



Opportunity
Community
Courage

Revision Guide

Year 10 & Year 11

Handbook 2026-27

Plan · Learn · Practise

This handbook belongs to

Name: _____

Form: _____



1

How to use this handbook

Good revision makes your brain work hard to pull information back out, not just read it again. This handbook is a 10-week revision programme for every Year 10 and Year 11 student at Sir William Stanier School.

Start by filling in your revision timetable. Then work through one week at a time. Every week follows the same pattern:

- 1** **Weekly revision timetable:** plan and track a session every day.
- 2** **Worked example:** a finished template, so you can see what good looks like.
- 3** **How to use it:** step-by-step instructions and a top tip.
- 4** **Blank templates:** two copies to complete yourself.

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2

My 10-week revision timetable

WORKED EXAMPLE • a Year 11 student's completed timetable

Week	Stage and template	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
1	Upload Chunk It	<i>Biology: cells</i>	<i>Maths: algebra</i>	<i>History: Elizabeth</i>	<i>French: family</i>	<i>Geography: coasts</i>	<i>English Lit: Macbeth</i>
2	Upload Blurring sheet	<i>Biology: photosynthesis</i>	<i>Maths: algebra</i>	<i>Chemistry: atoms</i>	<i>English Lit: Macbeth</i>	<i>History: Elizabeth</i>	<i>Blurt 2 topics</i>
3	Upload 3 x 2 Testing	<i>History: Elizabeth</i>	<i>Maths: ratio</i>	<i>French: school</i>	<i>Physics: energy</i>	<i>Biology: cells</i>	<i>Speak it: 3 x 2</i>
4	Process Transforming	<i>English Lit: Macbeth</i>	<i>Maths: ratio</i>	<i>Geography: coasts</i>	<i>Chemistry: bonding</i>	<i>History: Armada</i>	<i>Pictures: 2 topics</i>
5	Process Reduce to 6 points	<i>Geography: coasts</i>	<i>Maths: geometry</i>	<i>Biology: infection</i>	<i>French: holidays</i>	<i>English Lang: P1</i>	<i>Reduce: 2 topics</i>
6	Process Ranking triangle	<i>History: WW1 causes</i>	<i>Maths: geometry</i>	<i>Physics: electricity</i>	<i>English Lit: AIC</i>	<i>Chemistry: rates</i>	<i>Rank: 2 topics</i>
7	Process Connection map	<i>English Lit: AIC</i>	<i>Maths: statistics</i>	<i>Geography: rivers</i>	<i>Biology: infection</i>	<i>French: holidays</i>	<i>Connection map</i>
8	Download Experiment on a page	<i>Chemistry: rates</i>	<i>Maths: statistics</i>	<i>Physics: practicals</i>	<i>History: Armada</i>	<i>English Lang: P2</i>	<i>Experiment on a page</i>
9	Download Quizzing	<i>French: family</i>	<i>Maths: past paper</i>	<i>Biology: vaccination</i>	<i>Geography: rivers</i>	<i>English Lit: poetry</i>	<i>Quiz a friend</i>
10	Download Notes and exam question	<i>Biology: vaccination</i>	<i>Maths: past paper</i>	<i>English Lit: poetry</i>	<i>History: past paper</i>	<i>Chemistry: past paper</i>	<i>Recap Paper 1s</i>

How to use your revision timetable

Your timetable plans one revision session every day for 10 weeks. Each week has a stage and a template, so you always know *how* to revise, not just *what*.

- 1 **List your subjects and exam dates** in the table below.
- 2 **Use your mocks and tests** to pick the topics you are weakest at. Those go in first.
- 3 **Fill in one subject and topic per day.** Spread your subjects across the week, and put the hardest ones on days you have the most time.
- 4 **Use the weekend** to catch up or to re-do a topic using that week's template.
- 5 **Copy each day into that week's revision timetable** when you reach it, and tick how confident you feel after each session.
- 6 **Review it every Friday.** Move any topic you rated "Not sure" into next week.

Weeks 1-3: Upload (get it in) · **Weeks 4-7: Process** (think hard about it) · **Weeks 8-10: Download** (prove you know it).

My subjects and exam dates

Subject	Exam or PPE date	Topics I need to revise most

My 10-week revision timetable

Topic:	<i>My revision timetable</i>			Name:			Form:	
Week	Stage and template	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend	
1	Upload Chunk It							
2	Upload Blurting sheet							
3	Upload 3 x 2 Testing							
4	Process Transforming							
5	Process Reduce to 6 points							
6	Process Ranking triangle							
7	Process Connection map							
8	Download Experiment on a page							
9	Download Quizzing							
10	Download Notes and exam question							

3

Revision methods

Two methods run through the whole programme: **Blurting**, and the three stages of **Upload, Process, Download**.

Blurting

Blurting tests your memory without looking at your notes. It shows you what you know well and what you need to revise more.

Works for: English Literature, all Sciences, History, Geography, French, Food and all exams in vocational subjects (Child Development, Health and Social Care, IT, Sport Science).

Why it works: it improves recall, finds the gaps in your knowledge, makes revision active rather than passive and builds confidence before exams. Full instructions are in week 2 (p.12).

“Revision is most effective when your brain is working hard to retrieve information. Blurting trains your memory in the same way you will need it in the exam.”

Upload, Process, Download

Information you process through harder thinking is remembered longer and more clearly than facts learned by rote. So each topic moves through three stages.

UPLOAD • weeks 1-3		Embed the knowledge
Chunk it	Split the topic into chunks; memorise one at a time.	
Re-learn it	Re-read your notes and research until you understand.	
Write it	Write everything you know without notes.	
Speak it	Explain it out loud as if teaching it; record key facts.	
PROCESS • weeks 4-7		Deepen the knowledge
Transform it	Turn facts into pictures, diagrams, a poem or story.	
Reduce it	Cut it to 5 bullet points, then 3 facts in 9 words.	
Sort it	Rank and categorise the key facts.	
Link it	Find 3 links to other topics you have studied.	
DOWNLOAD • weeks 8-10		Demonstrate the knowledge
Restore it / Step it	Turn notes back into full writing; explain the hardest points in 5 steps.	
Test it	Write and answer 3-5 exam questions.	
Refine it	Improve, condense and add to your notes. What have you missed?	

1

Week 1 • Upload: Chunk it

REVISION TIMETABLE

Focus: Upload: Chunk it

Week beginning: ____ / ____ / ____

Plan one session a day. Use the **Chunk It** template for at least one subject this week.

Day	Subject and topic	How confident? (tick)	I must recap	Page number						
Monday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								
Tuesday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								
Wednesday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
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Thursday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
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Friday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								
Weekend		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								

End of week check: which topic needs another go next week? _____

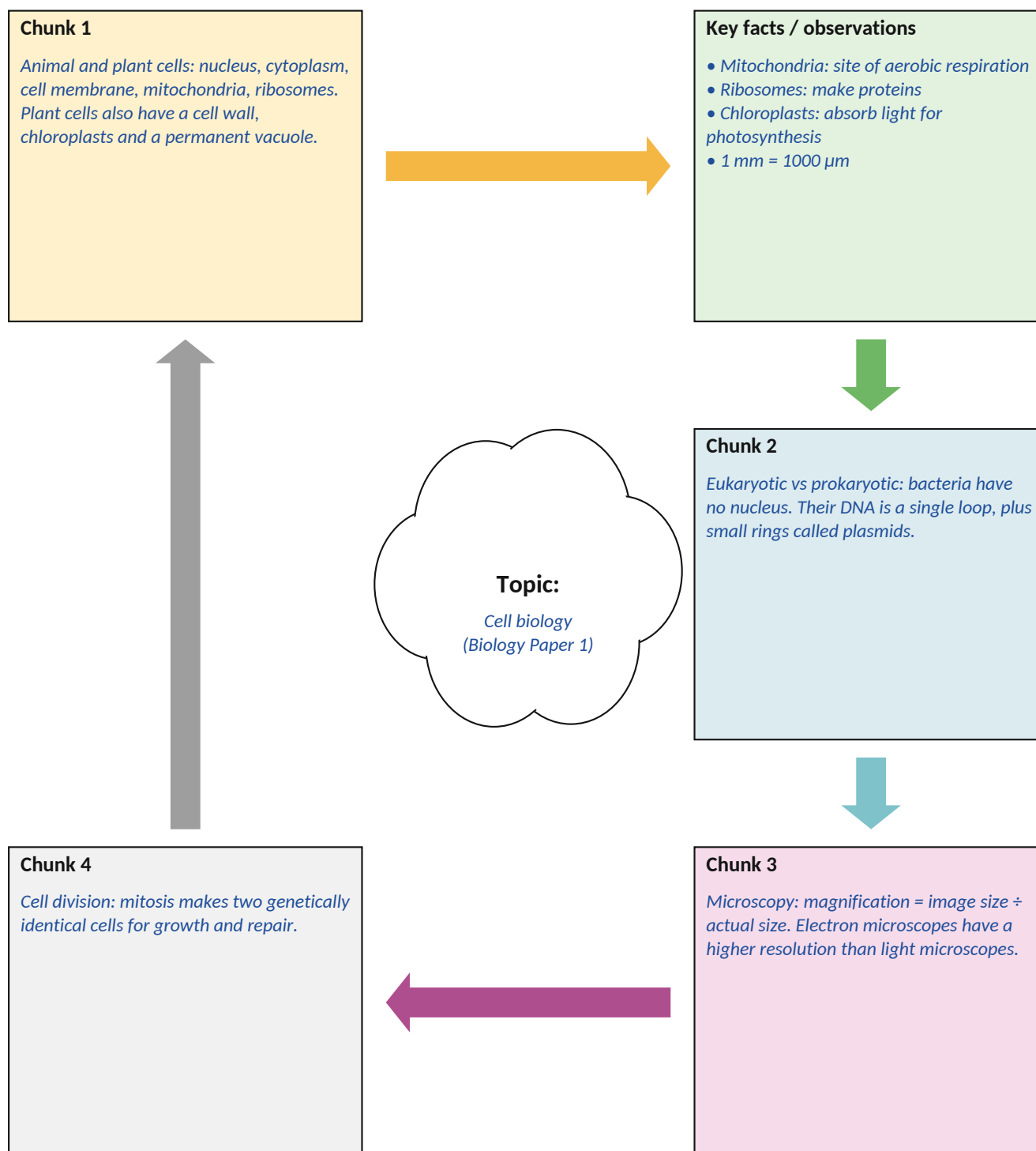
1

Week 1 • Upload: Chunk it

WORKED EXAMPLE

Topic:	Cell biology	Name:	Example student	Form:	11A
--------	--------------	-------	-----------------	-------	-----

Template: **Chunk It.** Split a topic into chunks and memorise one chunk at a time.



How to use: Chunk It

Stage: Upload. Embed the knowledge: get it into your memory.

This week: Chunk it

Step by step

- 1 Write the topic in the cloud in the middle.
- 2 Use your notes or revision guide to split the topic into four chunks. Start with the most important or the most difficult.
- 3 Write chunk 1 in its box. Read it, cover it and say it from memory until you can get it right.
- 4 Add the key facts or observations from that chunk to the green box.
- 5 Follow the arrows round the cycle: chunk 2, chunk 3, chunk 4, then back to the start.

Top tip: Keep each chunk small enough to memorise in one go: two or three sentences, not a page.

This week's pages

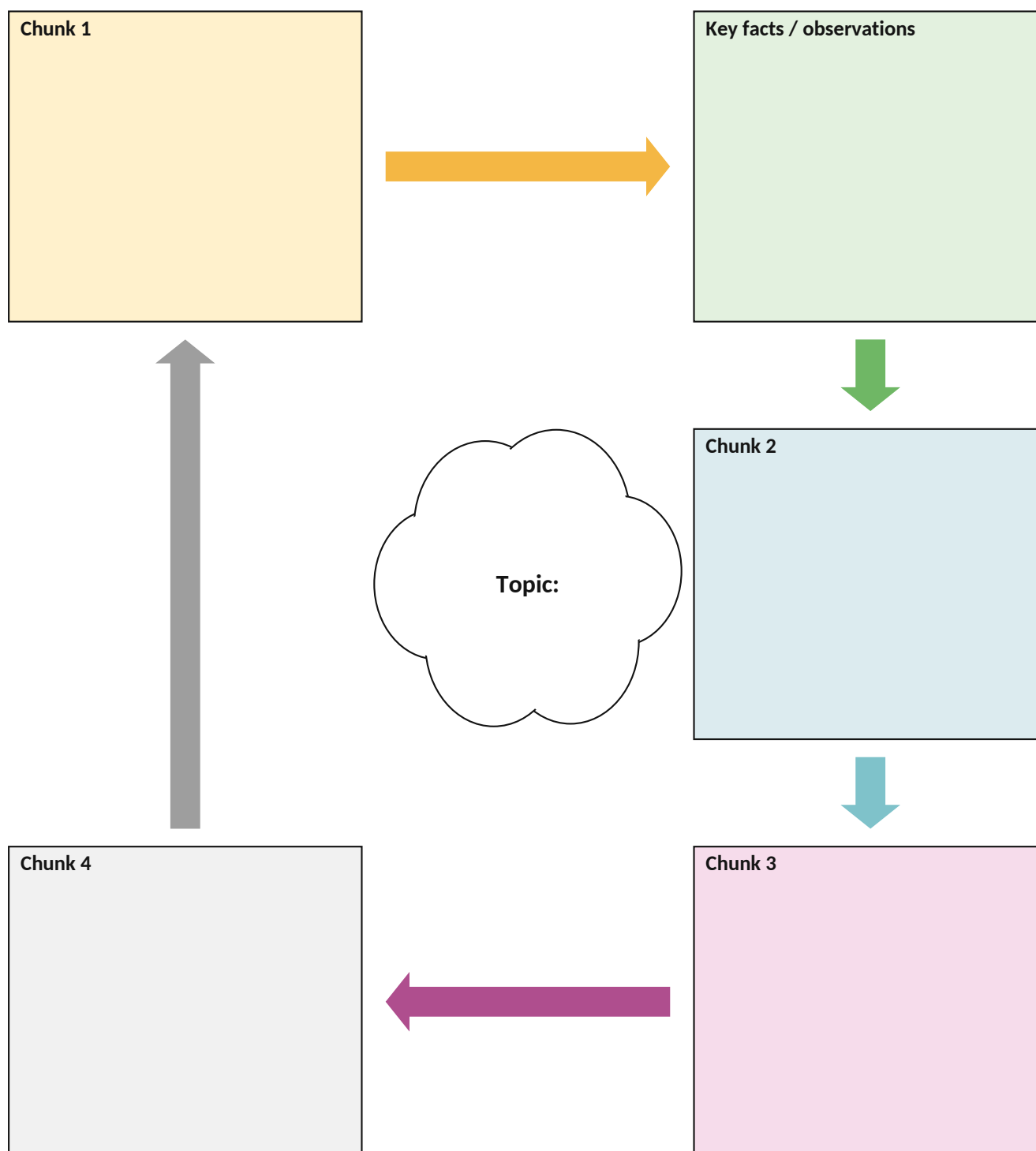
Page	What it is
7	Week 1 revision timetable (start of this week)
10	Blank Chunk It template
11	Blank Chunk It template

Need more copies? Ask your teacher, or copy the layout onto paper for each extra topic.

Chunk It

Topic:		Name:		Form:	
--------	--	-------	--	-------	--

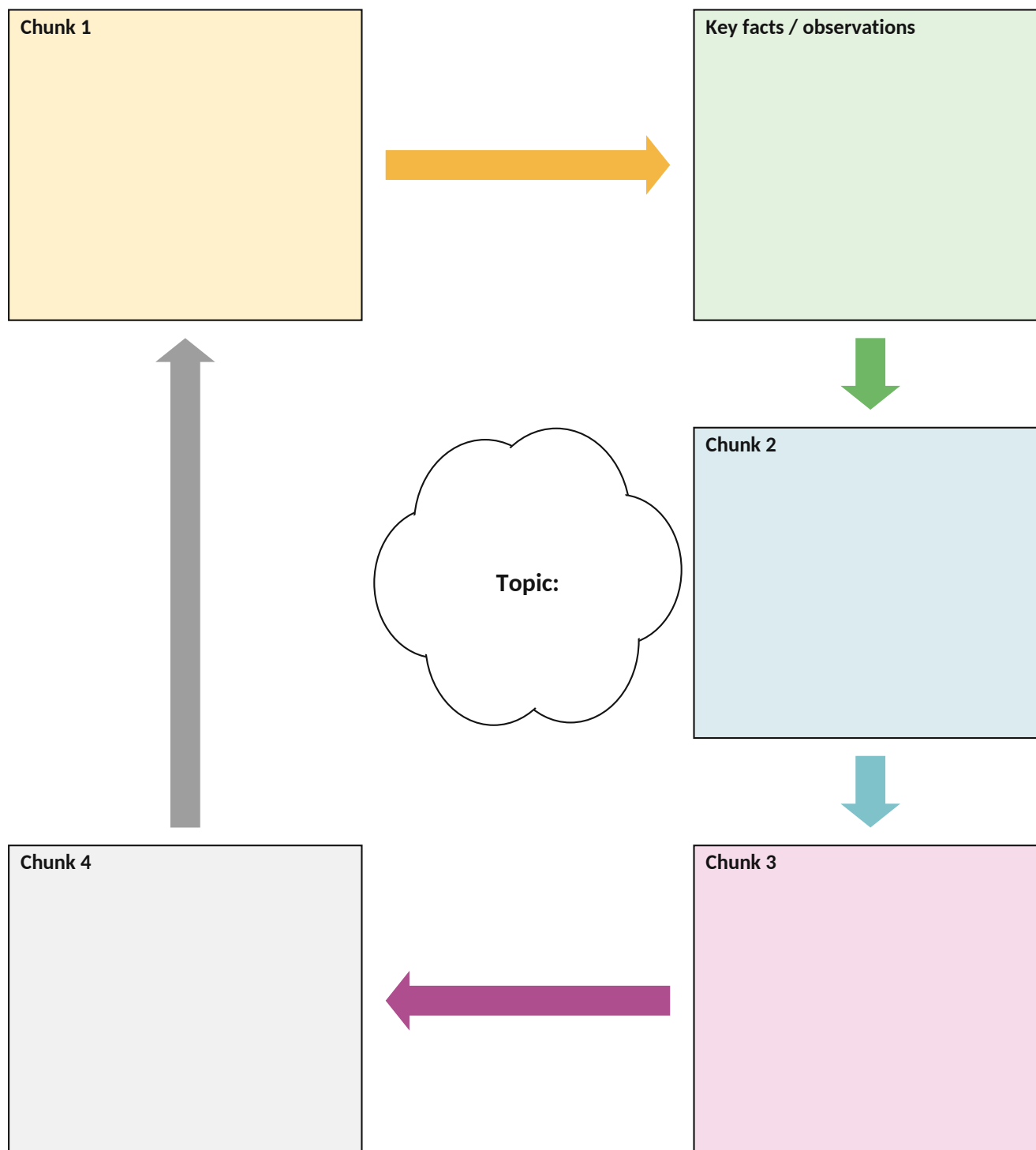
Split a topic into chunks and memorise one chunk at a time.



Chunk It

Topic:		Name:		Form:	
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Split a topic into chunks and memorise one chunk at a time.



2

Week 2 · Upload: Re-learn it and Write it

REVISION TIMETABLE

Focus: Upload: Re-learn it and Write it

Week beginning: ____ / ____ / ____

Plan one session a day. Use the **Blurting sheet** template for at least one subject this week.

Day	Subject and topic	How confident? (tick)	I must recap	Page number						
Monday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								
Tuesday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								
Wednesday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								
Thursday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
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Friday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								
Weekend		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								

End of week check: which topic needs another go next week? _____

2

Week 2 · Upload: Re-learn it and Write it

WORKED EXAMPLE

Topic:	<i>Photosynthesis</i>	Name:	<i>Example student</i>	Form:	<i>11A</i>
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Template: Blurting sheet. Study the topic for 5–10 minutes, put your notes away, then blurt.

Blurt everything you can remember here (notes away!)

carbon dioxide + water → glucose + oxygen

Happens in the chloroplasts, mainly in the leaves.

Chlorophyll is green and absorbs light.

Plants need sunlight because light is the energy source.

Glucose is used for respiration and stored as starch.

+ It is an endothermic reaction: energy is taken in from the surroundings.

+ Limiting factors: light intensity, carbon dioxide concentration and temperature.

+ Glucose is also used to make cellulose for cell walls, and amino acids for proteins.

Then check your notes and add what you missed in a different coloured pen.

How to use: Blurting sheet

Stage: Upload. Embed the knowledge: get it into your memory.

This week: Re-learn it and Write it

Step by step

- 1 Spend 5–10 minutes reading one topic carefully: key facts, ideas and vocabulary.
- 2 Close your book or turn your notes over so you cannot see them.
- 3 Write down everything you can remember. Don't worry about order or neatness.
- 4 Check your notes and compare them with what you wrote.
- 5 Use a different coloured pen to add any facts or keywords you missed.
- 6 Repeat the same topic a few days later. You should remember more each time.

Top tip: The coloured-pen additions are your revision list. Turn them into flashcards or practice questions.

This week's pages

Page	What it is
12	Week 2 revision timetable (start of this week)
15	Blank Blurting sheet template
16	Blank Blurting sheet template

Need more copies? Ask your teacher, or copy the layout onto paper for each extra topic.

Blurting sheet

Topic:		Name:		Form:	
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Study the topic for 5–10 minutes, put your notes away, then blurt.

Blurt everything you can remember here (notes away!)

Then check your notes and add what you missed in a different coloured pen.

Blurting sheet

Topic:		Name:		Form:	
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Study the topic for 5–10 minutes, put your notes away, then blurt.

Blurt everything you can remember here (notes away!)

Then check your notes and add what you missed in a different coloured pen.

3

Week 3 • Upload: Speak it

REVISION TIMETABLE

Focus: Upload: Speak it

Week beginning: ____ / ____ / ____

Plan one session a day. Use the **3 x 2 Testing** template for at least one subject this week.

Day	Subject and topic	How confident? (tick)	I must recap	Page number						
Monday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								
Tuesday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								
Wednesday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								
Thursday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
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Friday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								
Weekend		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								

End of week check: which topic needs another go next week? _____

3

Week 3 • Upload: Speak it

WORKED EXAMPLE

Topic:	<i>History: Elizabethan England</i>	Name:	<i>Example student</i>	Form:	<i>11A</i>
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Template: 3 x 2 Testing. Without notes, write two key facts for each time period. Then choose the topic to revise next.

Last lesson Key facts:	1. <i>Elizabeth I became queen in 1558, aged 25.</i>
	2. <i>The Religious Settlement of 1559 made England Protestant but kept some Catholic traditions.</i>
Last week Key facts:	3. <i>Mary, Queen of Scots fled to England in 1568 and was kept prisoner.</i>
	4. <i>Mary was executed in 1587 after the Babington Plot.</i>
Last year Key facts:	5. <i>The First World War began in 1914.</i>
	6. <i>The Treaty of Versailles was signed in 1919.</i>

One topic to revise next:

The Spanish Armada, 1588: causes, events and why the Spanish failed.

How to use: 3 x 2 Testing

Stage: Upload. Embed the knowledge: get it into your memory.

This week: Speak it

Step by step

- 1 Before you look at anything, say out loud what you learned last lesson. Write two key facts.
- 2 Do the same for last week, then for a topic from last year.
- 3 Check your facts against your notes and correct any mistakes.
- 4 Any box you struggled with tells you what to revise next. Write it in the bottom box.
- 5 Explain one of the topics out loud as if you were teaching it.

Top tip: Record yourself saying your key facts on your phone and play them back on the way to school.

This week's pages

Page	What it is
17	Week 3 revision timetable (start of this week)
20	Blank 3 x 2 Testing template
21	Blank 3 x 2 Testing template

Need more copies? Ask your teacher, or copy the layout onto paper for each extra topic.

3 x 2 Testing

Topic:		Name:		Form:	
--------	--	-------	--	-------	--

Without notes, write two key facts for each time period. Then choose the topic to revise next.

Last lesson Key facts:	1.	
	2.	
Last week Key facts:	3.	
	4.	
Last year Key facts:	5.	
	6.	

One topic to revise next:

3 x 2 Testing

Topic:		Name:		Form:	
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Without notes, write two key facts for each time period. Then choose the topic to revise next.

Last lesson Key facts:	1.	
	2.	
Last week Key facts:	3.	
	4.	
Last year Key facts:	5.	
	6.	

One topic to revise next:

4

Week 4 • Process: Transform it

REVISION TIMETABLE

Focus: Process: Transform it

Week beginning: ____ / ____ / ____

Plan one session a day. Use the **Transforming** template for at least one subject this week.

Day	Subject and topic	How confident? (tick)	I must recap	Page number						
Monday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								
Tuesday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								
Wednesday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
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Friday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								
Weekend		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								

End of week check: which topic needs another go next week? _____

4

Week 4 • Process: Transform it

WORKED EXAMPLE

Topic:	English Literature: Macbeth plot	Name:	Example student	Form:	11A
--------	----------------------------------	-------	-----------------	-------	-----

Template: Transforming. Turn the material into up to 6 pictures, one per key piece of information. Under each picture, explain your thinking.

1. [sketch: three witches round a cauldron]	2. [sketch: a floating, bloody dagger]	3. [sketch: a ghost at a dinner table]
My thinking: The witches predict Macbeth will be king. This sparks his ambition (Act 1).	My thinking: Macbeth sees a dagger, then murders King Duncan (Act 2).	My thinking: Banquo's ghost appears at the feast: Macbeth's guilt shows (Act 3).

4. [sketch: three apparitions]	5. [sketch: hands being washed]	6. [sketch: trees marching on a castle]
My thinking: The apparitions warn him about Macduff and Birnam Wood (Act 4).	My thinking: Lady Macbeth sleepwalks and tries to wash away blood (Act 5).	My thinking: Birnam Wood comes to Dunsinane and Macduff kills Macbeth (Act 5).

Now restore your pictures back into their original written form.

How to use: Transforming

Stage: Process. Deepen the knowledge: think hard about it.

This week: Transform it

Step by step

- 1 Read one section of your notes or text.
- 2 Draw one simple picture for each key point: up to six. No words in the pictures.
- 3 Under each picture, write a sentence explaining what it reminds you of.
- 4 Cover the sentences. Use only the pictures to explain the topic out loud.
- 5 Later in the week, turn the pictures back into full written notes.

Top tip: Stick figures are fine. The picture only has to make sense to you.

This week's pages

Page	What it is
22	Week 4 revision timetable (start of this week)
25	Blank Transforming template
26	Blank Transforming template

Need more copies? Ask your teacher, or copy the layout onto paper for each extra topic.

Transforming

Topic:		Name:		Form:	
--------	--	-------	--	-------	--

Turn the material into up to 6 pictures, one per key piece of information. Under each picture, explain your thinking.

1.	2.	3.
My thinking:	My thinking:	My thinking:

4.	5.	6.
My thinking:	My thinking:	My thinking:

Now restore your pictures back into their original written form.

Transforming

Topic:		Name:		Form:	
--------	--	-------	--	-------	--

Turn the material into up to 6 pictures, one per key piece of information. Under each picture, explain your thinking.

1.	2.	3.
My thinking:	My thinking:	My thinking:

4.	5.	6.
My thinking:	My thinking:	My thinking:

Now restore your pictures back into their original written form.

5

Week 5 • Process: Reduce it

REVISION TIMETABLE

Focus: Process: Reduce it

Week beginning: ____ / ____ / ____

Plan one session a day. Use the **Reduce to 6 points** template for at least one subject this week.

Day	Subject and topic	How confident? (tick)	I must recap	Page number						
Monday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								
Tuesday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
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Wednesday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
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Thursday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								
Friday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								
Weekend		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								

End of week check: which topic needs another go next week? _____

5

Week 5 • Process: Reduce it

WORKED EXAMPLE

Topic:	Geography: coastal erosion	Name:	Example student	Form:	11A
--------	----------------------------	-------	-----------------	-------	-----

Template: Reduce to 6 points. Reduce the information to 6 points, then 3 key points. Then prioritise the most important and explain why.

Information

R
E
D
U
C
E

Waves erode the coast in four ways: hydraulic action, abrasion, attrition and solution. On coasts with bands of hard and soft rock, the soft rock erodes faster to form bays, leaving the hard rock sticking out as headlands.



Reduce to 6 points

1. Hydraulic action: water forces air into cracks
2. Abrasion: rocks hurled at the cliff
3. Attrition: rocks hit each other
4. Solution: acids dissolve chalk
5. Soft rock erodes faster: bays
6. Hard rock left: headlands



Reduce to 3 key points

- A. 4 erosion processes
- B. Rock type controls the rate
- C. Headlands and bays on mixed coasts

Information

P
R
I
O
R
I
T
I
S
E

Waves attack a weakness in a headland. A crack is widened into a cave. The cave breaks through to form an arch. The arch roof collapses, leaving a stack, which erodes into a stump. Example: Old Harry Rocks, Dorset.



Prioritise (most important)

1. Crack widened by waves
2. Crack becomes a cave
3. Cave breaks through: arch
4. Arch roof collapses: stack
5. Stack erodes: stump
6. Example: Old Harry Rocks



WHY?

The order crack, cave, arch, stack, stump. "Explain the formation of..." questions want this sequence in order, with the processes named.

How to use: Reduce to 6 points

Stage: Process. Deepen the knowledge: think hard about it.

This week: Reduce it

Step by step

- 1 Copy or summarise the information into the left-hand box.
- 2 Reduce it to 6 short points. Each point must fit on one line.
- 3 Reduce the 6 points to the 3 that matter most.
- 4 In the bottom half, list the information in order of importance.
- 5 In the WHY? box, explain why your number 1 is the most important.

Top tip: If a point will not fit on the line, it is not reduced enough yet.

This week's pages

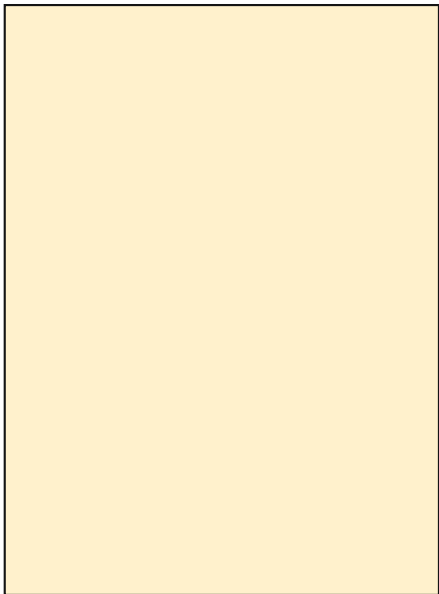
Page	What it is
27	Week 5 revision timetable (start of this week)
30	Blank Reduce to 6 points template
31	Blank Reduce to 6 points template

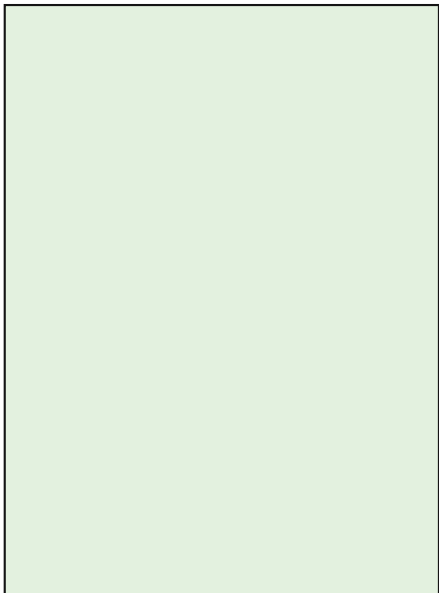
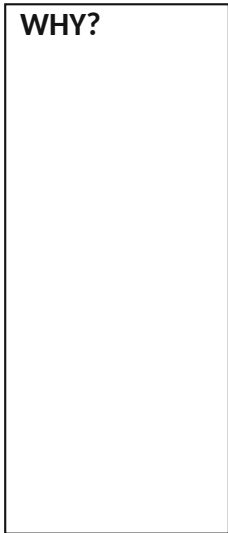
Need more copies? Ask your teacher, or copy the layout onto paper for each extra topic.

Reduce to 6 points

Topic:		Name:		Form:	
--------	--	-------	--	-------	--

Reduce the information to 6 points, then 3 key points. Then prioritise the most important and explain why.

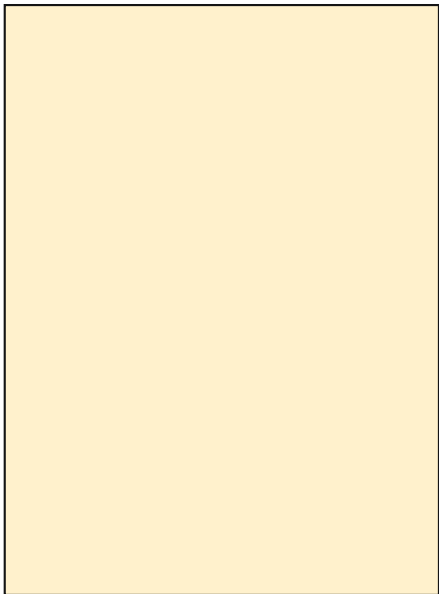
Information		Reduce to 6 points		Reduce to 3 key points
R E D U C E		1. _____		A. _____
		2. _____		
		3. _____		B. _____
		4. _____		
		5. _____		C. _____
		6. _____		

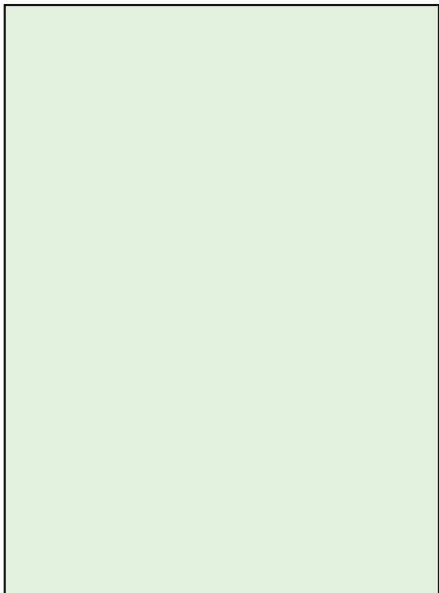
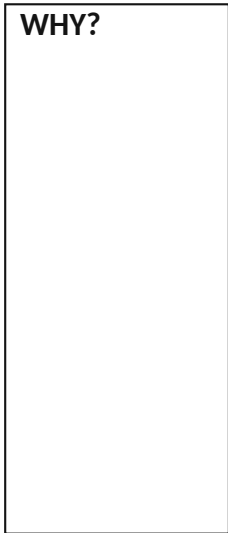
Information		Prioritise (most important)		WHY?	
P R I O R I T I S E		1. _____			
		2. _____			
		3. _____			
		4. _____			
		5. _____			
		6. _____			

Reduce to 6 points

Topic:		Name:		Form:	
--------	--	-------	--	-------	--

Reduce the information to 6 points, then 3 key points. Then prioritise the most important and explain why.

Information		Reduce to 6 points		Reduce to 3 key points
R E D U C E		1. _____		A. _____
		2. _____		
		3. _____		B. _____
		4. _____		
		5. _____		C. _____
		6. _____		

Information		Prioritise (most important)		WHY?	
P R I O R I T I S E		1. _____			
		2. _____			
		3. _____			
		4. _____			
		5. _____			
		6. _____			

6

Week 6 • Process: Sort it

REVISION TIMETABLE

Focus: Process: Sort it

Week beginning: ____ / ____ / ____

Plan one session a day. Use the **Ranking triangle** template for at least one subject this week.

Day	Subject and topic	How confident? (tick)	I must recap	Page number						
Monday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								
Tuesday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								
Wednesday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								
Thursday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								
Friday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								
Weekend		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								

End of week check: which topic needs another go next week? _____

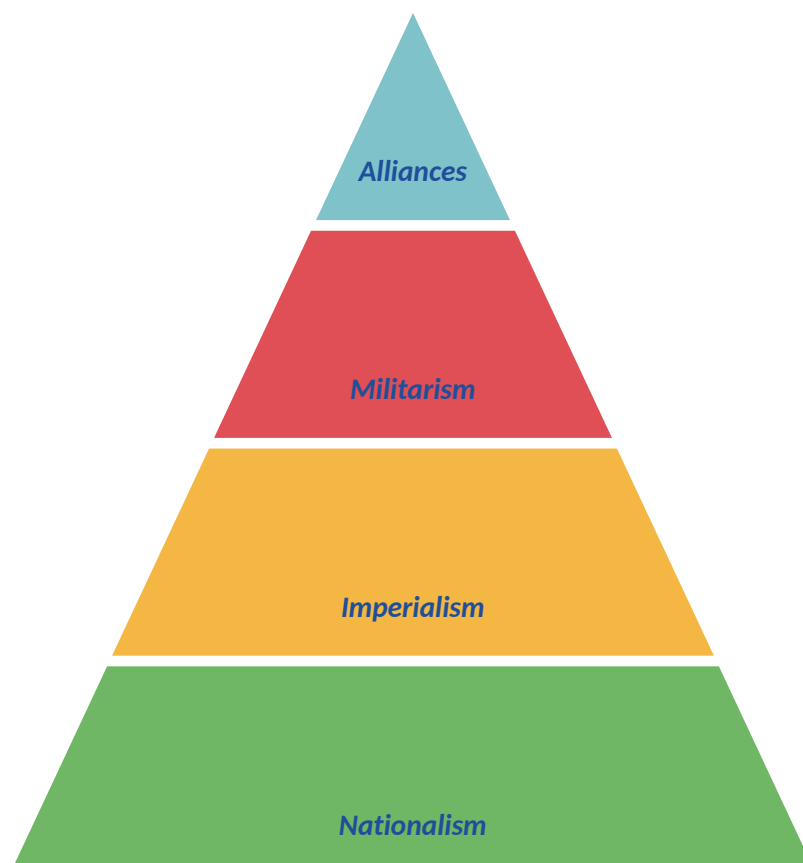
6

Week 6 • Process: Sort it

WORKED EXAMPLE

Topic:	<i>History: causes of the First World War</i>	Name:	<i>Example student</i>	Form:	<i>11A</i>
--------	---	-------	------------------------	-------	------------

Template: Ranking triangle. The most important information goes at the top and the least important at the bottom. Make sure you justify WHY.



Justify WHY each one is in its place (most important at the top, least at the bottom):

1. *Alliances: turned a local quarrel between Austria-Hungary and Serbia into a European war.*

2. *Militarism: the arms race and naval race meant countries were ready and willing to fight.*

3. *Imperialism: rivalry over colonies built up tension between Britain and Germany.*

4. *Nationalism: national pride caused tension, but did not directly drag countries in.*

How to use: Ranking triangle

Stage: Process. Deepen the knowledge: think hard about it.

This week: Sort it

Step by step

- 1 Choose four key factors, causes or ideas from the topic.
- 2 Decide which is the most important. Write it in the top layer.
- 3 Fill the other layers in order, down to the least important at the bottom.
- 4 On the lines, explain why each factor is in its place.
- 5 Ask someone to challenge your order. Can you defend it?

Top tip: There is rarely one right order. The marks come from how well you justify it.

This week's pages

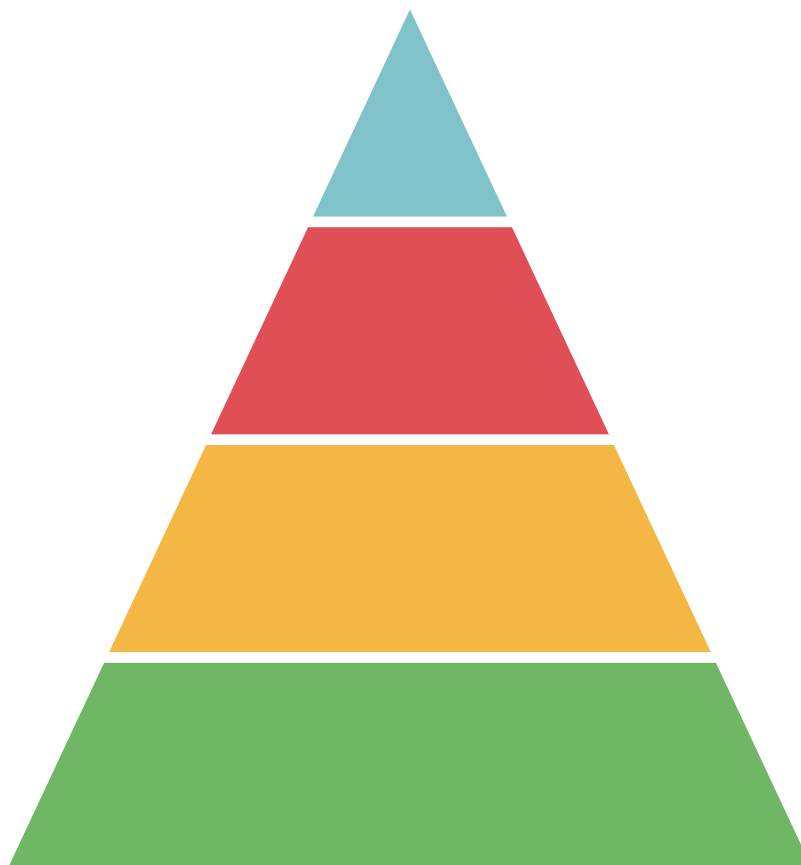
Page	What it is
32	Week 6 revision timetable (start of this week)
35	Blank Ranking triangle template
36	Blank Ranking triangle template

Need more copies? Ask your teacher, or copy the layout onto paper for each extra topic.

Ranking triangle

Topic:		Name:		Form:	
--------	--	-------	--	-------	--

The most important information goes at the top and the least important at the bottom. Make sure you justify WHY.

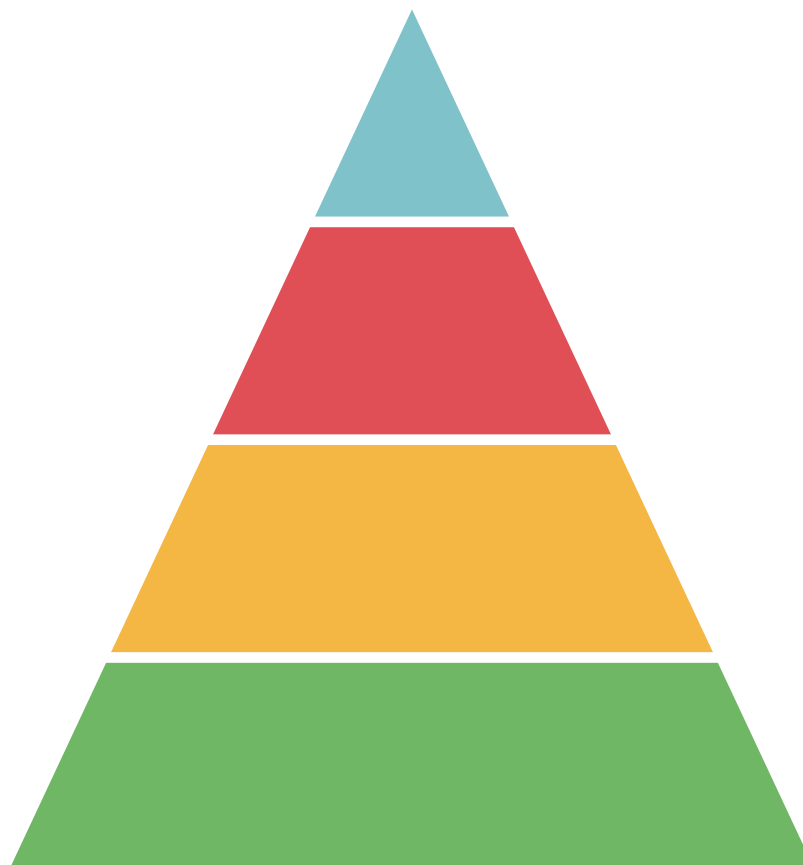


Justify WHY each one is in its place (most important at the top, least at the bottom):

Ranking triangle

Topic:		Name:		Form:	
--------	--	-------	--	-------	--

The most important information goes at the top and the least important at the bottom. Make sure you justify WHY.



Justify **WHY** each one is in its place (most important at the top, least at the bottom):

7

Week 7 • Process: Link it

REVISION TIMETABLE

Focus: Process: Link it

Week beginning: ____ / ____ / ____

Plan one session a day. Use the **Connection map** template for at least one subject this week.

Day	Subject and topic	How confident? (tick)	I must recap	Page number						
Monday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								
Tuesday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								
Wednesday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								
Thursday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								
Friday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								
Weekend		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								

End of week check: which topic needs another go next week? _____

7

Week 7 • Process: Link it

WORKED EXAMPLE

Topic:	<i>English Literature: An Inspector Calls</i>	Name:	<i>Example student</i>	Form:	<i>11A</i>
--------	---	-------	------------------------	-------	------------

Template: Connection map. Show how the ideas in this topic link together.

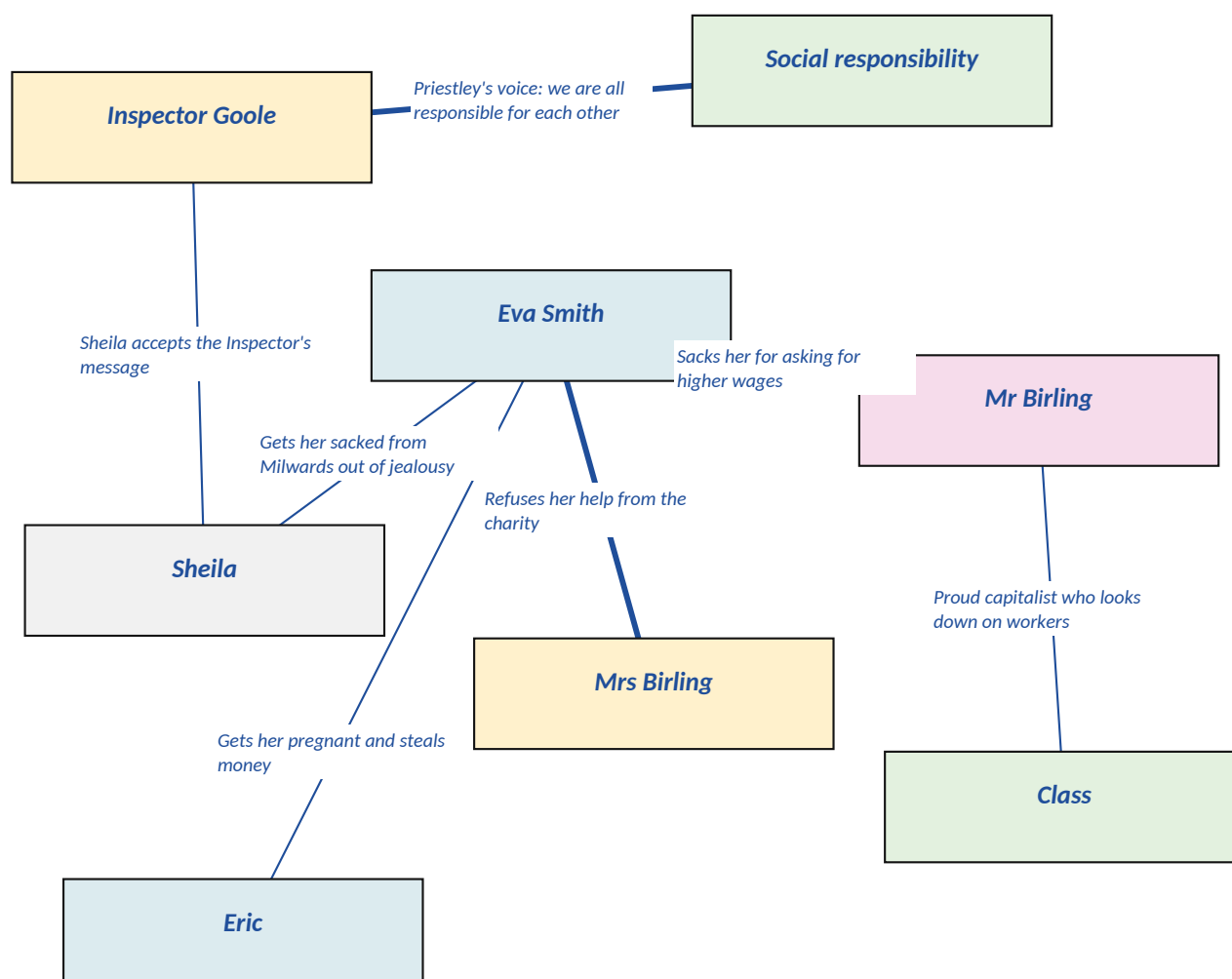
Place the information / factors / knowledge in the boxes. Add as many boxes as you want to.

Draw lines linking the boxes. The darker / stronger the line, the stronger the link.

On the line, give reasons for the links: explain the link, its importance or significance.

You could also add formulae / dates / facts / quotes near or on the line as evidence.

Title: *An Inspector Calls: who is responsible?*



How to use: Connection map

Stage: Process. Deepen the knowledge: think hard about it.

This week: Link it

Step by step

- 1 Write the topic in the title box.
- 2 Put one character, factor or idea in each box.
- 3 Draw lines between the boxes that are linked. The stronger the link, the darker the line.
- 4 On each line, write the reason for the link.
- 5 Add evidence beside the lines: quotes, dates, facts or formulae.

Top tip: Links between topics are where the top-band marks are. Try linking this topic to one from another unit.

This week's pages

Page	What it is
37	Week 7 revision timetable (start of this week)
40	Blank Connection map template
41	Blank Connection map template

Need more copies? Ask your teacher, or copy the layout onto paper for each extra topic.

Connection map

Topic:		Name:		Form:	
---------------	--	--------------	--	--------------	--

Show how the ideas in this topic link together.

Place the information / factors / knowledge in the boxes. Add as many boxes as you want to.

Draw lines linking the boxes. The darker / stronger the line, the stronger the link.

On the line, give reasons for the links: explain the link, its importance or significance.

You could also add formulae / dates / facts / quotes near or on the line as evidence.

Title:

Connection map

Topic:		Name:		Form:	
---------------	--	--------------	--	--------------	--

Show how the ideas in this topic link together.

Place the information / factors / knowledge in the boxes. Add as many boxes as you want to.

Draw lines linking the boxes. The darker / stronger the line, the stronger the link.

On the line, give reasons for the links: explain the link, its importance or significance.

You could also add formulae / dates / facts / quotes near or on the line as evidence.

Title:

8

Week 8 • Download: Restore it and Step it

REVISION TIMETABLE

Focus: Download: Restore it and Step it

Week beginning: ____ / ____ / ____

Plan one session a day. Use the **Experiment on a page** template for at least one subject this week.

Day	Subject and topic	How confident? (tick)	I must recap	Page number						
Monday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								
Tuesday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								
Wednesday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								
Thursday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								
Friday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								
Weekend		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								

End of week check: which topic needs another go next week? _____

8

Week 8 • Download: Restore it and Step it

WORKED EXAMPLE

Topic:	Chemistry: rates of reaction	Name:	Example student	Form:	11A
--------	------------------------------	-------	-----------------	-------	-----

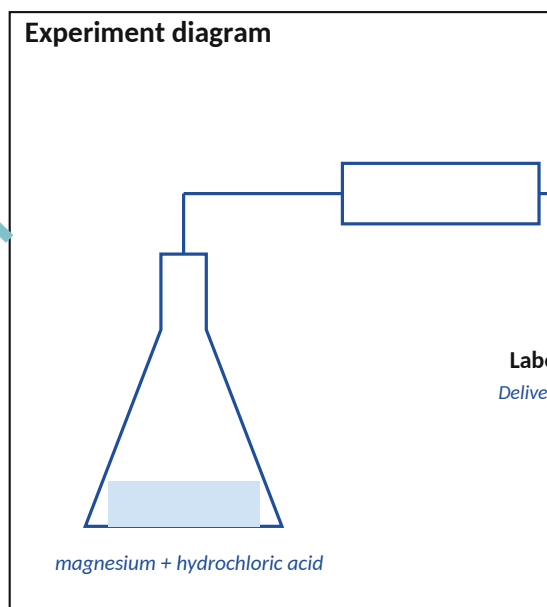
Template: Experiment on a page. Recall a whole practical from memory: method, labelled diagram, results and formulae.

Experiment title: *Rate of reaction: magnesium and hydrochloric acid*

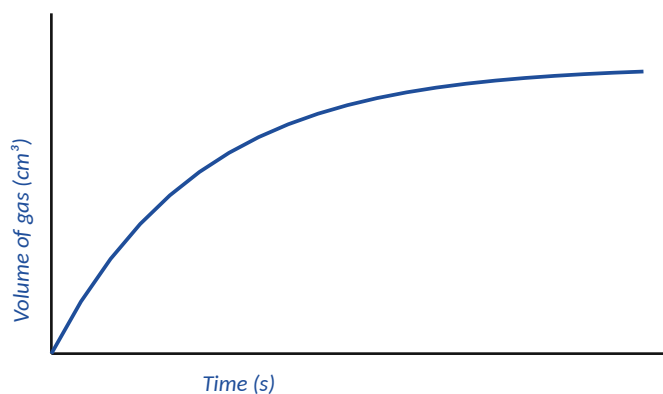
Process / method

1. *Measure 50 cm³ of hydrochloric acid into a conical flask.*
2. *Connect the flask to a gas syringe.*
3. *Add a 3 cm strip of magnesium and start the stopwatch.*
4. *Record the volume of gas every 10 seconds.*
5. *Repeat with different concentrations of acid.*
6. *Keep the temperature and magnesium length the same.*
7. *Plot volume of gas against time.*
8. _____
9. _____
10. _____

Label
Conical flask



Results



Formulae
Mean rate =
quantity of product ÷ time

How to use: Experiment on a page

Stage: Download. Demonstrate the knowledge: prove you know it.

This week: Restore it and Step it

Step by step

- 1 Choose one required practical or process.
- 2 Without notes, write the method as numbered steps in the right order.
- 3 Draw and label the apparatus.
- 4 Sketch the results you would expect and add any formulae.
- 5 Check against your notes and correct any mistakes in a different colour.

Top tip: Work out the 3 hardest steps to remember and explain each one in 5 steps of its own.

This week's pages

Page	What it is
42	Week 8 revision timetable (start of this week)
45	Blank Experiment on a page template
46	Blank Experiment on a page template

Need more copies? Ask your teacher, or copy the layout onto paper for each extra topic.

Experiment on a page

Topic:		Name:		Form:	
--------	--	-------	--	-------	--

Recall a whole practical from memory: method, labelled diagram, results and formulae.

Experiment title:

Process / method

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Label

Experiment diagram

Label

Label

Results

--

Formulae

Experiment on a page

Topic:		Name:		Form:	
--------	--	-------	--	-------	--

Recall a whole practical from memory: method, labelled diagram, results and formulae.

Experiment title:

Process / method

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Label

Experiment diagram

Label

Label

Results

--

Formulae

9

Week 9 • Download: Test it

REVISION TIMETABLE

Focus: Download: Test it

Week beginning: ____ / ____ / ____

Plan one session a day. Use the **Quizzing** template for at least one subject this week.

Day	Subject and topic	How confident? (tick)	I must recap	Page number						
Monday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								
Tuesday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								
Wednesday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								
Thursday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								
Friday		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								
Weekend		<table><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table>	Not sure	OK	Great!					
Not sure	OK	Great!								

End of week check: which topic needs another go next week? _____

9

Week 9 • Download: Test it

WORKED EXAMPLE

Topic:	<i>French: my family</i>	Name:	<i>Example student</i>	Form:	<i>11A</i>
--------	--------------------------	-------	------------------------	-------	------------

Template: Quizzing. Read the text and come up with questions to ask someone about it. Swap, answer and mark.

	Question	Answer
1	<i>How do you say 'my brother'?</i>	<i>mon frère</i>
2	<i>How do you say 'my sister'?</i>	<i>ma sœur</i>
3	<i>How do you say 'my parents'?</i>	<i>mes parents</i>
4	<i>How do you say 'I am an only child' (girl)?</i>	<i>je suis fille unique</i>
5	<i>What does 'je m'entends bien avec' mean?</i>	<i>I get on well with</i>
6	<i>What does 'il est marrant' mean?</i>	<i>he is funny</i>
7	<i>How do you say 'my grandmother'?</i>	<i>ma grand-mère</i>
8	<i>How do you say 'she is annoying'?</i>	<i>elle est énervante</i>
9	<i>Translate: j'ai deux frères.</i>	<i>I have two brothers.</i>
10	<i>Why is it 'ma famille', not 'mon famille'?</i>	<i>Famille is feminine, so it takes 'ma'.</i>

How to use: Quizzing

Stage: Download. Demonstrate the knowledge: prove you know it.

This week: Test it

Step by step

- 1 Read through your notes on one topic.
- 2 Write 10 questions on the left. Make some easy and some hard.
- 3 Cover the answer column, or swap with a friend or family member.
- 4 Answer, then mark your answers.
- 5 Rewrite any question you got wrong and test yourself on it again tomorrow.

Top tip: Write exam-style questions too: "Explain...", "Compare...", "Describe..."

This week's pages

Page	What it is
47	Week 9 revision timetable (start of this week)
50	Blank Quizzing template
51	Blank Quizzing template (questions 11-20)

Need more copies? Ask your teacher, or copy the layout onto paper for each extra topic.

Quizzing

Topic:		Name:		Form:	
--------	--	-------	--	-------	--

Read the text and come up with questions to ask someone about it. Swap, answer and mark.

	Question	Answer
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Quizzing (questions 11-20)

Topic:		Name:		Form:	
--------	--	-------	--	-------	--

Keep going: questions 11-20.

Question		Answer
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

10

Week 10 • Download: Refine it and final recap

REVISION TIMETABLE

Focus: Download: Refine it and final recap

Week beginning: ____ / ____ / ____

Plan one session a day. Use the **Notes and exam question** template for at least one subject this week.

Day	Recap everything you need to for paper...	Not sure / OK / Great!	What do you need to re-cover?
Monday	Paper: _____		
Tuesday	Paper: _____		
Wednesday	Paper: _____		
Thursday	Paper: _____		
Friday	Paper: _____		
Weekend	Paper: _____		

End of week check: which topic needs another go next week? _____

10

Week 10 • Download: Refine it and final recap

WORKED EXAMPLE

Topic:	Biology: vaccination	Name:	Example student	Form:	11A
--------	----------------------	-------	-----------------	-------	-----

Template: Notes and exam question. Write your key notes, then answer an exam question using them.

NOTES

1. A vaccine contains a dead or inactive form of a pathogen.
2. White blood cells detect the antigens on it.
3. They make specific antibodies.
4. Memory cells are made and stay in the blood.
5. If the real pathogen enters, antibodies are made faster and in larger numbers.
6. Herd immunity protects people who cannot be vaccinated.

Key words Key dates Key facts Key quotes Key formulae

Words: pathogen, antigen, antibody, memory cell, immunity, herd immunity

Exam question:

Explain how vaccination protects a person from a disease. [4 marks]

My answer:

A vaccine contains a dead or inactive pathogen. White blood cells detect its antigens and produce specific antibodies. Memory cells are also made. If the person is later infected by the live pathogen, the memory cells recognise it, so antibodies are produced much faster and in greater numbers. The pathogen is destroyed before the person becomes ill.

Refined: added "specific" and "much faster" to hit the mark scheme wording.

How to use: Notes and exam question

Stage: Download. Demonstrate the knowledge: prove you know it.

This week: Refine it and final recap

Step by step

- 1 Write the key notes for the topic in the yellow box: no more than six points.
- 2 Fill in the key words, dates, facts, quotes or formulae underneath.
- 3 Find a past exam question on the topic and copy it into the blue box.
- 4 Answer it using only your notes.
- 5 Mark it with the mark scheme, then refine your answer: improve, reorder, add to it.

Top tip: Time yourself: roughly one minute per mark.

This week's pages

Page	What it is
52	Week 10 revision timetable (start of this week)
55	Blank Notes and exam question template
56	Blank Notes and exam question template

Need more copies? Ask your teacher, or copy the layout onto paper for each extra topic.

Notes and exam question

Topic:		Name:		Form:	
--------	--	-------	--	-------	--

Write your key notes, then answer an exam question using them.

NOTES

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Key words Key dates Key facts Key quotes Key formulae

Exam question:

My answer:

Notes and exam question

Topic:		Name:		Form:	
--------	--	-------	--	-------	--

Write your key notes, then answer an exam question using them.

NOTES

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Key words Key dates Key facts Key quotes Key formulae

Exam question:

My answer:

Acknowledgements

Blurting: Sir William Stanier School, *Revision Techniques Y10 and 11 2026-27*.

The mind map and transforming approaches draw on Daniel T. Willingham, *What Will Improve a Student's Memory?* (aft.org).

Worked examples are illustrations written for this handbook. Always check facts against your own class notes and exam board specification.