

Year: 11

Module: Self-Regulated Learning.

Lesson 01: The Many Revision Methods

Learning Objectives.

At the end of this session, you should be able to:

1. Review and assess different revision techniques
2. State and justify your favoured revision techniques
3. Describe and plan how to use revision techniques
4. Recall creative methods of revising with flash cards.

The Many Types of Revision (1 → 10)



There are over 20 different methods of revision:

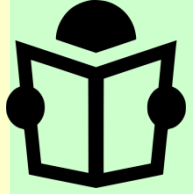
1. Making posters or diagrams
2. Writing facts on Post-It notes
3. Watching relevant videos on the internet
4. Using colour and highlighter pens to emphasise facts
5. Taking a good look at equipment used during lessons
6. Making flash cards containing information on one topic
7. Making Storyboards
8. Sticking diagrams to the fridge or somewhere else in the house
9. Reading notes out loud
10. Making recordings of my notes and playing them back to myself

CONNECT

L.O: State and justify your favoured revision techniques

The Many Types of Revision (11 → 20)

CONNECT



The list continues:

11. Creating rhymes and phrases to remember facts
12. Talking through a topic with my friends/family
13. Getting involved in discussions in class
14. Downloading a backing track and recording some of my notes to it
15. Persuading a teacher to make a recording of part of a subject
16. Setting up a study group or study buddy
17. Using study/revision apps on a phone/tablet
18. Walking around whilst reading my notes
19. Getting involved in practical lessons
20. Taking regular breaks, getting up and moving about

L.O: State and justify your favoured revision techniques

The Many Types of Revision (21 → 25)

CONNECT



...and the list continues.

21. Teaching something I understand to one of my friends

22. Colouring in my notes

23. Making Mind Maps and highlighting key facts

24. Doing past examination papers.

25. Creating brain dumps



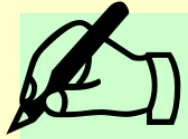
Go through the Active Revision Techniques identifying what you have tried and not tried. Use a * to identify techniques you have never heard of.

<i>Active Learning Revision Techniques</i>	<i>Tried</i>	<i>Not tried</i>	<i>Covered in SRL</i>
Making Posters or Diagrams			
Writing facts on Post It Notes			
Watching Relevant Videos on the internet			

L.O: Review and assess different revision techniques

Select what you have used

DEMONSTRATE



State three revision methods you have used. Justify why you use them

<i>Revision technique of choice</i>	<i>Justification of us</i>



1. Are these the techniques you have been using regularly?
2. Are you happy with the grades you are achieving? If not, what could you do that is different?

L.O: State and justify your favoured revision techniques

Revision toolbox.



The most common 'Active Revision Techniques' are flash cards; mind maps; brain dumps; and past examination questions.

These four may not be right for you, and so you need to know which revision techniques work best for you. The one that works best has the following criteria:

- They challenge you in their creation and use
- They are effective and grades improve when done correctly and consistently.

Whether the technique is enjoyable or not is irrelevant.

Necessity is the highest priority. You may hate the technique that gives you the best results you've ever had!

L.O: Recall creative methods of revising with flash cards.

Year:11

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Lesson 02: Posters, Diagrams and Post-It notes.

Learning Objectives.

At the end of this session, you should be able to:

1. Show how to use Post-it® notes for a fun and revision
2. Understand the use of posters, diagrams and leaflets for displaying information
3. Consider a subject and topic you could create a poster, diagram, or leaflet for revision.

Using Post-it® notes

CONNECT



Post-it® notes are small pieces of paper that have a sticky part on the back. You write on the front, then attach the note to a surface you will see often.

- Write a fact, guess the fact with a friend
- Create a question-and-answer game.



Two volunteers are required to play a game using the Post-it® notes provided.

😊 We are going to play a game!!! 😊



Write how Post-it® notes can be used for revision.



L.O: Show how to use Post-it® notes for a fun and revision

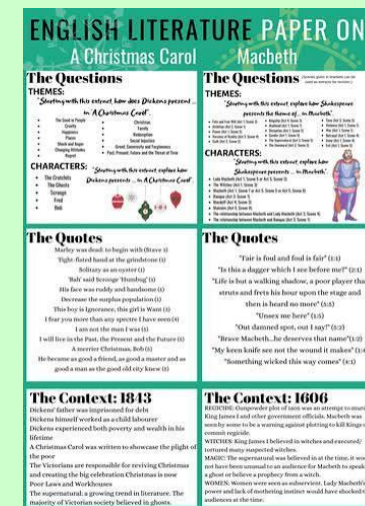
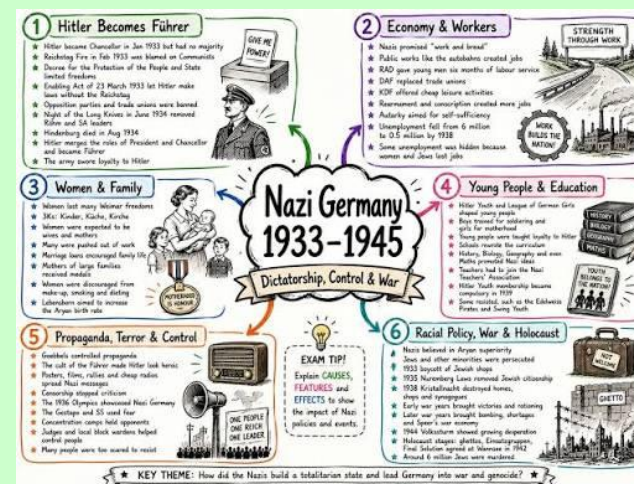
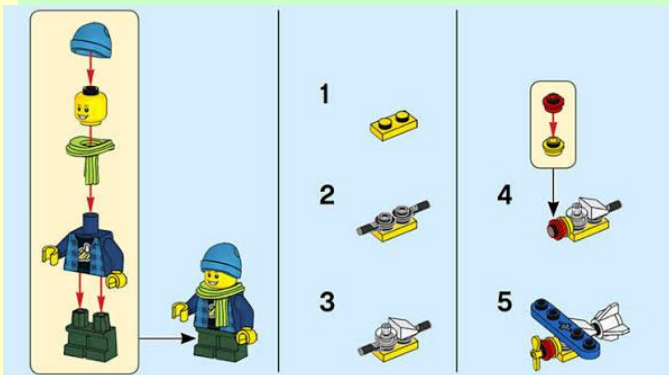
Posters, leaflets & diagrams.



Posters, leaflets and diagrams are excellent ways of presenting information. This is why many companies use such things to sell products or show how they are to be used.



Look at the examples:



Obviously, academic posters begin to look very much like Mind Maps. However, the creation of a poster or leaflet for your future self, or a relative could be a memorable revision technique.

L.O: Understand the use of posters, diagrams and leaflets for displaying information

GRASP

Poster, Diagram or Leaflet?

DEMONSTRATE



Complete the table below for three subjects that you are studying. Select a subject, and a topic that you could create either a poster, diagram or a leaflet for.

	Poster	Diagram	Leaflet
Subject			
Topic			

L.O: Consider a subject and topic you could create a poster, diagram, or leaflet for revision.

Examples...



	<i>Poster</i>	<i>Diagram</i>	<i>Leaflet</i>
<i>Subject</i>	<i>Chemistry</i>	<i>Biology</i>	<i>Physics</i>
<i>Topic</i>	<i>Separating Mixtures</i>	<i>Animal & Plant Cells</i>	<i>Light</i>

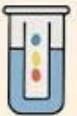
L.O: Consider a subject and topic you could create a poster, diagram, or leaflet for revision.

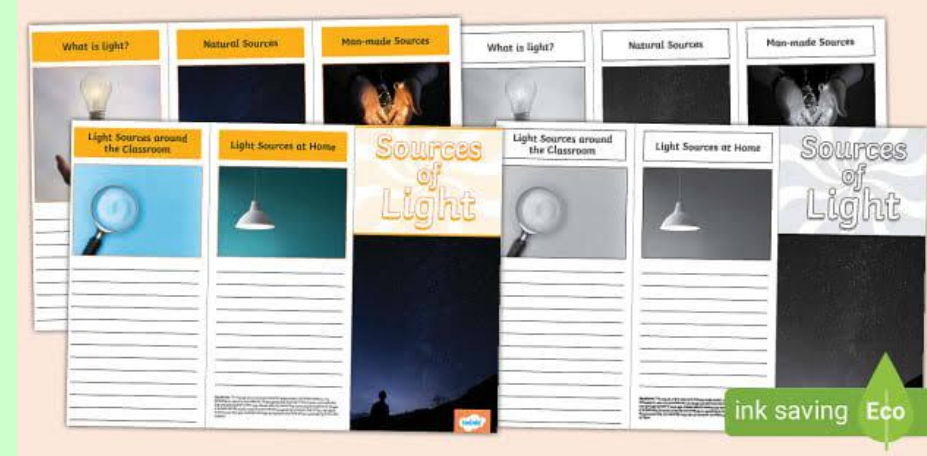
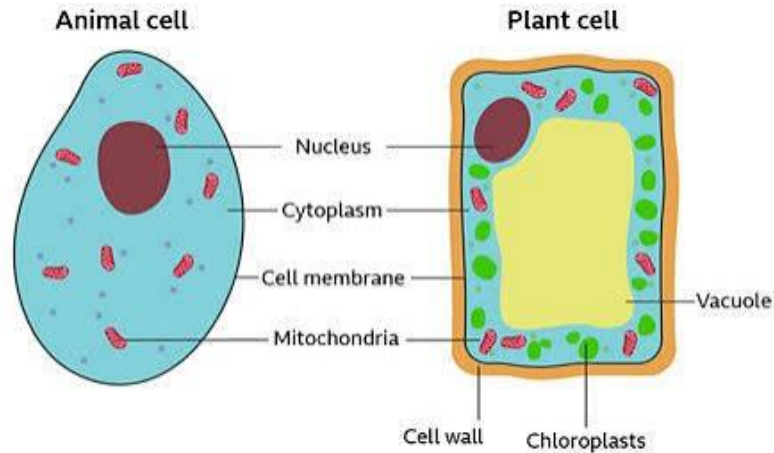
Poster

Diagram

Leaflet



SEPARATION TECHNIQUES	
1. FILTRATION  Used to separate insoluble solids from liquids Example: Sand from water	2. EVAPORATION  Removes a liquid, leaving the solid behind Example: Salt from saltwater
3. DISTILLATION  Separates mixtures based on boiling points Example: Alcohol from water	4. MAGNETIC SEPARATION  Uses magnets to separate magnetic materials Example: Iron filings from sand
5. DECANTATION  Pouring off a liquid to leave solid behind Example: Oil and water layers	6. CHROMATOGRAPHY  Separates mixtures based on movement through a medium Example: Separating ink colors



L.O: Consider a subject and topic you could create a poster, diagram, or leaflet for revision.

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Lesson 03: Colouring and highlight your notes.

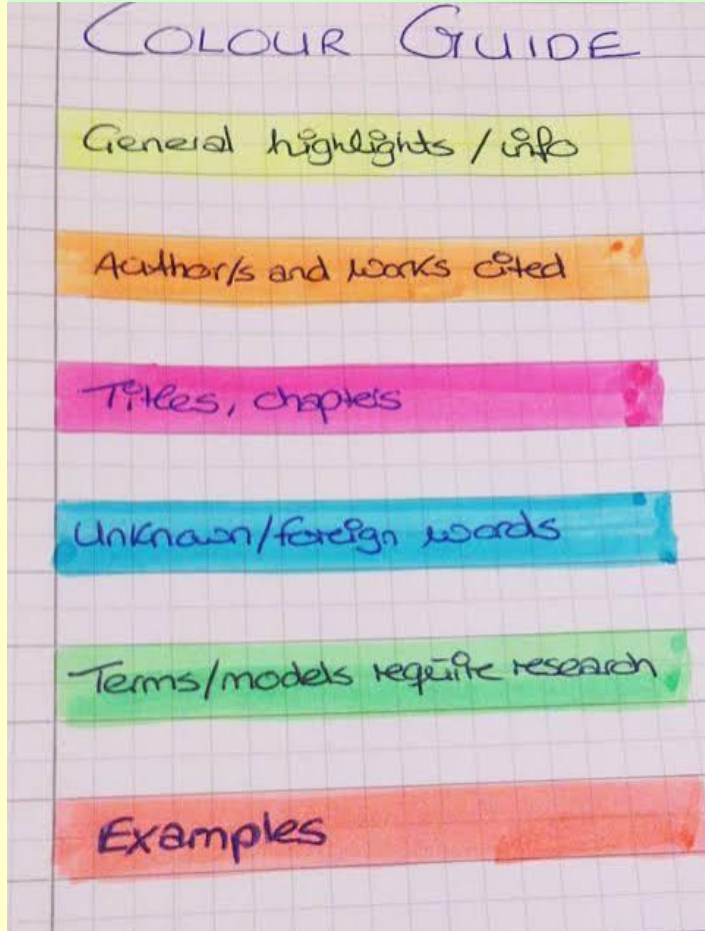
Learning Objectives.

At the end of this session, you should be able to:

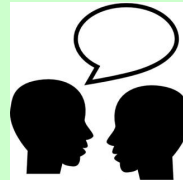
1. Discuss the value of highlighting work for revision
2. Evaluate the effectiveness of highlighting notes for revision
3. Select ideas to use colour as an active revision technique
4. Link how different colour resources can be used to revise

Colouring and highlighting notes.

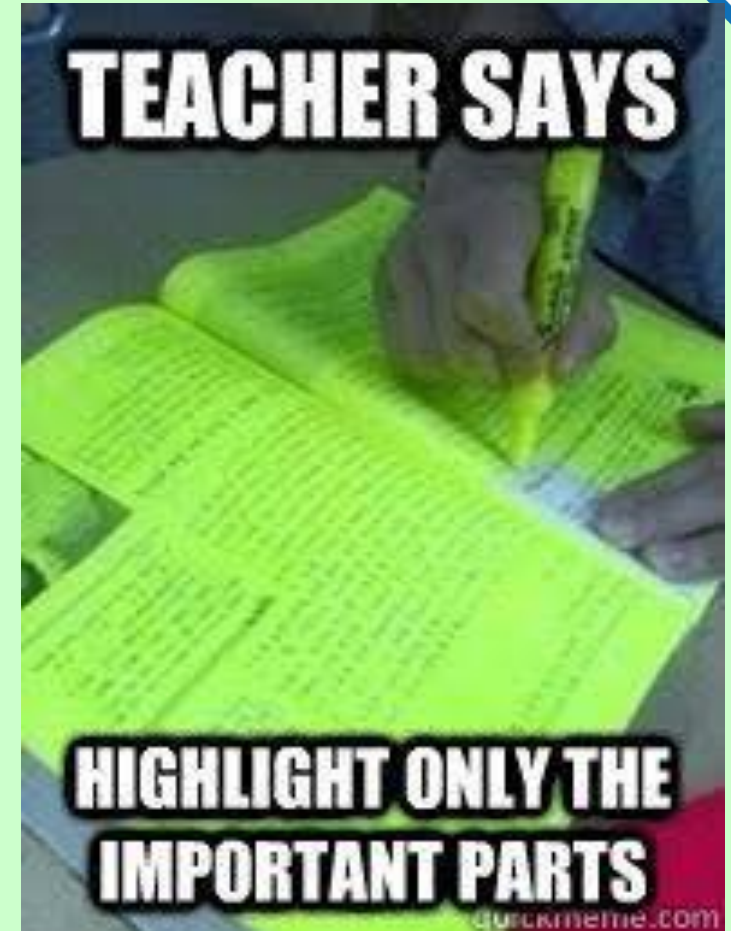
CONNECT



Look at both
images



Is highlighting your
notes a useful
revision activity?



L.O: Discuss the value of highlighting work for revision

Colouring and highlighting notes and work.



Identifying important facts, events and processes in text is a useful thing to do. However, the mind can become 'blind' to any highlighted work.

Initially, you have read through your notes and identified useful and important information. ***This is active revision.***

The next time you read through it, very little is recalled or even committed to memory. The brain thinks its memorised, this is not true.



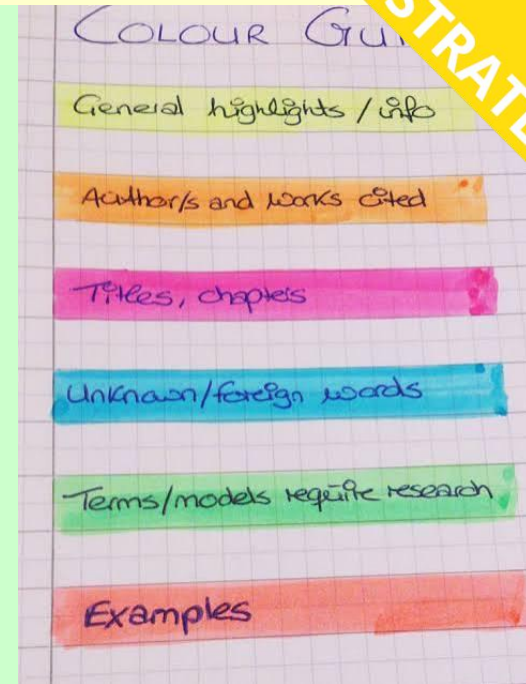
Colour coding information can be very useful for revision and further interactions with highlighted/coloured work are required.

Using colour coding and highlighting effectively.



Select which of the following you would do involving a colour code, or highlighting pen.

- ☐ Flash cards can be different colours for subjects and/or topics
- ☐ Highlight only key words in notes
- ☐ Create a colour code scheme for topics you are revising.
- ☐ Use a colour wheel to randomly select what you will revise for
- ☐ Use matching colour pens to write brain dumps for topics from your notes.
- ☐ Use matching colour pens to create Mind Maps for topics



L.O: Select ideas to use colour as an active revision technique

Random Revision Selector.



Look at the tables and pictures.

<i>Colour of flash card</i>	<i>Subject</i>
Red	R.E
Orange	Science
Yellow	English

<i>Colour of writing</i>	<i>Topic</i>
Green	Atomic Structure
Blue	Cells
Indigo	A Christmas Carol



The spinners are used to randomly select areas of study for revision.

Useful for:

- Having fun in study groups
- Selecting information with no bias to revise
- Revising topics within a subject



L.O: Link how different colour resources can be used to revise

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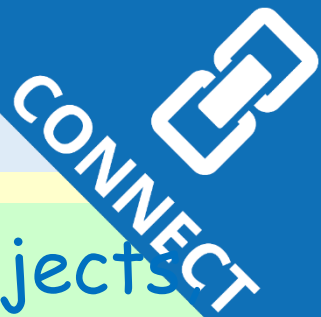
Lesson 04: Look and draw the equipment used.

Learning Objectives.

At the end of this session, you should be able to:

1. State subjects that have objects, artefacts, equipment to learn
2. Know to look, draw and write about items that you have to learn.
3. Use pictures of objects/artefacts and equipment to revise creatively

Equipment and objects.



1. Write a list of subjects where you must identify objects, artefacts and equipment.
2. Give an example for each subject (the first has been done for you).

<i>Subject</i>	<i>Object/ artefact/ equipment</i>
Science	Bunsen, tripod, heatproof mat



Draw an example of an object, artefact or piece of equipment

L.O: State subjects that have objects, artefacts, equipment to learn

Take a good look at equipment



Most subjects have things for you to view and/or use. You are expected to remember at least three things:

- Its name
- What it looks like
- The function (what it does or did)

To commit these to memory you can do the following:



Look at it. Try closing your eyes and see if you can picture it.



Sketch it, use a pencil and try to draw it.



Write about it and include: name, use, history, and what it looks like

L.O: Know to look, draw and write about items that you have to learn.

Revising with pictures...

DEMONSTRATE



You probably played memory games at Primary school. Create a series of flash card with objects/artefacts/equipment on them. Then play a game!

- Shuffle them and place face down on the table. Before you lift each card, state what you think it is. If correct, leave it facing up.
- Take turns in a group (family/friends) face up initially and then turn over. Do the same.
- Get a friend to select one who describes what it looks like, which you must then draw.

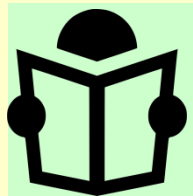


What else could you do to recall equipment/ objects/ artefacts?

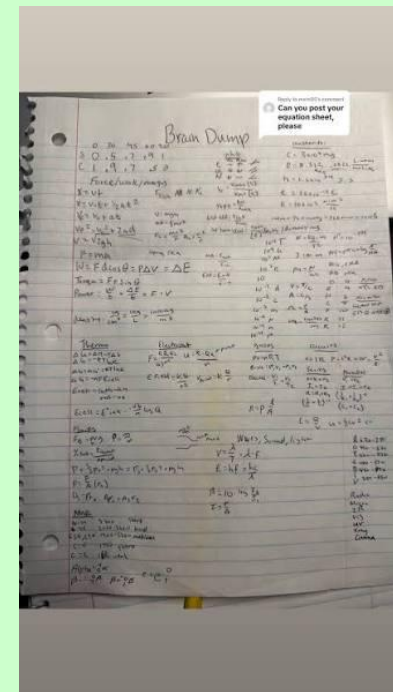
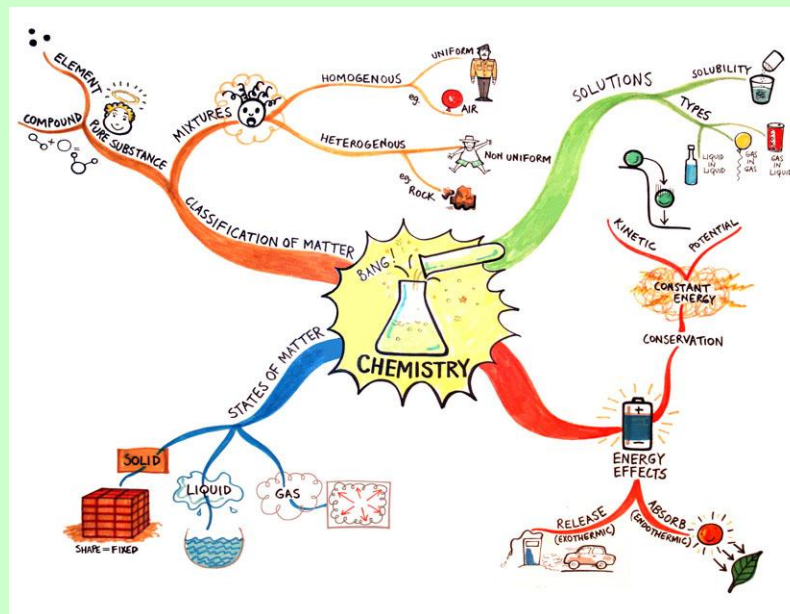
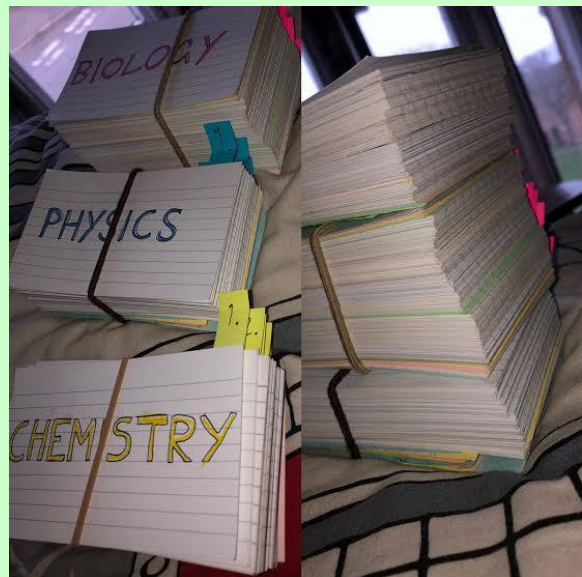
L.O: Use pictures of objects/artefacts and equipment to revise creatively

Linking information.

REVIEW



Once you know what an object/artefact/equipment looks like and all the information related to it; there's no reason not to include pictures in Flash Cards, Flash Cards, Brain Dumps.



L.O: Use pictures of objects/artefacts and equipment to revise creatively

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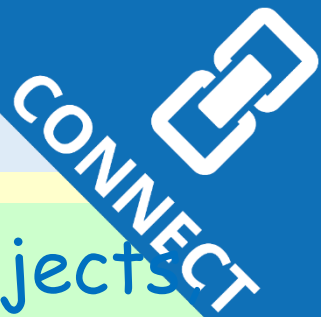
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DEMONSTRATE



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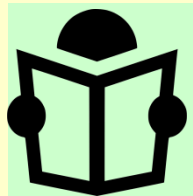


What else could you do to recall equipment/ objects/ artefacts?

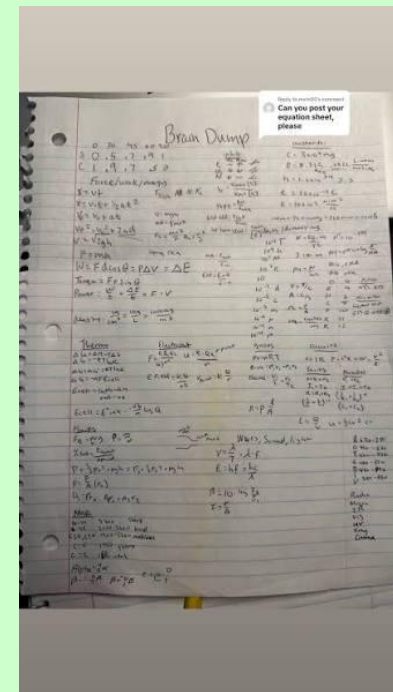
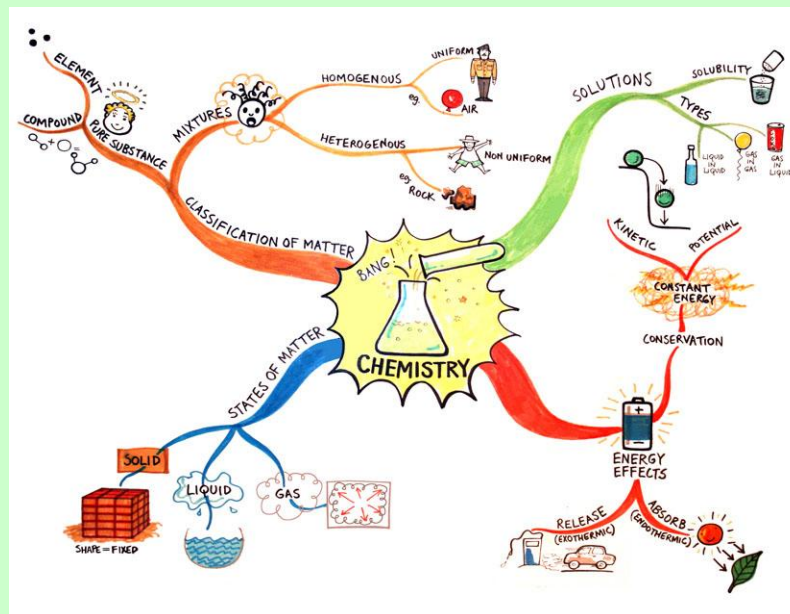
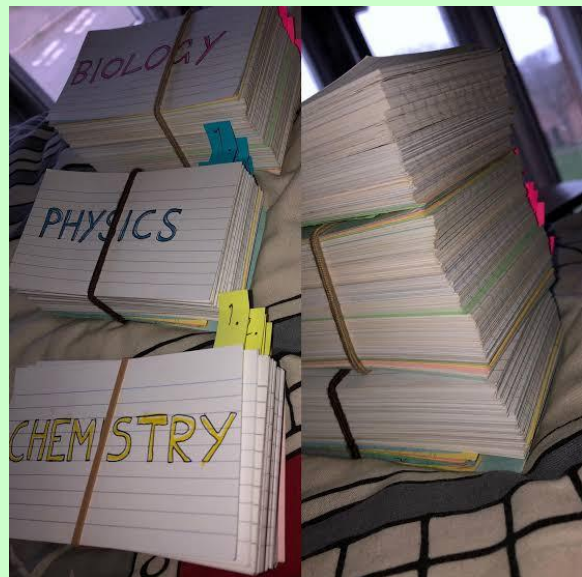
L.O: Use pictures of objects/artefacts and equipment to revise creatively

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L.O: Use pictures of objects/artefacts and equipment to revise creatively

Year: 11
Module: Self-Regulated
Learning.

Lesson 06: Study Groups

Learning Objectives.

At the end of this session, you should be able to:

1. Evaluate forming and working with others for revision
2. State positive traits for selecting people to study with
3. Consider practicalities of forming and working in study groups
4. Consider practicalities of forming and working in study groups

Study Buddies...

CONNECT



Some examinations require coursework and you need to demonstrate that you can work as part of a group. The ability to work as part of a group is an excellent skill to have.

Demonstrating the ability to work as part of a group or organise and lead a group will make a person very valuable in the workplace.



Evaluate the use of studying with friends.

<i>Advantages</i>	<i>Disadvantages</i>
• You can teach one another material • You can be held accountable for your actions, and inactions • Share revision resources • Develops leadership skills • Develops team skills	• Easily distracted by friends/gossip • Might fall out with friends • Their productive time may not match yours • You may be more/less focused than the friend(s)

L.O: Evaluate forming and working with others for revision

Selecting a 'Study Buddy'

GRASP



Share ideas and work together.



1. What traits do you have that would make you a good person to study with?
2. What would you look for in a person to study with?
3. What do you think the best thing about studying with someone is?
4. What do you think the greatest problem might be when studying with someone?

L.O: State positive traits for selecting people to study with

Team building for your study group.



Consider the following when selecting a study groups.

- ☐ People that stay on task
- ☐ Peoples that are self disciplined and focused on work
- ☐ Become a leader for the group, find out what others are doing.
- ☐ Don't revise what everyone else is. Revise what is needed for you as an individual not as a collective.
- ☐ People that can give feedback to one another
- ☐ People that can teach you and you them, develop a win-win situation.
- ☐ Not afraid to set time limits and stick to them.
- ☐ People that can de-brief the group.
- ☐ Find and work with people who do well in assessments and are organised
- ☐ Set targets with others and ensure accountability both ways.
- ☐ Same place on a regular basis
- ☐ Utilise time that you're most productive and focus within that time frame.
- ☐ Have different people around for different subjects.

L.O: Consider practicalities of forming and working in study groups

How to create a working study group.



Essentials for working in groups:

- A venue that everyone can get to easily and on time
- People that are dependable, they will turn up on time and with equipment.
- Everyone must be able to get along: be personable
- Have resources that can be used by all

Good practice for working:

- Work on the same subject, but different topics
- Set tasks for one another and then peer assess the work
- Be a good leader, and a good team player
- Swop roles regularly

L.O: Consider practicalities of forming and working in study groups

Year: 11

Module: Self-Regulated Learning.

Lesson 08: Revision around the house.

Learning Objectives.

At the end of this session, you should be able to:

1. Know why putting work on the fridge is more positive than you think
2. Consider the value of putting revision resources around the home
3. Give examples of what you can do in your home to aid your revision.

Revision around the home

CONNECT



The first time you took a piece of work home from school, your parents may have put it onto a fridge.

This is useful because:

- It praises your good work
- It is in a place that everyone in the house will see, often.
- Work is held on by magnets and can be changed over time



State how this can be used to help with your revision?



createdbyv.com

L.O: Know why putting work on the fridge is more positive than you think

With a little Blu Tack™ revise across the house



With a little BluTack™ you can attach diagrams, posters and flash cards around the home. There are places around the home that you will look everyday. If you pause at these places and read the information you have placed there, you can create a memory palace.



L.O: Consider the value of putting revision resources around the home

Revision around the home.

DEMONSTRATE



For each part of your home, think about what you could attach to a wall, door or even the fridge. Do add different areas on your table for your home.

<i>Place in the home.</i>	<i>Revision resource.</i>
Bedroom wall	
Toilet door	
Fridge	
Hallway	
Living room door	

L.O: Give examples of what you can do in your home to aid your revision.

Some examples.



<i>Place in the home.</i>	<i>Revision resource.</i>
Bedroom wall	Flash cards
Toilet door	Mind Map
Fridge	Diagram of equipment
Hallway	Mind Map
Living room door	4 different Mind Maps
Bathroom door	Mind Map
Bedroom door	Diagram of equipment.

L.O: Give examples of what you can do in your home to aid your revision.

Year: 11

Module: Self-Regulated Learning.

Lesson 9:
Using songs to memorise facts

Learning Objectives.

At the end of this session, you should be able to:

1. Recall lyrics from a song
2. Know that reading notes out loud and recording them can help with your oracy and your revision
3. Use a sounds to gain new information and memorise facts

Sing a song of...

CONNECT



Answer the following questions as quickly as you can:

1. Do you like music?
 2. What is your favourite type?
 3. Who is your favourite artist or band?
- What are the words to 'Twinkle, Twinkle Little Star?'



Write the words to 'Twinkle,
Twinkle Little Star?'



L.O: Recall lyrics from a song

Twinkle, Twinkle Little Star.



Self assess your answer:
Each word is 1 mark.
_____ /32



Let's hum/sing the
tune 😊



Songs, sound and memory.

GRASP



There are a wide range of apps available to record audio: Soundtrap; BandLab; Google Voicenote, Audacity, and Garage Band.

Using any of these apps, will allow you to record your voice, spoken or sung, to listen to as part of your revision.



Download an app then use it to record information from your exercise book or revision guide that you have read out loud.



BandLab®



Audacity®



(—) Soundtrap®



L.O: Know that reading notes out loud and recording them can help with your oracy and your revision

Information from an audio-visual source:

DEMONSTRATE



Here is an example of a song someone created to recall adaptations of a living organism.



1. Watch the video
2. Listen to the lyrics



3. Read the lyrics
4. Write down three facts about how a camel is adapted to survive in hot climates.



L.O: Use a sounds to gain new information and memorise facts

Better tracks than a jeep!!!



Self assess your work: a mark for each of the following:

- *Pads on the feet*
- *Thick fur on chest*
- *Hump on the back is filled with fat*
- *Long eyelashes*
- *Strong mouth and tongue*



Challenge:

Think of a song you know well? Try to rewrite the lyrics of the song and link it to a subject and topic that you have taken this year.



L.O: Use a sounds to gain new information and memorise facts

Year: 11

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Lesson 10: Using Videos to Revise.

Learning Objectives.

At the end of this session, you should be able to:

1. Understand why videos and observations are good revision strategies.
2. Identify useful and common videos for revision in different subjects
3. Describe how to use visual resources for effective revision

Watching Relevant Videos to Revise.



Humans learn astonishingly well by watching. Observing occurrences in nature and patterns have led to agriculture and medicines from plants.

Watching a video about a topic from a subject you are learning can add details that may have been missed.

There are several ways to use videos to aid with revision:

- Watch the video and write what you can recall afterwards
- Watch, pause and make notes on what you have seen
- Watch through once fully. Watch a second time, pausing to make notes.

L.O: Understand why videos and observations are good revision strategies.

What is available?

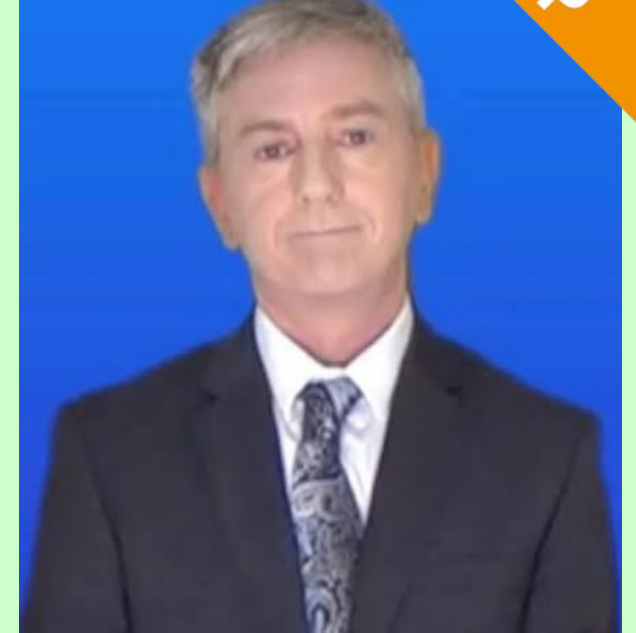
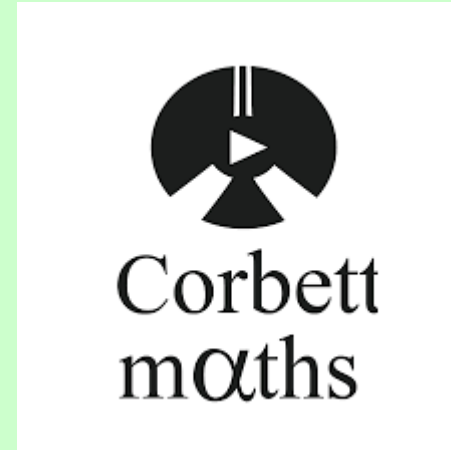
GRASP



There are plenty of places that videos for any course can be found.



Ask your subject teacher if there are any specific videos that could be watched at home that would help with the topic.



L.O: Identify useful and common videos for revision in different subjects

Use videos to create your own resources.

DEMONSTRATE 



Below is a method on how to use videos effectively.



Step 1: Watch the video fully and thoroughly at least once uninterrupted.



Step 2: Watch a second time, pause the video at key points and write down the information that is of interest and/or use.



Step 4: Read through the notes you have made, ensure that they are clear and that you can understand them



Step 5: Use your notes to create any of the following: Flash Cards; Mind Maps; Story Board; Brain Dump; Memory game for yourself and friends.

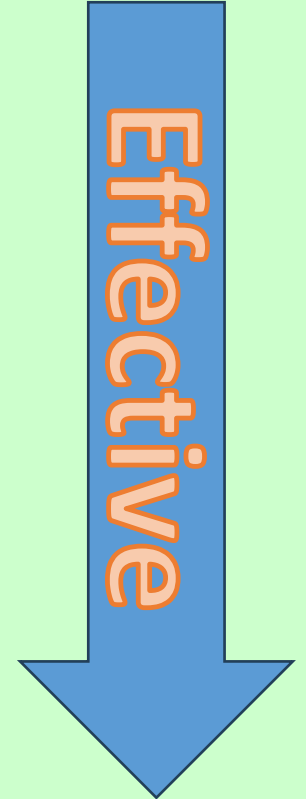
L.O: Describe how to use visual resources for effective revision

Developing your effective revision from videos.



- Watch videos related to the topic you are revising.
- Rewatch videos, and write useful and important information
- Rewatch video, self assess your notes. Make additions for any information missed.
- Use written information you have created to make Flash Cards
- Use written flash cards to create a Mind Map
- Use the Mind Map to write a Brain Dump
- Watch the video again and self-assess your Brain Dump.

Least



Most

L.O: Describe how to use visual resources for effective revision

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Lesson 11: Teaching Friends & Family.

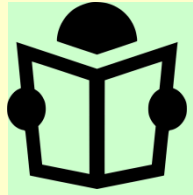
Learning Objectives.

At the end of this session, you should be able to:

1. Realise opportunities for revision and development in everyday situations.
2. Read suggestions on describing the events of the day
3. Know how to teach the adults in your life and how it benefits you

Teaching Friends & Family.

CONNECT



"How was school?" Is one of the most common questions asked by adults to their children, and grandchildren. Young people don't like the question and often don't really know what to say.

Little realising that by describing the day in some detail can really help with memory recall, and revision.



L.O: Realise opportunities for revision and development in everyday situations.

Tell them about your experience.



Here are some areas you can cover when asked: "How was your day?" or "How is school going?"

<i>How was your day?</i>	<i>How is school going?</i>
State the lessons you had, the teacher's names and what topic <i>you</i> did.	Tell them about your favourite subject. Add some detail about why you like it.
If you played a sport talk about it. Say if you felt you did well, or badly	Tell them about your least favourite subject. State what topic you are learning about
Give details of any practical work done in any subject over the day. Describe the equipment	Evaluate the last few days of school. Give details of positive and negative events in lessons.



L.O: Read suggestions on describing the events of the day

Teach them about your experience.

DEMONSTRATE



Teaching a friend, parent, sibling or anyone is one of the most effective ways to embed knowledge and skills. This is because you must effectively describe what you mean, and crucially, organise your thoughts in a meaningful way.



There are several ways you can do this:

- Talk about the facts, events and/or processes
- Use props to model ideas or equipment
- Draw or write down images to show what you mean, scrap paper, or the back of a receipt will be fine
- Use your phone to show a video that you found interesting, or that shows the point you are trying to get across.

L.O: Know how to teach the adults in your life and how it benefits you

What do you gain?



By telling people in detail about your day and then teaching them about the things you found interesting, exciting or even useful, you will find the following:

1. Your memory about the subject and topic will get better
2. You will perform better in end of topic assessments as you will recall conversations about lessons from earlier in the term.
3. Your relationship with the adult that ask, "How was your day?" or "How is school going?" will improve significantly.
4. You will find that you can organise your thoughts and ideas better and so be able to communicate more coherently and confidently.

L.O: Know how to teach the adults in your life and how it benefits you

Year: 11
Module: Self-Regulated
Learning.

Lesson 12: Using Study Apps

Learning Objectives.

At the end of this session, you should be able to:

1. Understand why revision guides are a useful resource.
2. Consider the number of revision apps and websites available.
3. Evaluate the best app or website to use as revision

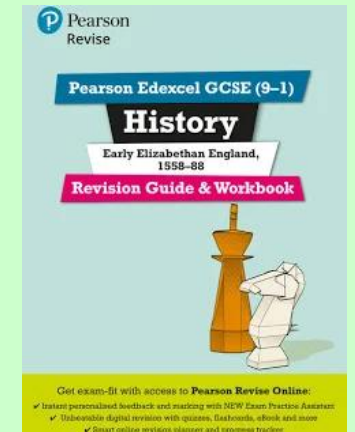
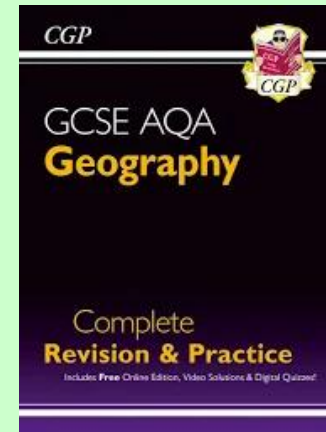
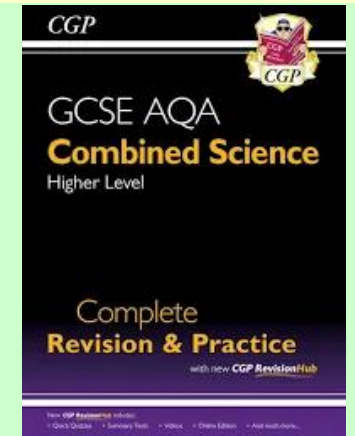
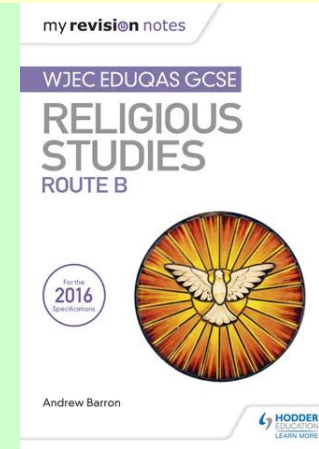
Buyable and downloadable resources.

CONNECT



Parents love to buy a book for their children who are studying. A revision guide and workbook are robust resources with information and tasks to complete.

Sadly, the student of today prefers digital learning. Although written books are more effective as a revision aid, apps and downloadable content is a preference.

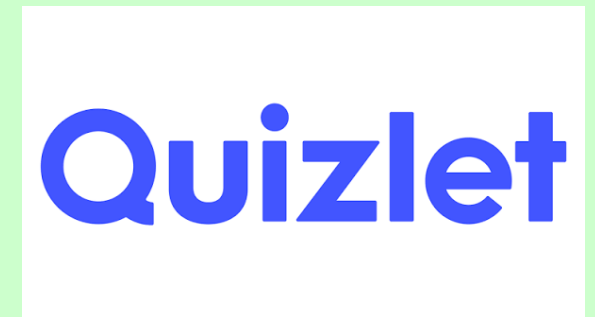


L.O: Understand why revision guides are a useful resource.

Apps and websites.



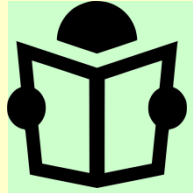
- Studysmarter (graduate hat)
- BBC Bitesize
- Quizlet
- Adapt
- Exam countdown (purple/blue)
- Seneca
- Sparx
- Educake
- Physics & Maths Tutor



L.O: Consider the number of revision apps and websites available.

Which is the best one to use?

DEMONSTRATE



Which is the best app or site to use is very subjective. So here are somethings to consider when selecting one.

Cost:

Are there any costs associated with downloading the app. Are 'in app purchases' a thing?

Usability:

Is it easy to navigate? Can you get information that is relevant to the material that is examined? Is the app regularly updated, and is it available across platforms? Do you need different apps for different subjects?

Self discipline:

Can you use your phone or tablet and not be distracted with games or other content that you will go to for hours?

L.O: Evaluate the best app or website to use as revision

So, which is the best?



The best type of revision should have the following strands:

1. It is effective! When you complete self-assessments, you can see improvement independently.
2. Techniques can be used across disciplines easily. The revision you are completing works for you in history as well as science
3. You come back to it! Whatever you use is not boring for you and you can see (or feel) improvements over time. If no progress is being made, change what you are doing!
4. You become confident with any assessment that happens. Whether it is a spot test, or end of topic.

L.O: Evaluate the best app or website to use as revision

Year: 11

Module: Self-Regulated Learning.

Lesson 13: How to create flash cards

Learning Objectives.

At the end of this session, you should be able to:

1. Know how Flash Cards are set out.
2. Know that flash cards can be used for maths as well as all other subjects
3. Observe handwritten flash cards

Flash cards.



- Flash cards are post card sized pieces of card.
- They contain 'bitesize' pieces of information, and they are used to learn facts or equations by G.C.S.E; A-level; and University students.

FRONT

BACK

1

Information here

1

Question here (information is the answer)

Any fact you wish...

GRASP



Write any fact you know on the front

Write a question on the back (the information on the front is the answer)

FRONT

1

Describe how to convert a fraction to a percentage.

BACK

1

Converting a fraction to a percentage.
Fractions are a division: $\frac{1}{2}$ is the same as 1 divided by 2. The result is a decimal = 0.5
Multiply the decimal by 100 and you have the percentage.

L.O: Know that flash cards can be used for maths as well as all other subjects

Flash cards!

GRASP



Look at the image.



Write as much as you can about the picture.



What do you think is written on the opposite side of these cards?

Calculating %: ① 100% is the max total available - when describing values of different thing.
 $\% = \frac{\text{Value given}}{\text{Max value given}} \times 100$
Example 1: Callum got 17 in a test out of 23. Calculate his score as a percentage.

$$\frac{17}{23} \times 100 = 73.91\%$$

A Fraction!! and a division

Converting fractions to % ② All fractions are a division. $\therefore$ multiply by 100!

$$\frac{3}{8} = 3 \div 8 \times 100 = 37.5\%$$

Converting Percentages to Fractions.

$$37.5 = \frac{375}{1000} \rightarrow \frac{15}{40} \xrightarrow{\div 5} \frac{3}{8}$$

↑ moved p. RIGHT
1st $\div 25$ (HCF)
2nd $\div 5$

Calculate % of values. ③

① Make the % into a decimal e.g. $36\% \div 100 = 0.36$.

② Multiply the decimal by the value asked. Eg. Calculate 36% of £5.97.

$$\begin{aligned} \text{① } 36\% \div 100 &= 0.36 & \text{then } \text{② } 0.36 \times 5.97 &= 2.1492 \\ & & &= \underline{\underline{\pounds 2.1492}} \end{aligned}$$

~~2.1492~~

Express a change in value as a % ④

Paul buys a coat for £5 and sells it to Ben for £10.00. Calculate the profit as a %.

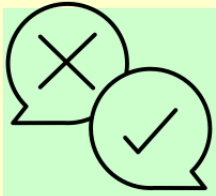
① Calculate difference = End - start = £10 - £5 = £5

② Divide the difference by the starting value...

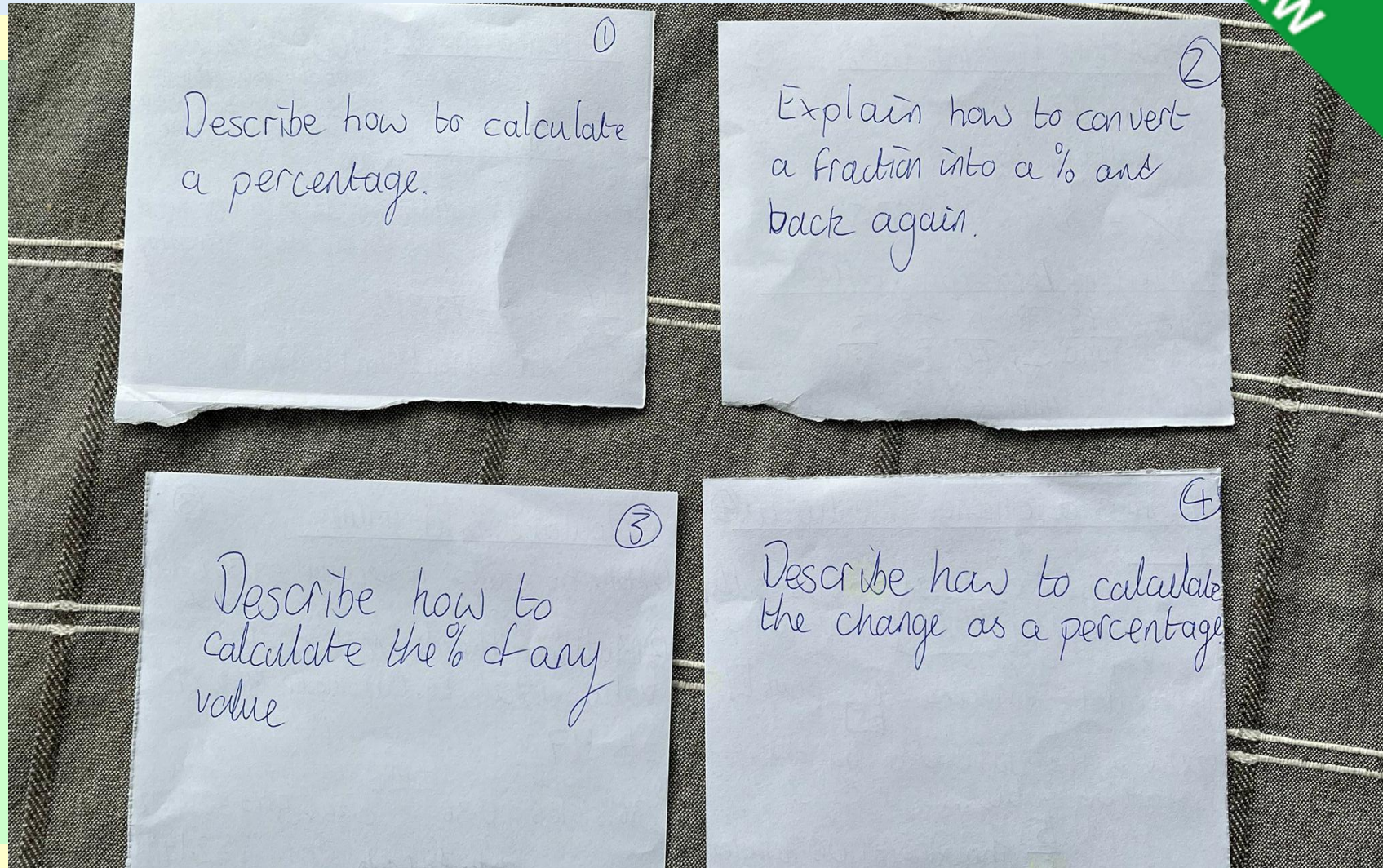
$$\frac{5}{5} \text{ Then } \times 100 = 100\% \text{ increase}$$

L.O: Observe handwritten flash cards

Flash Cards.



- These are maths flash cards
- They relate to fractions and percentages
- They are numbered
- They have a question on the back of them
- The information on the front is the answer to the question.



Year: 11
Module: Self-Regulated
Learning.

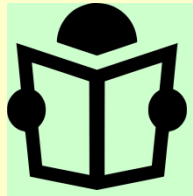
Lesson 14: Mind Maps

Learning Objectives.

At the end of this session, you should be able to:

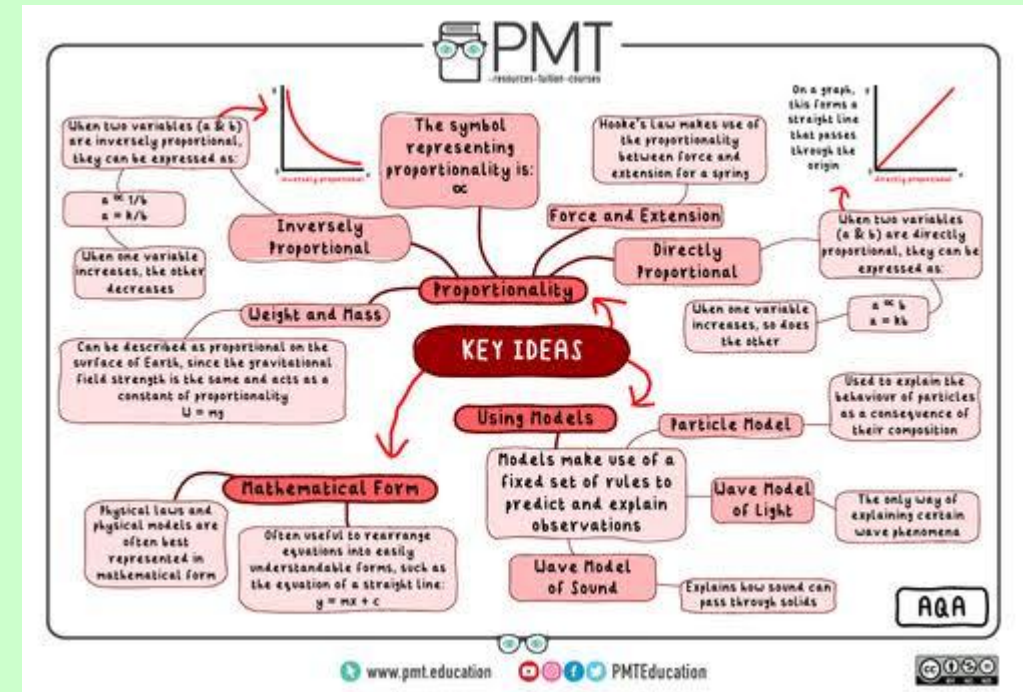
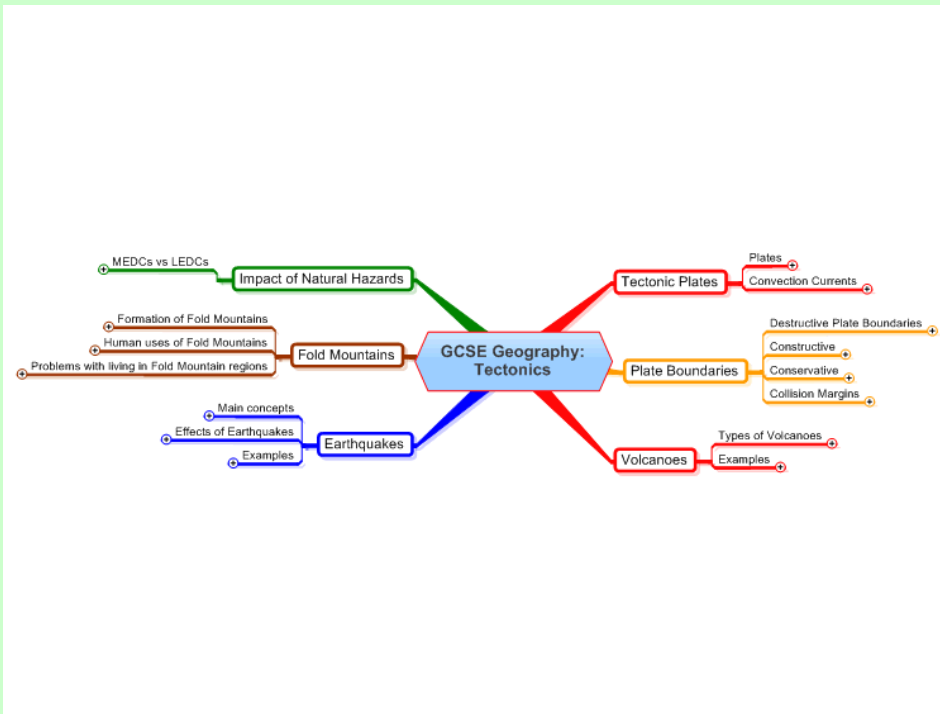
- Know how to use create and use mind map
- Use a Mind Map Template
- Know how to use mind maps and the clock technique

Mind Maps.



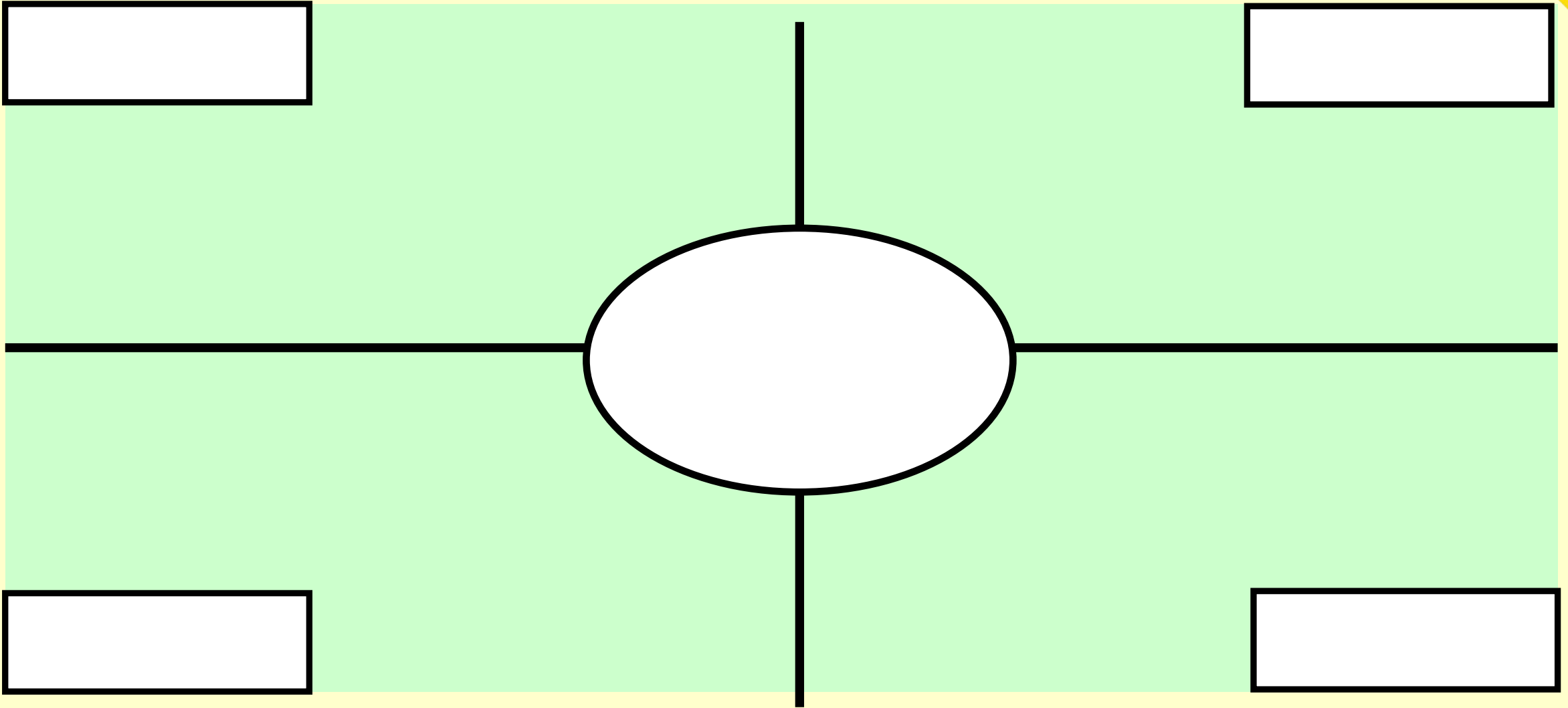
Mind Maps are posters that allow ideas and concepts to be shown and linked together. They can be used for any subject and include diagrams.

CONNECT



L.O: Know how to use create and use mind map

Simple Mind Map Template.



L.O: Use a Mind Map Template

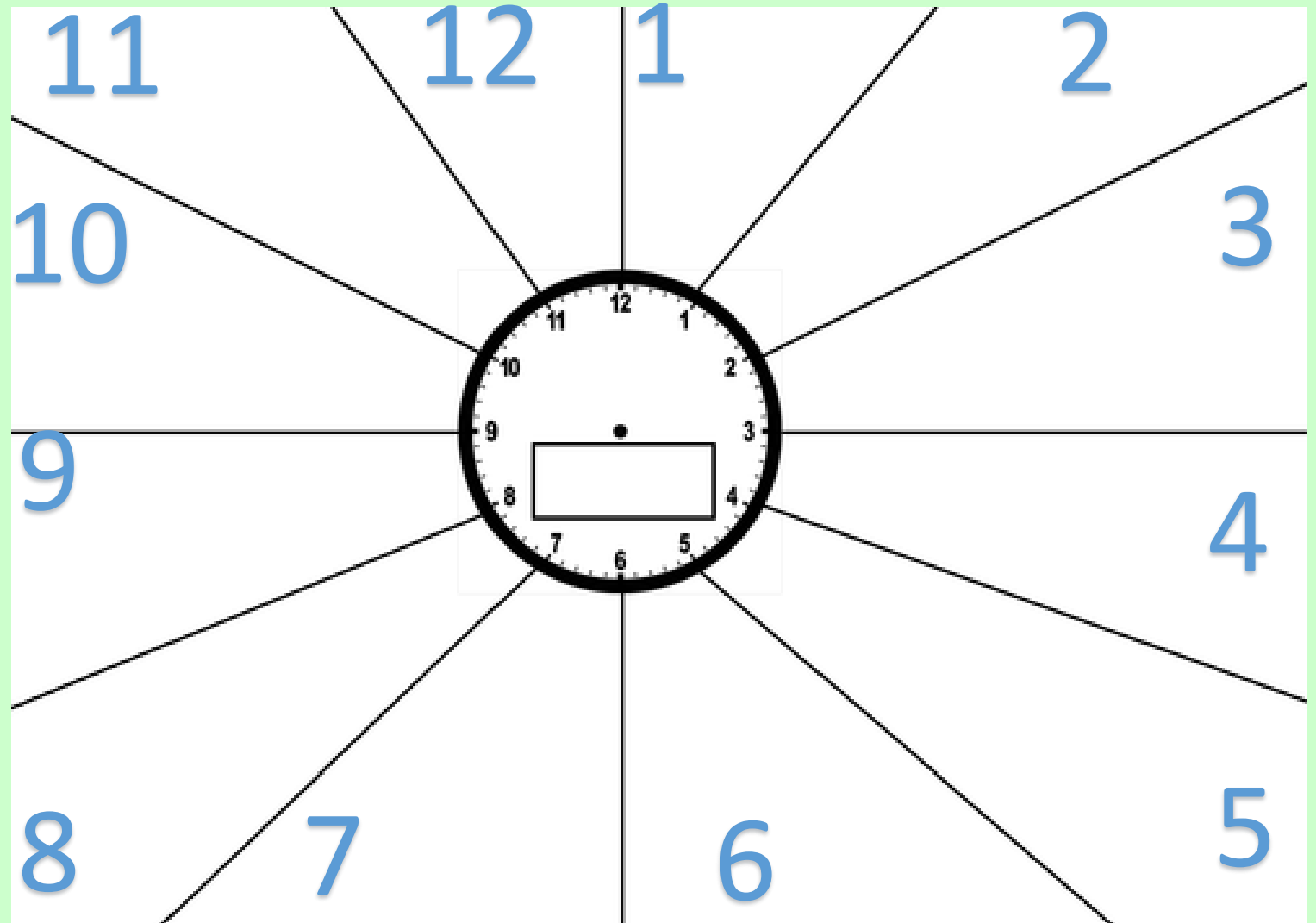
The clock method

DEMONSTRATE



Select a subject and a topic.
E.g. Biology:
animal and plant
cells.

1. In each section we write a few key words or facts.
2. Then add more detail to your mind map.



L.O: Know how to use mind maps and the clock technique

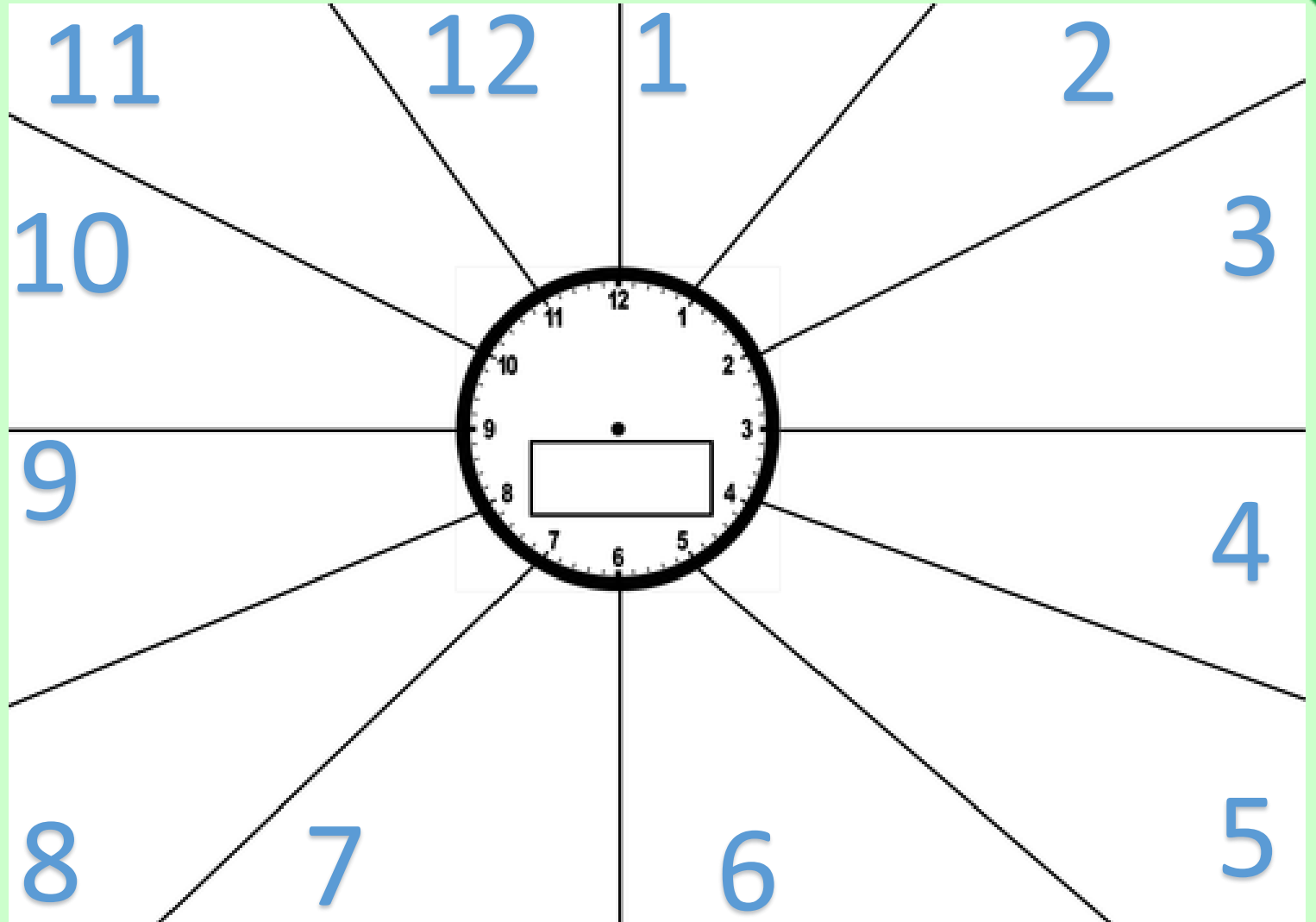
The clock method to free writing.



Use the key words you have written to write a paragraph that links the information together.

This technique is perfect for:

- English
- Geography
- History
- R.E.
- Biology



L.O: Know how to use mind maps and the clock technique

Year: 11
Module: Self-Regulated
Learning.

Lesson 15: Brain Dumps

Learning Objectives.

At the end of this session, you should be able to:

1. Know what a Brain Dump is and evaluate their use
2. Describe the steps on how to write a Brain Dump
3. Plan a Brain Dump for a specific topic using a format.

Brain Dump



A brain dump is when you write down everything you can remember about a subject. The writing does not need to be in any order, as it is **not** an essay or a report.

You can, and should, include labelled diagrams if related to the topic.

<i>Advantages</i>	<i>Disadvantages</i>
• They organise your thoughts for a topic • Develop your thinking and processing skills for knowledge, skills, and ideas • They develop all reading and writing skills you have, such as spelling; punctuation and grammar; reading aloud • It ensures your brain includes more details in that area of revision and develops your memory. • You really understand how good/bad your written communication skills are	• Take a long time to complete • Doesn't 'feel' like a productive use of revision time. • They are boring to do • Students with poor written communication skills shy away from them

L.O: Know what a Brain Dump is and evaluate their use

Writing a Brain Dump.



How to create a Brain Dump

- Write a list of key words for the topic or subject
- Get lined paper and black or blue pens.
- Use the list of key words to start writing. Whatever comes into your mind from those key words, you write down and add as much detail as possible.
- When you have completed a Brain Dump, read it out loud and make spelling, punctuation and grammatical changes if required.

After your Brain Dump you could:

- Rewrite the Brain Dump as an essay that is of good quality to read.
- Create flash cards, or summarise it into a mind map.

Other advice:

- Do not worry about spelling, punctuation, and grammar in the first instance.
- Do not worry about the quality of your handwriting in the first draft

GRASP



L.O: Describe the steps on how to write a Brain Dump

Creating a Brain Dump

DEMONSTRATE



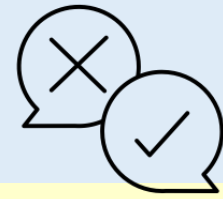
Using a table like the one below can help you create a Brain Dump. Notice the format of the table: Topic; Key Words; and General Info.



<u>Cells, tissues and organs</u>	
<u>Key words:</u> Cells Animal cell Plant cell Cytoplasm Nucleus Cell membrane Cell Wall Vacuole Chloroplasts Mitochondria Specialised cells Sperm cell Egg cell Epithelial Cell Nerve Cell Tissue Muscle Organs Organ systems Respiration	<u>General info:</u> All living things are made of cells. There are two main types of cells (at KS3): animal cell and plant cells. A group of cells working together is called a tissue. Groups of tissues working together are called an organ. Groups of organs that work together are called organ systems.

L.O: Plan a Brain Dump for a specific topic using a format.

What did you manage to get?



Self assess

REVIEW

All living things are made of cells and there are two main types of cell (at KS3): animal and plant cells. Both type of cells contain a nucleus, cytoplasm, cell membrane and mitochondria. The nucleus contains genetic information and controls the function of the cell. The mitochondria releases energy within the cell using respiration.

The plant cells have a cell wall, vacuole and chloroplasts. The cell wall gives the cell a structure and the chloroplasts are green as they contain chlorophyll. This is where photosynthesis takes place.

A group of cells working together form a tissue. Muscle cells work together to form muscle tissue. Making up our muscular system as humans. Cardiac muscle tissue work together to form the heart. The heart is an organ and like all organs, are formed from groups of tissues working together.

The heart is attached to the lungs and ensures that blood can flow effectively from the lungs to the heart and then to the body (and back). As there are multiple organs working together, this is an organ system.

L.O: Observe a Brain Dump from the format shown

Year: 11

Module: Self-Regulated Learning.

Lesson 16: Past Examination Papers.

Learning Objectives.

At the end of this session, you should be able to:

1. Describe the use of past examination papers and how to obtain them
2. Understand that Examination Body Websites also have free past examination papers available.
3. Know how use Past Examination Papers with revision techniques

Past Examination Papers.



For Key Stage 2 SATs Teachers give Year 6 Students lots of examination practice. This is very useful for developing examination technique and helps with some subject knowledge development.

Finding past examination papers is easy:

- The examination body's website
- Physics & Maths Tutor
- Seneca
- Educake
- Your teachers

Links to Websites.

GRASP



The next few slides show how to use Physics & Maths Tutor to get Past Examination Questions.



L.O: Understand that Examination Body Websites also have free past examination papers available.



CONTACT

PMT Education's advice blogs for students, parents and teachers.

[Send feedback](#)

Revision Courses

Courses for GCSEs, A-levels and University Admissions

Revision

Revision notes, key points, worksheets and questions by topic from past papers

PMT Education Blog

PMT Education's advice blogs for students, parents and teachers.

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Past GCSE/IGCSE and A-level papers

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Online Year 12 and Year 13 A Level Chemistry Courses

- **Year 12 Recap Courses:** Two-day online courses for AQA and OCR (A) on 28-29th May. Consolidate your Year 12 learning and prepare for the step up to Year 13. [Learn more!](#)
- **Year 13 Exam Technique Courses:** Boost your exam performance with our one-day courses for AQA and OCR (A) on 26th & 30th May. Refine exam technique and maximise marks. [Book now!](#)

For each of the exam boards below, there are revision notes, factsheets, questions from past exam papers separated by topic and videos.

GCSEs & IGCSEs

AQA

CAIE

Edexcel

OCR A

Eduqas

Edexcel
(IGCSE)

OCR B

WJEC



Paper 1

Topic 1:
Atomic Structure and the Periodic Table

Topic 2:
Bonding, Structure and the Properties of Matter

Topic 3:
Quantitative Chemistry

Topic 4:
Chemical Changes

Topic 5:
Energy Changes

Paper 2

Topic 6:
The Rate and Extent of Chemical Change

Topic 7:
Organic Chemistry

Topic 8:
Chemical Analysis

Topic 9:
Chemistry of the Atmosphere

Topic 10:
Using Resources

This topic is included in [Paper 1](#) for GCSE AQA Chemistry.

Notes

- [Definitions](#)
- [Flashcards](#)

Summary Notes

- [1.1. A simple model of the atom, symbols, relative atomic mass, electronic charge and isotopes](#)
- [1.2. The periodic table](#)
- [1.3. Properties of transition metals](#)

Mind Maps

- [1.1. A Simple Model of the Atom, Symbols, Relative Atomic Mass, Electronic Charge and Isotopes](#)
- [1.2. The Periodic Table](#)
- [1.3. Properties of Transition Metals](#)

Questions by Topic

2018-2021 papers

- [1.1 A Simple Atomic Model MS](#)
- [1.1 A Simple Atomic Model QP](#)
- [1.2 The Periodic Table MS](#)
- [1.2 The Periodic Table QP](#)
- [1.3 Properties of Transition Metals MS \(separate only\)](#)
- [1.3 Properties of Transition Metals QP \(separate only\)](#)

pre-2018 papers

Questions selected for the current specification

- [1.1 A Simple Atomic Model 1 MS](#)
- [1.1 A Simple Atomic Model 1 QP](#)
- [1.1 A Simple Atomic Model 2 MS](#)
- [1.1 A Simple Atomic Model 2 QP](#)

GRASP

**AQA Chemistry GCSE - A Simple Atomic Model***PhysicsAndMathsTutor.com*

Questions are for both separate science and combined science students unless indicated in the question

Q1.

This question is about elements, compounds and mixtures.

- (a) Substance **A** contains only one type of atom.

Substance **A** does **not** conduct electricity.

Which type of substance is **A**?

Tick (✓) **one** box.

Compound

☐

Metallic element

☐

Mixture

☐

Non-metallic element

☐



AQA Chemistry GCSE - A Simple Atomic Model

PhysicsAndMathsTutor.com

Mark schemes

Q1.

- (a) non-metallic element 1
- (b) compound 1
- (c) noble gases 1
- (d) the boiling points increase down the group 1
- (e) atoms 1
- (f) XO_2 1
- (g) $(2.8)^2 \times 6$ 1
 $= 47.04$ 1

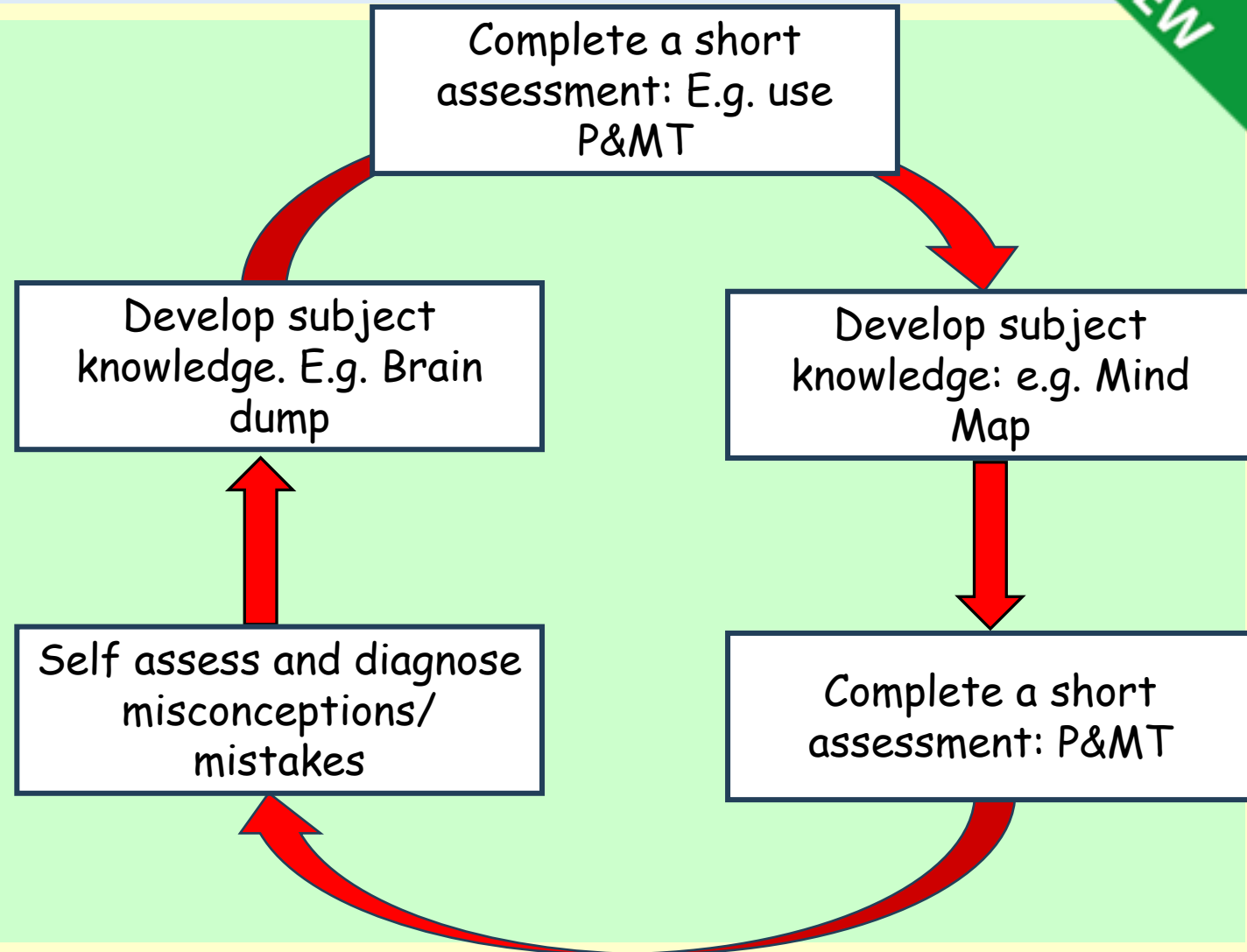
Tips for using Past Examination Papers.



Past Examination Papers should be used wisely and not as the only source of revision you do.

Observe the Revision-Practice cycle and use the questions appropriately.

N.B. If you use a full examination paper to practice exam, do so in exam conditions (silence and give the full time given)



L.O: Know how use Past Examination Papers with revision techniques

Year: 11
Module: Self-Regulated
Learning.

Lesson 17: Rhymes and Phrases

Learning Objectives.

At the end of this session, you should be able to:

1. Describe how rhymes and phrases can be used in revision.
2. Distinguish the difference between a rhyme and a phrase for memorisation.
3. Know how to write a rhyme and a phrase for revision purposes.
4. Identify examples of mnemonics as memorable phrases

Rhymes and Phrases.

CONNECT



The poems shown have a rhyme and melody that makes them easily memorable.

Both have historical significance and so can form a basic understanding of using rhymes to aid memory



Try writing the second part to either of the poems.
Write a poem that you can remember due to the rhyming nature of it.

Ring-a-Ring O' Roses

Ring a ring o' roses,
A pocketful of posies,
A-tishoo! A-tishoo!
We all fall down.



*Remember, Remember
The Fifth of November
Gunpowder, Treason & Plot
We see no Reason
Why Gunpowder Treason
Should ever be Forgot.*

L.O: Describe how rhymes and phrases can be used in revision.

Rhymes and Phrases.



Rhymes:

Rhymes are a repetition of identical or similar sounding words that complete a sentence. Using a rhyme adds a musical element to your writing (and revision). This tends to make the writing more memorable and "catchy".

Phrases:

Phrases are sentences that can link ideas together. Another word for this is a mnemonic. Consider the phrase:

My Very Easy Method Just Speeds Up Naming Planets
Each letter is the name of a planet in the solar system

GRASP



L.O: Distinguish the difference between a rhyme and a phrase for memorisation.

The importance of key words and terms.

DEMONSTRATE



To make the best use of rhyming or mnemonics, you **must** have all the key words and terms available for the topic. If you do not have them somewhere readily available, create a list of them for every topic.



How to write a rhyme:

Step 1: Write all the key words and terms.

Step 2: Link all the similar sounding key words and terms together

Step 3: Create a memorable rhyme



How to write a mnemonic:

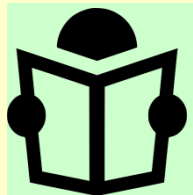
Step 1: Link key words together in an order that is appropriate for the topic

Step 2: Select the first letter from each word

Step 3: Write a phrase using the first letter of each word.

L.O: Know how to write a rhyme and a phrase for revision purposes.

Mnemonics.



Mnemonics (phrases) may be one of the most useful ways of memorising things in order.

The more you create, the better you will get, and more information will be retained.

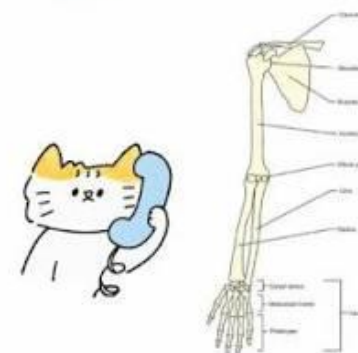
N.B. You will need to revisit each of them to keep them fresh in your mind.

How to remember the Reactivity Series?

Please	Potassium	Most reactive ↑ Least reactive
Stop	Sodium	
Calling	Calcium	
Me	Magnesium	
A	Aluminium	
Careless	(Carbon)	
Zebra	Zinc	
Instead	Iron	
Try	Tin	
Learning	Lead	
How	(Hydrogen)	
Copper	Copper	
Saves	Silver	
Gold	Gold	

Bones of upper limb

H	ow	Humerus
R		Radius
U		Ulna
C	all	Carpal bones
M	e	Metacarpal bones
P	lease	Phalanges



L.O: Identify examples of mnemonics as memorable phrases