / novel is fully understood when you can teach the ideas to someone else. Parents: ask Qs, don't just treat it as a monologue. You don't need to be an expert: How? Why? When?