



BEAMONT
COLLEGIATE
ACADEMY

Thinking about thinking:

Planning Your Revision

The process of learning and revising

This is different for everyone. You need to try things, and work out whether those ways of working work for you!

Evaluation of how you performed using a certain revision tactic will be crucial to understanding whether you want to use that tactic again for other aspects of your GCSE's.

- * What is the main goal of the task? (To do well in a class quiz/PPE/GCSE exam)
- * What knowledge do I need to do well?
- * What approaches have worked well for me in the past?
- * How long should I spend on revision at one time?



How do we learn?
Memory, recall and retention

Monitoring Your Revision

- * Am I finding the work easy/difficult?
- * Which parts of the knowledge I need for this task is causing the problem?
- * Where can I find support?
- * Is my strategy working?
- * How can I change my approach?



Evaluating Your Revision

- * How effective was my plan?
- * How successful was the outcome of my task? (What did you score on the quiz/PPE/GCSE Exam?)
- * Do I need to make changes to my strategy?
- * How am I going to ensure that I retain this knowledge?





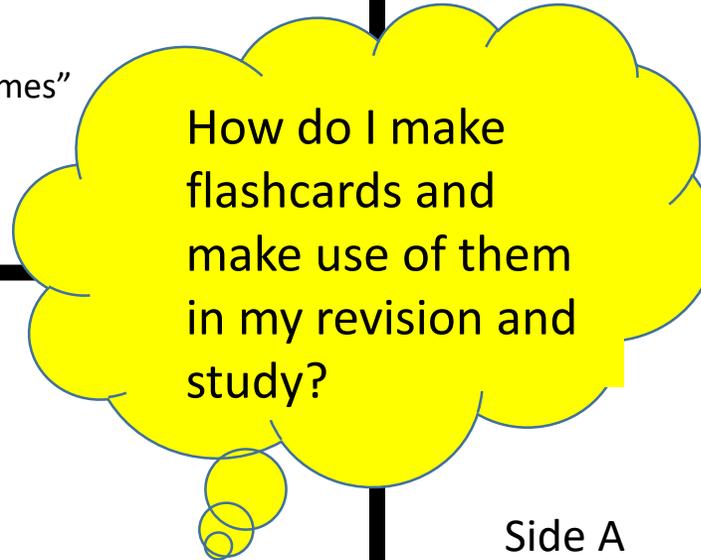
Thinking about thinking:

Why are flashcards useful?

- * Quick feedback (turn the card around for the answer)
- * Easy to see what you know and what you don't (sort into piles)
- * Adaptable – Easy to create revision “games” with a study partner.

There is no set way for setting out flashcards.

- * A flashcard for a unit in Geography might be very different to a flashcard for a poem English Literature.
- * You need to regulate how best to set out your flashcard for the knowledge you need.



How do I make flashcards and make use of them in my revision and study?

Can I mix this technique with anything else?

- * Dual Coding – Picture one side and explanation on the other.
- * Revising with a partner – revision based games.

Example: English Literature

Side A

Poetry: Mother, Any Distance

“Anchor. Kite.”

Side B

This metaphor symbolises the difference between the mother and son. The mum weighs the son down, whilst the son wants to be free. There is a more distant relationship symbolised by the string of a kite.



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Thinking about thinking:

Dual Coding

The use of pictures to stimulate your thinking about a chosen topic/area of study.

Why might it be useful

- * You can use dual coding to help you remember key terms (see example)
- * You can use dual coding to map out a process (photosynthesis/respiration/timeline of a character)

What is dual coding and how might it be useful in revision?

Can I mix this technique with anything else?

- * Flash cards– Picture one side and explanation on the other.
- * Mind Maps – Have pictures on mind maps to stimulate your thinking.
- * Revision clock – Pictures on revision clocks to stimulate thinking.

Side A



Example: Geography

Side B

Urbanisation:

Urbanisation is an increase in the proportion of people living in urban areas compared with rural areas.
(BBC Bitesize, 2020)



Cornell Note Taking

This revision tactic is really useful for learning processes (respiration/urbanisation/colonisation) as well as tracking themes, characters and events across a timeline.

You will need:

- * Voice recorded “perfect” answer. (voice record yourself after getting the “perfect answer” from your teacher)
- * Paper
- * Pen

Thinking about thinking:

It allows you to listen to the perfect answer, and gives you a chance to make some notes around it. The more times you do this, the easier it will become to remember the “perfect answer.”

Examples of these “longer/explained” responses could be “How certain religions celebrate religious festivals” OR you may decide to record parts of your narrative in English Language.

What is Cornell note taking and how might I be able to use it in my revision?

Step 1: Listen

- * Listen to the recording of the perfect answer. No need to make any notes at this stage ... just listen to it!

Step 2: Listen and note taking

- * Listen to the perfect answer again. This time however, make notes as you are listening to the perfect answer.

Step 3: Complete your notes

- * Without listening to the perfect answer again, complete your notes with as much as you can remember about what you heard.

Step 4: Fill in the blanks

- * Listen to the ‘perfect answer’ again, but this time you can stop it and write out anything you’ve missed.
- Write this in a different colour, so you know what parts of the answer you need to revise.



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Thinking about thinking:

Keep a private account of self-quizzing scores.

Keeping a small progress diary for each topic you quiz on can give you visual proof to see if your revision is working!

This can be small tests that you've made yourselves/with a friend OR practice exam questions that your teacher will mark for you.

Example: Types of small quiz you can create.

Topic: English Literature – remembering quotations from 'Before You Were Mine.'

- Q1) "_____ and laugh and waltz"
Q2) "_____" (movie star)
Q3) "The _____ you laugh on"

How do I ensure that the revision I'm doing is effective?

"Nothing is sticking in my mind when I revise" OR "I don't see an improvement in my marks"

- You should get in touch with your teachers to ask about certain aspects of your revision.
- You should ask your peers who you know understands a topic better than you.
- You should use BBC bitesize, Seneca and other useful revision websites for help.
- Find an alternative way of revising – the method you've picked might not suit you for this type of task.

"I feel like I can't concentrate during my revision"

- Minimise the amount of distraction around you. Some ways of doing this could be: turn the music off, turn the TV off, and leave your phone outside the room.
- Make space for revision. Try and find somewhere at home or in school to do some quiet revision. In school, you have the study zone. At home, avoid "busy" areas that people may walk through and distract you.
- Regular, twenty minute "chunks" of revision is significantly better than one 60 minute chunk. Break up your revision into smaller tasks.