



A Brief Guide to Revision at Lytham St Annes High

Students & Parents

Getting started

Let's be honest, no-one likes doing revision!

Getting started is the hardest part – it's easy to put revision off because we all think we haven't got time, especially after a long day at school.

But the truth is that you only need a small amount of MOTIVATION to get started and to begin to study. Once you become successful your motivation levels increase and you will begin to develop good revision habits.

A study space.

The place you choose to study is especially important for your ability to concentrate. Your study space should be QUIET, away from digital distractions and your number one distraction is your mobile phone. You cannot study in the presence of your mobile phone – you need to remove it from your quiet study. Removing your mobile phone requires the second important skill – DETERMINATION.

Wellbeing

Your diet is important – do not miss meals and stay hydrated, hunger is a distraction.

Sleep deprivation also has a negative impact on your ability to concentrate and for your memory to function at its highest level. Staying up late, especially to revise, is a bad idea.

Take regular breaks from revision and try to combine this with exercise e.g., going for a walk, taking part in a sporting activity.

Take time out to relax, switch off and have a break.

Planning

Planning your revision in advance is particularly important.

Plan your revision a week in advance and make sure the plan is realistic. Have a timetable for each week on your quiet space wall.

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

Revision Myths

Re-reading my notes is an effective revision strategy

When you reread your notes you will recognise the information, this fools you in to thinking that you know it. What is more useful is recalling information from your memory, writing it down and then working on the gaps in your knowledge.

Highlighting text will help me remember information

Although our brain is attracted to bright colours it does not help us to remember

I revise better when I listen to music

Research has shown that students who revise in quiet environments perform 60% better than those who revise when listening to music or with the TV on in the background. When listening to music with lyrics, a part of the brain is processing the lyrics and so your working memory has less capacity to concentrate and remember.

The day before the exam is a good time to revise

Spending a lot of time, the day before an exam studying makes your brain tired and less likely to remember. The memories in your brain become stronger through repeated spaced-out study sessions.

The science behind revision

When we revise, we are trying to alter our memories.

Memory is divided in to two areas – our working memory (short term) and our long-term memory.

Our working memory (short term) has a limited capacity – it can only hold a small amount of information at a time. All the information that is stored in your short-term memory that is not rehearsed or worked with is lost within 18 – 30 seconds. Long term memory can store enormous amounts of information indefinitely, that is why sometimes we have trouble remembering things.

Research shows that if we do not revise or recap material, we will forget 50% of what we learn in the first 24 hours. BUT every time we revisit information that we have learnt it takes us longer to forget it.

So good revision needs regular repetition until eventually the information is stored in our long-term memory. Recent research suggests that revisiting learning after 24 hours, 3 days, 7 days and then 3 weeks is the optimal sequence for revision.

When we revise

We are trying to move information from our **short-term memory** to our **long-term memory**.

We also need to practice getting the information out of our long-term memory – retrieval

Mix and combine subjects while you revise – this has been proven to be more beneficial in raising memory.

Condensing notes into key cards

When it comes to revising the information from a lesson or chapter in a textbook, it can be quite easy to become overloaded with information and struggle to pick out the most important ideas.

How to condense

1 Decide on a focus for what you are going to condense. Do not make it too big!

2 Find the notes/class work you need on the topic

3 Read it through HIGHLIGHTING or UNDERLINING the information that you think is the most important to the topic. This might include:

- Definitions
- Equations
- Processes
- Key dates

4 On a piece of paper, try to summarise what you have highlighted in ONE SHORT paragraph. Read it over. Is this a good summary? Does it give enough detail? Is any key information missing?

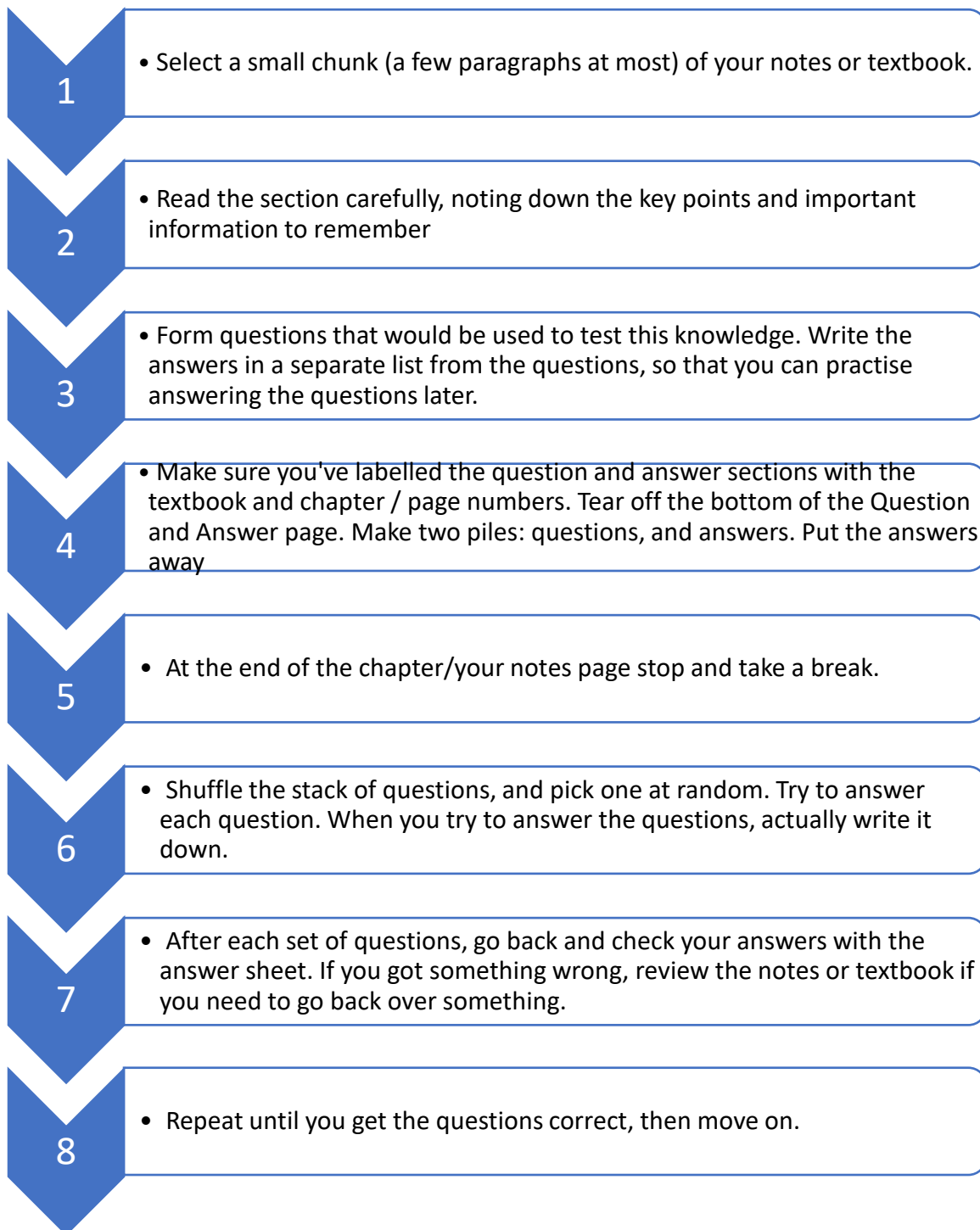
5 Using this paragraph, create key cards with brief key points.

Ways to use:

TOPIC CARDS	ENGAGE WITH THE CARDS	REVIEW YOUR UNDERSTANDING
<p>Use your notes or your textbook to identify key concepts in the material.</p> <p>On one side of a flashcard, write the name of the concept. On the back of the flashcard, write the definition.</p>	<p>Use the instruction questions to help you interact with the information.</p> <p>Test yourself on what is on the other side in pairs</p>	<p>After you have gone through all your topic cards, refer to your notes or textbook for any topics you had trouble with.</p> <p>Make sure you write a correct answer about each topic before moving on</p>

SELF TESTING:

One way to help yourself understand and remember what you have read is to self-test yourself on the information as you go. This step-by-step guide leads you through reading, note-taking, formulating questions, and practising retrieval. These steps can deepen your understanding of any text and help you study more effectively. Use the template to help you on your first go.



Mind Maps

A mind map is a visual diagram that provides an overview of a topic or idea.

The main subject, topic or idea is written at the centre, with relating ideas and information branching from it in many directions. Each related idea may have further information or ideas branching from them.

Both words and images can be used when creating a mind map.

