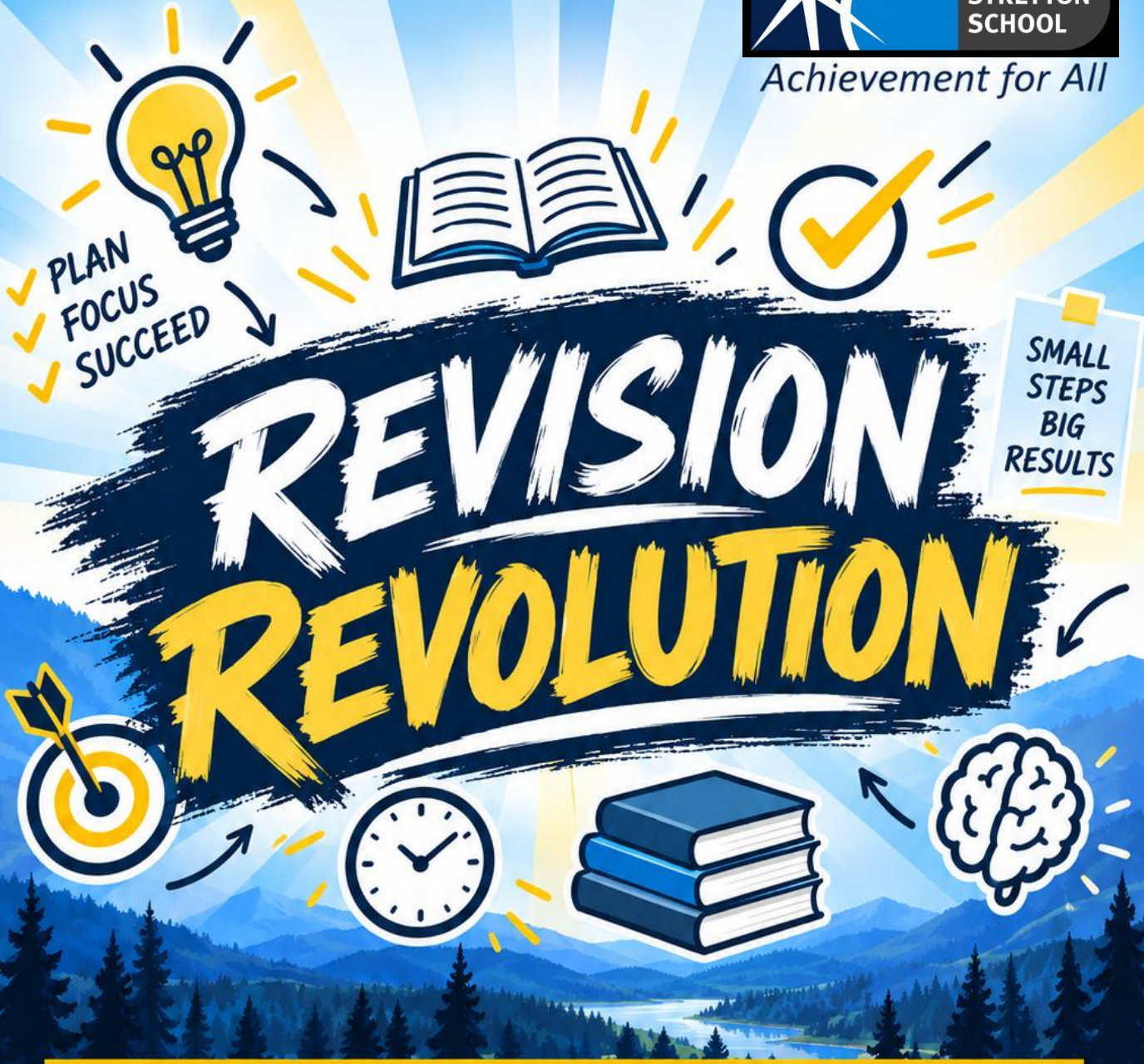




Year 11 Mock Information Evening



Belonging



Ambition



Resilience

Contents

All revision strategies in this booklet will help with one or more of the following techniques:



SUMMARISE

reducing large amounts of information about a topic down to the key essential points.



MEMORISE

taking steps to try to store the information in your mind.



RETRIEVE

taking opportunities to recall information to strengthen long-term memory.



APPLY

testing what you have remembered and developing skills through practice.



REVIEW

carefully assessing what you have remembered and what you still need to master.



SUMMARISE

MEMORISE

RETRIEVE

APPLY

REVIEW



The science of learning

In recent years, there has been lots of research around the science of learning and how we learn and retain information.



In summary, what do we know about memory?

1

Forgetting is completely natural.

Research has shown that over time you forget a majority of what you've learnt, and it happens immediately.

2

Information, if not **revisited**, is 'lost' from our memory.

3

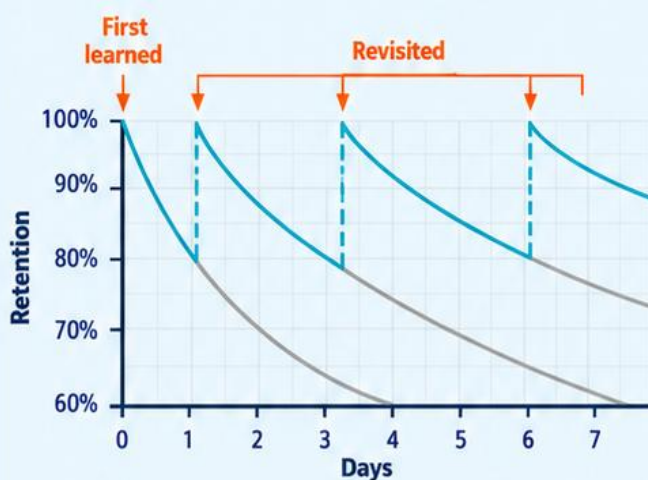
Consistent practice and revisiting previous material strengthen memory and boosts learning.

4

Our **working memory** is **finite** and limited, so overloading this or cramming for revision doesn't work.

The forgetting curve

Typical forgetting curve for newly learned information

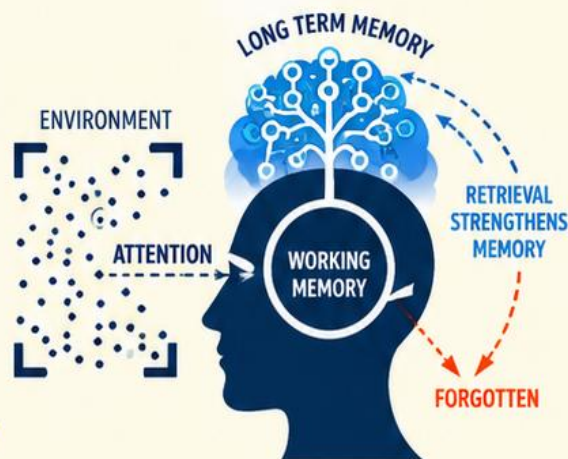


Each time you revisit information, you strengthen your memory and the rate of forgetting decreases.



Essentially, with memory, it's **use it or lose it!**

- We know examinations place huge cognitive demands on pupils and require the retrieval of large bodies of knowledge from long-term memory.
- But, according to the cognitive psychologist, Dan Willingham, more progress has been made in our understanding of **cognitive science** in the last five years than in the previous two and half thousand years.
- That means, after lots of research, we now have an evidence-informed understanding of the **most effective revision strategies**. These strategies will strengthen memory and improve retrieval (*very helpful in exams*).



Creating the right environment for revision



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Where you study can make a big difference to how well you can focus and remember information. A good environment helps you to concentrate, reduce distractions and make the most of your time.

1

Set up a quiet, dedicated study space

Find a space where you can work without interruptions. It doesn't need to be a separate room – just a consistent spot with a clear surface.



2

Reduce distractions

Turn off notifications or put your phone out of reach during study sessions. Short, focused bursts of work are more effective than constant interruptions.



3

Provide good lighting

Natural light is ideal. If that's not possible, use a bright desk lamp to reduce eye strain and help you stay alert and focused.



4

Ensure a comfortable workspace

Use a chair that supports good posture and a desk at a suitable height. Being comfortable helps you work for longer.



5

Consider background noise carefully

Some people focus better with quiet instrumental music, while others need silence. Try different options to see what works best for you.



6

Keep water and healthy snacks nearby

Stay hydrated and have healthy snacks (e.g. fruit, nuts) to help maintain concentration and avoid unnecessary breaks.



7

Keep your space tidy and organised

A clear desk can support a clear mind. Spend a few minutes tidying before each session so you can focus on your work.



8

Maintain a comfortable temperature

A room that is too hot or too cold can make it harder to concentrate, so aim for a balanced, comfortable environment.



9

Remove unnecessary gadgets

Only keep what you need for the task. Extra devices can quickly become distractions.



10

Display a clear plan or goals

A visible revision timetable or checklist can help you stay on track and feel a sense of progress and achievement.



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Knowledge Organisers

Knowledge organisers contain a **summary** of the **facts and key knowledge** of a topic which can be used for memorising, testing, and reviewing knowledge.



You can find subject knowledge organisers on the school website under **Curriculum → Subjects**.



Use the **20-minute Knowledge Organisers plan**:

1

3 minutes



READ

Spend **3 minutes** reading and re-reading the section of the knowledge organiser.

2

2 minutes



RECALL

Spend 2 minutes trying to recall the information in your head or say it out loud. You could ask yourself 'how' and 'why' questions. This is called '**Elaboration**'.

3

10 minutes



WRITE

Put your knowledge organiser away and write out the topic and answers relevant to the information – spend about 10 minutes on your Qs and As.

4

5 minutes



CHECK

Spend the last 5 minutes checking your answers by looking again at the knowledge organiser and writing any corrections in a green pen.

1

Memorise it.

Read a section of your knowledge organisers. Repeat to yourself from memory until you think you have got it right.



2

Cover it up.

Put your knowledge organiser away so you cannot copy it. This will mean that your brain will have to work harder, meaning it is more likely to stay in your long-term memory.



3

Write it down.

Get a blank sheet/notebook and write out what you can remember. Even if you are finding it difficult, do not look back at your knowledge organiser but think hard and challenge yourself to recall. You can date it and compare with other attempts in the future.



4

Check it.

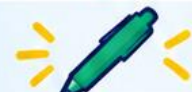
Refer to your knowledge organisers and check your work against it.



5

Correct it.

Make corrections using a green pen and continue this process until you can recall the information.



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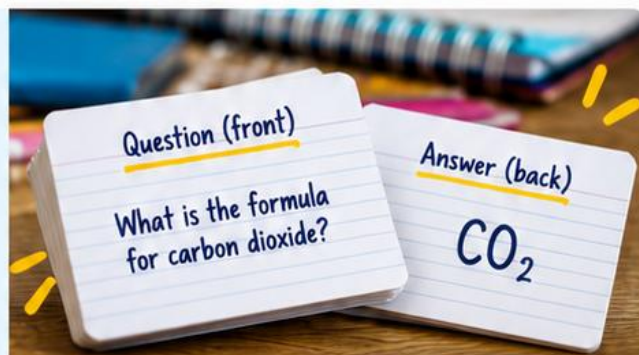
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Flashcards



Flashcards can help you **memorise facts quickly** and build **strong recall**.

By testing yourself regularly, you practise the same information **over and over again** – and as we know, practice makes perfect!



How to use flashcards

1 Make your flashcards



- Write a question on one side and the answer on the other.
- Keep them clear and straight to the point.
- Use key terms, dates, processes, diagrams or definitions.

2 Test yourself



- Look at the question and try to recall the answer.
- Turn the card over to check.
- Be honest – struggle is good! It means your brain is working harder.

3 Keep practising



- Go through your cards regularly.
- Focus on the cards you find most difficult.
- Use short, frequent sessions rather than cramming.
- Use drawings or simple diagrams where helpful.

4 Review and improve



- Put cards you get right to one side and keep practising the tricky ones.
- Add extra detail or new cards as you learn more.
- You can also group cards by topic or create a mind map to show the links between ideas.

What to include on your flashcards



- A key term/word with a definition.
- A key question with the answer.
- A key date with the event.
- A key equation with its use in practice.
- A past paper question or plan and a model answer.
- Key diagrams, processes or case studies.

Making meaning with flashcards



- Ask yourself questions about individual cards (e.g. 'What else is this related to?', 'Why is this important?', 'How would I apply this information?').
- Group cards together in themes to chunk information and make connections.
- Create a mind map with the cards and explain all the links between them.
- Use colours, symbols or images to help you remember.



Top tips for effective flashcards



1. Identify knowledge

What are you creating flashcards on? Do you have your knowledge organiser? Use your book to check for any gaps.



2. Use colour coding

Use different coloured cards or highlighters to organise by topic. This helps with organisation and makes recall easier.



3. Keep them simple

One question per flashcard. Keep answers clear and concise. No extended answers.



4. Use them regularly

Shuffle the cards each time you use them. Use short, regular sessions (e.g. 10–15 minutes) to test yourself.



5. Check your progress

Keep track of which cards you find difficult. Revisit them more often and add extra detail until you can recall the information confidently.



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Using the **Leitner system** to revise with flashcards



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The **Leitner system** is a well-known and very effective method of using flashcards. It is a form of **spaced repetition** that helps you study the cards you don't know more often than the cards you already know well.



In the 1970s, German researcher Sebastian Leitner developed this method as a simple and effective way to improve long-term memory.

How it works

Flashcards are sorted into **different boxes** based on how well you know the information. You review the cards **regularly** and move them between boxes.



Steps to use the **Leitner system**

1 Set up your boxes



- Use 3–5 boxes (or piles) for your flashcards.
- Label them 1, 2, 3, 4 (e.g. using boxes, envelopes or separate piles).

2 Start with Box 1



- Put all your cards in Box 1 to begin with.
- Start by testing yourself on the cards in this box.

3 Test yourself



- Look at the question and try to recall the answer.
- Turn the card over to check.
- Be honest – if you can't remember it or only remember part of it, put it back in Box 1.

4 Move the cards



- If you get the answer right, move the card to the next box (e.g. from Box 1 to Box 2).



- If you get it wrong, put the card back in Box 1.

5 Keep reviewing



- Review Box 1 regularly (e.g. daily).
- Review Box 2 less often (e.g. every few days).
- Review higher boxes (3 and 4) even less often (e.g. weekly or less frequently).

Top tips for success



1. Keep your cards clear and simple

One question per card. Use key terms, dates, diagrams or definitions. Keep answers concise.



2. Use colour and visuals

Use different coloured cards or highlighters to organise by topic. Diagrams, symbols and images can help you remember information.



3. Be consistent

Use your cards regularly. Short, frequent sessions (e.g. 10–15 minutes) are more effective than cramming.



4. Track your progress

As cards move into higher boxes, you will be reviewing them less often. Eventually, most of your cards should be in the higher boxes, meaning the information is stored in your long-term memory.



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Brain Dumps / Knowledge Splats



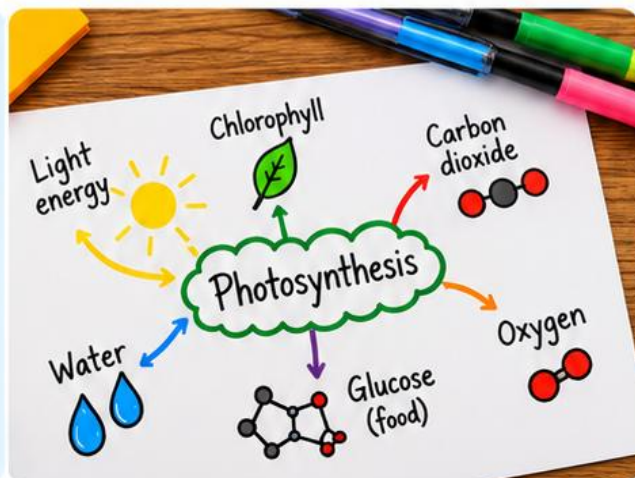
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A **brain dump** (also called a knowledge splat) is a quick and effective way to get **everything you know about a topic** out of your head and onto a page.

It helps you identify what you know, what you have missed and how ideas connect. You can then use your notes, revision guides or knowledge organisers to check and add to your brain dump.



How to do a brain dump

1 Choose a topic



Take a blank piece of paper and write the topic in the middle.

2 Write everything you know



Write down everything you can remember about the topic. Add key words, facts, diagrams or ideas.

3 Organise your ideas



- Use a mind map or spider diagram.
- Link related ideas with lines and branches.
- Use colours or symbols to help you organise your ideas.

4 Check your understanding



Compare your brain dump with your notes, revision guide or knowledge organiser. Check what you have included and what you have missed.

5 Improve and repeat



- Add any missing information using a different colour pen.
- At a later date, do the exercise again and compare the sheets.
- You should find that you remember more the next time and can see the improvement you've made.



Top tips for successful brain dumps



1. Keep it focused

Choose one topic at a time (e.g. a specific sub-topic rather than a whole subject).



2. Use colour

Use different colours for different ideas or to add extra information later.



3. Be active

Don't just write lists – use diagrams, mind maps and keywords to show how ideas connect.



4. Track your progress

Date each sheet and keep them. Revisit the same topic after a few days, a week or a month to see how much more you can remember.



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Retrieval Practice



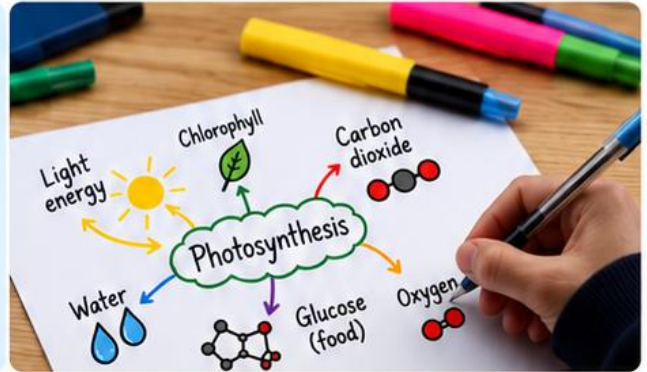
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Retrieval practice is deliberately retrieving knowledge from memory, without looking at your notes.

It helps you check what you know, identify what you have forgotten and move information from your short-term memory into your long-term memory.



Ways to use retrieval practice

1

Past papers and practice questions

Answer questions without looking at your notes. Check and correct your answers using a mark scheme.



2

Low stakes tests

Use short quizzes on a topic. These could be created by your teacher, from a revision guide or online.



3

Flashcards

Use flashcards to test yourself. Look at the question, try to recall the answer, then check and move the card using the Leitner system.



4

Multiple choice questions

Useful for checking a wide range of knowledge quickly.



5

Brain dumps / knowledge splats

Write down everything you can remember about a topic on a blank piece of paper. Then check your notes and add any missing information.



6

Thinking and linking grids

Create a grid of key terms, ideas or people. Make connections between the boxes to show how they link.

Cause	Effect
Similar	Different
Example	Key term

7

Explain out loud

Say the answer to a question without looking at your notes. You could explain it to someone else, or pretend to teach it.



8

Make your own questions

Turn the information in your notes into questions. Swap with a friend or family member to test each other.



9

Regular review

Come back to topics regularly. The more often you retrieve information, the stronger your memory becomes.



Top tips for effective retrieval practice



1. Be specific

Focus on a sub-topic rather than a whole subject.



2. Keep it short and regular

5-15 minutes at a time is effective. Do it often.



3. No notes!

Try to recall the information without looking at your notes.



4. Check and correct

Compare with your notes and add anything you missed in a different colour.



5. Track your progress

Date your brain dumps or quizzes and repeat them later to see the improvement.



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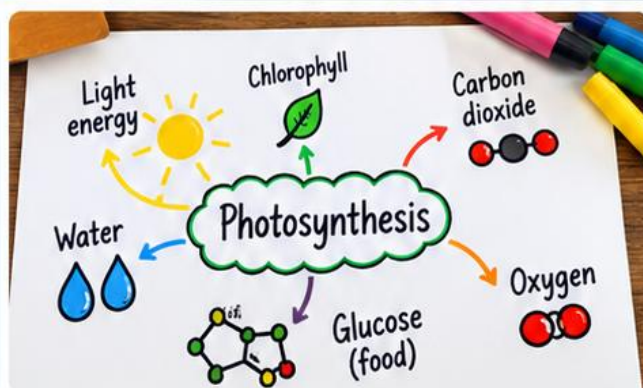
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Mapping



Mind maps are a **visual tool** that **summarise whole topics**, organise knowledge and help show the **connections between different ideas**.

They are most effective when created **from memory** and used to **check what you know** and what you have missed.



How to create a mind map

1 Choose a topic



- Start with the topic in the centre of the page.
- Keep it clear and simple.

2 Add main ideas



- Draw branches for the main ideas or key sub-topics.
- Use only key words and short phrases.

3 Add detail



- Add more detailed points to each branch.
- Use colours to help you organise ideas.
- Include simple diagrams, symbols or images where helpful.

4 Make connections



- Show links between ideas using lines or arrows.
- Include examples, causes, effects or relationships.

5 Check and improve



- Compare your mind map with your notes, textbook or knowledge organiser.
- Add anything you have missed in a different colour.
- Try to recreate it again from memory later.

✓ What to include

- Key terms and short phrases (not full sentences)
- Main ideas with clear branches
- Examples, diagrams or images to help you remember
- Links between ideas (e.g. cause and effect, similarities)
- Use of colour, symbols or highlighters
- Keep it clear and easy to read

✗ Common mistakes to avoid

- Writing long sentences instead of key words
- Including too much detail
- Making it look too complicated or 'pretty'
- Copying information from notes or a textbook
- Not testing yourself afterwards
- Not using colours, images or links between ideas
- Just transferring information without thinking about it

💡 Top tips for effective mind maps



1. Use it from memory

Start your mind map without looking at your notes. This helps you check what you know and what you have missed.



2. Keep it simple

Use key words, short phrases and clear branches. Avoid long sentences.



3. Use colour and images

Different colours for different ideas help you organise information. Diagrams and symbols can make ideas easier to remember.



4. Make links

Show connections between ideas, such as causes, effects, similarities or examples.



5. Revisit and recreate

Put your mind map away and try to recreate it again after a few days or weeks to see how much you can remember.



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Cornell Notes



Cornell Notes is a structured note-taking method that is scientifically proven to **improve understanding and long-term memory**.

It helps you to **organise** information during lessons and provides a built-in system for reviewing and testing yourself later.

Why use Cornell Notes?



Improves memory

Helps you to process and think about information, making it easier to remember later.



Keeps notes organised

Separates key ideas, details and a summary so you can quickly find information.



Supports revision

Provides ready-made questions and a summary for quick and effective review.



Works for all subjects

Useful for key words, explanations, diagrams, formulas and examples.

Example Cornell Notes

Subject: Biology – Photosynthesis

Date: 12/09/26

CUES	NOTES
• Light energy • Chlorophyll • Reactants • Products • Equation • Where does it happen? • Why is it important?	Photosynthesis • Plants use light energy to make food (glucose). • Chlorophyll absorbs light energy. • Reactants: carbon dioxide (CO_2) + water (H_2O). • Products: glucose ($\text{C}_6\text{H}_{12}\text{O}_6$) + oxygen ($\text{O}_2$). • Equation: $6\text{CO}_2 + 6\text{H}_2\text{O} \rightarrow \text{C}_6\text{H}_{12}\text{O}_6 + 6\text{O}_2$ • Happens in chloroplasts (mainly in leaves). • Important because it provides food for the plant and releases oxygen.

SUMMARY

- Photosynthesis uses light energy to convert carbon dioxide and water into glucose and oxygen in the chloroplasts.
- It is essential for plant growth and provides oxygen for the atmosphere.

How to take Cornell Notes

1

Set up your page



- Divide your page into three sections.
- Left column (cues): about a third of the page.
- Right column (notes): about two thirds of the page.
- Bottom section (summary): 3–5 lines.

2

Take notes during class



- Write the main ideas, key words, examples, diagrams or formulas in the notes column.
- Use bullet points, short phrases and your own words.
- Leave space between ideas.
- You can include diagrams or colour to make links clear.

3

Add cues after class



- Cover your notes.
- Write key words, questions or prompts in the left column.
- Use these to test yourself later.
- Include questions such as 'Why is this important?' or 'How does this link to...?'

4

Write a summary



- At the bottom, write a short summary (3–5 lines).
- Use your own words to capture the main points.
- This helps you to **understand** understanding and provides a quick revision tool.

5

Review and test



- Use the cue questions to test yourself regularly.
- Try to recall the answers without looking at your notes.
- Add any missed information in a different colour.
- Revisit and update your summary.



Top tips for success

- ✓ Use the method for all subjects, not just theory topics.
- ✓ Keep notes concise – use key words and short phrases.
- ✓ Include diagrams, formulas and examples where helpful.
- ✓ Use different colours to highlight key ideas and links.
- ✓ Write your cues and summary soon after the lesson.
- ✓ Review your notes regularly using the cue questions.
- ✓ Try covering the notes and explaining the ideas out loud.
- ✓ Keep your pages clear and well organised.



Cornell Notes template

SUBJECT/TOPIC:		DATE:
CUES (key words or questions)	NOTES (main ideas, details, diagrams, examples)	
SUMMARY (3–5 key points in your own words)		



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Memory Tricks & Tips



The key to making information stick in your mind is **making it memorable**. We can associate cues with knowledge to make it easier to retrieve from memory. The strategies below are simple but powerful ways to help you remember information.

1 Mnemonics

A **mnemonic** is a memorable phrase or sentence that helps you remember factual information in the right order.

How it works



- Take the first letter of each word you need to remember.
- Turn the letters into a word or sentence that is easy to remember.
- The funnier or more unusual the sentence, the easier it is to recall!

Examples

- Compass directions:
Never Eat Shredded Wheat (North, East, South, West).
- Life cycle of a star:
Pop Stars Sing Naff Pop Ballads (Protostar, Supergiant, Supernova, Neutron star, Pulsar, Black hole).
- Spelling:
Never Eat Cake Eat Salad Sandwiches And Remain Young (to remember how to spell NECESSARY).

Top tips



- ✓ Create your own – use something that makes sense to you.
- ✓ Use humour or something unusual.
- ✓ Try saying the sentence out loud several times.
- ✓ Use it to test yourself later, without looking at your notes.

2 Rhymes

Rhymes can be a really effective way to help you remember information, particularly lists or sequences.

How it works



- Turn the information into a rhyme or a song.
- Use existing rhymes or make up your own.
- The rhythm helps your brain remember the information.

Examples

- The six wives of Henry VIII:
Divorced, beheaded, died, divorced, beheaded, survived.
- Maths – the circle formula:
Pi r squared sounds like area to me, need circumference just use pi D.
- Order of operations (BIDMAS):
Brackets, Indices, Divide, Multiply, Add, Subtract.

Top tips



- ✓ Use a tune you already know.
- ✓ Keep it short and simple.
- ✓ Make it meaningful to you.
- ✓ Say or sing it out loud several times.
- ✓ Use the rhyme to test yourself later and try to write it down from memory.

3 Dual Coding (using images and colour)

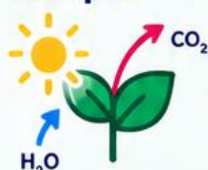
Dual coding means combining words with images, colour and other visual features. It helps you make stronger connections in your brain and makes information easier to remember.

How it works

- Turn key information into simple diagrams, images or symbols.
- Use colour to highlight important ideas and show links.
- This creates two memory triggers (words and images), which makes the information more memorable.



Examples



Process diagrams
e.g. photosynthesis in Biology.



Mind maps
e.g. key terms, ideas and links.



Visual cues
e.g. colour coding to highlight key information like atomic numbers.

Top tips



- ✓ Use simple, clear images or diagrams.
- ✓ Use different colours to show different ideas or highlight key information.
- ✓ Include labels and key words (not long sentences).
- ✓ Link diagrams together to show relationships (e.g. cause and effect).
- ✓ Try to draw the diagram from memory to test yourself.

General tips for making information stick



1. Make it meaningful

Link new information to something you already know.



2. Be creative

Use images, colours, humour and your own examples.



3. Test yourself

Try to recall the information without looking, then check and correct.



4. Repeat regularly

Use your memory aids over time to make the information stick.



5. Combine strategies

Try using mnemonics, rhymes and dual coding together for even better results.



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Revision Review



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Reviewing what you have learnt (and how well) helps you **identify weaker areas** and **plan your next steps**.

Use the work you have done as part of your revision (flash cards, mind maps, practice answers, quizzes etc.) to check your understanding and decide what to revise further.



Why is it important?

- Helps you see what you know and what you have forgotten.
- Allows you to focus your time on the areas you most need to improve.
- Helps you choose the most effective revision strategies.
- Builds confidence and improves long-term memory.

How to review your revision

1 Choose a topic



- Pick a subject or specific topic to review.
- Use your revision materials (e.g. flash cards, mind maps, practice answers, quiz results).

2 Check your understanding



- Look through your recent work, tests or quizzes.
- Identify what you understand well and what you find difficult or keep forgetting.

3 Plan your next steps



- Decide which areas you need to revise further.
- Choose the best revision strategies for these areas (e.g. flash cards, mind maps, practice questions).

4 Put it into action



- Set a time to revise the topic again.
- Use the template below to plan **WHAT**, **HOW** and **WHEN** you will revise.
- Keep reviewing and updating your plan.

Reviewing your revision – template

Use this grid to help you monitor your revision and plan your next steps.

Subject / Topic:

WHAT? Target areas What areas of the topic are you struggling with?	HOW? Revision strategies What are you going to use to improve your understanding?	WHEN? How and when will you next test your understanding?



Top tips for effective review

- ✓ Be honest with yourself – focus on the areas you find difficult.
- ✓ Use evidence from tests, quizzes or practice questions to identify gaps.
- ✓ Look for patterns in what you forget.
- ✓ Choose the most effective strategies for each topic.
- ✓ Be specific about what you will do and when you will do it.
- ✓ Review regularly and update your plan.
- ✓ Celebrate your progress – it helps build confidence!



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Deliberate Practice



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Deliberate practice is a **focused** way of practising and improving **specific skills** or knowledge. It involves working on the **areas you find difficult**, using feedback, and repeating the process until you make progress.



Key features

Focus on a clear goal – work on specific areas you need to improve.

- Practice actively – think about what you're doing, not just repeat it.
- Use feedback – check your answers and understand your mistakes.
- Stretch yourself – work just outside your comfort zone.
- Repeat – practise regularly over time.

Why does it work?

Deliberate practice leads to much greater improvements than simply repeating something without thinking about it.



“

We are what we repeatedly do. Excellence, therefore, is not an act but a habit.

ARISTOTLE

How to use deliberate practice

1



Identify what to improve

Use recent tests, quizzes or teacher feedback to find the areas you find difficult.

2



Set a specific goal

Be clear about what you want to get better at (e.g. a particular topic, skill or question type).

3



Plan and practise

Choose a suitable strategy (e.g. practice questions, flashcards, mind maps) and work on the specific area. Keep it challenging.

4



Check and reflect

Mark your work, look at your mistakes and think about why they happened. Use feedback to improve your understanding.

5



Repeat and review

Practise regularly over time and revisit the topic to make sure you can do it consistently.

The Pomodoro Technique

A simple way to build deliberate practice into your revision.

1



Decide what to work on

Choose a topic or skill.

2



Set a timer

Work for 25 minutes (focus fully).

3



Take a short break

Have a 5 minute break.

4



Repeat

Do 3–4 cycles, then take a longer break.



Top tip

Remove distractions during each 25-minute focused session.



Remember

- Work in a quiet space.
- Put your phone away.
- Be clear about what you are going to do.
- Take regular breaks.
- Use the time to focus fully on the area you want to improve.



Top tips for effective deliberate practice



1. Be specific

Focus on one small area or skill at a time.



2. Use active strategies

Practice questions, flashcards, mind maps or past papers.



3. Use feedback

Check your answers and learn from mistakes.



4. Challenge yourself

Work just outside your comfort zone.



5. Be consistent

Short, regular sessions are more effective than long, cramming sessions.



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Using a Revision Timetable



A revision timetable helps you to **organise your time** and **spread out** your revision using **spaced practice**. It ensures you give enough time to each subject, helps you balance your workload and reduces last-minute stress.



Why use a revision timetable?

- Helps you cover all of your subjects.
- Spreads your revision over time (spaced practice).
- Allows time for breaks, exercise and relaxation.
- Helps you focus on your weaker areas.
- Makes your revision more manageable and less stressful.

How to create a revision timetable

1 List your subjects



- Write down all of the topics or units you need to revise.
- Identify any areas you find more challenging.

2 Decide how much time you have



- Be realistic about the time available (e.g. evenings, weekends, holidays).
- Include time for breaks, exercise, meals and other activities.

3 Plan using spaced practice



- Short, regular sessions are more effective than long cramming sessions.
- Spread each subject out over days or weeks.
- Return to topics regularly.

4 Focus on what you need most



- Give more time to topics you find difficult.
- Include a mix of revision strategies (e.g. flashcards, practice questions, mind maps).

5 Review and adjust



- Tick off sessions as you complete them.
- Make changes if needed.
- Keep checking what you understand and where you need to do more.

Examples of revision timetables



Blocked revision (cramming)

This focuses on one subject for a long time.

Mon	Tue	Wed	Thu	Fri	Sat	Sun
Maths	Maths	Maths	Maths	Maths	Break	Break

- ✗ You only revise one subject.
- ✗ It can be boring and hard to stay focused.
- ✗ You may forget information more quickly.



Interleaved revision (spaced practice)

This spreads topics across days and weeks.

Mon	Tue	Wed	Thu	Fri	Sat	Sun
Maths	English	Science	History	Maths	Geography	Rest

- ✓ You revise a mix of subjects.
- ✓ You return to topics regularly.
- ✓ It helps you remember more in the long term.

Example daily revision timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
4:00 – 4:25	Maths	Science	English	Geography	Maths
4:25 – 4:30	Short break (5 minutes)				
4:30 – 4:55	English	History	Maths	Science	English
4:55 – 5:00	Short break (5 minutes)				
5:00 – 5:25	Science	Maths	Geography	English	History
5:25 – 5:30	Short break (5 minutes)				
5:30 – 5:55	Geography	English	History	Maths	Science



Top tips for a successful timetable

- ✓ Keep sessions short (25–30 minutes).
- ✓ Use a mix of subjects each day.
- ✓ Include regular breaks (5–10 minutes).
- ✓ Be realistic and include time for other activities.
- ✓ Focus on your weaker areas as well as your strengths.
- ✓ Use different revision strategies.
- ✓ Try to stick to your timetable, but be flexible.
- ✓ Review and update it regularly.



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Revision Timetable | Week A



CHURCH STRETTON SCHOOL

Name: _____

Plan manageable sessions and include breaks.

Time	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Subject	Sessions per week
9am									
10am									
11am									
12pm									
1pm									
2pm									
3pm									
4pm									
5pm									
6pm									
7pm									
8pm									

Use different colours for subjects. Include time to rest, eat, exercise and sleep.

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Revision Timetable | Week B



CHURCH STRETTON SCHOOL

Name: _____

Plan manageable sessions and include breaks.

Time	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Subject	Sessions per week
9am									
10am									
11am									
12pm									
1pm									
2pm									
3pm									
4pm									
5pm									
6pm									
7pm									
8pm									

Use different colours for subjects. Include time to rest, eat, exercise and sleep.

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The Five Step Study Plan



CHURCH
STRETTON
SCHOOL

Achievement for All

1

Make a list

What do you need to know?

- List the topics or key knowledge for each subject.
- Use your exercise books, knowledge organisers and past papers.
- Identify the areas you find more challenging.



2

Timetable a spaced schedule

Study each topic little but often, and leave yourself enough time.

- Use a revision timetable (see the template).
- Spread topics over days or weeks.
- Build in time for breaks, exercise and other activities.



3

Use effective study strategies

Test yourself and keep the re-reading and highlighting to a minimum.

- Use methods such as practice questions, flashcards and mind maps.
- Try the Pomodoro Technique to stay focused.
- Make your practice active – think, do, check, repeat.



4

Identify the gaps in your knowledge

What do you need to study more?
What can you move on from?

- Use recent tests, quizzes or past papers to find the areas you find difficult.
- Check your answers and understand your mistakes.
- Focus your next revision sessions on closing these gaps.



5

Close the gaps

Repeat steps 3 and 4 as many times as you need until you are comfortable with everything.

- Keep testing yourself regularly.
- Revisit topics over time to strengthen your memory.
- Keep updating your revision timetable.



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Ineffective: Don't CHEAT your revision



There are some strategies that have a **limited or no real benefit** on learning or memory, which you need to **avoid**. Using these methods can mean you don't learn effectively and can also lead to increased stress and anxiety before exams.

Strategies to avoid



Simply writing out notes or copying from a textbook

This doesn't make you think about the information and has little impact on your memory.



Cramming revision to the 'final minute'

Overloads your working memory so you can't learn it all. It can also cause stress and anxiety before exams.



Re-reading and doing nothing with the information

Trying to focus on 'too much information' on a single page and cramming revision.



Highlighting information for the sake of it

Highlighting can make you feel productive, but on its own it doesn't help you remember information.



Not enough active work or attention

Attempting to revise while multitasking or doing other things reduces your focus and makes learning less effective.



Comfort zone revision

Only revising topics or questions you already find easy can make you feel good, but it doesn't help you improve on the areas you find difficult.



Don't CHEAT your revision



C

CONFUSED

If you don't know what you should be revising then don't be shy, ask for help.

H

HUNGRY

Teenagers who eat breakfast have better focus and concentration than those who don't.

E

EMOTIONAL

Find out about and use stress management techniques.

A

ABSENT MINDED

Students with phones on their desk are up to 20% less effective when revising.

T

TIRED

GCSE and A-Level students need around 9–10 hours sleep a night whilst revising to take all that information in.



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Wellbeing: Staying happy & healthy



We want to help all students reach their potential and this includes helping you to take care of your mental health and wellbeing. Revising, taking exams and getting your results can be a stressful time. Here are some tips to help you **look after yourself and manage the anxiety** you may be feeling.

1

Get the balance right

You will feel less stressed if you prepare for your exams by revising but don't overdo it. Give yourself time off to relax and do the things you enjoy.



2

Exercise

Break up your day of revision with exercise. Even a short walk will clear your head and help you feel better.



3

Food and drink

Don't go into a morning exam without breakfast. Try to follow a healthy diet with some fruit and vegetables, and drink plenty of water.



4

Get enough sleep

Keep a regular sleep pattern and avoid all night revision sessions.



5

Limit screen time

Try to restrict checking devices all the time. Constantly checking Snapchat or Instagram can be stressful if the only topic is exams. And avoid screens before bedtime.



6

Calming nerves

Mindfulness, meditation or yoga may help you to calm your nerves. You can download apps for all of them to see what works best for you.



7

Be organised

Get everything ready the night before your exam. Set an alarm so you give yourself plenty of time to get to your exam hall on time!



8

Don't rush

When you open the exam paper, take a few deep breaths to calm yourself, so you read the instructions and questions carefully.



9

Don't give up

If you come out of an exam thinking it's gone badly, try not to dwell on it (and don't go into any chat rooms). Focus on the next one.



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9 Ways to Beat Revision Stress

1 Do the actual work – revise!

Put in regular, focused revision time. It really works.



2 When really stressed, talk to someone

Speak to a parent, carer, friend or member of staff about how you're feeling.



3 Get some fresh air each day

Even a short walk can clear your head and help you feel better.



4 Stick to regular mealtimes

Eating well gives you energy and helps you concentrate.



5 Do something to switch off an hour before bed

Try reading, listening to music or a relaxing activity instead of screens.



6 Don't dwell on worst case scenarios

Try to keep a positive mindset. Focus on what you can control and remind yourself of what you've achieved.



7 A good sleep the night before is better than last minute cramming

Keep a regular sleep pattern so you feel more focused and ready to learn.



8 Once you've done the exam, move on to the next one

Try not to overthink it. You've done your best – focus on preparing for the next exam.



9 Don't aim for perfection

It's a myth and doesn't exist. Do your best, be proud of your effort and focus on progress not perfection.



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