

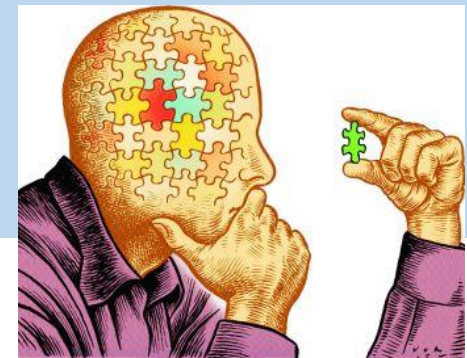
The Year.....

Month	Event	Intense Revision Activity	Other Important Activity
September	Parent support evening	Mock Revision	Review last year's work and make revision notes
October	Start 30 th October Mock Exams	Mock Revision Mock Revision Mock Revision	
November	Mock exams End 10 th November		Continue making revision notes from current work
December	Mock Results issued. 20th December Full Written Reports Issued	Review Mocks. Self review of knowledge	Making additional revision notes to fill gaps in knowledge
January	25th January Y11 Parents evening		Making revision notes
February			Making revision notes
March	9th March Final Predicted Grades issued in short report	Full revision Full revision Full revision Full revision	
April	Easter School Likely 3rd/4th April (Particular Focus on Maths, English and Science)	Full revision Full revision Full revision Full revision	
may	GCSE Exams Start 14 th May	Possible one Day revision school May ½ term	
June	GCSE Exams End 22 nd June		
July	Prom ! Date to follow		
August	Thursday 23rd = Results		



Revision vs Understanding

- Revision is **committing to memory** – not understanding the work in the first place
- Should be spending time **now** understanding the work whilst making revision notes/asking questions to clarify.
- Then, when revision comes, time can be spent **memorising** rather than scratching head trying to understand. **If material has been understood initially – revision is a quicker process.**



Repetition



- Memory = creating nerve pathways/connections in brain.
- The more times facts or knowledge are **revisited** the **stronger** the nerve connections become therefore the deeper the memory formed.

So **regular recap and revisiting topics** should be built into revision sessions – eg at the start of every revision session spend 5 mins making notes on main ideas covered from the previous block of work.

Active revision vs reading



- Simply reading tends to create short term memory
- An **action** linked to the information being revised helps create long **term memory**
- Eg reading initially then immediately afterwards making **notes**, **listing** key words, **speaking** the main ideas out loud, **scribbling** the main concepts as a **mind map**. Making notes **using colour**. Applying the information to **exam style questions**.
- A **variety** of information input will also help, rather than just reading use revision websites/on line video clips etc.

Application of Knowledge

- As much practice as possible applying the knowledge to exam style questions. Especially taking note of **key instruction words** in the question. Only using mark schemes afterwards to learn from mistakes.



Describe....
Explain.....
Evaluate....
List.....
Calculate....
Suggest.....

Keep Refreshed



- It has been found that the brain works most effectively for about **40 to 45 mins of study.**
- Between sessions of this length **get refreshed**
- Eg Quick **Walk** the dog/ **walk** around the block
- **Wash face**/have a shower
- Go into a **different room** have a **drink/snack**
- Breaks of **no less than 10 mins and no more than 25 mins** is a consensus for being the most productive.
- **Screen time/video games/social media are NOT a break** because they still use parts of brain and eyes needed for study

