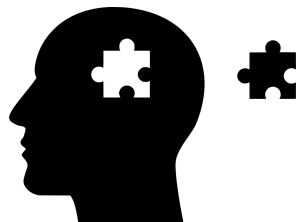


# SNS Revision Guide

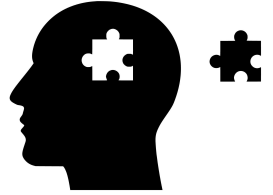


Stoke Newington School  
& Sixth Form



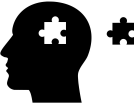
This booklet aims to help you understand the theory behind what works and give you loads of ideas to make your revision stimulating.

# Contents



1. **20 fun and effective ways to revise** - Plenty to keep you busy!
1. **You want more?** - Further reading, websites, links and resources

# 20 effective ways to revise

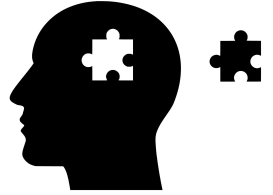


1. Memory Palace
2. Quiz Quiz Teach
3. Dual coding
4. Match it up
5. Don't break the chain
6. Pimp up your vocab
7. Brain Dump
8. Revision Clock
9. Mindmap
10. Make a board game
11. Spacing
12. Interleaving
13. Test yourself
14. Buddy up
15. Just do it
16. Flashcards
17. Deliberate Practice
18. Mnemonics
19. Kahoot / Quizziz
20. Place mats and KOs

**Jot down 3 you are the  
least familiar with on a  
post it**



# Memory Palace



Help remember facts/ figures/ events/processes by creating a Memory palace.

It works by you visualising putting things into places/ journeys that you know well.  
E.g your walk to school or a journey around the rooms of your house

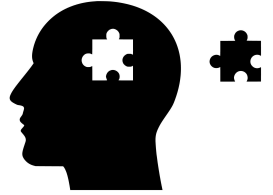
So for Geography put the order of **longshore drift** around your house , for each part of the process visualise it in a different room and make a connection with that room or an object.

Then do the walk a few times, when you are then trying to recall it close your eyes and imagine walking around your house to recall the stages.

Another example would be to “put” the major events of a novel in order along your journey to school.



# Quiz , Quiz, Teach



For this one you need a friend to compete with! Either at home or virtually.

Spend 10-15 minutes writing some questions down on revision cards. You can make as many as needed but 10 - 15 is probably enough. Use your textbook or exercise to make them challenging! You want to win surely?

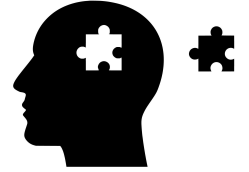
Then quiz each other taking turns and keep a note of the score. Whoever gets the most right answers wins the battle!

\*Tip - make it easier by creating multiple choice answers for your friend

**Q.** **≡**

**A.** **≡**

# Dual coding / Conversion



Dual coding is the process of blending both words and pictures.

Take your revision notes and add drawings / pictures to help you remember or take big chunks of text and turn them into mind maps or brainstorms.

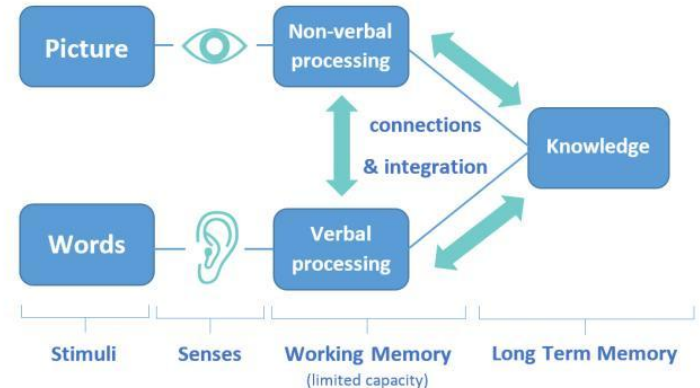
Your brain is more likely to remember as you have made visual connections with the words or text.

You can also try Conversion:

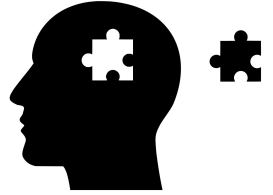
Take information in one format and “Convert “ it into a different format:

- A flow chart into text
- Text into a mind map
- Text into a graph
- A graph into a news report
- Text into a picture
- Diagrams into a poem/ story.

## Allan Paivio's Dual-Coding Theory

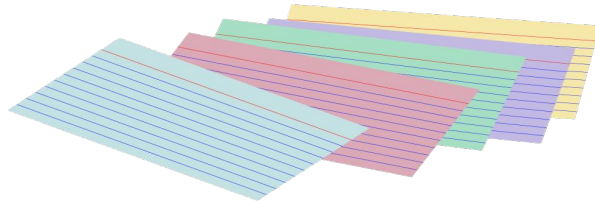


# Match it Up



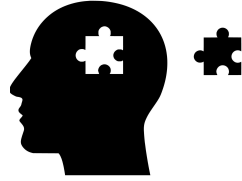
1. Pick a topic in a subject that has a lot to remember eg Science
2. Take 40 blank A5 revision cards. 20 of one colour 20 of another.
3. Find a specific topic and then write out 20 questions that you are not confident you can answer. Then write out the answers from your exercise book or textbook on separate cards, keep the two piles separate and shuffle them.
4. The task is to then spread them all out on the floor or a large table and give yourself 5 minutes on a timer to match them all accurately.

If you do it in less than 5 minutes, try it again the next day and see if you can beat your time. Or give your cards to a friend and challenge them to beat your time!



*\*The beauty of this task is you will learn from making the resource as well as testing yourself.*

# Don't break the chain



This aims to give you a small focus each day , small chunks is best! Give yourself a prize at the end to motivate you to keep the chain going. Ask your teacher for help with the tasks if you need to.

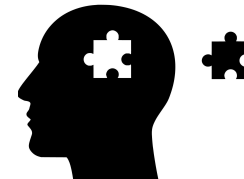
## Don't break the chain Biology revision challenge

Do one revision task each day for 18 days, cross them off when you're done and try to not break the chain!

<p><b>Day 1</b></p> <p>Draw an animal, plant and bacterial cell. Label all the organelles and what job they carry out</p>	<p><b>Day 2</b></p> <p>Use the acronym GENIE to explain how giraffes have evolved to have long necks.</p>	<p><b>Day 3</b></p> <p>Define the following terms:</p> <ul style="list-style-type: none"><li>• Enzyme</li><li>• Denature</li><li>• Optimum</li><li>• Substrate</li><li>• Active Site</li><li>• Amino Acid</li></ul>	<p><b>Day 4</b></p> <p>Mind map – all the different ways farmers can increase the yield of their crops (You should have a minimum of 6 different methods)</p>	<p><b>Day 5</b></p> <p>Describe what happens during the 5 stages of mitosis (IPMAT) and transform each phase into images</p>	<p><b>Day 6</b></p> <p>Send a message to someone else in your class, completely out of context, just with the definition of Osmosis</p>
<p><b>Day 7</b></p> <p>Reduce the differences about long and short sightedness into 6 bullet points of no more than 8 words each (so 48 words maximum)</p>	<p><b>Day 8</b></p> <p>Create a table comparing electron and light microscopes</p>	<p><b>Day 9</b></p> <p>If Ardi and Homo erectus were to have a fight, who would win? Create a comparison table to see who would be victorious.</p>	<p><b>Day 10</b></p> <p>Reduce the characteristics of the 5 kingdoms into a maximum of 5 words each.</p>	<p><b>Day 11</b></p> <p>6 mark question practice: describe the structure of DNA</p>	<p><b>Day 12</b></p> <p>Draw a diagram of a sperm cell and label all of its adaptations</p>
<p><b>Day 13</b></p> <p>Using a punnet square diagram, explain to someone else why there is roughly 50:50 split between males and females across the world.</p>	<p><b>Day 14</b></p> <p>Create a revision card about different areas of the brain. Make sure you say what Cerebral cortex, frontal lobe, medulla oblongata and cerebellum do.</p>	<p><b>Day 15</b></p> <p>What are the pros and cons of selective breeding? Transform this information into a table.</p>	<p><b>Day 16</b></p> <p>Draw and label diagrams of a motor, sensory and relay neurone</p>	<p><b>Day 17</b></p> <p>Draw out the diagram for the Lytic and Lysogenic life cycle of a virus</p>	<p><b>Day 18</b></p> <p>Use BBC Bitesize to find out what Tissue Culture is.</p>



# Supercharge your vocab



Keywords and embedded subject vocabulary is the key to higher grades!

Find 6-7 keywords for a subject, or an individual topic, using a glossary in your textbooks, the index at the back or go through your exercise book to find them. Then see if you can define them in your own words. Then check your answer afterwards.

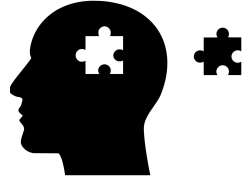
Write down definitions for the key words you have found

Key word	Definition
(Put key word here)	

**Challenge:**

Can you use each word in a sentence?

# Brain dump



Get a blank sheet of paper and set yourself a 5 minute timer. Then pick a topic you are fairly comfortable with but that you know you need to revise.

On the paper wrote down as much as you can remember from memory without cheating, Then when your time is up go back and check what you missed.

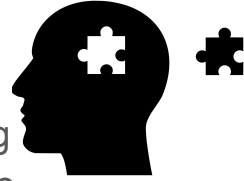
*E.g. History you may remember many parts of the cuban missile crisis but miss dates or key people from this event.*

Then using a different coloured pen , add the bits you missed. These are the parts you then to revise for a few days or transfer to a flash card. The trick with this retrieval activity is to then repeat the task a few days or a week later and see if you can remember more.



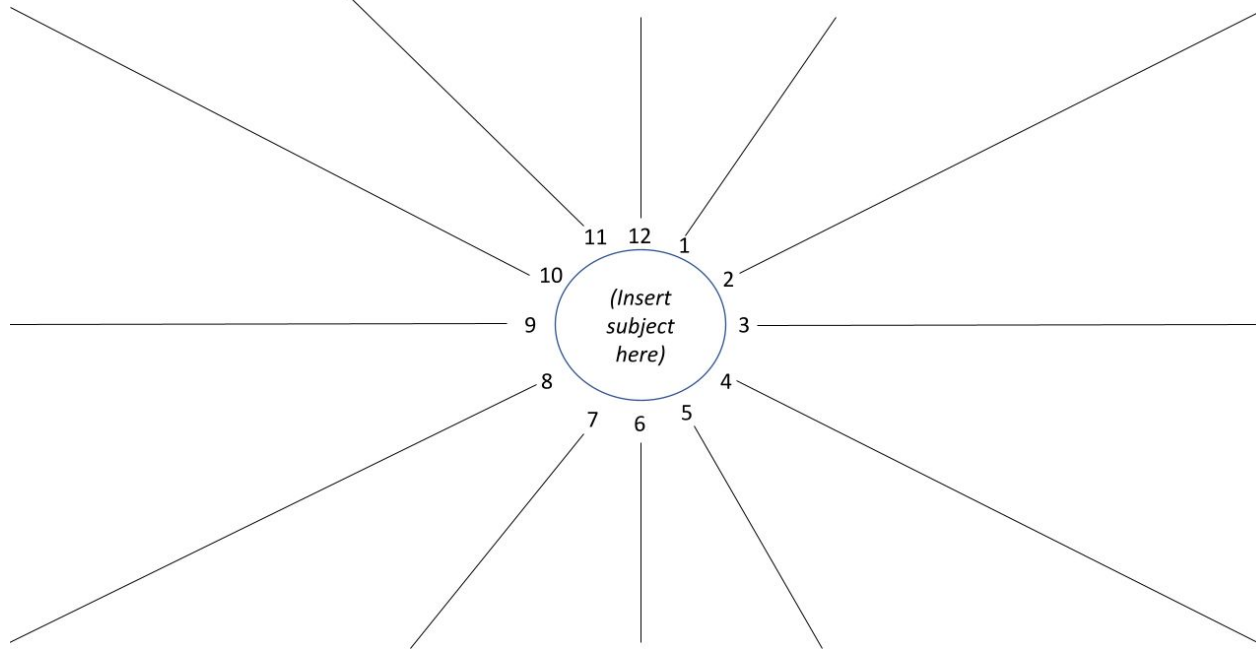
*The act of constantly retrieving the same information will strengthen the memory.*

# Revision clock

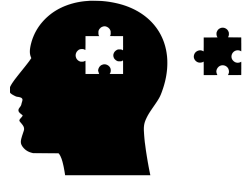


This one may seem simple, but it's a good way to break up an hours revision and practice writing and neatly under time pressure. Divide a large piece of paper into 12 sections like the image below in your house with a clock so that you don't have to look at your phone every 5 minutes!!

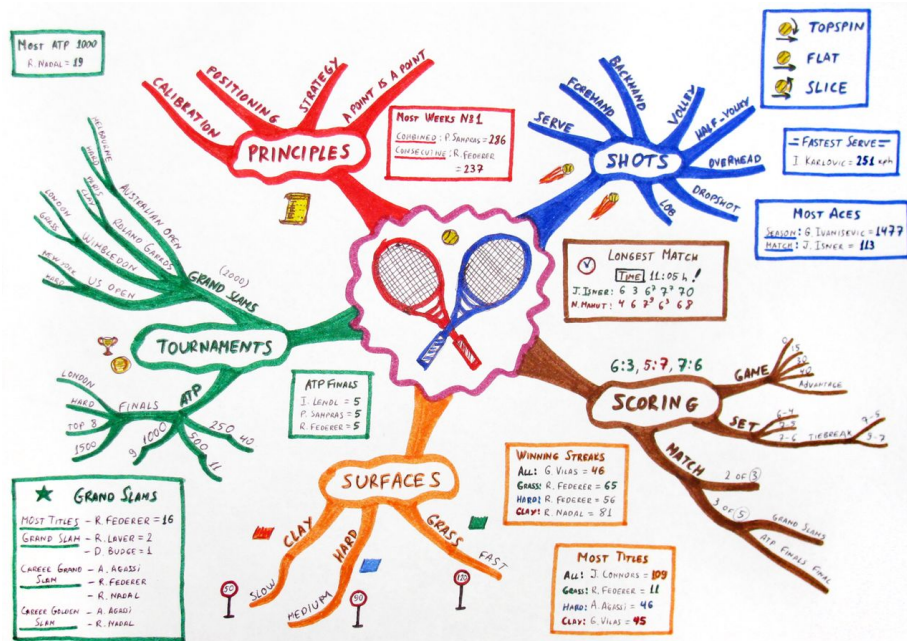
Spend 5 minutes on each topic, recalling all of your knowledge.



# Mind maps



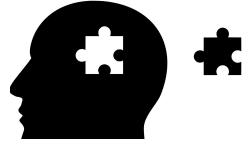
Often underrated, if done well they can very powerful to build and strengthen neural connections and jog your memory. The two most important parts students often miss are the use of different colours and labelling the branches so they are not just blobs of information scattered around randomly.







































<https://www.youtube.com/watch?v=MlabrWv25qQ>

Check out expert Tony Buzan on youtube for top tips

# Make a board game!








Continuously testing yourself can get boring so why not make it fun by creating a game to play competitively with friends. Initially, you will need to spend some time writing questions, collecting some keywords and make sure you have some blank paper for diagrams. Then when you have all of this ready you can use the image below as an example, but use your imagination! Now all you need are some friends and dice!

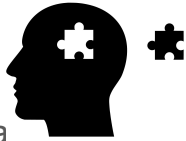
<b>WINNER</b> 					
					
					
					
					
<b>START</b> 					

## Rules

Start in the bottom left and roll the dice to move along the squares. If you land on a square you have to complete the task it says. The winner is the first player to reach the end.

-  = Question card
-  = Key word card
-  = Diagram card
-  = Roll again
-  = Move back 3 spaces

# Spacing

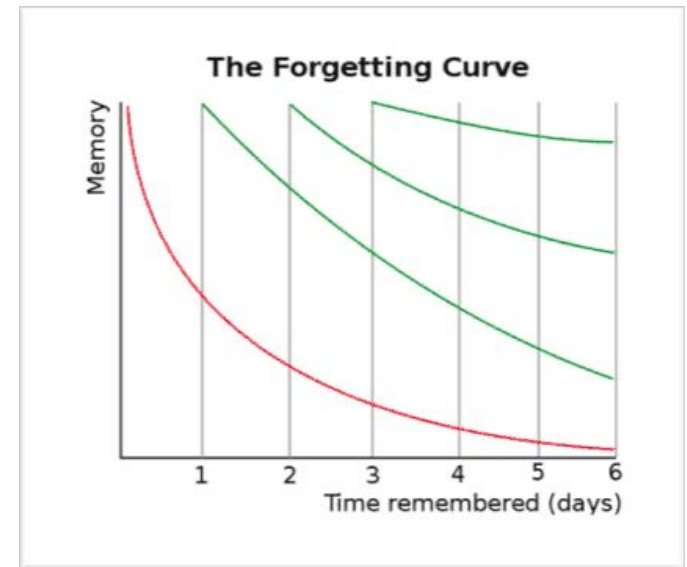


You will be able to recall more knowledge to help you, if it is in your long term memory. In order to help the lea stick you need to revise small chunks, repeatedly with a gap, and then return to the same content.

This is called “**spaced practice**” because there are gaps. It is the opposite of cramming which is last minute panicking where you do an hour for a subject the night before. Not good!

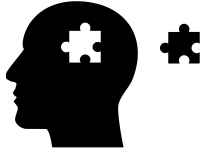
Firstly divide up the revision into small chunks of realistic and manageable time, let’s say 20-30 mins a day. Then spread your subjects over the week and return to the same content at regular intervals until you can remember it!

<b>Monday</b>	Maths and History
<b>Tuesday</b>	French and Science
<b>Wednesday</b>	English and PE
<b>Thursday</b>	Food and Childcare
<b>Friday</b>	Maths and History ( revisit same material)
<b>Saturday</b>	French and Science (revisit same material)
<b>Sunday</b>	English and PE ( revisit same material)



*Recent research showed a 10% to 30% difference from those who crammed*

# Interleaving

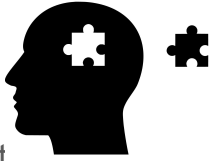


*“Interleaving is a process where students mix & combine multiple subjects & topics while they study in order to improve their learning. Blocked practice on the other hand, involves studying one topic very thoroughly before moving to another. Interleaving has been shown to be more effective than blocked practice leading to better long-term retention.” Kate Jones*

Similar to **Spacing**, the idea here is that you don't spend too long on one topic or one subject however tempting that might be. Make a timetable which forces you to mix up topics and not necessarily go over them in order they were first learned. Although it can seem confusing at first this “cognitive conflict” is good for the brain and keeps you on your toes.

MON	TUE	WED	THU	FRI
Algebra	Ratio	Statistics	Ratio	Algebra
Geometry	Statistics	Algebra	Geometry	Statistics

# Test yourself



It is clear that to check you know something, you have to test yourself but how many of us think that making not just rereading and **highlighting** is effective revision? Research shows that you need to engage your brain in the act of trying to remember, even it is hard it will stick for longer eventually. So, make sure any revision you do has an element of self testing! This is called **Retrieval Practice**.

E.g. Using flashcards is great, but only if you regularly try and remember what is on them without looking.

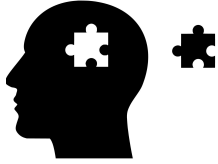
Use past papers or online quizzes to ensure your are regularly checking knowledge and self testing.



*PS - making mistakes is good , because if you get 10/10 every time - it's too easy!!! You need to know what you are forgetting, in order to work harder when revising to remember it next time.*



# Buddy Up



Research has shown that if the person with you is working hard that you are likely to follow and copy their work ethic.

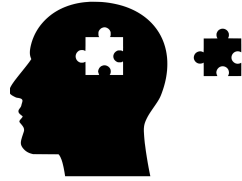
Find a friend who you know you can work with and then arrange to spend some of your social time testing each other or helping each other make resources.

As long as you can stay away from too many distractions ( phones away) this is a perfectly acceptable way to revise and you can tell your parents that the research supports this. Link this strategy to quiz quiz teach and test each other or make a board game to play against each other.



*\* Disclaimer some friends are not helpful with this one!!! But you can still stay friends!*

# Just Do it!

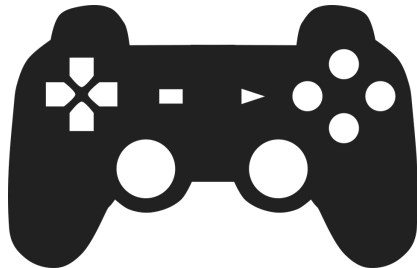


No this is not an advert for trainers, instead it's a reminder that sometimes we all love to procrastinate.

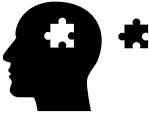
On average 75% of students consider themselves to be procrastinators. Finding imaginative ways to avoid doing what we should be doing, or spending ages on something else to put off the inevitable are all perfectly normal things to do! Ask anyone who is trying lose weight or do more exercise!!

If you put off starting your revision you will never get engaged with it, whereas sitting down and just starting anything at all is half the battle won. So don't look for other things to do that are not urgent!

So pick one of these ideas from this booklet right now, no not in 10 minutes, now, and get revising. You will feel better afterwards, trust me!!



# Flashcards

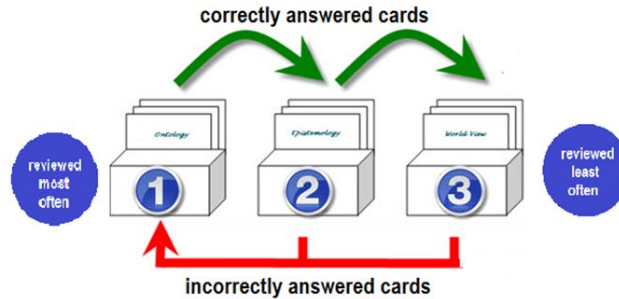


Flashcards are very commonly used but how effectively do you use them? Do you spend longer making them and adding colours or highlighting than you do testing yourself? Whilst presentation and visuals are important, don't spend longer on them than necessary. The trick is to use them whenever you can and as often as you can because they are small and portable. Also they can be used to help friends and family test you on core knowledge or facts / formulas that you need to memorise.

## Try the Leitner Method -Make 3 boxes, label them **Box 1: every day** **Box 2: every other day** **Box 3: once a week**

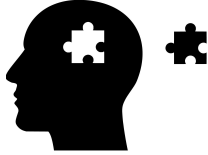
Every flashcard will start in Box 1. As you answer a flashcard correctly, move the card into Box 2. If you incorrectly answer a flashcard, place the card back in Box 1. Follow this method for each flashcard in Box 1. At the end of this round, you will notice that some concepts remain in Box 1—that means that these concepts are more difficult for you and require frequent studying. The cards that have graduated to Box 2, on the other hand, are concepts with which you are more familiar, so you do not have to study them as frequently.

### THE "LEITNER" SYSTEM of flash card reviewing



Each time you get a card correct, you move it to the next box. Each time you get a card wrong, you move it back to the previous box. Once you have finished studying for the day, you will see which concepts are ones that you need to study more frequently, and which concepts may only require you to study them once a week. Follow the same method on each study day until all of your cards have been moved to the last box. If it turns out that you have forgotten some concepts in Box 3 by the time that study day rolls around, move the cards to the previous box.

# Deliberate Practice / Past papers

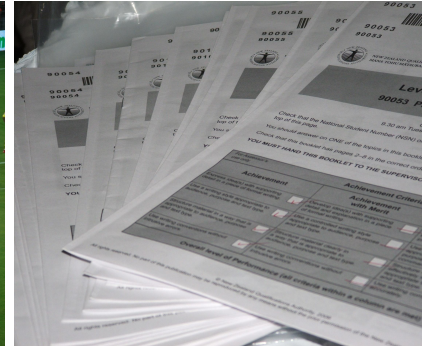


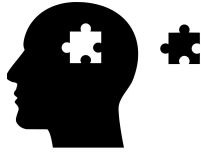
Deliberate practice refers to a **special type of practice that is purposeful and systematic**. While regular practice might include mindless repetitions, deliberate practice requires focused attention and is conducted with the specific goal of improving performance.

To gain maximum marks on a question you need to fulfill all the exam criteria often using specific keywords and subject vocabulary. This is hard when you are studying over 10 GCSEs and are working under extreme timed pressure in exam conditions.

One way to improve performance is to keep going over your technique so it becomes automatic like a sports star who endlessly works on specific skills refining technique with a coach.

Its best done in small chunks, so take an old past paper question you may have lost marks on, usually a 4 , 6 or 8 mark question is best, and then attempt a question. Before you try it, look at the feedback from your teacher and any specific areas to improve and then practice answering it a few times within a set limit. This is usually around a minute per mark. In some subjects, your teacher may also be able to give you the criteria to help you gain the most marks.





An old classic that will test your imagination, but can be very powerful if used well.

There are lots that already exist but now it's time to make up your own!

**There are 3 types of mnemonics : Acronyms , Orders and Rhymes**

**Acronyms** - create a short word to remember a process.

E.g. RICE for medical injuries, which stands for Rest , Ice , Compress , Elevate

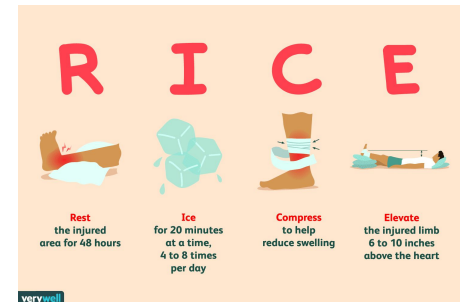
**Orders** - make up a sentence that uses the first letter of each word you need

e.g. My Very Educated Mother Just Served Us Noodles for the order of the planets (MVEMJSUN)

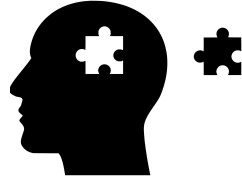
**Rhymes** - match words that rhyme to remember them

E.g Divorced Beheaded Died, Divorced Beheaded Survived for Henry's wives

Now make some up for your subjects using things you are interested in!

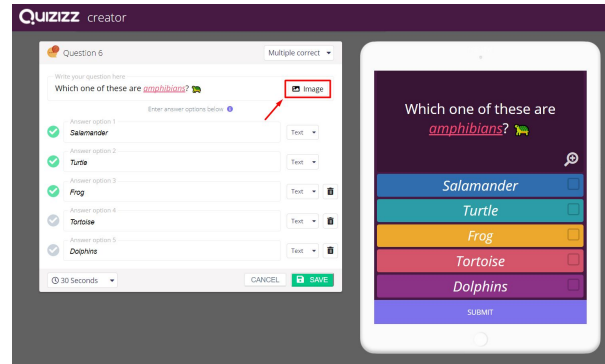


# Kahoot / Quizziz



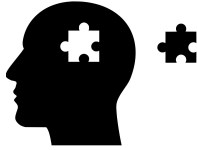
Both of these are well known websites that use your phone to help you compete against friends or other students online. You may have used them in lessons but have you tried them at home for revision?. The beauty of them is that there are hundreds of ready made quizzes on topics and subjects you have already studied.

All you need to do is register a free account and get cracking !



If you are feeling creative why not make one for your classmates!

# Place mats / Knowledge Organisers



You may have been given a Knowledge Organiser by your teacher for certain subjects or topics. The example below is from English for a specific text. Why not try making your own version with a piece of blank paper , remember to separate into helpful sections to fill in. eg key facts, dates, quotations, vocabulary, themes etc

**KING HAROLD**  
AN ANNOTATED

**Year 8—Term 1**

**Noughts & Crosses Knowledge Organiser.**

PLOT																					
<p>In an alternate society dealing with racism we meet Callum and Sephy. They both begin high school at Heathcroft (an unknown thing for noughts) and situations will happen that will change their friendship forever.</p> <p>After Callum find out that his older brother and father have joined the Liberation Militia his older sister Lyndee throws herself in front of a bus. Later, Callum is expelled from school after the Liberation Militia bombs a local mall. Callum, caught up in all of grief, neglects to talk to Sephy. Meanwhile, Sephy begins drinking and decides that she wants to go to a boarding school so she can get away from alcohol mother and the absence of her father. Having not heard from Callum she writes him a letter asking his to run away with her, but of course, he doesn't receive it until it's too late.</p> <p>Three years later, when Sephy returns from Chivers Boarding school, Callum is deep into the LM. Skelton Unit. The day she returns, Callum sends a message asking Sephy to meet him in their secret place on the beach. After finally having their first kiss together, Sephy finds out the meeting was actually a trap set up by the LM.</p> <p>Sephy is forced into a car 'take' miles away from her family's house, and put in a dark, damp, basement. She believes there is no way she will get out alive, and asks Callum to be the one to kill her. But soon he realizes that the feelings he still holds for Sephy will not allow him to kill her.</p> <p>The same night, the LM is betrayed and the members that return to their secret hideout agree that they must kill Sephy. Sephy, not wanting them to do so, Callum agrees for her escape. The LM members agree to split up and lay low for six months, and within that time Callum finds out that Sephy is pregnant.</p> <p>While trying to contact Sephy, Callum is captured and sent to bang. Sephy's father makes Sephy a deal, if she has an abortion, Callum will have her. Even though the deal will save Callum's life, Sephy knows that it is not what he wants. He would rather bang than kill their unborn child.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #008080; color: white;"> <th colspan="2">CHARACTERS</th> </tr> </thead> <tbody> <tr> <td style="width: 50%;"><b>Personality:</b> <b>Hadley - 'Sephy'</b></td> <td style="width: 50%;">A rebel. The youngest daughter of Jacobine &amp; Laurel Hadley, Sephy is a naive girl who's first love is to Callum ends up with her being discovered by her father.</td> </tr> <tr> <td><b>Laurel Hadley</b></td> <td>A cross - Sephy's dad. High up in government Central in an obscure town &amp; father. He's concerned with his public image. His political decisions affect his daughter's best friend.</td> </tr> <tr> <td><b>Jacobine Hadley</b></td> <td>A cross - Sephy's mom. Is distant from her daughter &amp; has an issue with alcohol. She is a troubled marriage. 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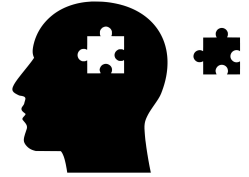
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<b>Suppression</b>	
<b>Prejudice</b>	
<b>Injustice</b>	
<b>Inequality</b>	
<b>Poverty</b>	
<b>Synonym</b>	
<b>Disadvantaged</b>	
<b>Terrorism</b>	
<b>Freedom fighter</b>	
<b>Disfranchised</b>	
<b>Isolation</b>	
<b>Integration</b>	
<b>Meat</b>	
<b>Martyr</b>	
<b>Deal negotiated</b>	
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Social & Historical CONTEXTS																	
<p><b>Irish Republican Army (IRA)</b> - a group from Ireland who were a pro-military group. They followed Irish republicanism and aimed to bring the issue to the world.</p> <p><b>South Africa apartheid</b> - This was the legal segregation based on race discrimination. South Africa first under the Apartheid in 1948-1991. About 100,000 of South Africa were made to see separate public facilities and forced away from the majority white population. This was the only country where segregated to create a new apartheid state was finally removed from the world due to the apartheid law.</p> <p><b>The Jim Crow Laws &amp; Little Rock Nine</b> - Jim Crow Laws were the state &amp; local laws in America that enforced racial segregation in all public facilities in the late 1800s &amp; early 2000s centuries until 1965.</p> <p><b>Little Rock 9</b> - seven a group of black students who were enrolled in Little Rock High School. Arkansas to end the racial segregation. The students were systematically attacked &amp; received badly until many of them left the school. The</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #008080; color: white;"> <th colspan="2">Analytical Verbs</th> </tr> </thead> <tbody> <tr><td style="width: 50%;"><b>Paraphrased</b></td><td style="width: 50%;"></td></tr> <tr><td><b>Cleverly highlights</b></td><td></td></tr> <tr><td><b>Justifies</b></td><td></td></tr> <tr><td><b>Proves</b></td><td></td></tr> <tr><td><b>Describes</b></td><td></td></tr> <tr><td><b>Illustrates</b></td><td></td></tr> <tr><td><b>Presents</b></td><td></td></tr> </tbody> </table>	Analytical Verbs		<b>Paraphrased</b>		<b>Cleverly highlights</b>		<b>Justifies</b>		<b>Proves</b>		<b>Describes</b>		<b>Illustrates</b>		<b>Presents</b>	
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Remember you are also revising just by making this resource, so keep it safe after then you can use it again and again , pop it into a plastic wallet to keep it protected from spills and rips!

# Well being :Golden rules



3 ways to ensure your brain is working at the optimum level

- Sleep
- Diet ( and water)
- Exercise

