Advice on how to start revising:

Make yourself start however much you don’t want to – the hardest bit is now out of the way.

Take time out and do something completely different

Don’t leave the difficult bits until last

Take short breaks

Do something more relaxing between revision and bed.

STOP when you feel frustrated, angry, overwhelmed and take a break. Make a note of the problem and deal with it next lesson – move on to something else.

Focus on what you have already done and not what is still to do – remember every little helps.

Top Tip:

* Plan your revision in half hour chunks with built-in breaks of at least 5 minutes. Every couple of hours, take a slightly longer break of, say, 15 minutes. During your break, forget about revision – have a drink and a snack. Talk to your family!

Give yourself a reward after a revision session– favourite TV programme, magazine, going out with friends, favourite food.

At the end of a session – clear away and put notes in the right file so you can start the next session straight away.

Eat well – not too many sugary snacks – little and often is best.

Before the Exam

Know your exam timetable – highlight yours in colour and put them on your calendar.

Know where and when you need to be and give yourself enough time not to be rushed.

Allow time for your brain to get into action – have a shower. Eat breakfast – at home, at school or eat some fruit as you walk to school.

Check the exact subject of the exam, how it will be structured (eg short answer section and an essay) and how the marks are awarded.

Make sure you have everything you need the night before – books you are allowed to take in, equipment including a calculator for science and maths.

Keep to normal routines – bed and getting up at normal time.

Keep repeating to yourself “It is only 2 hours it will be over by 10.45”, “I will be fine”. If you keep having worrying thoughts then just say STOP and think of something positive.

Leave yourself time to go to the toilet before the exam

Take water into the exam - your ability to remember and your concentration improves by 70% if you are hydrated.

Don’t worry if you think you have forgotten it all before you go in - if you have revised it will all be there and will come back.
How do we learn?

When revising, consider how we learn in order to make your revision effective.

Move out of your comfort zone:

Recall after Learning
To stop the drain from the brain, the brain needs regular recall and review exercises.

After a 1 hour learning period ...

✓ First review after 10 minutes
✓ 2 - 4 minute review after 24 hours
✓ 2 minute review after 1 week
✓ 2 minute review after 1 month
Revising with Friends

A popular and engaging way to summarise a topic or get students revising. Based on the classic connect four game, students answer the question successfully to place a counter on the template. The aim of the game is to get four in a row.

Snakes and Ladders

A great way to summarise a topic or get students revising. Based on the classic game of snakes and ladders, students answer the question successfully to roll the dice and move around the board. The aim of the game is to get to the finish before anyone else.
Ideas for revising alone:

1. Dictate your notes into an audio device and listen back.
2. Go onto GCSEPod and listen to short podcasts on each topic.
3. Decorate your bedroom with post-its of facts you need to learn or key quotations.
4. Memory challenge - look at the labelled version of a drawing or a piece of text for 30 seconds. Cover it up and try and draw or write what you saw. Compare the two pictures or notes. Whatever you didn’t include is what you need to revise more.
5. Concept Map – Write key words onto A3 paper, link them with arrows, write over the arrows how the two words are linked.
6. Invent a Mnemonic or Acrostic for remembering difficult concepts.
7. Make bullet points from revision guide/notes.
8. Create an exam paper include questions and a mark scheme. If working with others, swap and answer. Then swap back and mark.
9. Draw diagrams/pictures from your notes.
10. Write descriptions of diagrams.
11. Plan out longer essay questions in detail (this is as useful as writing the whole essay).
12. Put your notes into a new format. Maybe use online sites like Quizlet or bubbl.us to organise them.
13. Play the examiner—write essay questions and challenge your friends to answer them.

Revising with others:

14. Put key words and definitions on to separate cards, turn them all over and mix them up. Then try to find the pairs by turning them over, if you get a pair you get another go. The person with the most pairs wins. Play a few times and keep adding more key words and definitions.
15. Get pieces of A4 paper with key topics written on the top. Each person writes something about that topic on the paper and pass it to another. Keep passing the paper until it is full. Afterwards, check you.
16. Talk - Listen - repeat - Face a partner and talk on a subject for 30 seconds (they might want to write it down first). Now swap. Repeat trying to get more key words into the 30 seconds without looking at their notes.
17. Using the criteria, give an answer to a question that will give you an E. Next person moves this up to a D and so on... can you work as a team to push to the higher grades.
18. Each person writes a list of 10 questions on the topics you find the hardest (include the answers) them ask you questions to each other and score each other.
19. Pictionary / speed Pictionary - draw pictures which represent key words, team members or partners guess what they are.
20. Back 2 Back – One person describes what they can see on a diagram or picture on the topic, the other person can ask lots of questions but not look at the same thing. Student 2 draws what they think student one sees. When finished compare two pictures.
21. Post-it note game (post it notes on forehead – students have to ask yes/no questions to work out what/who they are).
Revising as a group:

22. The big question. Write out about 5 questions. Split class into groups of 5 give each member of the group a different question, give the pupils 1 minute to read the question then one minute to write a response then tell them to swap papers and repeat, pupils read other pupils ideas (revision) and add their own. Mark them as a class and see which group got highest marks.

23. Pass the parcel: for the last lesson before they leave big pass the parcel revision, in each layer is a question - question has to be answered correctly for silly prize.

25. Individual whiteboard quizzes
26. Jeopardy (give them the answers, they make the questions).
27. Pictionary with key words
28. "Teach you/ the class" - pick mini topics, give them 20 minutes. You will be concentrating on the "facts" so other groups can report on the delivery, coverage etc
29. Bingo with keywords
30. Speed dating - ten questions on a topic (e.g. a page in the revision guide) Table in a circle - half the pupils inside, half outside the circle. For 4-5 minutes the pupils ask each other their questions. At the end of the 4 minutes either the outside or inside pupils move round one seat and repeat the exercise.
31. Put the topic word on the board, pupils think about all the words associated with that topic but they expand that branch. Can do this on paper as well and then photocopy it for all
32. Highlight what your strength and weakness are for a topic. Where you have your strength, others may have as a weakness. Write them a letter with key information that will help them. Someone will write you a letter for your weakness area.
33. Create a glossary or word-mats for particular topics
34. Go home and teach it to someone else! Ask students to teach a concept/topic to a parent or family member

Revision Websites

<table>
<thead>
<tr>
<th>Website / Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBC bite-size</td>
<td>Revision guidance <a href="http://www.rrc.co.uk/StudySupport.aspx">http://www.rrc.co.uk/StudySupport.aspx</a></td>
</tr>
<tr>
<td>Yacapaca</td>
<td>Quizzes and games for most subjects at sheppardsoftware.com</td>
</tr>
<tr>
<td>Get revising.co.uk</td>
<td>General revision topics <a href="http://getrevising.co.uk">http://getrevising.co.uk</a></td>
</tr>
<tr>
<td>Make beliefs comix.com/Comix</td>
<td>Make a cartoon strip at makebeliefscomix.com/Comix</td>
</tr>
<tr>
<td>Voki.com</td>
<td>Make a speaking avatar talking about a topic voki.com</td>
</tr>
<tr>
<td>Bubbl.us/index</td>
<td>Make a mind map online for other users to contribute to bubbl.us/index</td>
</tr>
</tbody>
</table>

Ways of making your revision notes look more appealing:

Recap plot or events by using images to represent each event or milestone.

“Set yourself something to look forward to once the exams are done. Therefore, you’ll have something to look forward to as you revise’
In an exam, everyone’s writing gets more untidy than it would be normally. However, it must be legible. If the examiner can’t read it, it doesn’t matter how good the answer is. If you know this is a problem for you, practice writing out answers. Get someone else to read them to check that it is legible.

Use mind maps to help you plan longer essay questions and to put your ideas together. Mind maps start with a theme, have main ideas and are held together with details.

To make mind maps more memorable:
- Use doodle, pictures and diagrams
- Use different colours
- Use different type fonts
- Use humour (cartoons), etc
- Design your own (don’t just copy other peoples)
- CONDENCE

Mind Maps
• Use instrumentals to create revision raps or poems on particular topics.
• Ask students to create podcasts that they create, share and critique with each other.
• Guess the case study from pictures/clues/video/movies. Visual prompts can be used to encourage students to describe and explain key case studies.

Learning Key information:

Look (read) your notes. Cover them over. Try to write them down. Double check if you got the information correct.

Index card time trial: write a term on one side and the definition/key information on the other. You have to accurately identify the information on the reverse within a set time. Play against a partner; you decide on the time limit and how many cards you have to accurately describe in that time. For example, you could have 3 cards in 30 seconds to score a point. You could also do this with questions and answers, rather than terms and definitions.
Write the fact/to date/equation on your hand, screw up your hand as if you are screwing up a piece of paper. Now ‘throw’ the fact at the wall as hard as you can. Imagine the fact now splattered across the wall. Visualise it carefully. Now make it grow out towards you and sink back towards the wall.

Now imagine it spinning round and round on the wall and settling back to the start again. Now imagine it changing through each colour of the

Learn a range of connective to help you develop your essay writing skills and to help you show comparisons

Mnemonic, song, poem

Come up with a poem, song, or mnemonic to help you learn information. Set it to one of your favourite songs in order to make it stick.

Highlighters

To begin with, go through your exercise books highlighting key information you want to transfer to your revision notes.
Comparing

Begin to revise comparing and contrasting ideas and themes by producing visual representations.

Visual Representations:

Produce visual representations of the topics you are revising.
Part of the memory process will be developed whilst making the revision piece.

Make your own card sort for keywords and definitions. Cut them out and practice matching them up. Time yourself each go.
On the top, display the word and below the flap, the definition.

Learn definitions by creating folded vocabulary and definition sheets.

Alternatively, write the key word in a different colour to make it stand out.

5 is the magic number. Aim for 5 events for each character from a text, 5 key events that happen, 5 key quotations.

Use Quizlet to recap (or make yourself) key quotations.

Produce a visual representations of the text you’ve studied. (see the example)

Create visual hexagons and try to explain as many links as possible. This can be character or theme.

Learning Definitions and terminology:

Learning key quotations and events

Learning Definitions and terminology:
Subject Audit

Produce a list of topics/items you need to know for each subject. Complete an audit, grading yourself as Confident, unsure or struggling.

Focus your revision on the areas you are struggling with.

Command Word Wheel

Create your own version of the command wheel. Include a range of command words from describe to evaluate. Next to each command word, define what it wants you to do. You could even include an example question or some sentence starters.

Reverse Highlighting

As you read the information, black out any words you do not know or think are not relevant.

Then anything that is left will be the key information.

The western edge of is where its original settlements are. A fishing community spread throughout Mumbai, to practise freshwater fishing. However, over the last 30 years they have stopped fishing and become farmers. What used to be an area with houses and gutter streets has now become one of the cleanest, most enclosed spots in Dharavi. is being designed and built by the Indian Government, which plans new housing and businesses in the area and offers Dharavi residents houses to live in during 2010 and 2020. has a home where this resistance. The neighbourhood is also well known for its community feeling and festivals are celebrated collectively.
The geographical version of the fast paced game will allow students to recall key word definitions and allow repetition – a great way to revise.

Revision Pong

Two teams go head to head. Each team take turns throwing ping pong balls into the other teams up. When a ball lands in the cup that team must answer the question in the cup, but if they get it incorrect they must complete a forfeit.

### Inside Story Headline

A great group revision task – students sketch or illustrate the diagram, graph or landscape for their partners to guess.

<table>
<thead>
<tr>
<th>Constructive wave</th>
<th>Destructive wave</th>
</tr>
</thead>
<tbody>
<tr>
<td>Longshore drift</td>
<td>Spit</td>
</tr>
<tr>
<td>Bar</td>
<td>Cavo and arch</td>
</tr>
<tr>
<td>Cliff</td>
<td>Notch</td>
</tr>
<tr>
<td>Stack</td>
<td>Hydraulic action</td>
</tr>
<tr>
<td>Sand dune profile</td>
<td>Rock armour</td>
</tr>
</tbody>
</table>

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**Articulate**

The Nailsea School Guide to Revision
The Nightmare Before the Exam

Students create an exam paper OR set of questions that they would hate to be on the exam, in order target their revision.

Playing Examiner

Using previous mark schemes, get students to design their own exam paper and mark scheme. This could then be completed by another student.

This allows students to understand how the mark scheme applies to questions.

Create a set of dominoes to match up key words, diagrams, question and answers.
Once made, cut them out and play.

Students break down topics into 12 subtopics.

In each segment students can make illustrate diagrams and summarise key information.

Each segment has a 5 minute time limit, in order to break down learning into smaller pieces.
Modelling

Model diagrams and landforms with plasticine in order to understand various features. For example cave, arches, stacks and stumps.

Visual Hexagons

Produce visual hexagons or hexagons representing ideas or themes. Link them together and show how they link together.

Inside Story Headline

Record your revision verbally, so you can play it back and listen to your revision. Use a voice memo app on your phone for FREE!
Talking Heads

Revise character or historical person by producing visual representations of them with key information or quotations around them.

Using labelled diagrams

- An excellent way to learn especially for visual learners!

Coastal Scenery on Chalk Headland

e.g. Flamborough Head

cave and fault below bench

roof of arch collapses under its own weight and stack is formed

stump only revealed at low tide

Keyword Jenga

Write technical terminology onto Jenga pieces. Each time you pull a piece from the stack, define it otherwise you have to put it back into stack. The winner is the person with the most ‘won’ pieces.

Taboo

Describe a key word or technical term to another person using words or phrases relating to the word
Golden Rules/Things to keep in mind

Don’t revise for long periods – Have a break. 20-40 minutes per topic at a time with a break in-between might help.

Revise somewhere you won’t be disturbed and it’s easy to work. Bedroom/Public Library/School Library/A café (you might have to buy something to stay there)/Friends or relatives house /The bottom of the garden or A local park (if you have one and it is not raining)

Planning your revision

Make a revision diary AND a planner - Planners can be ignored, but if you write down what you have done you know how much you have actually covered

Divide the number of topics you have to revise between the number of days you have left.

Draw the plan - one week per A4 sheet of paper.

On the plan enter the fixed events which you have to attend: e.g. birthday party, Youth Club, Saturday job etc.

Divide the remaining time into morning, afternoon, and evening sessions of about 3 hours each, e.g. 9-12 a.m.; 2-4 p.m.; 7-9 p.m.

On separate pieces of paper take each of your subjects and make a list of all the topics for each one.

On another piece of paper re-list the topics in order of difficulty - most difficult at the top.

On the plan enter 3 topics for each session, one from each subject, most difficult first.