

# STUDY SKILLS AND REVISION TECHNIQUES

*for students*

*Mrs Burrows 2025*



Date for your diary...

**Exam Success Evening**

**Thursday 25th September**

We will see you there!

A yellow speech bubble with a black outline and a tail pointing towards the bottom left. It contains the text "Yes, add this date to your planner!" in bold black font.

**Yes, add this  
date to your  
planner!**

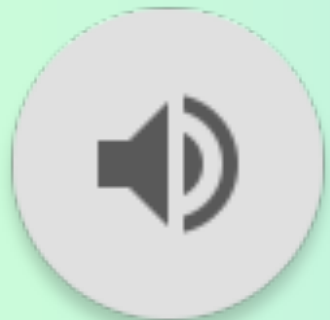
In this session  
we will cover:



- ① Why do we revise?
- ② Habits of Success
- ③ Knowledge Organisers
- ④ Flashcards
- ⑤ Motivation and Mindset
- ⑥ Spacing and Interleaving
- ⑦ \*Summarising Big Ideas  
*\*extension activity*

# WHY *revise?*

- 1. Invest in you**
- 2. Develop habits**
- 3. Add learning into long term memory**
- 4. Feel and be prepared**
- 5. Successfully achieve your goals**



# HABITS *of success*



- 1. Specify a powerful habit (revision)**
- 2. Motivate yourself to begin**
- 3. Plan your revision**
- 4. Initiate action**
- 5. Make it stick**



**Where am I going to do my homework/revision?**

**When will I start?**

**What techniques will I use?**

Share your revision schedule with your parents so they can check in on you and check you are doing what you say you will do.



# Does having my mobile phone near matter?



Multiple studies have confirmed that keeping your **phone off and out of sight** is one of the most effective ways to increase productivity while revising. The "mere presence" of a smartphone is enough to reduce your cognitive capacity, even when you're not using it.

## Let's make a plan

**Identify an area in your home where you could create a revision and homework space.** Consider: what you need to make this space free from clutter and distractions, what you will work on, a place for a clock etc.

***Add this to your sheet***



# Let's make a plan

Your expected homework schedule for Year 11 is:

	<b>Year 11</b>					
	<i>90 minutes per evening</i>					
<b>Knowledge Organiser</b>	30 minutes self quizzing per evening					
<b>Sparx Reading</b>	30 minutes Sparx reading per week Reading points to be earned throughout the week					
<b>Subject homework</b>	Up to 60 minutes <i>per evening</i>					
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>English KO</b>	<b>Maths</b>  60 minutes of Sparx maths	<b>Science</b>  60 minutes of Sparx science	<b>RE KO</b>	<b>Option A KO</b>	<b>Option B KO</b>	<b>Option C KO</b>

# Let's make a plan

**Year 11 After School Revision** sessions with subject specialists will be starting on **Monday 15th September**.

**Monday - Maths**

**Tuesday - English**

**Wednesday - Science**



Psssst...

Students who both attended all in school lessons, and these sessions last year, **outperformed** students who didn't, in their GCSE results!

# KNOWLEDGE *organisers*

**Look**

**Cover**

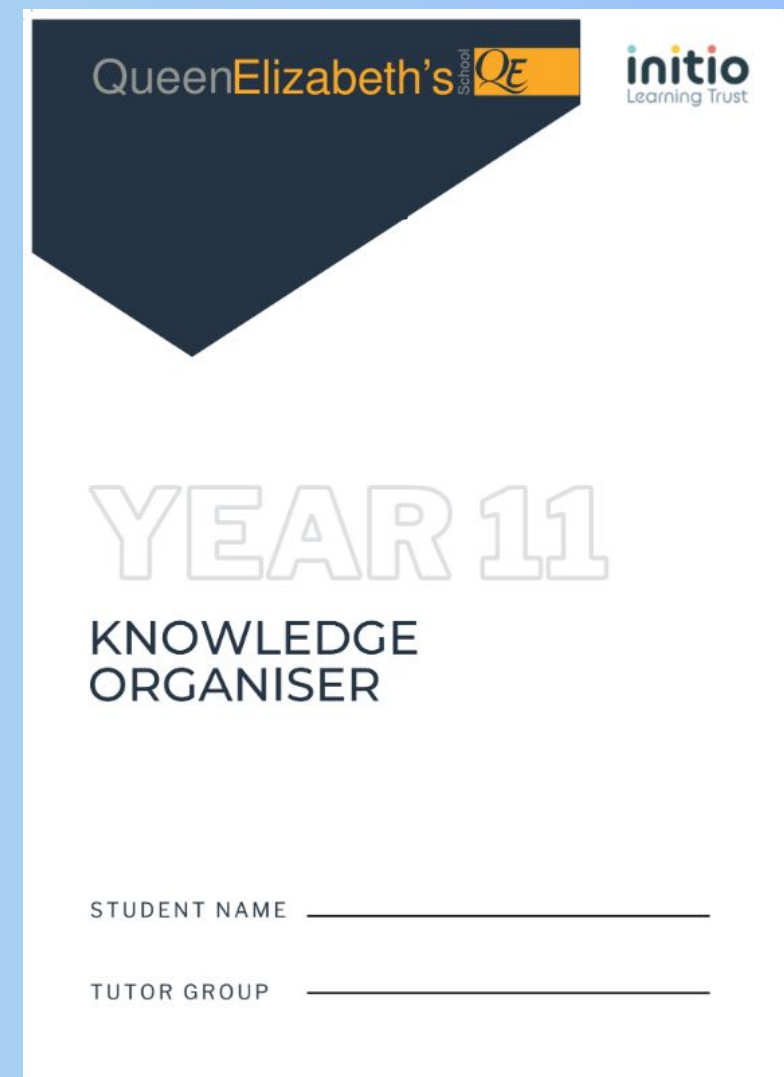
**Write**

**Check**

**Use this technique for:** key knowledge.

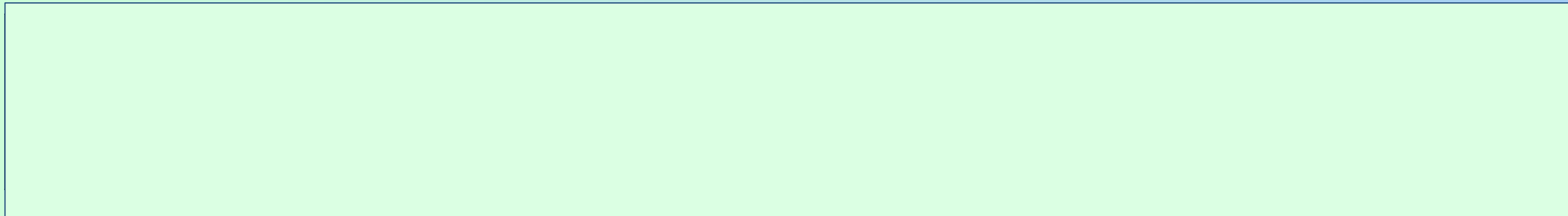
Understanding key information will help you in:

- Lessons
- Understanding the world
- Exams



# KNOWLEDGE *organisers*

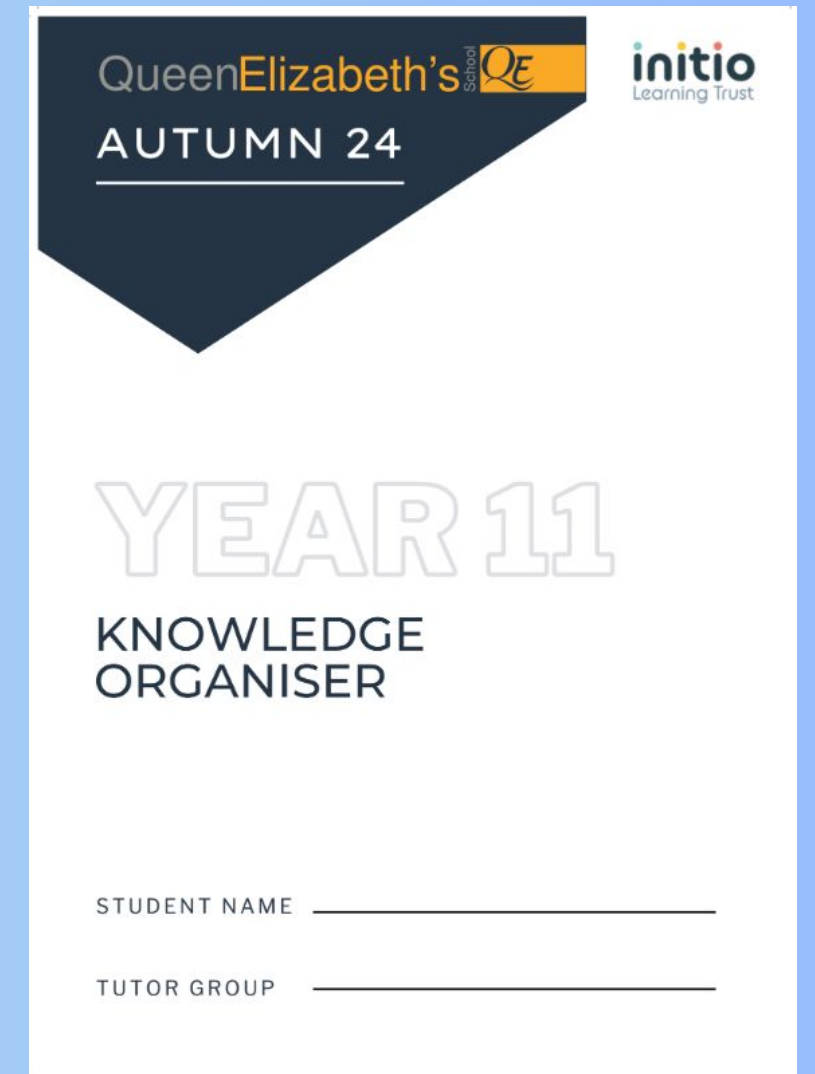
Let's try it out. **Look** at the following information.



Let's now **cover** this.

Now **write** down what you can remember.

Let's check.

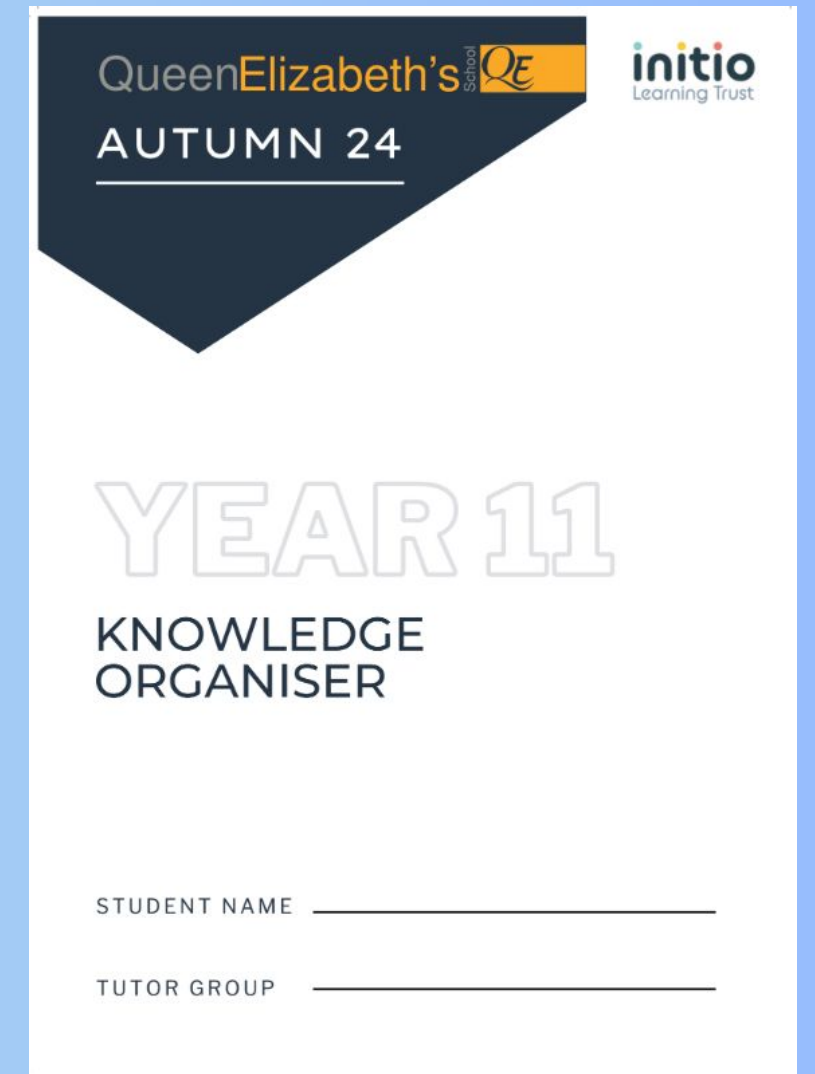


# KNOWLEDGE *organisers*

**Topic Lists** from page 148 of your KO, outlines term by term, the knowledge you will cover in your subjects.

Top tips:

- Read ahead of the term, what you will be exploring in your subject, to help you prepare for lessons
- Mark the pages for your subjects
- Highlight when you have covered the topic
- Add the topics to your study/revision plans



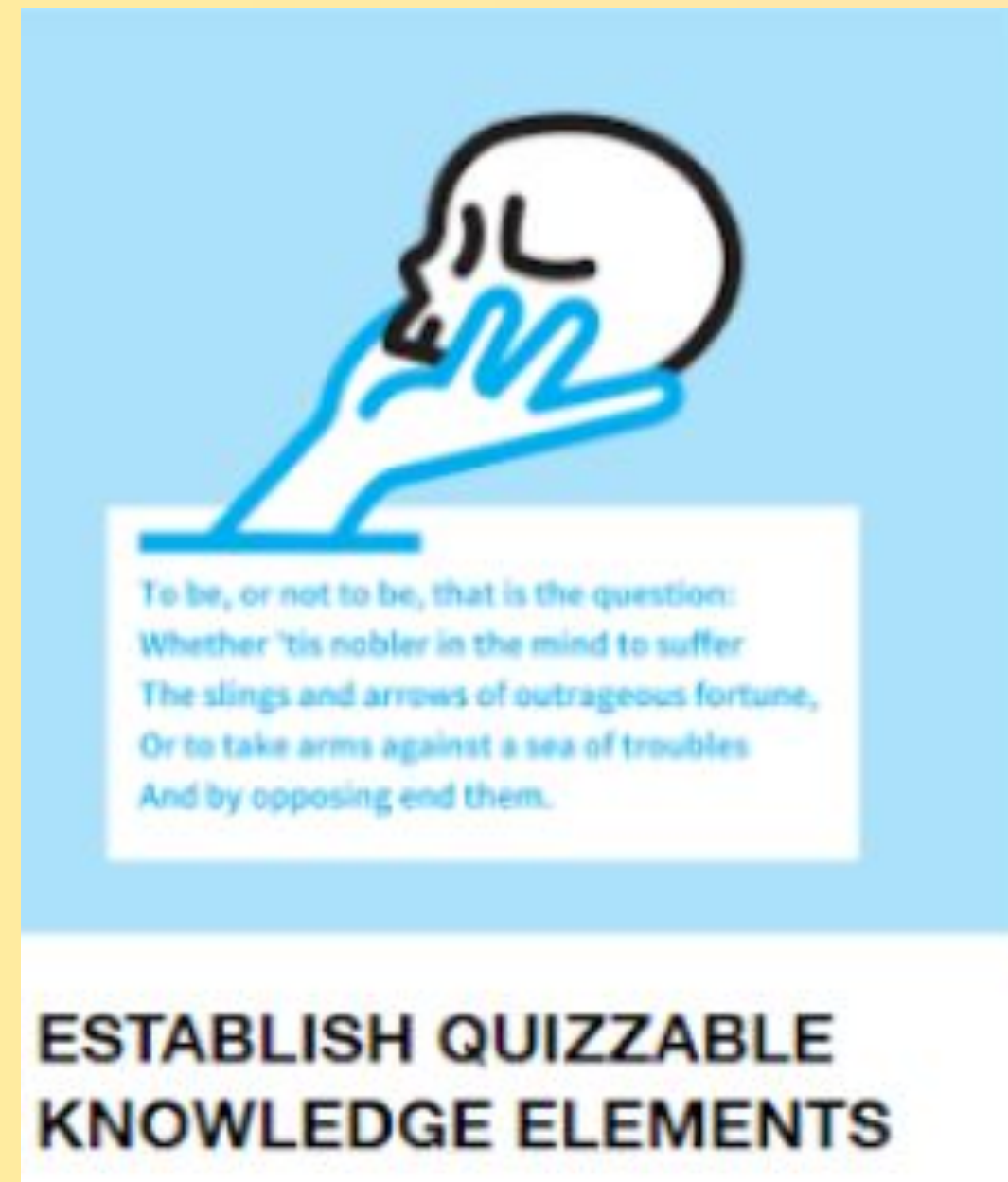
# FLASH cards



One side prompts your retrieval, the other is for you to check your accuracy of recall

**Use this technique for:** factual knowledge.

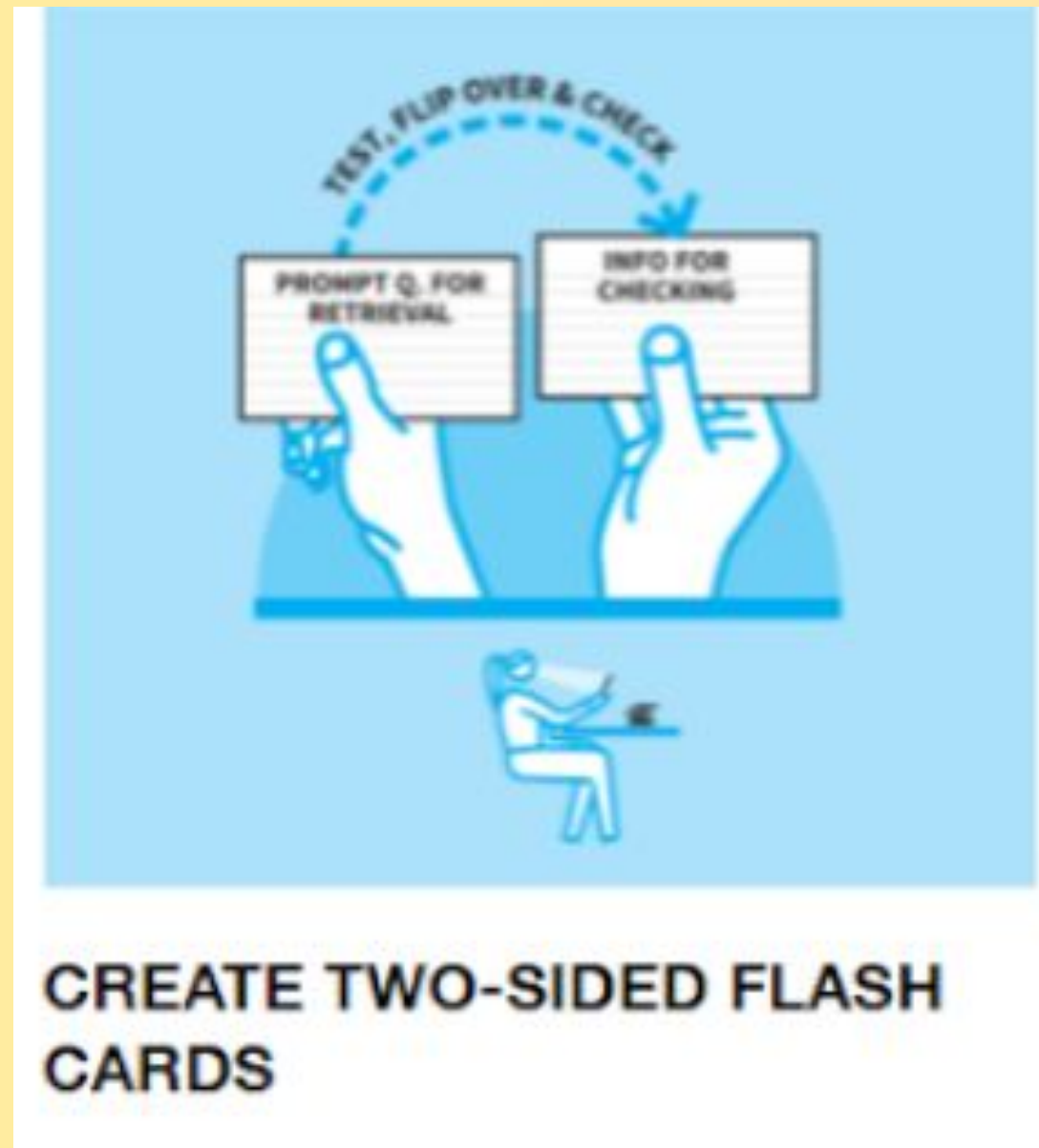
# FLASH cards



Factual knowledge such as:

- Literature quotations including it's meaning and significance.
- Equations, formulas and definitions.
- List of facts and defining features.
- Advantages and disadvantages.
- Meaning of graphs or symbols.

# FLASH *cards*



One side for key information:

- list of prompts and cues
- summaries of a knowledge set
- accurate definitions
- formulae and quotations

The other side is for a prompt question:

- Define 'negative externality'
- Macbeth's guilt. *Quotation; scene?*

# FLASH cards

Which is a better flashcard and why?

Side 1



1

Character of  
Lady Macbeth

2

Character of Lady Macbeth

Lady Macbeth is ambitious, even more determined than her husband, Macbeth. She can only be Queen if he is King. He hesitates and she displays enough ambition for both of them. She has a plan, nothing will stop her from that course.

This is evidenced in Act I, Scene 5 when she states "Glamis thou art, and Cawdor, and shalt be / what thou art promised; yet do I fear thy nature, / It is too full o' th' milk of human kindness / to catch the nearest way. Thou wouldst be

# FLASH cards

Which is a better flashcard and why?

Side 2



1

- More ambitious + ruthless than Macbeth
- Uses her influence to persuade Macbeth (M)
- Becomes unable to deal with the guilt

Ambitious	Cunning	Conscience-stricken
<ul style="list-style-type: none"> <li>• Encourages M to kill the King</li> <li>• "Glamis thou art ... should attend it" (Act 1, Scene 5)</li> <li>• She's determined to succeed.</li> </ul>	<ul style="list-style-type: none"> <li>• When M doubts the plan, she tricks him to carry out his plan</li> <li>• "All our service... majesty loads our house" (Act 1, Scene 6)</li> <li>• "double" links her to the witches.</li> </ul>	<ul style="list-style-type: none"> <li>• No conscience to overwhelming feelings of guilt.</li> <li>• "Out, damned spot ... so much blood in him" (Act 5, Scene 1)</li> <li>• Sleepwalks - wash blood from hands</li> </ul>

2

great, but not without ambition, but without / The illness should attend it" Lady Macbeth's determination to succeed is clear here. She is insistent that Macbeth will become King. Although she recognises that he is "too full wth' milk of human kindness" and this could stand in their way. She suggests that even at this point, she knows what she is doing is wrong. She describes the necessary ruthless streak as an "illness".

# FLASH *cards*



Let's create one together based on **An Inspector Calls**

*Open your KO to English Autumn Week 1*

*Your teacher will give you a number 1-6, this is the key term you copy out. We will be using these for a learning game...*

On one side: Title: **An Inspector Calls**

*Then the key word:* **Hypocritical**

On the other: add the definition (you could bullet point this)

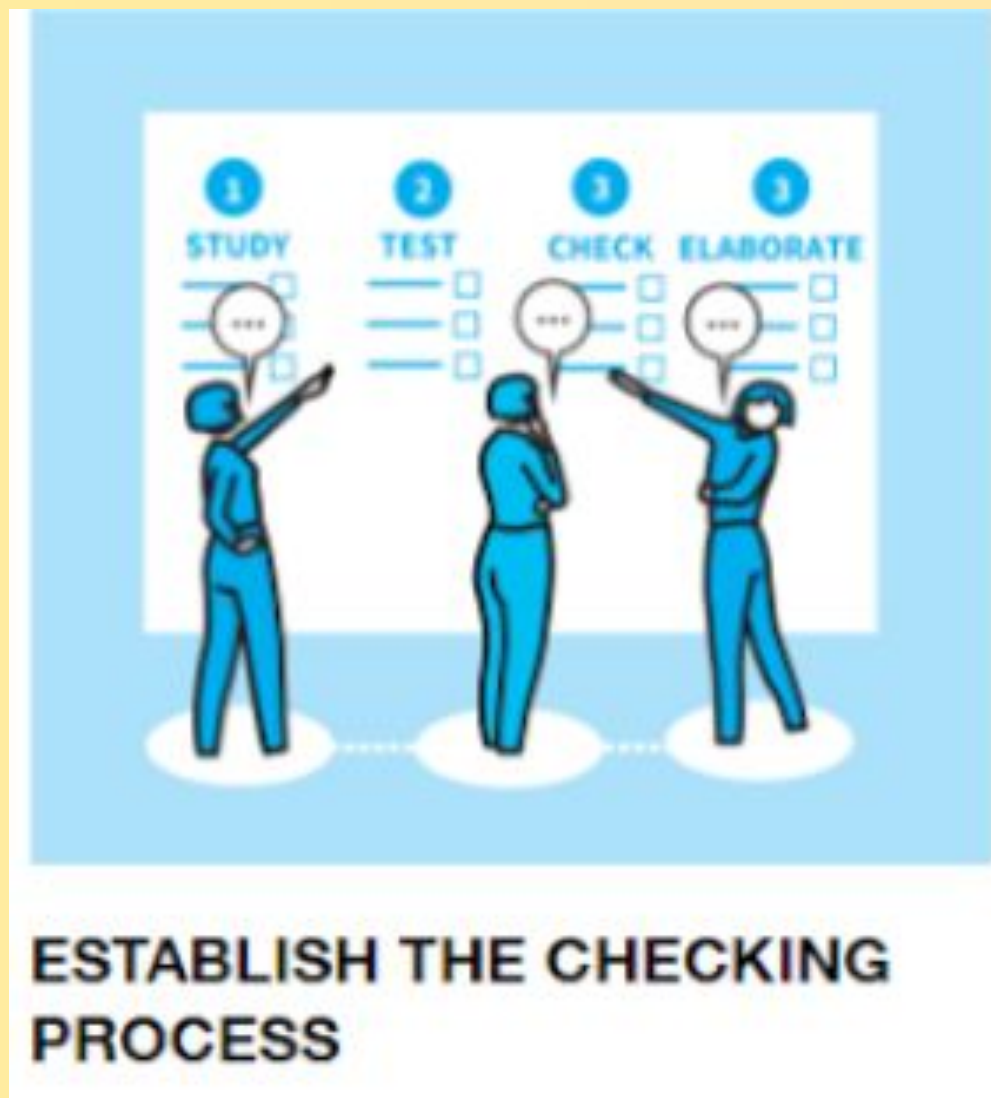
and leave room for an example from **An Inspector Calls**

where they use this. You can then add this in once you have covered this in your English lessons.



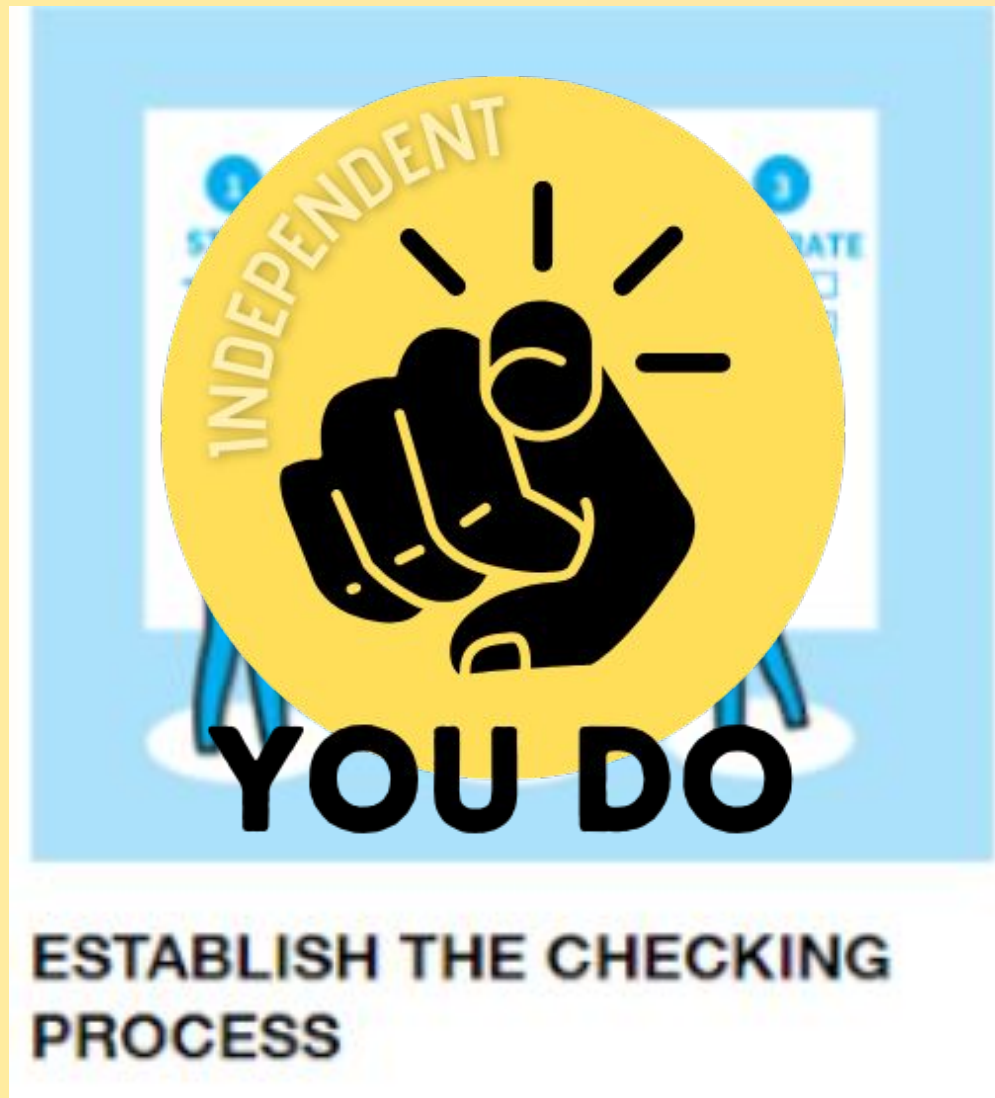
**CREATE TWO-SIDED FLASH CARDS**

# FLASH *cards*



- Study the information - interrogate the answer side, make sure the information makes sense to you.
- Start a study session looking only at the prompt side. Answer the question or respond to the cue.
- Turn cards over to check for completeness and accuracy. Focus on errors - reinforce the correct information with further rehearsal.

# FLASH *cards*



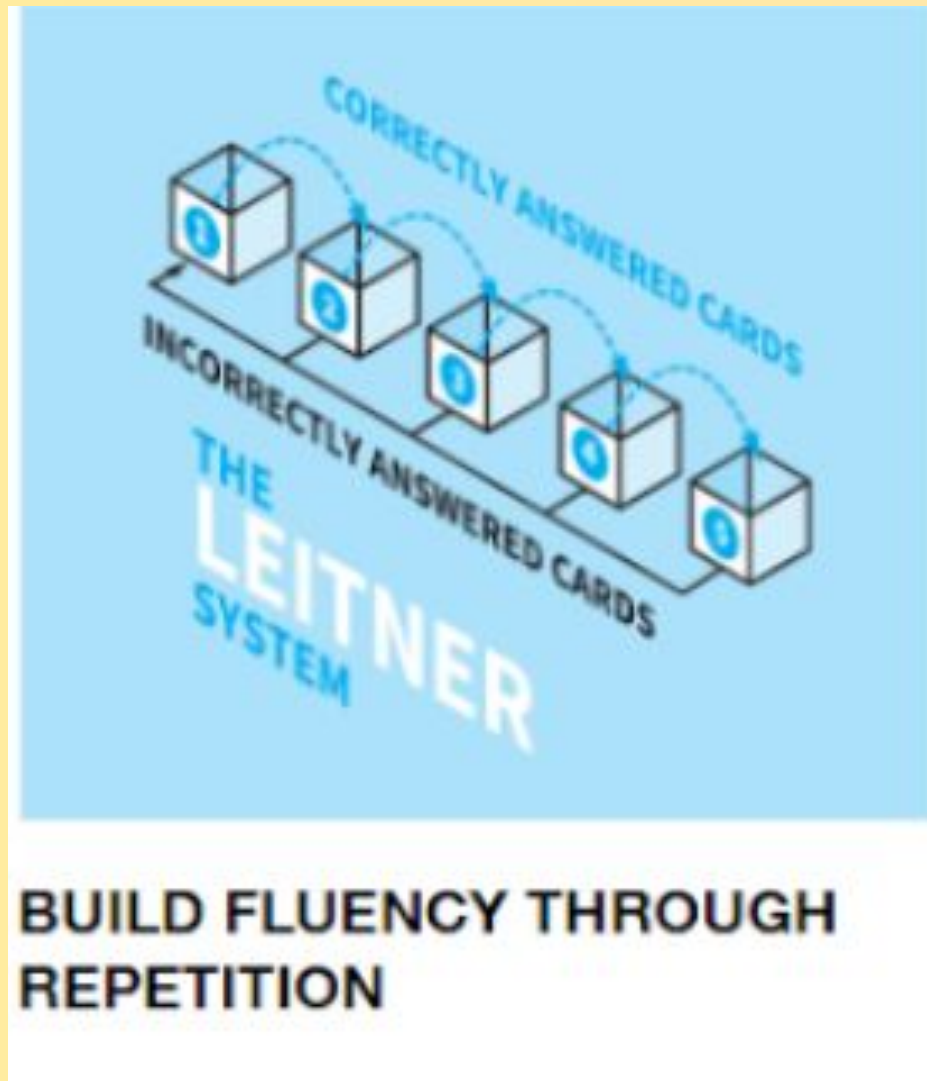
**In your groups of 6 (your teacher set earlier)  
Spend 3 minutes studying the information  
you have noted on your flash cards.**

- Study the information - interrogate the answer side, make sure the information makes sense to you.
- Start a study session looking only at the prompt side. Answer the question or respond to the cue.
- Turn cards over to check for completeness and accuracy. Focus on errors - reinforce the correct information with further rehearsal.

# FLASH *cards*

Use the Leitner system

- Use it repeatedly and visit information regularly in your revision, spaced over time.
- The more often you succeed, the more fluent you become, as long as you space your revision.
- Cards are sorted and reviewed each day or week.
- Box 1 = incorrectly answered cards, Box 5 = always correctly answered cards.

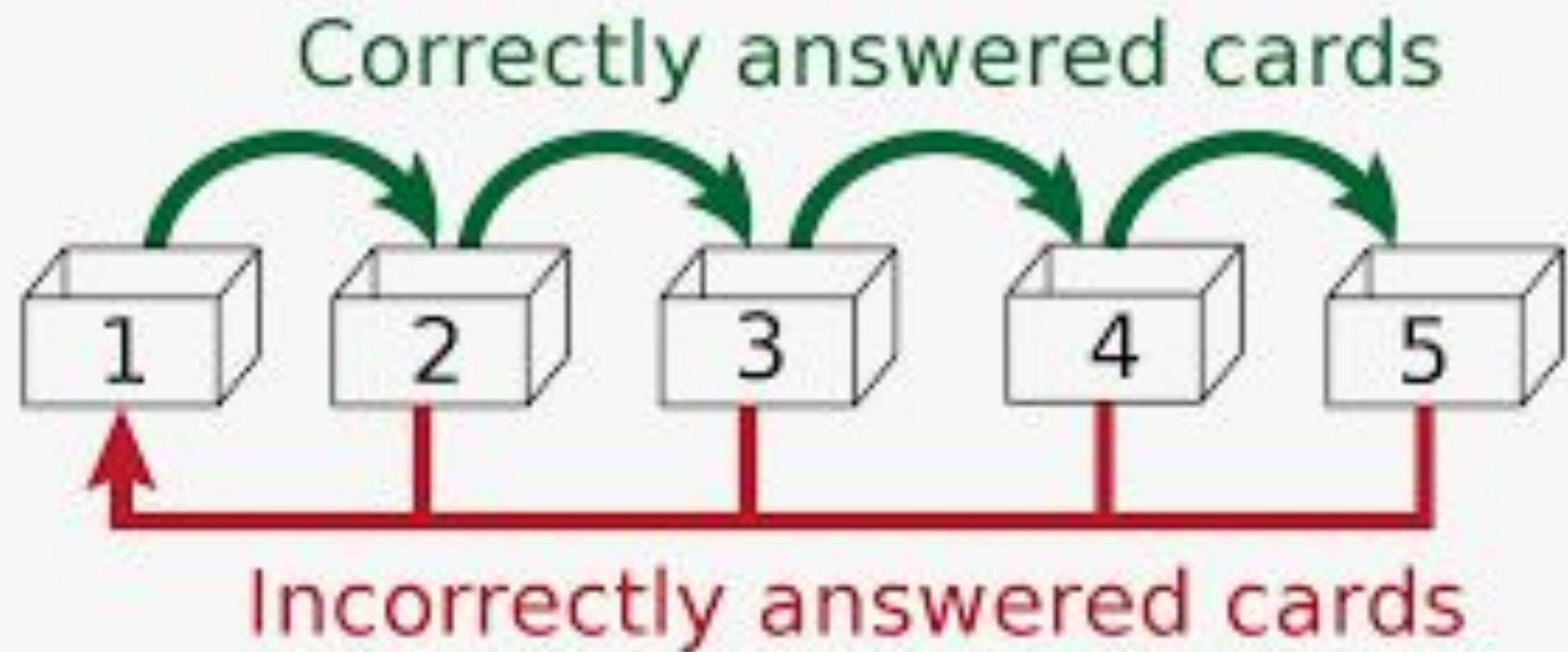
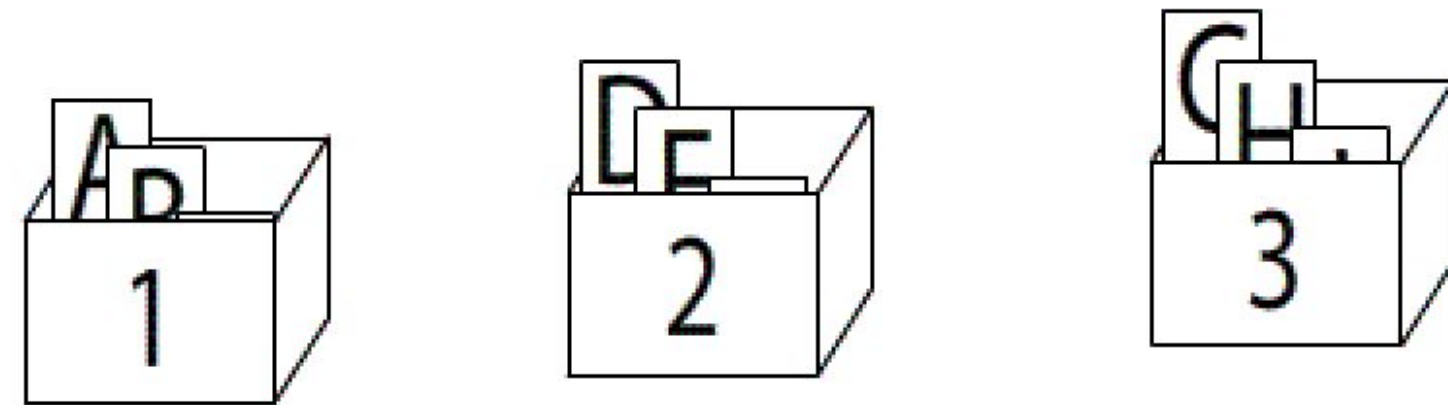


# FLASH cards



BUILD FLUENCY THROUGH REPETITION

## Session 1



# FLASH *cards*



**VARY THE CARDS AND CHECKS**

- Organise cards in a sequence by curriculum content; test, check, re-test.
- Shuffle and repeat: test, check, re-test.
- Filter the hard-to-remember cards for further study prior to re-testing.
- Use cards in pairs so you quiz each other.
- Knowledge from the cards, should be used in other contexts. Apply this knowledge to exam style questions.

# FLASH *cards*

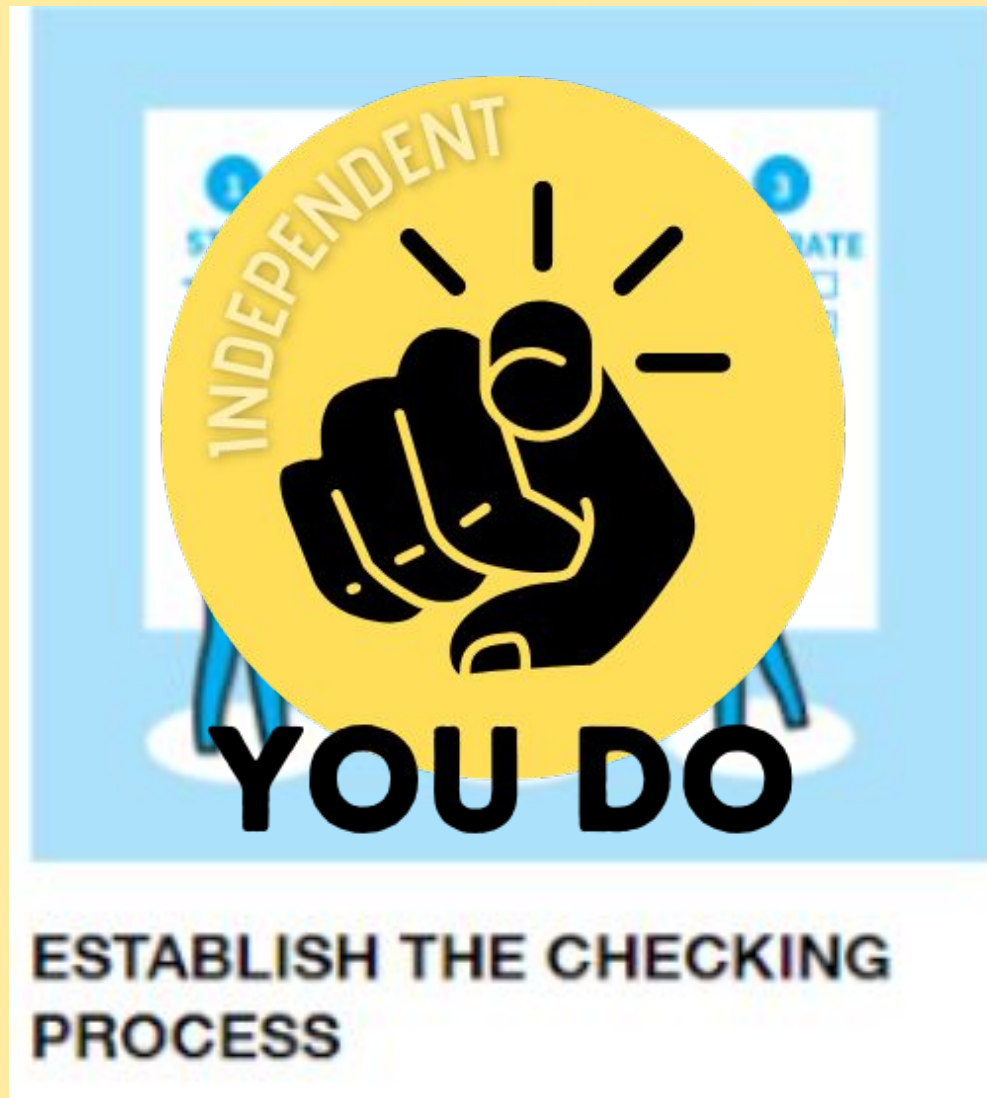
**Your teacher is going to test you all at once.**

All students **MUST** close and put their KOs away in their bag.

Tutor to have a KO to test from An Inspector Calls - Autumn 1  
Week 1.

Use your mini whiteboards to write your answers. These can be answered in bullet points so long as you have the correct and key information.

Who can get 6/6?



# Motivation *and mindset*

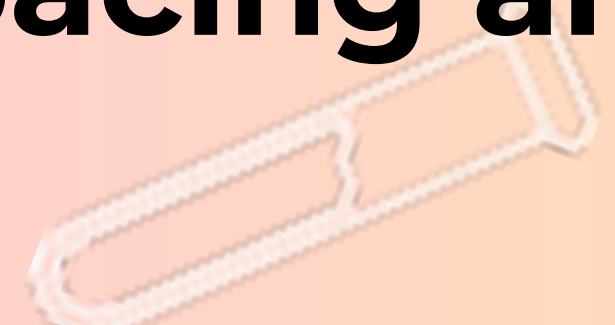
Your mindset, is key!

What is your goal for Year 11? Share this with your tutor, parents, best friends - when you share this with your close people, they will support you to achieve it!





# Spacing and *interleaving*



Effective study habits work around spacing revision to commit knowledge into long term memory. This is why we strongly encourage use of KO and retrieval in every lesson.

**STUDY HABITS & TECHNIQUES SERIES**

LEARNING WALKTHRU<sub>s</sub>

**Use this technique to:** plan effective revision.



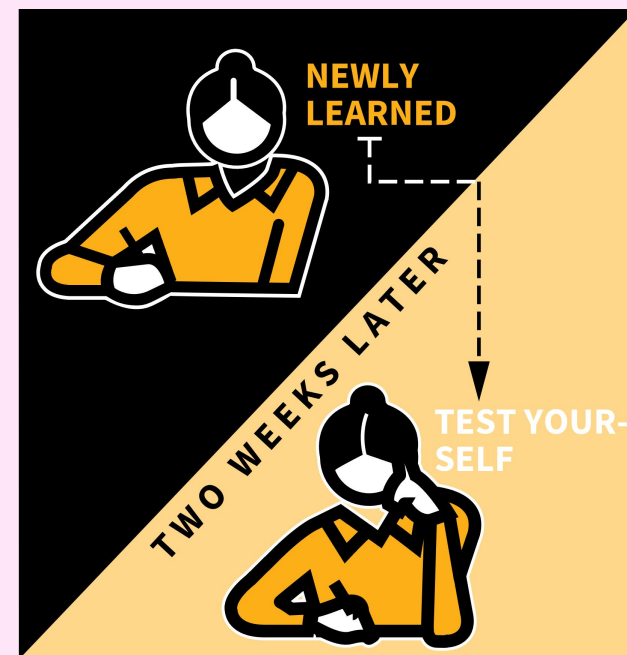


## SPACING &amp; INTERLEAVING



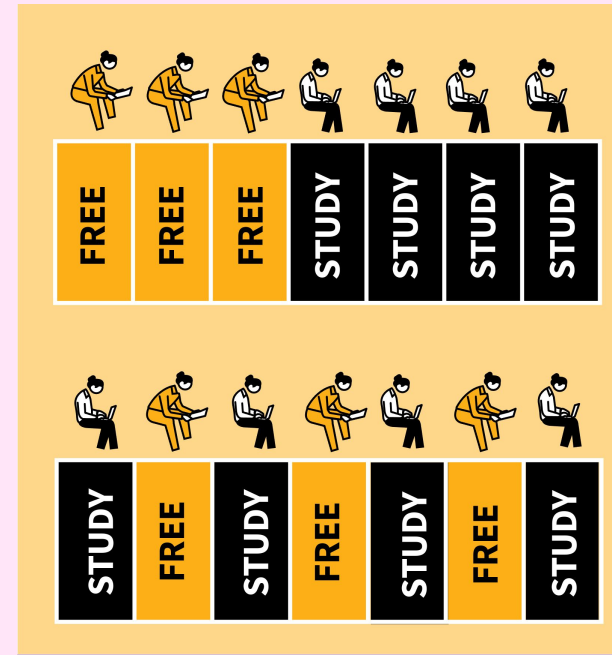
1

STUDY THE MATERIAL;  
CHECK YOUR  
UNDERSTANDING



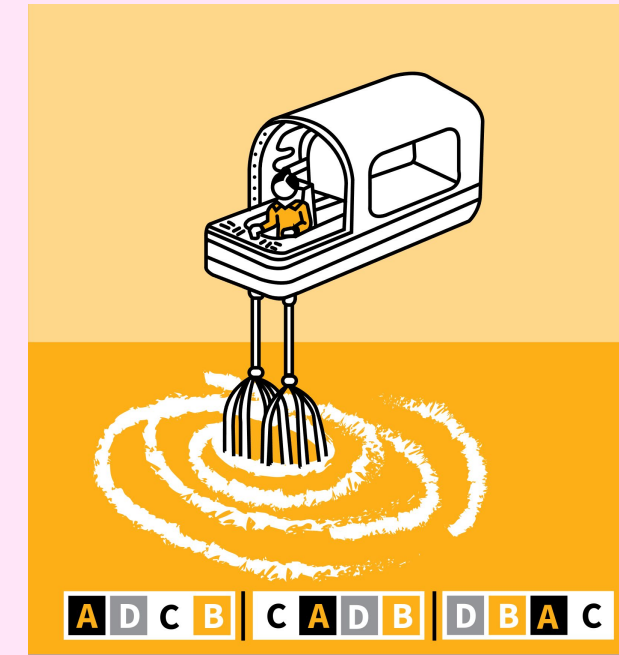
2

SPACE PRACTICE  
DURING LEARNING



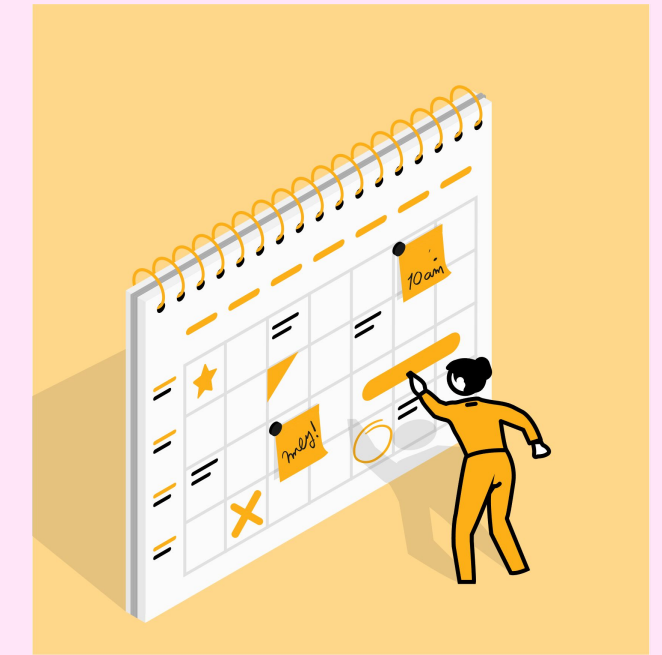
3

SPACE PRACTICE  
DURING REVISION



4

INTERLEAVING | MIX UP  
THE TOPIC RANGE



5

BUILD THESE IDEAS  
INTO YOUR REVISION  
STRATEGY

- These interconnected ideas have been researched extensively by cognitive scientists:
- **SPACING** | Revisiting material in short sessions with days or weeks between, perhaps at regular intervals, is more effective than doing one long study session. You form stronger connections, making it easier to remember what you learned.
- **INTERLEAVING** | Studying a mix of closely related subtopics during any session is more effective than only focusing on one subtopic at a time.



## SPACING &amp; INTERLEAVING

## STUDY THE MATERIAL; CHECK YOUR UNDERSTANDING

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- Spacing and interleaving help you to strengthen your ability to remember things you've learned and to make connections between them.
- However, first, make sure you understand the ideas as deeply as possible. Check your understanding with Self-Quizzing or Practise Explaining
- Identify areas that don't make sense to you. Use your study resources to clarify or ask your teacher to explain those ideas again.





## SPACING &amp; INTERLEAVING

## SPACE PRACTICE DURING LEARNING

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- After encountering new concepts or words, revisit them within a few days or weeks. You can forget things quickly but short follow-up study sessions can consolidate knowledge so it stays with you a lot longer.
- Test yourself with Self-Quizzing or Using Flash Cards and explore any weak areas.
- Spacing your practice this way adds some difficulty to your routines but really pays off.





## SPACING &amp; INTERLEAVING



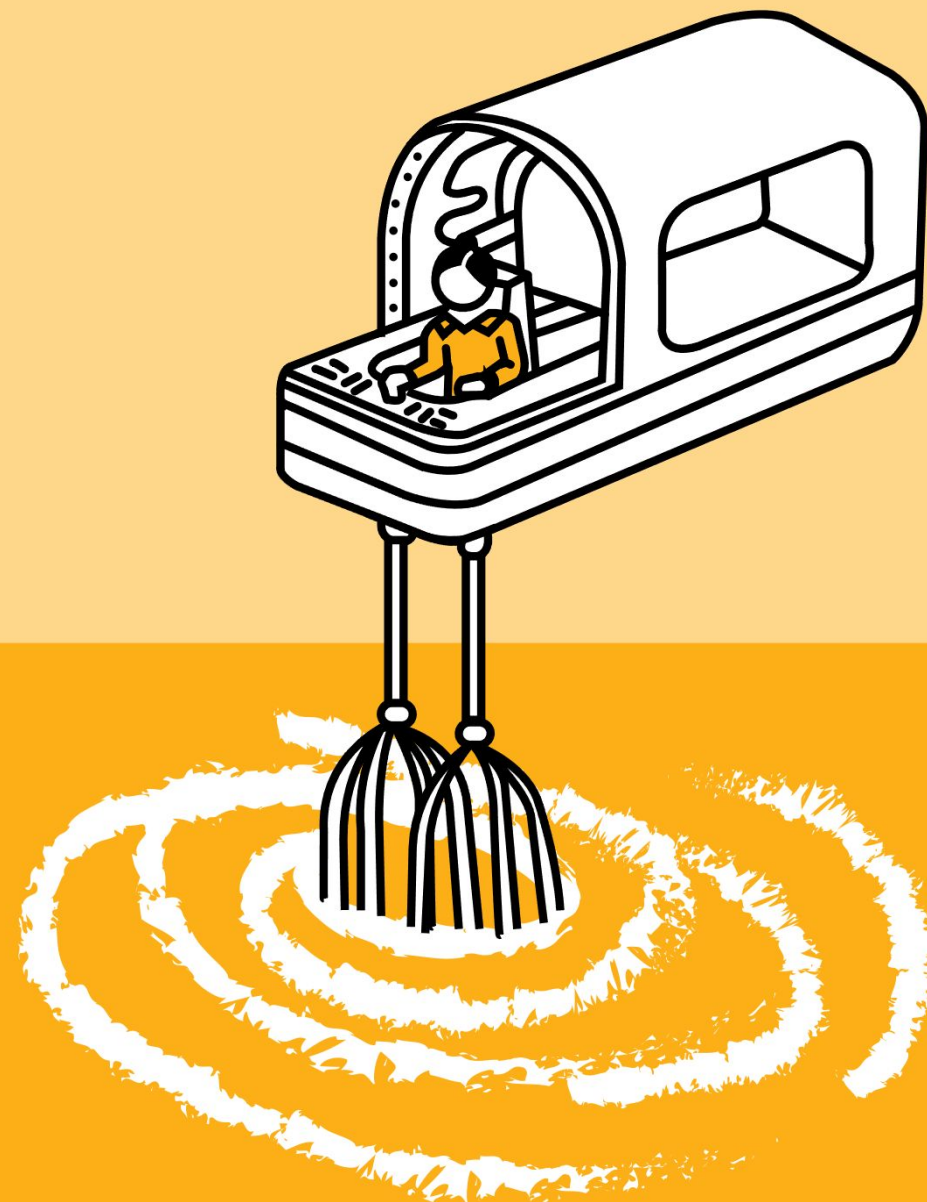
## SPACE PRACTICE DURING REVISION

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- When you're coming up to a test some weeks or months after you first learned the topics, you need to plan a schedule of revision.
- Researchers suggest revising a topic for, say, 30 minutes every day for five days is more effective than studying in a block of two and a half hours.
- The gaps between sessions allow you to process and consolidate what you've learned far better than trying to do it all in one go.



## SPACING &amp; INTERLEAVING



A D C B | C A D B | D B A C

## INTERLEAVING | MIX UP THE TOPIC RANGE

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- Studying a subject with multiple subtopics, you may want to focus on one topic for a whole session.
- **However**, in fact, the additional difficulty of mixing up the topics can actually improve your future recall. This is called interleaving.
- e.g. in maths, instead of focusing on questions all of one type, then another type, then another, you stretch yourself by mixing up the questions.
- This helps you later, even if it's harder at the time.



## SPACING &amp; INTERLEAVING

1 | 2 | 3 | 4 |

5

## BUILD THESE IDEAS INTO YOUR REVISION STRATEGY

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- Take account of these ideas to plan an effective study schedule. You might:
  - Use a daily two-hour study session to study 3-4 subjects for half an hour each, instead of focusing on just one.
  - Plan a review session a couple of weeks after first learning new material, to consolidate and check gaps.
  - Mix up questions from different subtopics within a unit as you get closer to a test.



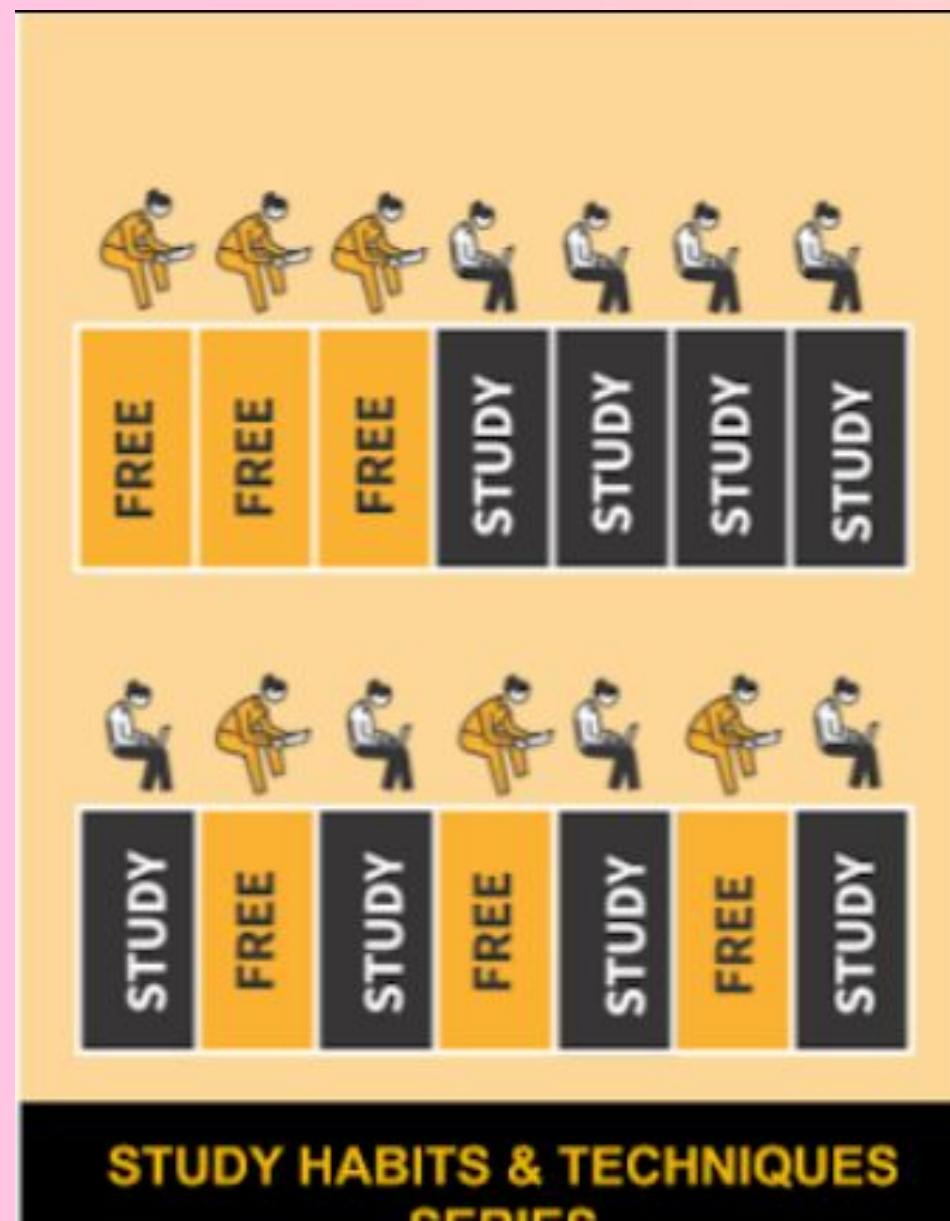


# Spacing and *interleaving*

Your Mock Exams are coming up soon, so it's time to start thinking about **how you'll revise**.

During the Exam Success Evening, we'll go through how to plan a revision timetable and help you make one that works for you.

You know your subjects best, so start **practicing a little every day**. For the next two weeks, plan a **10-minute key knowledge test** for each subject on your sheet. This will help you see what you know, and what you need to work on.



# Summarising *big ideas*

If you have completed the tasks above and the sheet, you can move on to how we can summarise big ideas to support our study and revision!  
#ExtensionSuperstars



# Summarising *big ideas*

We can feel that there is a lot of information to take in and remember that we don't know where to start.



**Use this technique for:** helping you see the wood through the trees and breaking information down into sizeable chunks.

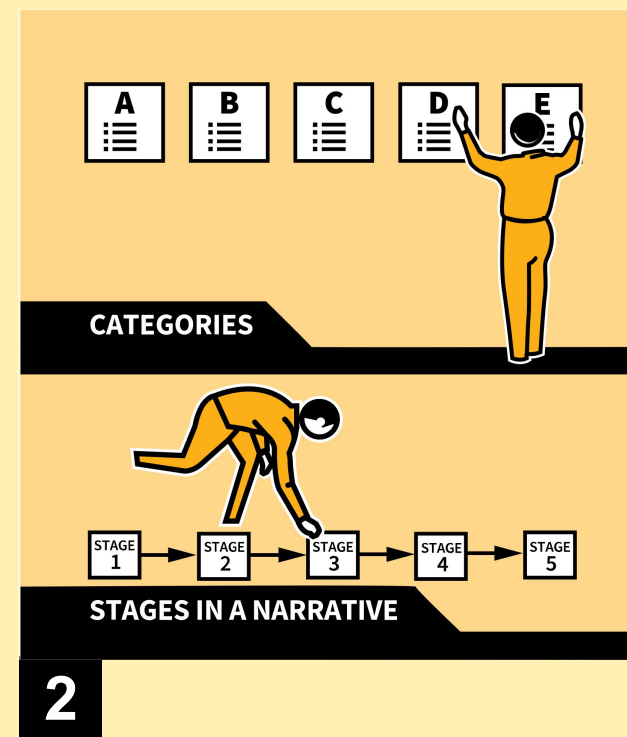


## SUMMARISING | BIG IDEAS &amp; KEY DETAILS



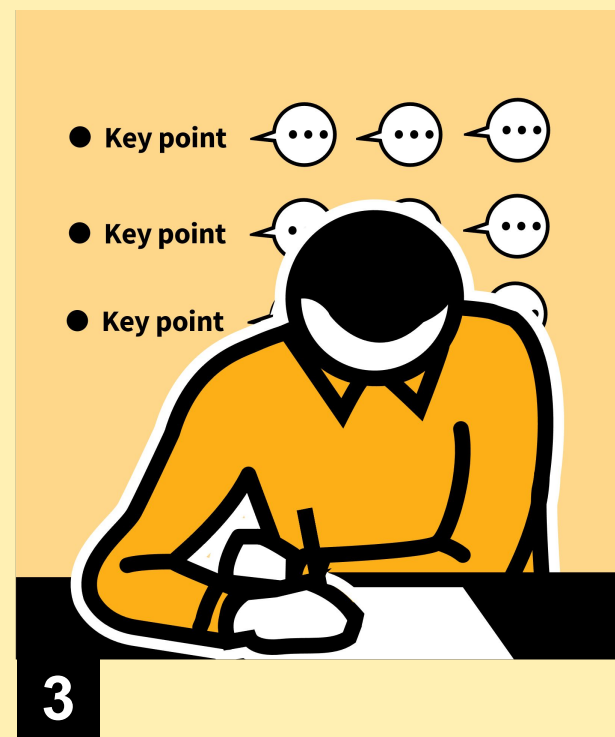
1

SCAN THE WHOLE  
TOPIC OR TEXT



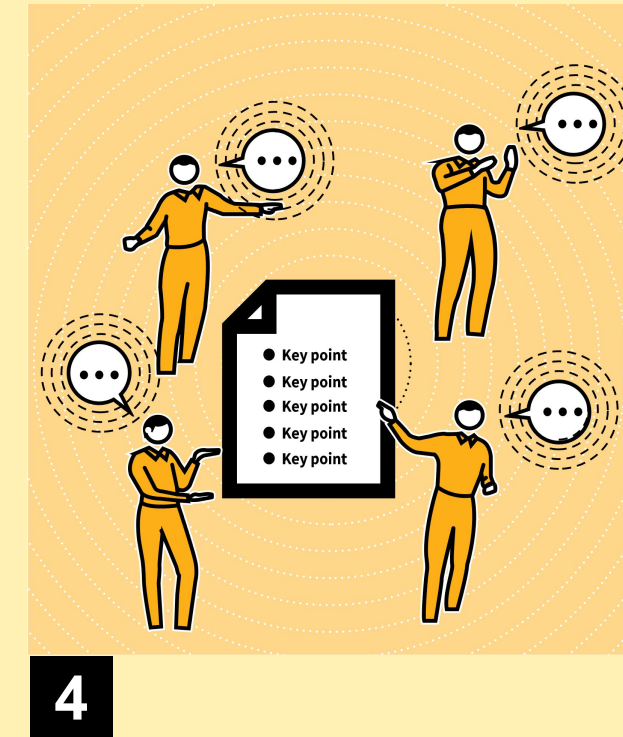
2

BREAK DOWN INTO  
SECTIONS



3

SELECT DETAILS TO  
CAPTURE EACH  
SECTION



4

ELABORATE  
OUTWARDS FROM  
YOUR SUMMARY



5

CHECK FOR  
ACCURACY

- Every topic you study or book you read contains more detail than you can recall all at once. We don't ever really need to do this as our brains connect ideas into schema allowing us to create a summary map of the knowledge that guides us to the details when we need them.
- If you condense a large body of knowledge to some big ideas or key stages in a process or narrative, you can add details back in, making the process of studying a large topic possible.
- Summarising also helps you to understand the material more thoroughly.

SUMMARISING | BIG IDEAS & KEY  
DETAILS

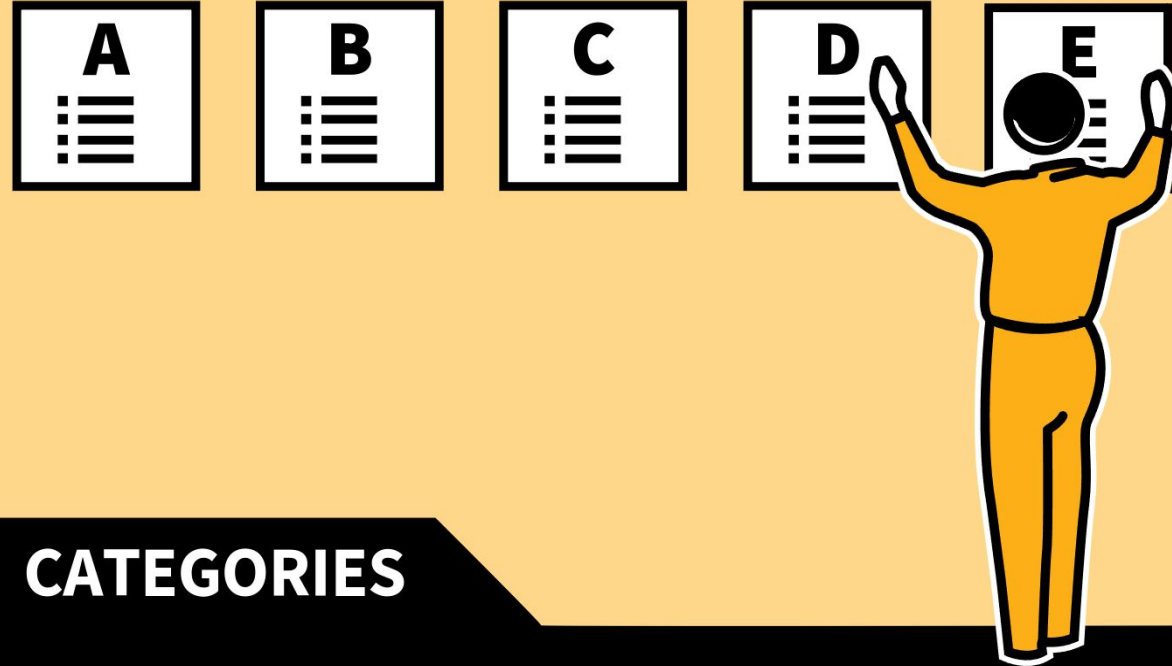
1 | 2 | 3 | 4 |

5

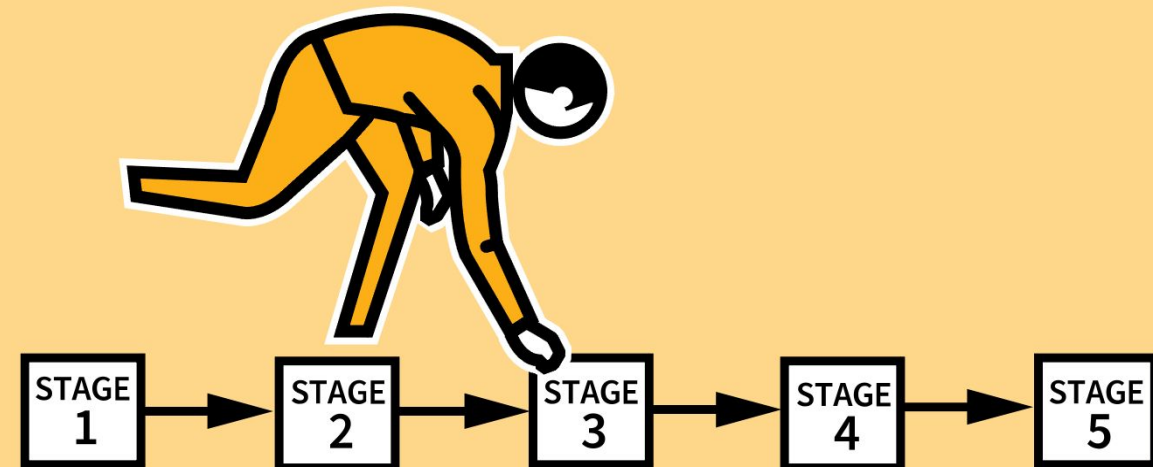
SCAN THE WHOLE TOPIC OR  
TEXT

- To start:
  - Gain an overview of a topic
  - Read a whole novel or watch a play or film.
  - Listen to video explanations of key concepts
- As you read, listen, watch or study, have the idea of summarising in mind from the start.
- As you engage with the detailed, extended material, start planning your summary, making notes in bullet point form as you go.



SUMMARISING | BIG IDEAS & KEY  
DETAILS

CATEGORIES



STAGES IN A NARRATIVE

## BREAK DOWN INTO SECTIONS

- Break down material into a helpful number of sections. Too many make it hard to remember and keep simple; too few and you'll compromise too much on details. For example:
- CATEGORIES | e.g. human organ systems, pros and cons of different flood defences.
- BIG IDEAS OR THEMES | e.g. key people, key events, main causes and outcomes of a conflict.
- STAGES IN A NARRATIVE | e.g. each act in a five-act play, or stages in the carbon cycle.

SUMMARISING | BIG IDEAS & KEY  
DETAILS

● Key point 

● Key point 

● Key point 



## SELECT DETAILS TO CAPTURE EACH SECTION

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- The aim of a summary is to help organise a lot of information - not to replace the more detailed big picture, losing all the information.
- With that in mind, select and organise the main details you need to explain or retell each of your chosen sections.
- Bullet point lists are helpful for recording key points.
- Keep focused on the most important things you need to know.

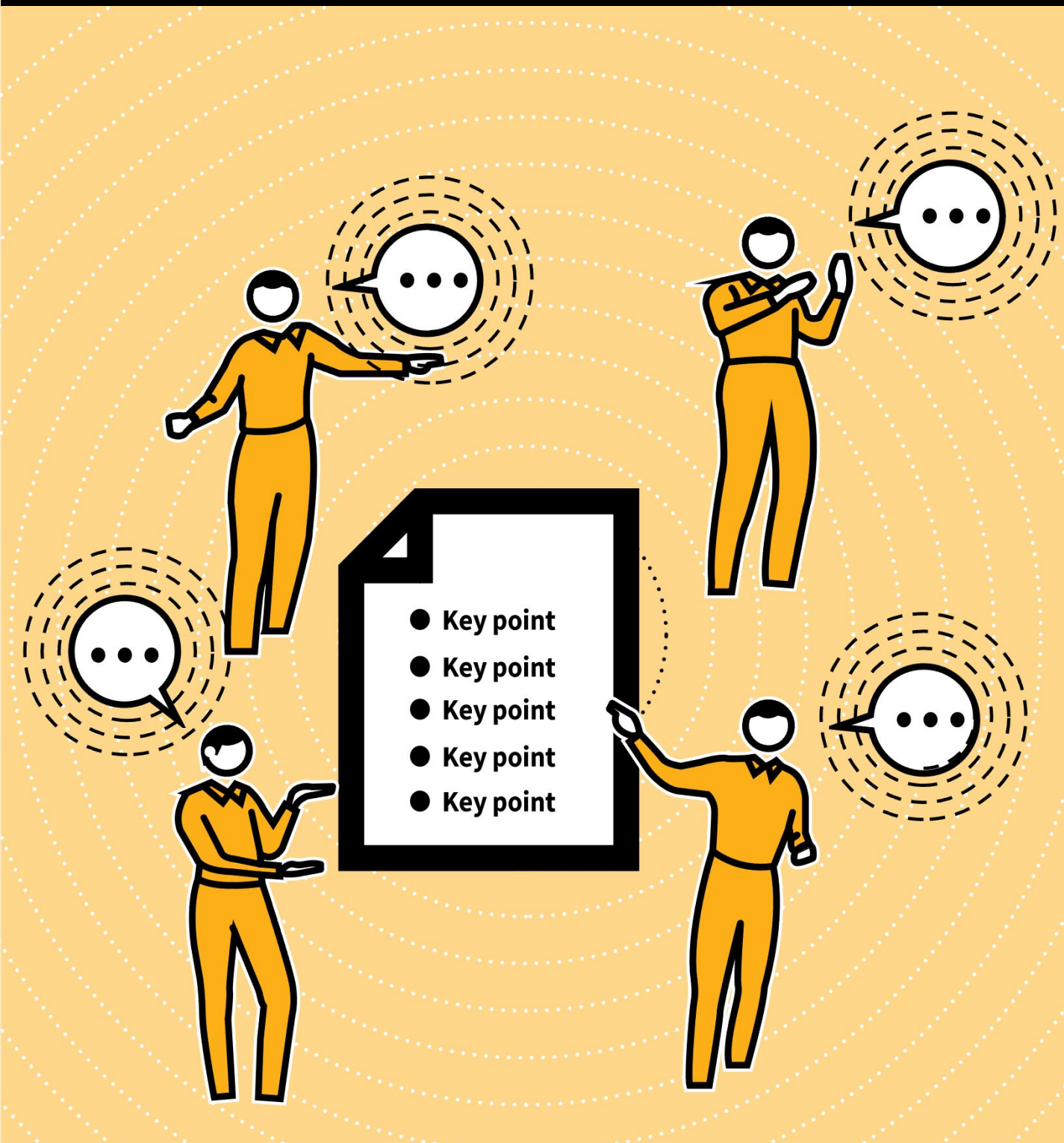
SUMMARISING | BIG IDEAS & KEY  
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1 | 2 | 3 | 4 | 5

# ELABORATE OUTWARDS FROM YOUR SUMMARY

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- The test of a good summary is that you can use it to revisit a topic or retell a story in some detail with only the summary as a prompt.
- Test this out with each summary you make.
- If your summary is a short bullet point list, you should be able to expand and elaborate each point with examples and details.
- Do this mentally, by yourself, or with a partner who can then verify how well your summary allows you to give a good account.





## CHECK FOR ACCURACY

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ERRORS? — FORGOTTEN?



- After elaborating from your summary, go back to the original text to make sure you didn't make errors or leave out anything very important.
- If you find you've forgotten lots of detail, you might have summarised too much into too few bullet points. Make a more detailed list.
- Rehearse how the details fit the sections. Test your summary again. Can you tell the whole story from the summary you made?

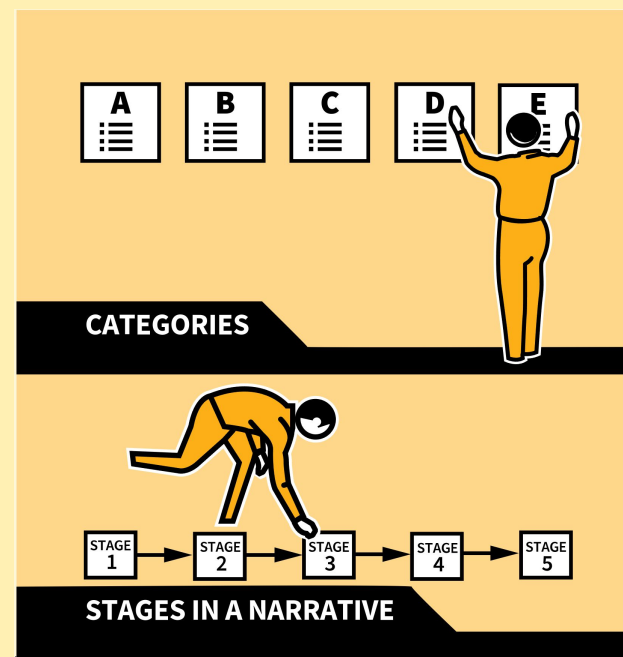


## SUMMARISING | BIG IDEAS &amp; KEY DETAILS



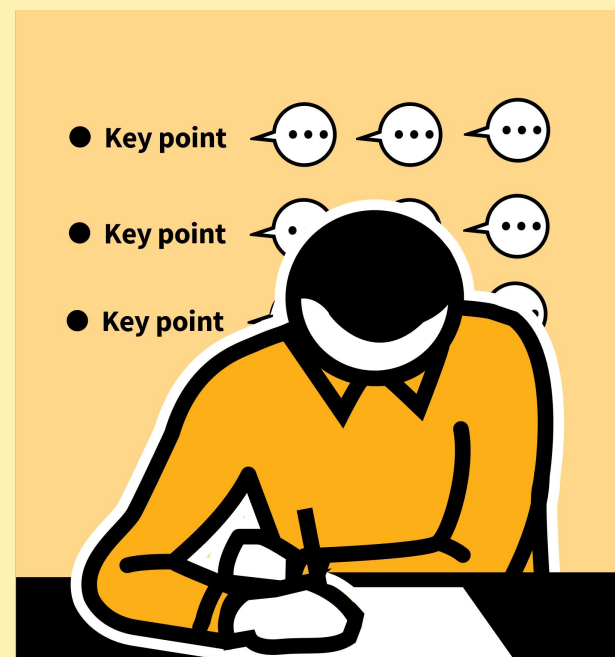
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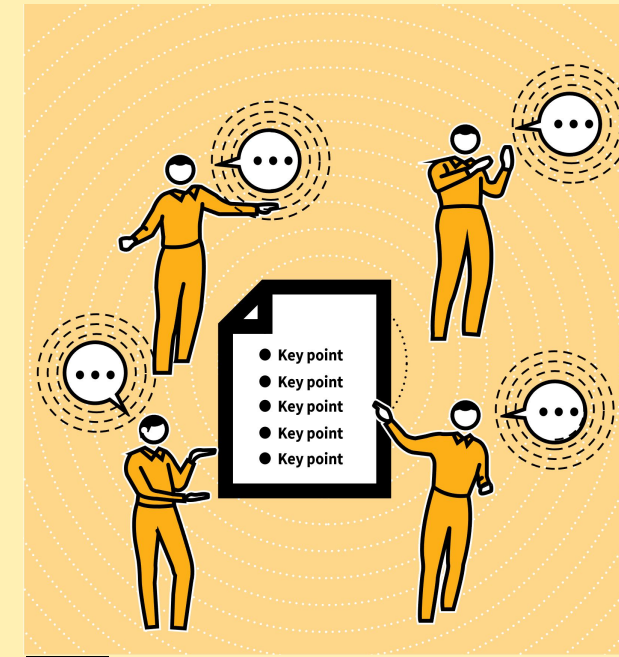
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