

What is the point of Revision?

What do we need to understand about how the brain works in order to make revision effective?

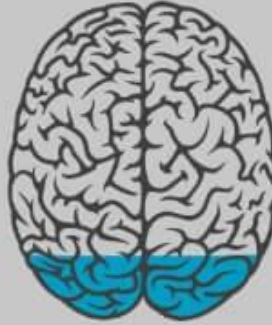




After 20 minutes:
42% of learning
is lost



After 24 hours:
67% of learning
is lost



After 31 days:
79% of learning
is lost



After 60 days:
90% of learning
is lost

Without further revision, the average learner retains only 10% of new information after 60 days

On average you need to revisit a piece of
knowledge 7 times for it to be lodged in your long
term memory
That is why we need to revise!



Edexcel GCSE History has 4 units

Anglo-Saxon & Norman England c1060 - 1088

- Anglo-Saxon England & Norman Conquest 1060 - 1066
- William I in power 1066 - 1087
- Norman England 1066 - 1088



Crime & Punishment through time c1000 - present

Crime, Punishment & Law Enforcement in

- C1000 - c1500 Medieval England
- C1500 - c1700 Early Modern Britain
- C1700 - c1900 18th & 19th centuries
- C1900 - present Modern

+ **Whitechapel c1870 - 1900**



Weimar & Nazi Germany 1918 - 1939



- The Weimar Republic 1918 - 1929
- Hitler's rise to power 1919 - 1923
- Nazi control & dictatorship 1933 - 1939
- Life in Nazi Germany 1933 - 1939

Superpower relations and the Cold War 1941 - 1991

- Origins of the Cold War 1941 - 1958
- Cold War Crises 1958 - 1970
- The end of the Cold War 1970 - 1991



How should students prepare to succeed?

To be successful with history revision students should

- 1) **Get organised** : Gather all your books / work / revision in one place
- 2) **Create a schedule** : Planning and spacing out your revision is key
- 3) **Make use of the resources available** : Use the [google classroom](#)
[revision space](#), [Quizlet](#) and revision guides etc



Be a meta-cognitive learner.

Think about the methods / strategies
that work best for **YOU**.



What can parents / Guardians do to help?

To help aid your students to successfully revise you could

- 1) **Use the revision schedule** : keep them on track
- 2) **Quiz your child on their revision topics** : Using their flashcards etc.
Agree a set time each week for doing this
- 3) **Remove distractions / phones** : for set periods while they revise
- 4) **Check children have access to stationary** : e.g highlighters, pens, card for marking flashcards
- 5) **Look at the Google Classroom Revision Space and Quizlet** (homework links set in Classroom every week)

Example questions to ask your child

“What strategies are you going to use to revise?”

“What steps could you take to answer this exam question?”

“Do you want me to help you make a schedule?”



What are the best methods to revise history?

Revision needs to be **ACTIVE!**

Active revision techniques require you to think about the information, select or organise the information.

Copying things out **doesn't** work for moving knowledge into your long term memory



RETRIEVAL PRACTICE - CHOOSE 1

QUIZZING



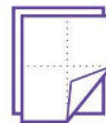
Create a 10 question quiz to test recall, check understanding and identify misconceptions. This can be done via a quiz sheet, PowerPoint or an online quizzing tool.

FLASH CARDS



Create a set of flash cards for a specific topic. Write a key question on one side and the answer on the other. Use the [Leitner System](#) to build fluency through repetition.

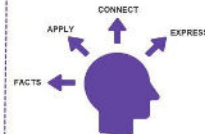
FOLDING FRENZY



Use the [Folding Frenzy](#) strategy to encode & synthesise knowledge:

1. Write a one-page summary
2. Create a graphic organiser
3. List the key words
4. Create symbols

FACE IT



Use the FACE IT revision model to:

1. Learn the factual content
2. Apply the facts in context
3. Connect ideas by identifying patterns and causal links
4. Peer teach or self-explain.

SPACED PRACTICE - CHOOSE 1

LAST LESSON



From memory, create a one-page summary, mind map, knowledge organiser or sketchnote from **last lesson**.

LAST WEEK



From memory, create a one-page summary, mind map, knowledge organiser or sketchnote from **last week**.

LAST TOPIC



From memory, create a one-page summary, mind map, knowledge organiser or sketchnote from the **last topic**.

LAST TERM



From memory, create a one-page summary, mind map, knowledge organiser or sketchnote from **last term**.

DELIBERATE PRACTICE - COMPLETE ALL THE STEPS

1. PUSH BEYOND



Choose a past essay question that you find challenging. Decode the question and then plan your answer. What arguments, evidence, scholarship are you going to include?

2. SPECIFIC GOALS



What do you want to achieve when you write this essay? Do you want to improve your use of evidence, develop your analysis/evaluation or enhance the structure and fluency of your essay?

3. FOCUS



Make a conscious effort to improve. Ask yourself the following questions – When am I going to write this essay? Where am I going to write it? How am I going to achieve my goals?

4. FEEDBACK



Ask for feedback from your peers and/or your teacher or even generate your own feedback. Identify the areas for improvement and then redraft or redo your essay.

5. MENTAL MODELS



Create a mental model of what a successful history essay looks like. What are its key features? Reflect upon your essay writing skills and refine your practice by repeating with a similar style essay question.

History Revision

Year 11 Revision Sessions

Mondays after school
with your history teacher

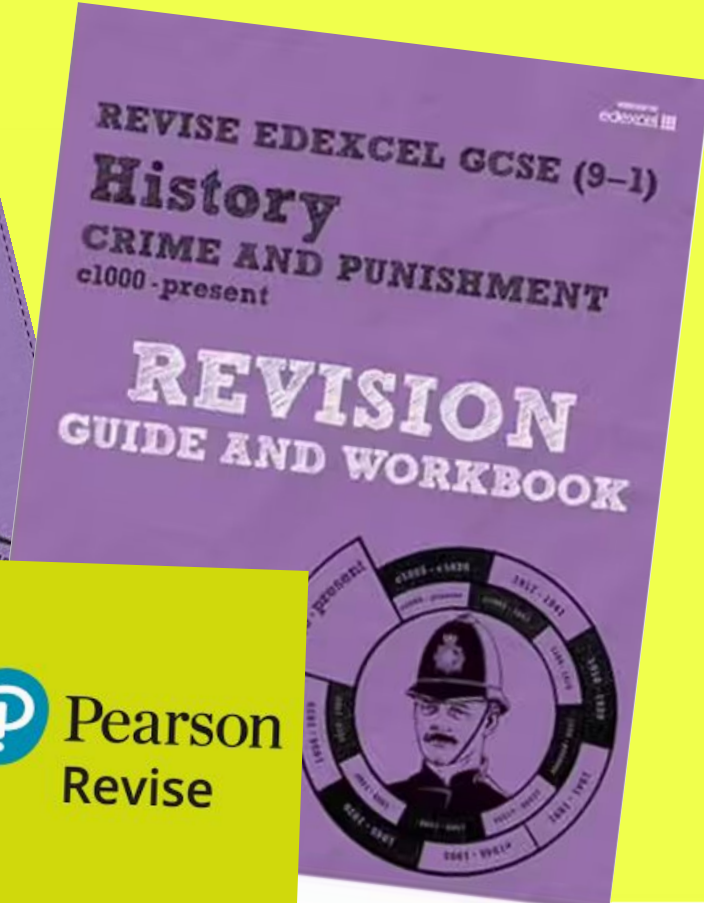
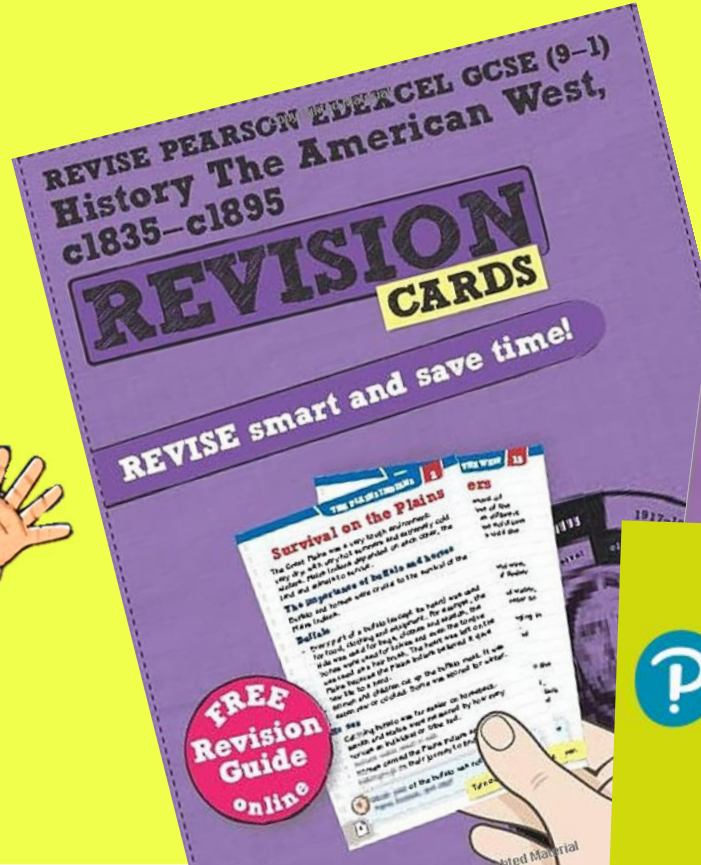
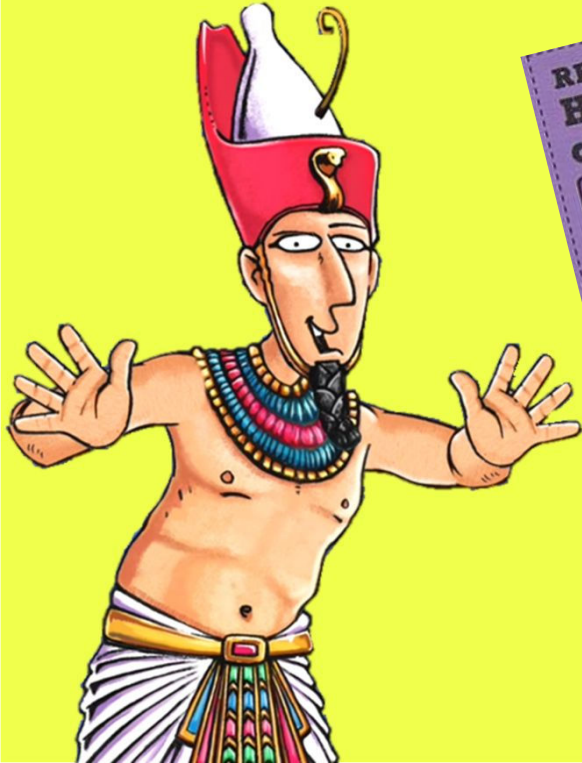
- Grow your knowledge
- Develop your exam skills




Use Google Classroom Revision Space for past papers



Get the Revision Guides & the Revision Cards & use the Revision App Pearson Revise



Any other questions about GCSE History

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- 1) Ask your history teacher!
 - 2) Send us an email
 - 3) Check out the school website
[History - Budmouth Academy](#)

Mr Bezant

jbezant@budmouth-aspirations.org