



Kings Langley School
Unlocking Potential for Life

Revision Strategies Booklet

Mnemonics & Rhymes

Do you remember “**R**ichard **o**f **Y**ork **g**ave **b**attle **i**n **v**ain” as a way of remembering the colours of the rainbow? **R**ed, **O**range, **Y**ellow, **G**reen, **B**lue, **I**ndigo, **V**iolet

Consider where you may be able to design your own mnemonic or rhyme to help you remember a list of facts from a topic.

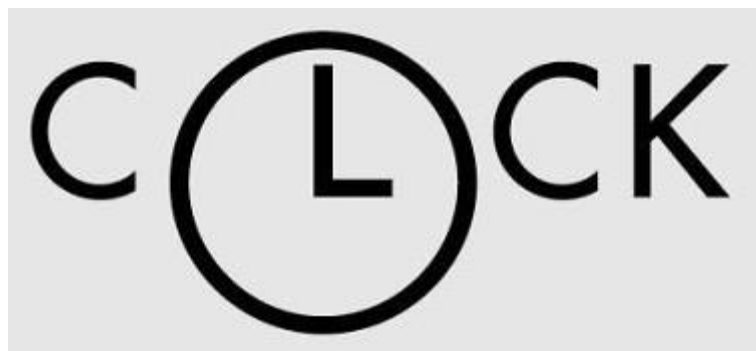
Consider sharing your mnemonic or rhyme with others as a way to remember a particular set of data.

Consider recording rhymes and mnemonics and asking your teacher to put them on the subject area for revision purposes – the polite ones anyway!

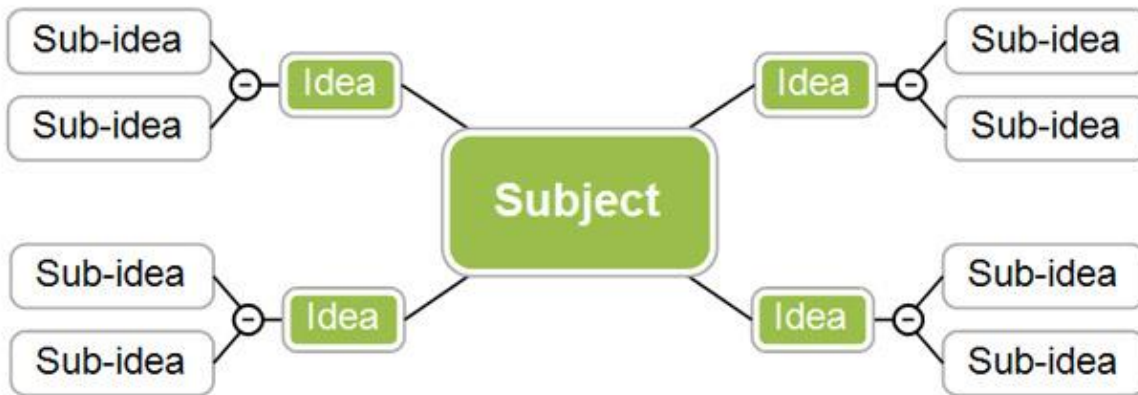
Great for auditory learners.

Calligrams

Good for learning important vocabulary. Turn the word into a matching picture.



Mind Maps



A diagram for representing tasks, words, concepts, or ideas linked and arranged around a central concept or subject.

To improve your mind maps, try:

- Using single words or simple phrases-

avoids clutter & uses single strong words

- Print words
- Use colour to separate different ideas- easier to visualise & organise thoughts
- Use symbols and images- pictures support remembering more than words
- Use cross links- shows connections between the ideas and information

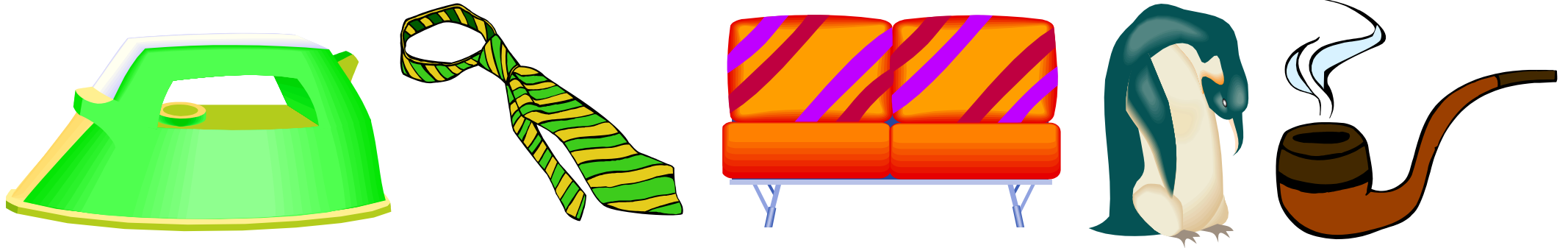
Once drawn, can you redraw it without looking?

Mind mapping software available and some of it free – just google “mind mapping” or if you get a good mind map, take a photo of it to use for revision

Story time

If you have a list of objects to remember, design a story to include them and help you remember the objects.

For example:



An example story:

My friend and I were discussing the problem with men when she said, “You will never guess what my husband did last night- he suggested that I had not IRONed his TIE properly and that I might like to do it again whilst he sat on the SOFA watching some programme on PENGUINS smoking his disgusting PIPE!”

Summarising

The art of summarising whether it be from an article to short sentences, to bullet points or into single key words is vital for revision

The suggested five key steps are:

- Delete unwanted details
- Delete information that is repeated in some way
- Replace some detail with a simpler or more general form
- Select the key question that is being posed
- Check that there is sufficient detail to make sense of the question and be able to answer it

Alternatively there are other methods. Your teachers can help you with this if you ask them.

Draw around a dinner plate, write everything you know about a topic inside the circle. Now draw around a side plate, can you reduce what you have written to fit in there and still make sense. Now a coffee cup... then a 50 pence piece?

Posters

Turn key information into posters – either hand drawn or using publisher/ power point. The brighter and more colourful the better it is. Lots of pictures help too.

For sequences of events, use story boards to help put things in sequence. Use pictures with a key word or two underneath each to help remind you.

It is a good idea to stick these next to your bed and read through before going to sleep- good for getting information into the long term memory quickly!

Consider putting them on the ceiling so they are the last thing you look at.

Also take a photo of them so that you can look at them any time you have a spare minute on your phone.

Put posters around the house in key places such as back of bathroom door; by the side of the mirror. You can also do this with post-it notes.

If you are a visual or kinaesthetic you should love this!

Knowledge Organisers

WORLD WAR II KNOWLEDGE ORGANISER

Main Participating Countries			
ALLIED POWERS		AXIS POWERS	
Country	Date Joined	Country	Flag
FRANCE	1 st Sep. 1939	GERMANY	1 st Sep. 1939
UK	1 st Sep. 1939	ITALY	1 st Jun. 1940
SOVIET UNION	22 nd Jun. 1941	BULGARIA	7 th Mar. 1941
USA	1 st Dec. 1941	JAPAN	1 st Dec. 1941

Event	Image	Description	Date	Fact
WWII Begins		On 1 st September 1939, Germany invaded Poland. Britain and France (Britain's ally) gave notice to the Germans to withdraw. When they did not, Britain and France declared war on 3 rd September.	1 st Sep. 1939	Was caused by the Treaty of Versailles and the League of Nations' failure to prevent Germany's rise to power.
Evacuation of Children		People started cities to be bombed in many places had to be evacuated. The last city (Dresden in August) and so they were evacuated to the countryside.	September 1939 onwards	Over 1 million children were evacuated from cities to the countryside.
The Holocaust		The Holocaust was a genocide committed by Germany before and during WWII. It involved the murder of 6 million Jews, and millions of others. Many died in concentration camps.	1933-1945	Using the Holocaust, the Nazis tried to exterminate the Jewish people.
Evacuation of Dutch		Larger numbers of Dutch Jews and Belgian Protestants were surrounded by German soldiers and ordered up to search. Approximately 100,000 were moved by a fleet of 400 boats.	10 th May - 1 st June 1940	Approximately 100,000 people were evacuated from the Netherlands.
Battle of Britain		In the Battle of Britain, the Royal Air Force (RAF) successfully defended UK against attacks by Nazi Germany's air force Luftwaffe.	10 th July - 31 st October 1940	The RAF was the only air force to stand up to the Luftwaffe.
Attack on Pearl Harbor		This was a surprise military attack by Japan on the United States naval base at Pearl Harbor. It led to the US joining the Allies in the war.	7 th December 1941	Approximately 2,400 people were killed.
D-Day Landings		The Normandy Landings, also known as D-Day, were a series of landing operations by the Allies to claim back Europe. It was the largest amphibious invasion in history.	6 th June 1944	Approximately 160,000 Allied troops landed on the beaches.
Hitler's Suicide		Adolf Hitler committed suicide on 30 th April 1945. He and his wife Eva Braun committed suicide in their bunker in Berlin.	30 th April 1945	Hitler's suicide marked the end of the war in Europe.
Germany Surrenders		Germany officially surrendered to the Allies, bringing to an end the European fighting in World War II.	8 th May 1945	Germany's surrender marked the end of the war in Europe.
America drops the atomic bombs		Japan refused to surrender. The US dropped an atomic bomb on Hiroshima on 6 th August 1945. A second atomic bomb was dropped on Nagasaki on 9 th August.	6 th - 9 th August 1945	The atomic bombings led to Japan's surrender.
WWII Ends		The surrender of Japan was announced on August 15 th 1945 and formally signed on 2 nd September 1945. Adolf Hitler and military allies committed the end of World War II.	1 st September 1945	The war ended with the surrender of Japan.

Key People

Winston Churchill (1874-1965) was a British politician who served as the Prime Minister between 1940 and 1965. He led the UK during WWII, after a disastrous start to the war in which Nazi Germany had conquered much of Europe. He did his best to rally the nation in defiance of Adolf Hitler, secured another military, knowledge and financial support from both the USA and Russia.

Franklin Roosevelt (1882-1945) was the 32nd President of the United States. From 1933-1945, while the USA remained officially neutral at the start of the war, Roosevelt allowed American and financial support to the UK, Russia and China. After the Japanese attacked Pearl Harbor on 7th December 1941, he declared war on the Axis powers. The US helped the Allies to win the war - he died months before it ended.

Joseph Stalin (1879-1953) was the Communist leader (dictator) of the USSR during WWII. He had signed a non-aggression pact with Germany in August 1939, but in June 1941, Hitler broke it and the Germans invaded. Although initially suffering heavy losses, the USSR's key victory in pushing the Germans back signified a shift in the war in favour of the Allies.

Adolf Hitler (1889-1945) was a German politician who was the leader of the Nazi party. Chancellor of Germany from 1933-1945 and the Führer of Germany from 1934-1945. Hitler's Germany invaded Poland in September 1939 to start the war, and it was he who started the Holocaust. He is therefore significantly responsible for the deaths of millions. He committed suicide on 30th April 1945, when it was clear the war was lost.

Benito Mussolini (1883-1945) was the leader of Italy's National Fascist Party. He was Prime Minister from 1922-1943. He was overthrown by the war and subsequently he was executed by a firing squad in 1945.

Benito Mussolini (1883-1945) was a German-born fascist. As a young South Sea Islander, his family were forced into hiding, fleeing Germany for a secret ally in Switzerland. He wrote a story for the time when Hitler starts in hiding, his family was betrayed and arrested, and Anne died at Tulle in Bergen-Belsen concentration camp. Her story became famous after her death.

A knowledge curriculum specifies, in meticulous detail, the exact facts, dates, events, characters, concepts and precise definitions that all pupils are expected to master in long-term memory.

Flash Cards

Create:

flash cards- key term on the front and definition on the back

or

quiz cards- questions on the front and answers on the back.

You can make sets to use at home with your parents or in “study groups” with your friends.

If they were created electronically, you could share them with the whole teaching group by putting them onto moodle. If each person did a different topic, you would easily make lighter work of it.

Put the flash card you are struggling most with by the side of your bed and look at it before you go to sleep. Once you have remembered that one, change it for another card

Very kinaesthetic and good for visual learners too!

High Tech

Go high tech and design a pod cast, PowerPoint or movie about a particular topic.

- Maybe you could design a speech and record it?
- Video a revision lesson that your teacher does (with their permission)?
- You could plan your own revision session and record that?

Note:

- Audacity is a free software package to create pod casts with.
- Movie maker is already available on your laptops or home PCs if you have Microsoft packages and is very easy to use.

If you do not want to make your own consider using different websites for interactive programmes or videos, or apps which can be downloaded onto your phone.

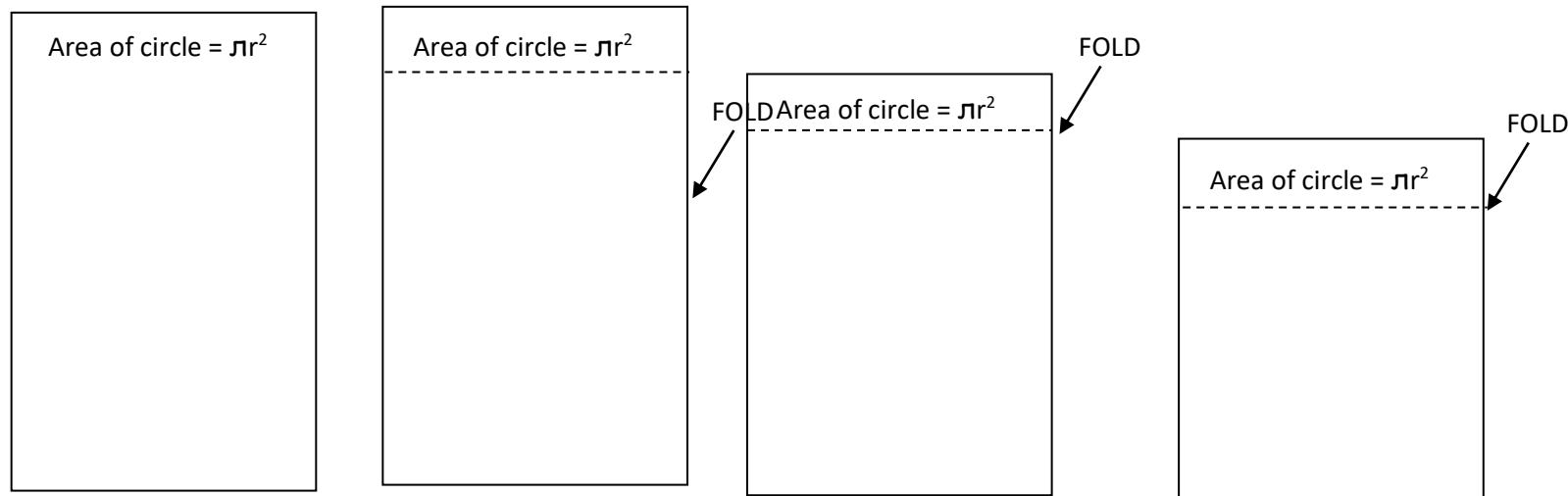
Use your phone creatively – text quotes or facts to your friends, take pictures of posters or flashcards and share with your friends, snapchat quiz questions, facetime to ask for help,

Do not forget you can also use the exam board websites for past papers!

Paper Folding

By doing something 66 times, it becomes a habit!

Get a large piece of paper and write a formula you need to learn at the top. Now fold over the paper at the top, to hide what you have written, then write out the formula again. Fold over the paper again, write out the formula again – keep doing this for 3 minutes or until your paper runs out.



Acting Up

Take some information and transform it into a TV advert. Using other skills of story board and hi-tech videoing (see earlier in booklet), this should combine fairly easily.

Alternatives are to:

- Act out the information as a small drama production
- Design a presentation and playing the teacher role deliver it
- Write a script for radio
- Do a role play

Imagination is key! Have fun with it and it will make it even more memorable. One for the kinaesthetic learners and more outgoing!

Visualisations

More ways to remember long lists is to use visualisations.

E.g. Learning the countries in the EU:

- Starting with France – what do you think of when you think of the French?
- Striped t shirts, strings of onions, cheese, baguettes, wine??
- Turn this information into a mental picture e.g. a Frenchman made of cheese, with an onion necklace standing on his striped top, smoking a baguette and a glass of wine in his hand (the more quirky and fun, the better!)
- Allocate the Frenchman a place next to the door in your classroom.
- Now move on to the next country, make an image and then allocate to another position in the room.
- Continue until you have covered all the countries recapping as you go along..

So where can you use this? Which subjects would this work for?

Top Ten

After revising a topic, make a list of the top ten things you have just learnt.

E.g. Trigonometry

1. SOHCAHTOA
2. Right angled triangles only
3. Longest side = hypotenuse
4. Side opposite the angle = opposite
5. Other side = adjacent
6. When finding an angle, remember to use the inverse function
7. Rearranging $\sin \theta = \frac{\text{opp}}{\text{hyp}}$ becomes $\sin \theta \times \text{hyp} = \text{opp}$
8. Rearranging $\sin \theta = \frac{\text{opp}}{\text{hyp}}$ becomes $\text{hyp} = \frac{\text{opp}}{\sin \theta}$
9. Give your answers 3sf or the nearest degree, depending what is asked for
10. Remember use trig for 2 sides & angles, whereas Pythag is 3 sides!

A-Z

Another listing activity..

Having revised, make an A to Z list. You may have to be creative

For example – thoughts on revision:

Ask for help from a teacher or use an **A**pp

Be brave – write down an answer rather than leave it blank

Co-operate with others, make study groups

Draw around a dinner plate, write what you know in there

Exam papers

Focus on your end goal

Get someone to test you

Highlight the important notes

It's all about you – no-one can make you do it!

Just get on with it!

Sing Out Loud

There are several ready made educational songs on the internet such as the maths “circle song” which you can download.

Alternatively, you could design words to go along with a readymade tune, such as twinkle, twinkle little star!?

For the braver amongst you, you could design your own song and words. And to be honest, why stop at singing? Try rapping, chanting, or whatever you can think of.

Referring back to hi tech card– you could record this using audacity and turn them into pod casts for all your friends to share or just record them on your phones.

It would be great for you, if you are an auditory learner.

Play Time

If you have made quiz cards using the idea from the “Flash cards” card, here some other ideas that you could do with them.

- Use any game board e.g. snakes and ladders – allocate marks to each quiz card. Play snakes and ladders. But instead of rolling a dice, take a card and if you answer it correctly you move the same number of spaces as the allocated marks.
- In a minute: how many cards can you answer in one minute?
- Use the cards the other way around. If this is the answer, what was the question?
- Sort the cards into grades. Which information do I have to know for a grade C. B etc?
- Group the cards into red, amber, green piles. Information I know, part know, don't know. Then start learning the part knows...
- Basketball: person A asks a question, person B answers it and then shoots at the hoop. If they score they become the question master, if not they get another question!

Break It Down

Using a past paper question, read it through once, then re-read it considering the following questions:

- What type of answer do you need?
A sentence, a one word answer, a paragraph, a list of some answers
- What do you need to do?
Find some facts, interpret, give your opinion, work out something, analysis
- What information are you given in the question?
Highlight the key points or words
- What information do you need to draw on?
At the side of the page, make a list of useful information that will help you

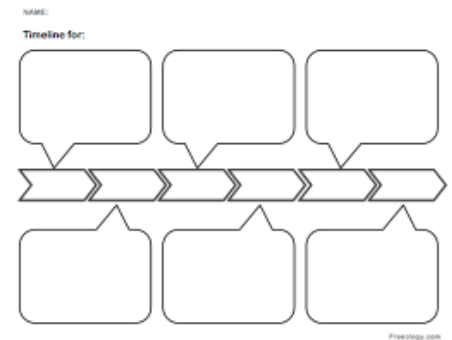
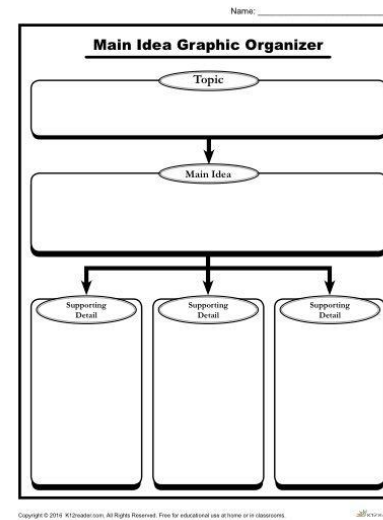
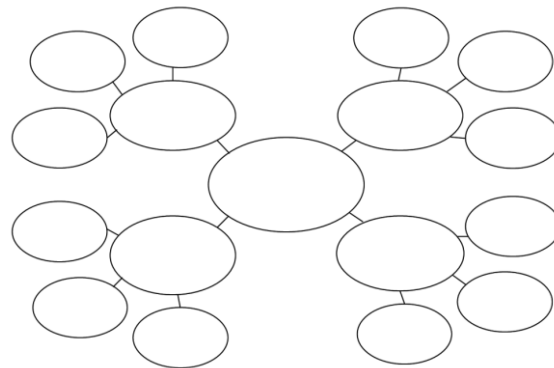
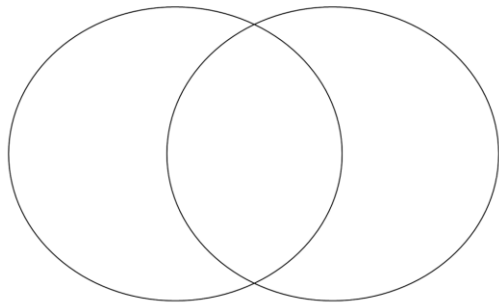
For longer pieces of writing, plan out what you are going to write.

Always consider the number of marks for a question, and ensure you have enough in your answer to gain all of them

Consider the 10 questions you cannot do on your wall until you have answered them, then change them and put a new 10 up

Graphic Organisers

Graphic Organisers provide a visual method of developing, organising and summarising students learning. They help to structure disjointed information. They facilitate the learning process by providing a scaffold for the development of ideas and the construction of knowledge.



Testing

A really important feature of revision. All the other strategies will help secure the knowledge into your long term memory, but it is important to practise retrieving it!

Get someone to test you.

You can do this from your revision summaries or revision cards.

Alternatively they can ask you simple questions such as:

- What were the three things you have just learnt?
- Tell me about the main character
- What was the key event?

Then use follow up questions such as

- When? Why? What? Who? How?



**STOP
PROCRASTINATING**

and

**GET
REVISING**

Other helpful tips

Devising a revision timetable:

- Keep it sensible and realistic
- Two hours blocks divided into 30 minute sessions should be plenty for the evening
- Plan around other activities- if you play football every Tuesday- plan less revision
- Ensure you spread your time evenly between your subjects
- Divide each subject into 10- 15 chunks
- Concentrate on what you don't know. Even though it is nice doing what you can already do, it isn't really helping you!
- Remember to visit blocks in the 1 day, 3 day, 1 week cycle

When you are revising:

- Work at a table
- Have adequate lighting
- If you must- quiet music. But if you start singing... 😞
- Have a clock in sight and break your sessions into 30 minute slots
- Ensure you have a treat (drink and a snack) between half hour sessions
- Have paper or note cards, coloured pens & highlighters as standard equipment
- Involve friends by creating a study group
- Involve family by asking them to test you using your quiz cards or explain what you have just been revising
- Try to have fun and play smart – use strategies that work best for you!
- Remember RING: relevance; interesting; naughty; giggle!!

Good Luck!