

Parent Voice

Revision

Tonights session

Introduction- Why focus on Revision?

Differentiation and support- Mr Chancellor

Captivating ways to revise- Miss Lamper & Mrs Lakin

Mental Health and wellbeing- Miss Cooper

The Why

IT'S ABOUT
REVISING
LITTLE BUT
OFTEN



What is revision?

Revision is another word for reviewing or re-visiting.

It allows students to:

- Reinforce and embed school learning
- Identify what knowledge they do know and what they don't know
- Make links with other learning
- Practise applying their knowledge and skills under exam conditions ready for terminal exams
- Gain confidence



The How

- Past paper questions
- Creating notes/mindmaps from memory
- Flash cards
- Describing a concept out loud from memory
- Websites
- Condensing notes from memory
- Peer on peer questions
- Self-interrogation
- Elaboration
- Quizlet
- Online testing
- Work books
- Reading out loud and explaining concepts
- Teaching others

[All subjects](#)

[Maths](#)

[Science](#)

[History](#)

[Geography](#)

[MFL](#)

The link to the OGAT revision sites are on the school website, these offer specific revision resources and guidance for individual subjects.

The big picture...what can you do?

How to make your home a revision-friendly environment



Young people can often feel overwhelmed by exams and putting in place things to support them reach their potential can be a parents/carers biggest challenge.

Routine and structure can really help create a healthy environment to study.

SchoolOnline



The big picture...what are we doing?

Revision TV- weekly focus in tutor time for Year 11 and will begin with Year 10

Enrichment and Intervention sessions running across a wide range of subject areas

Revision textbooks purchased for every Year 11

Exam preparation videos on processes and expectations

Lessons planned to focus on revision and exam technique

Assemblies/tutor activities completed on mental health and wellbeing



Revision Tips for students with SEND

Aims:

- Share some strategies that can optimise the revision impact for students with SEND.
- Strategies that will give different ways to engage students with their revision.

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Help with the organisation

- Assist practically with the organisation of revision materials, such as co-creating folders and making sure that all materials are gathered in one place.



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Be organised and keep it visual.

- Create study timetables or time organisers based on revision topics. Many students with SEND benefit from visuals being incorporated into timetables.

April

MON	TUE	WED	THU	FRI	SAT	SUN
1 <i>Maths</i>	2 <i>English</i>	3 <i>English</i>	4 <i>Biology</i>	5 <i>Biology</i>	6 <i>Art</i>	7 <i>FREE</i>
8 <i>Physics</i>	9 <i>History</i>	10 <i>Maths</i>	11 <i>English</i>	12 <i>English</i>	13 <i>Art</i>	14 <i>FREE</i>
15 <i>History</i>	16 <i>CDT</i>	17 <i>CDT</i>	18 <i>English</i>	19 <i>Free</i>	20 <i>Maths</i>	21 <i>Maths</i>
22 <i>Maths</i>	23 <i>Maths</i>	24 <i>Biology</i>	25 <i>FREE</i>	26 <i>Art</i>	27 <i>Physics</i>	28 <i>History</i>

STUDY TIMETABLE

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7am							
8am							
9am							
10am							
11am							
12am							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9pm							
10pm							



To do list

- ★ _____
- ★ _____
- ★ _____
- ★ _____
- ★ _____
- ★ _____
- ★ _____
- ★ _____

Breaking it down!

Support them in breaking down a large amount of learning into smaller chunks by using hierarchies of knowledge, mind-mapping or sub-headings.

Literacy Doughnuts

- This idea has come from speech and language therapists, too. Using three circles (we've blown them up onto A3 paper), prioritise the important information or words into the inner circle and then, in descending priority, the middle and the outer. Literacy doughnuts allow students to revise in a slightly different way to concept maps. But they can also prevent some students from panicking, as they can initially concentrate on memorising the inner circle.



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Less is more!! Be creative

- Encourage them to reduce what they need to revise into short note form or bullet points, using cue cards or voice notes on their smartphones.



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Creative ways to check understanding

- Don't just focus on written responses; use alternative methods for checking understanding such as oral summaries. This can be particularly useful for students with literacy or attention and concentration difficulties.



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Be Creative..... Again!

Introduce students to creative ways of remembering information such as:

- Cartoons
- Pictures
- Photos of written information taken using a smartphone
- Mnemonics



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Revision rap battles!

- Recording themselves rapping or chanting key facts over their favourite beat.



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Relax and enjoy free time!

- Remind them that although revision is an important part of exam preparation, exercise and relaxation are also important and can help to minimise stress and help increase positivity towards the exams.



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Humanities

Revision hints & tips for parents and students



2023 Exam dates

(Provisional)

AQA Geography dates

P1: Living with the
Physical Environment

Monday 22nd May PM

P2: Challenges in the
Human Environment

Friday 9th June AM

P3: Geographical
Applications

Friday 16th June PM

EDEXCEL History dates

P1: Medicine in Britain

Thursday 18th May AM

P2: American West and
Early Elizabethan
England

Wednesday 7th June
PM

P3: Weimar and Nazi
Germany

Thursday 15th June AM

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As a parent and carer, it is sometimes difficult to know what you can do to support your child in their revision. We asked past pupils how their parents helped them...



“I got so stressed about revision and so mum talked to me about breaking subjects down – Instead of revising ‘History’, she said I should revise ‘Problems with Elizabeth’s government’ to start – This was something I could do!”

“One of the simplest ways my parents supported me, was by bringing me regular drinks and snacks as I was completing revision – Something they considered small but this helped me greatly!”

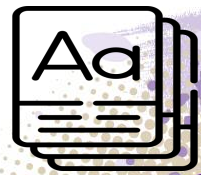
“I didn’t really need help revising but it was nice that my dad showed an interest in what I was revising.

“I didn’t want to go at the time, but my parents took me to the Thackray medical museum to help me with this part of the course – The museum was actually really helpful.”

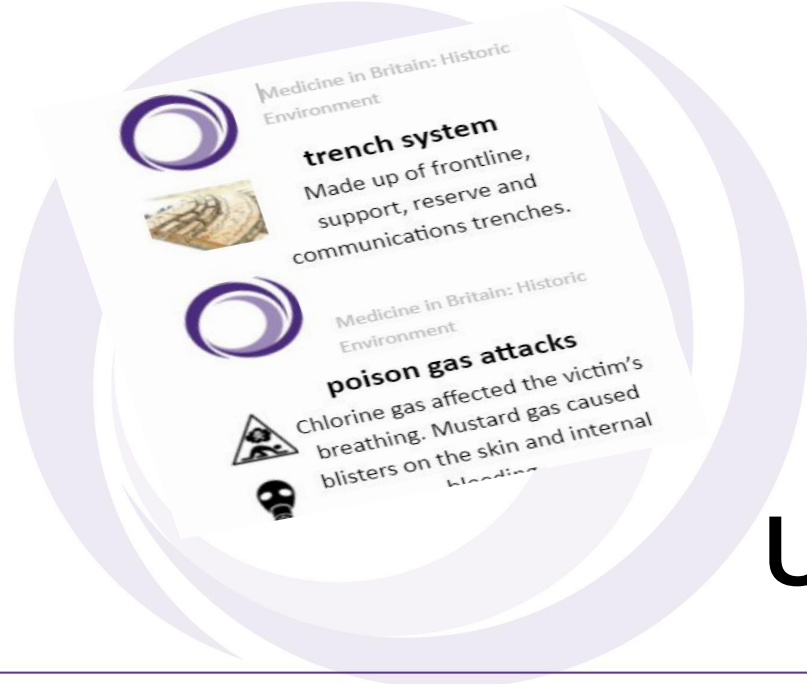
“My mum helped me put a revision programme together and sat and tested me on my different subjects. She even gave up Emmerdale to do this! My hero 😊”

“Little treats helped me through it – A week of revision = Friday night takeaway!”

Active not passive



FLASHCARDS



Key Term	Definition
Abiotic	components in an ecosystem that are non-living environmental factors such as climate (temperature and rainfall), soil, water temperature and light
Biotic	components in an ecosystem that are living such as plants and fish
Consumer	organism that eats herbivores and/or plant matter
Decomposer	organisms such as bacteria or fungi that break down plant and animal material
Ecosystem	a community of plants and animals that interact with each other and their physical environment
Food chain	connections between different organisms (plants and animals) that rely upon one another as their source of food
Food web	a complex hierarchy of plants and animals relying on each other for food
Global atmospheric circulation	large scale circulation (movement) of the atmosphere
Global ecosystems	lines that run parallel to Earth's Equator, measured in degrees
Lines of latitude	on-going recycling of nutrients between living organisms and their environment
Nutrient cycle	an organism or plant that is able to absorb energy from the sun through photosynthesis
Producer	

Use the 3 Pile Method

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Make it a game



Humanities in a bag...

A useful way to remember key terms for a topic or subject is to place all the key terms in a bag and pull them out. Test yourself and try to define the term and then discuss the key points surrounding it for a certain length of time without stopping.



Dominoes

Create your own set of dominoes to use as part of your revision. They are a great way to begin to make links between key areas of a topic or a subject.

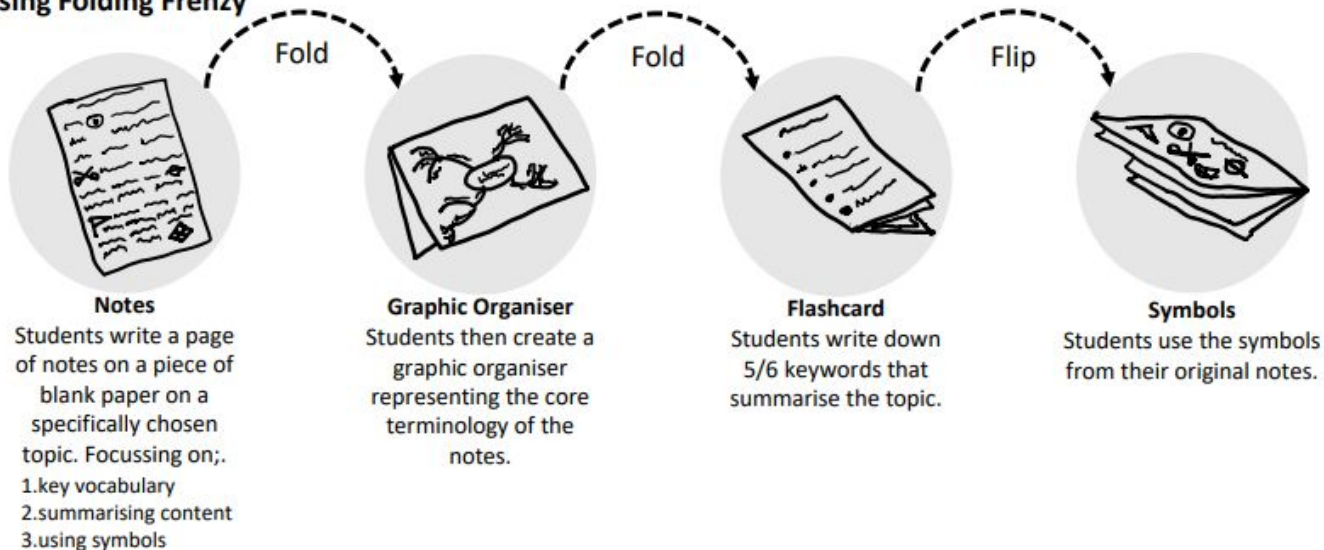


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Folding Frenzy



Using Folding Frenzy



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Outwood websites

All the past papers, core knowledge, keywords, links to games and video tutorials can be found on the websites.

History@Outwood

History

Welcome to the Outwood History webpage. Please click below to access the correct site for you:

KS3 GCSE A-LEVEL

Click on the button to take you directly to the GCSE Geography Tutorials

Geography Tutorials

History@Outwood

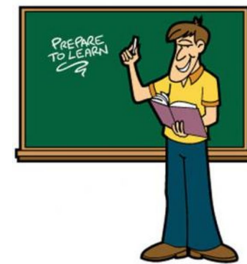
WELCOME TO GEOGRAPHY

...a subject with latitude

Welcome to the Outwood geography website. Please click below to access the correct site for you:

KS3 GCSE A-LEVEL

Enrichment opportunities



History: Friday in S1

24th February	Weimar and Nazi Germany: Changes in Society 1924 - 29	Interpretations
3rd March	Medicine in Britain: Approaches to prevention 18th and 19th century	How far do you agree?
10th March	Early Elizabethan England: Significance of Raleigh	Explain why
17th March	Conflict between Plains Indians and US government	Explain two consequences of...
24th March	Weimar and Nazi Germany: Persecution of Minorities	Sources
31st March	Medicine in Britain: Modern Treatment	Explain one way in which...

Geography: Friday in S7

24th February	Urban	A case study of a major city in the UK to illustrate: the location and importance of the city in the UK and the wider world
3rd March	Overall Revision	Paper 2 Revision - March Mocks
10th March	Natural Hazards	Causes of tropical storms and the sequence of their formation and development.
17th March	Economic Change	An example of how the growth of tourism in an LIC or NEE helps to reduce the development gap. (Jamaica)
24th March	Living World	The physical characteristics of a hot desert How plants and animals adapt to the physical conditions
31st March	Pre-release	Paper 3 analysis TBC

Final words of wisdom from current year 12s...

- Don't overthink it
- BUG and rewrite the question
- Brain dump plan the longer answers
- Don't panic about the structure - write what you know.
- Take some time for yourself - don't work yourself into a mess
- Empty your pockets, be early - give your phone to a history teacher to look after.
- **Trust your teachers!**

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The Benefits of Gaming

“Play is our brain’s favorite way of learning” – Diane Ackeman

When playing games, students become more engaged in their learning, taught content is reinforced and self positivity is increased.

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10 Benefits to Playing Games in the Classroom

More Motivation

- Playing games increases overall motivation. By playing games, students become more motivated to learn, pay attention and participate in set tasks. Games help students to become a part of a team as well as take responsibility for their own learning.

Controlled Competitiveness

- Games are a great way to control the competitiveness between peers. By using games, students can compete against each other and family at home whilst playing a game, it is another way of supporting each other during learning activities.

Strategy Simulator

- Most games require problem-solving strategies and planning. By applying a range of strategies in a game, students are able to use their working memory to solve problems, increasing their mental cognition.

Peer Positivity

- Using games helps to create positivity, motivating students with their participation and creating a positive attitude towards learning. Games can also create a positive memory and experience of learning for students.

Smaller Stress

- Having to answer questions on a worksheet or produce a page of text can be quite daunting and stressful for some students. It can also create a negative perception of a students' learning environment. Games can be used as a less stressful way for students to demonstrate their knowledge, skill and understanding of a topic.

10 Benefits to Playing Games in the Classroom

Mighty Memory

- Playing a range of content-specific games can increase memory! As they play a game, students need to remember important details about a topic but also use their working memory to think and act quickly. Games that are made by the students can be some of the most effective. As students construct a game they are required to use their memory of specific content to create questions and answers suitable for the game, then use their memory of the topic to play the game.

Class Cooperation

- Playing games increases cooperation and can also be used as a team-building exercise! In this way, students learn how to take turns, build respect, listen to others and play fairly.

Alert Attention

- Playing games requires students to pay great attention to detail. As games can move quickly, when playing a game a student needs to be alert and attentive.

Friendly Fun

- Playing games in the classroom is always great fun! When playing a game, endorphins are produced that stimulate the brain and gives students a feeling of euphoria. This feeling of euphoria creates a great sense of happiness and excitement for students, developing a positive learning experience.

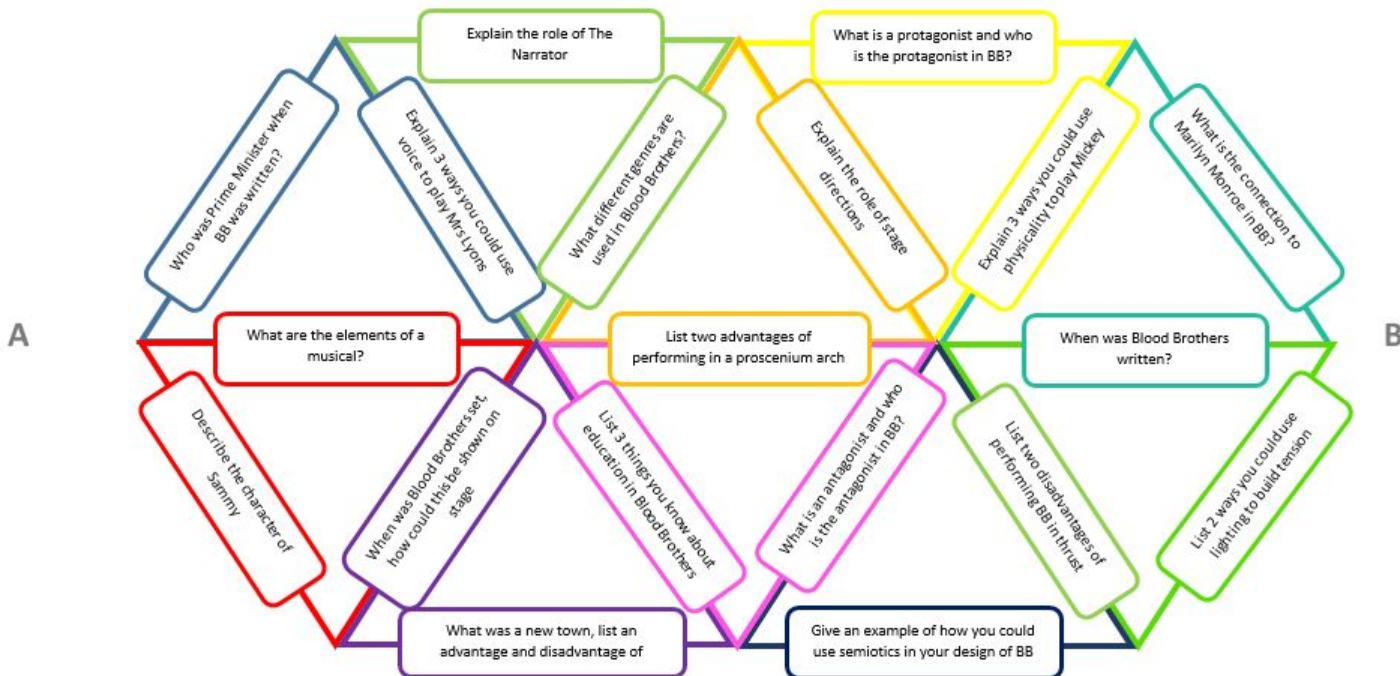
New Knowledge

- Games are a great tool to use to consolidate new knowledge and make connections with what they already know. Creating their own content-specific games can also be a great way to assess students at the end of a unit of work.



Starter: You need to get from A to B by answering the questions landing on as many different colours as possible.

Can you do better than your partner? You cannot go to a question your partner has answered and claimed.



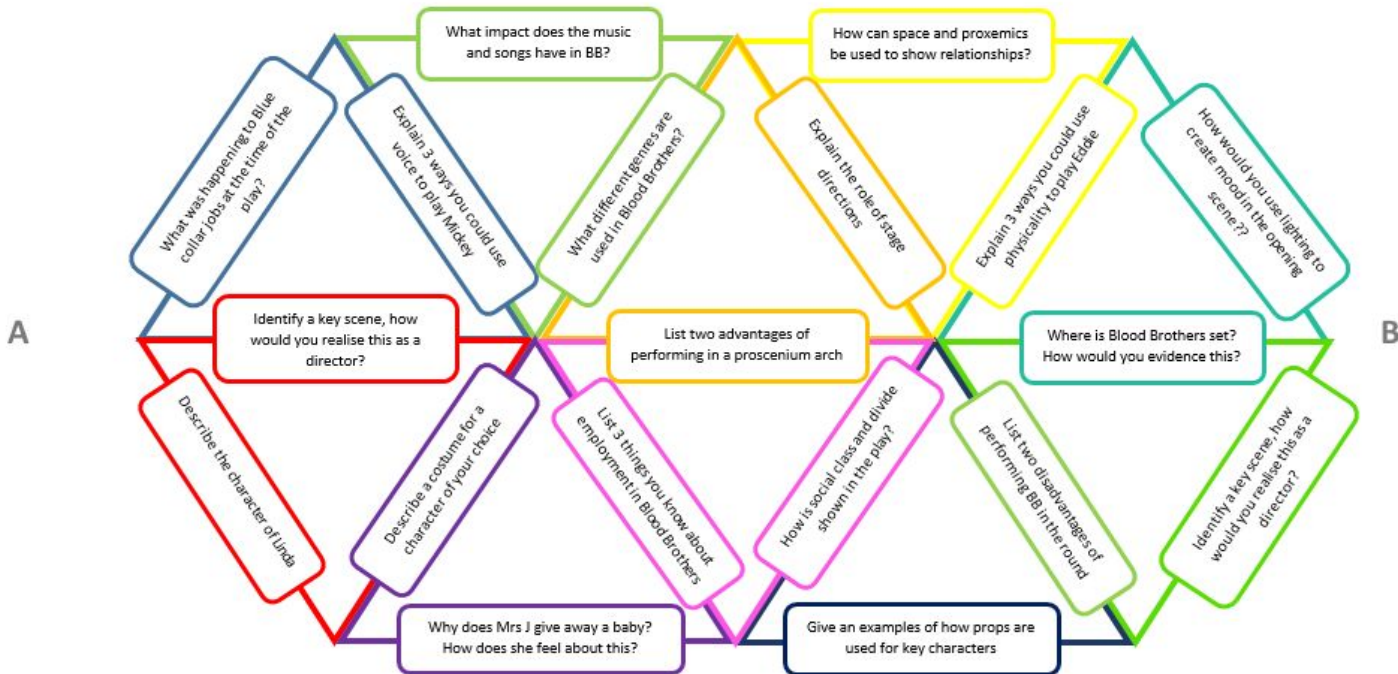
Challenge: Come up with your own set of questions for the class





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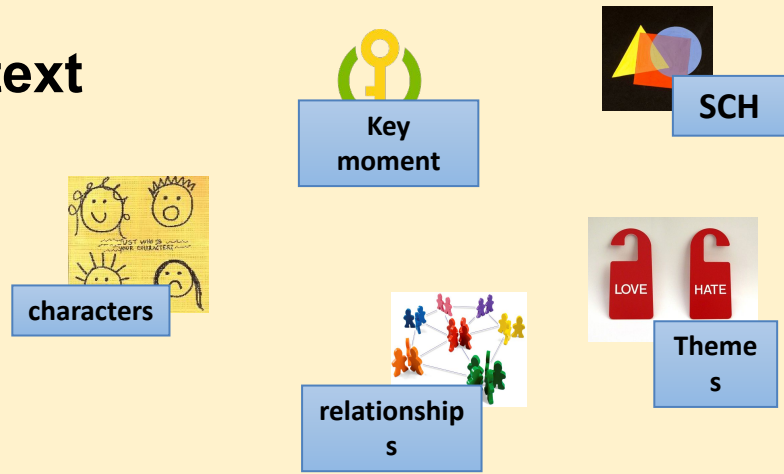
Drama - revision

Divide in to two teams *or* play against a partner

You need to write 2-3 questions for each area on the cards with the answers

- Social, historical, cultural context
- Themes
- Characters
- Relationships
- Key moments

You have 15 mins.



Drama- revision

6

- You will each take it in turns to roll the two dice, this will determine your grid square and question type.

5

- You must select a team to take a question from, this must be different each time.

4

- If you get a question mark you will have to answer a random question from Miss Lamper

3

2

- You will get 1 point for correct answers.

1

If playing in multiple teams - If you cant answer, the question will be open for other groups/individuals to steal and answer for a point.

1

2

3

4

5

6

Drama- revision – LETS PLAY!!!

6	SCH	characters	theme s	relationship s	Key moment	characters
5	Key moment	SCH	relationship s	characters	theme s	theme s
4	Theme s	Key moment	characters	SCH	?	Key moment
3	?	relationship s	?	themes	SCH	relationship s
2	character s	?	Key moment	?	relationship s	SCH
1	relationship s	themes	SCH	Key moment	character s	?
	1	2	3	4	5	6

Enrichment Opportunities

- Students can attend on different nights to access support and intervention in F12 and N12 –
- Monday – independent revision, exam questions use of computers.
- Wednesday – One to One/ group revision session
- Thursday - One to One/ group revision session
- Friday - One to One/ group revision session



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Mental health and well being - how to support your child during this time

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What does stress and anxiety look like? How can you spot the signs in your child?

Turned Discussion

"Team Discussion" = everyone in your team take turns.

"Partner Discussion" = partners take turns.

"Timed Discussion" = Take timed turns.

At the end of each turn, make sure you praise the ideas you've just heard.



"Record Agreement" = Discuss until everyone agrees, then record the agreed answer in your book.

"Records All" = Make a list of each answer given.

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EXAM STRESS ADVICE FORUM



My best mate always seems to have done loads more work than me. It's making me stressed out. – Sam

During exams I get freaked out by the first question if I can't answer it and then I get stuck. – Niamh

My exams are over but I'm so worried that I can't sleep. I need to find out what I got but it won't be for weeks! – Alex

Sometimes in exams I break out in a cold sweat and start breathing really fast. I'm starting to panic it will happen again this time. – Jas

I'm sure I'm going to fail, no matter how much work I do. What is the best way to revise? – Jack

I get a headache nearly every day. I keep thinking about what my parents will say if I don't get the right grades. They'll be so upset and disappointed. I'm finding it hard to focus and actually revise. – Nav

How do I make sure to leave enough time to answer all the questions in the exam? – Harry

I'm struggling to manage my time and fit all my revision in. It feels like there's far too much to do. I keep forgetting to eat lunch. – Millie

Recognising some of the physical symptoms of stress

1. Difficulty in sleeping or waking up
2. Constant tiredness
3. Forgetting things
4. Unexplained aches and pains
5. Poor appetite
6. Loss of interest in activities
7. Increased anxiety
8. Increased heart rate
9. Migraines & headaches
10. Blurred vision and/or dizziness
11. Comfort eating
12. Drinking too many caffeinated/energy drinks



How can you help

Work with your child to find what revision style works for them.

- Encourage your child to take revision breaks and find a balance between studying and doing things they find enjoyable and relaxing.
- Make sure they are eating and drinking at regular intervals.
- Encourage them to take some time after revising to wind down.
- Reassure them – reinforce that you are and will be proud of them no matter what happens.
- Remain positive and hopeful!
- Plan a treat or an activity together to mark the end of the exams.
- Set aside one to one time so that they can talk to you about any worries.
- Let them know their feelings are valid and normal, but also offer support and solutions where possible.
- Anxiety is often worse at night and this means it is useful to encourage a good bedtime routine.
- Work with them to develop relaxation techniques.
- If anxiety and stress start impacting their day-to-day life, seek help from your GP.

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How can school help

- Speak to your child's teacher(s) to find out what revision techniques they recommend.
- If your child is struggling with a specific subject, talk to the relevant teacher and explore whether they can provide additional help.
- The school has a plethora of resources such as websites, text based services and online resources to help.
- If your child has additional learning or developmental needs, speak to the school SENCO and establish what specialist provision they can put in place.
- School have put in place enrichment programmes to help students to feel organised and supported during this period.

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