



HDHS T&L NEWSLETTER

March 2016

Issue 3



The word '**REVISION**' can strike fear into the heart of everyone in the classroom, teachers and students alike!

But it doesn't have to be like that. With careful planning and by using exciting and engaging activities, revision can be an enjoyable and engrossing process, where teachers can see students' progress at the end of every lesson.

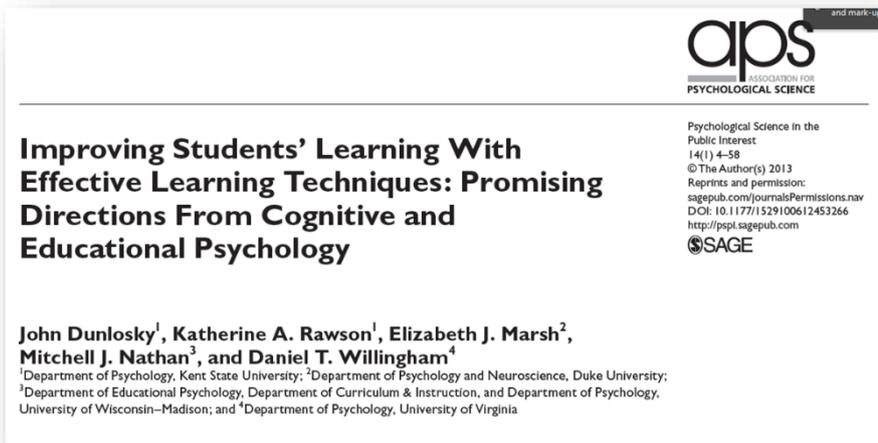
There are thousands of different ways to do this. This booklet shares just the tip of the iceberg. But hopefully you will find something that will help you and your students get the best out of this time of year.

And remember ... these techniques should start with year 7!



T&L briefing on effective revision.

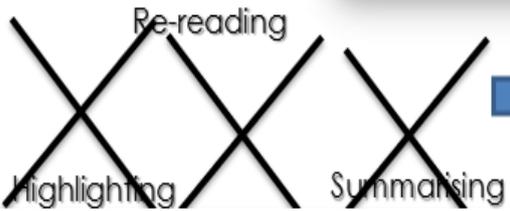
Below is the summary of the main messages from the briefing, based on research from Dunlosky et al. You can find out more about this by going to the www.hdhstl.wordpress.com. There you will find the PowerPoint and ideas on intervention from the History and English Department.



Scan this QR CODE to read more about research on effective revision

T&L BRIEFING

Effective Revision

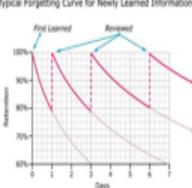


These activities require very little cognitive work. They make the students feel like they are 'doing' something, but they are very low demand.

Five effective revision strategies

1. Practice Testing-
Students keep testing themselves (or each other) on what they have got to learn.
Highest Impact!

2. Distributed Practice

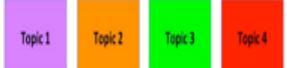


Spacing topics out to allow forgetting time, which makes students think harder.

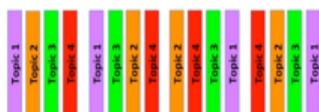
3. Elaborate Interrogation
Rather than just trying to learn facts by reading them over and over, students should get into the habit of asking themselves why these are true.

4. Self Explanation
Rather than looking at different topics in isolation, students should try to think about how this new information links to what they already know.

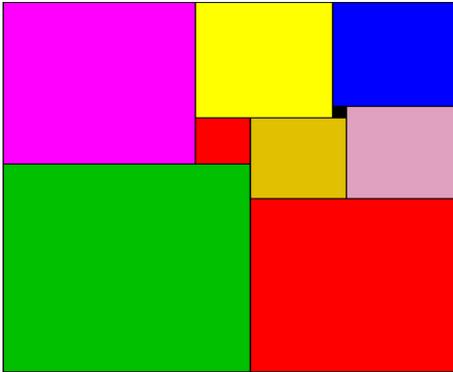
5. Interleaved Practice
Instead of revising topics like...



Space them out like



1. Collaborative Revision



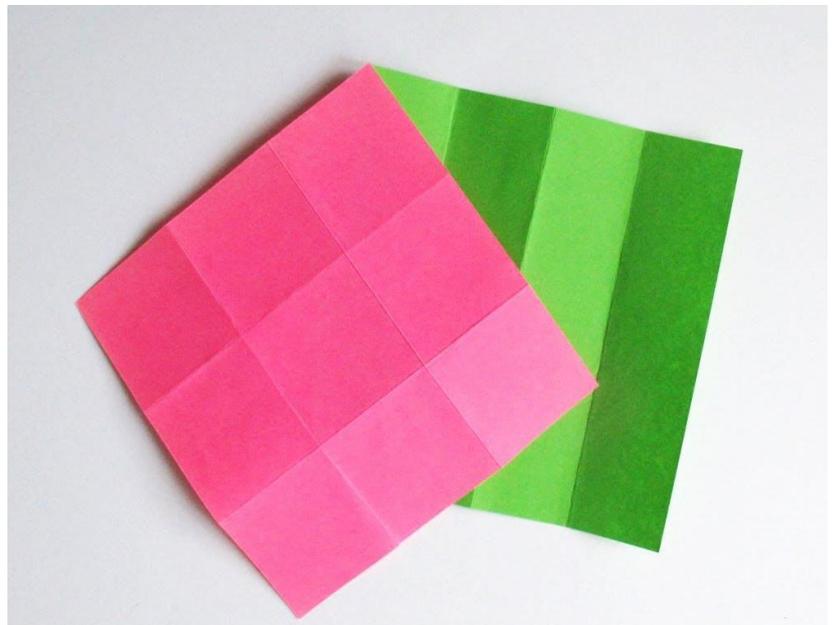
'Isabella Wallace and Leah Kirkman'

All Square!

This gets students sharing their ideas and talking about what they know.

All you need is a blank sheet of A4 paper for each student. First, ask the students to fold their paper into eight equal squares. Nominate a topic and ask students to mentally recall everything they know about it in one minute. Once they are prepared, students should circulate around the room and find out eight different things about the topic from eight different classmates. Each time students learn a new piece of information, they write it down in a square on their piece of paper to show that they have understood what has been shared.

Once all students have collected eight pieces of information, hold a whole class discussion. Sharing information further increases the students' knowledge bank for the topic, and can also reveal misconceptions which can be corrected.

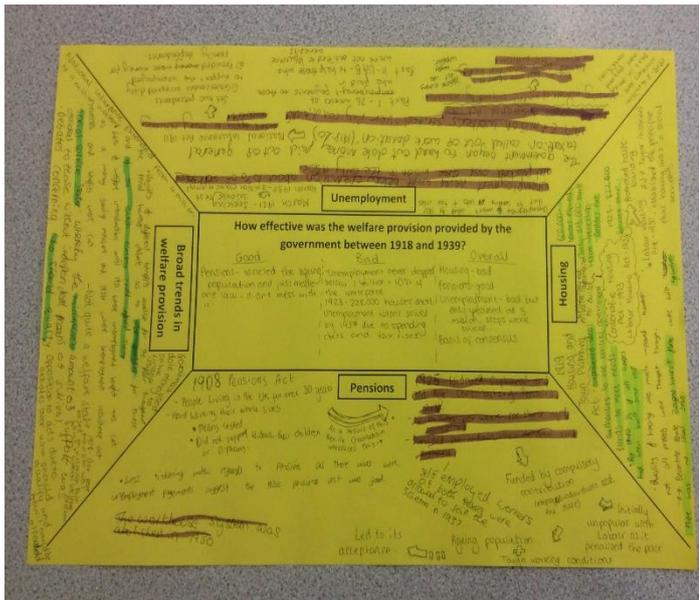


Extend it!

Get students to apply their new knowledge in practise exam questions.

Collaborative Revision Placemat

'Gael Luzet'



Students work in groups of four, each with a blank placemat, ideally in A1, A2 or A3 size.

Student should be seated on each side of the placemat with an outer space to themselves. The activity works in two stages.

Stage 1. Each student records their ideas, response, views or facts on a given topic in the outer sections.

Stage 2. Students then write an agreed response in the central square.

There are different ways to use this:

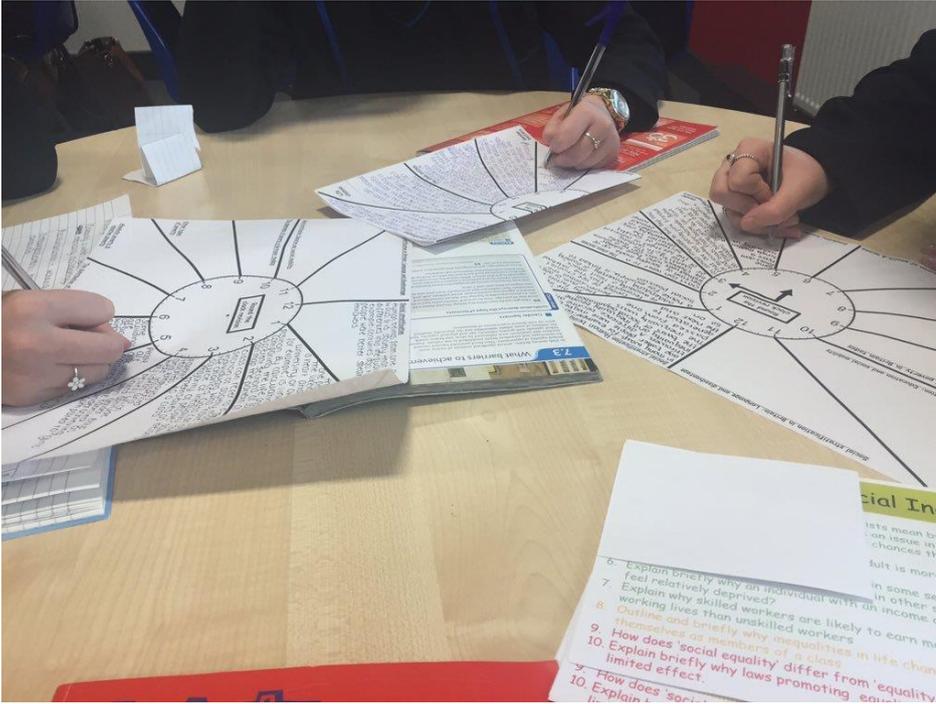
- Give each group an exam question and ask them to use the placemat to collaborate ideas to come up with key points.
- Use this task to brainstorm a topic that has been taught a while back, encouraging students to recall their knowledge, and share ideas.

Extend it!

Placemats can make great visual aids and can be pinned up on the classroom walls.

Around the clock!

(From the wonderful Paul Ginnis)



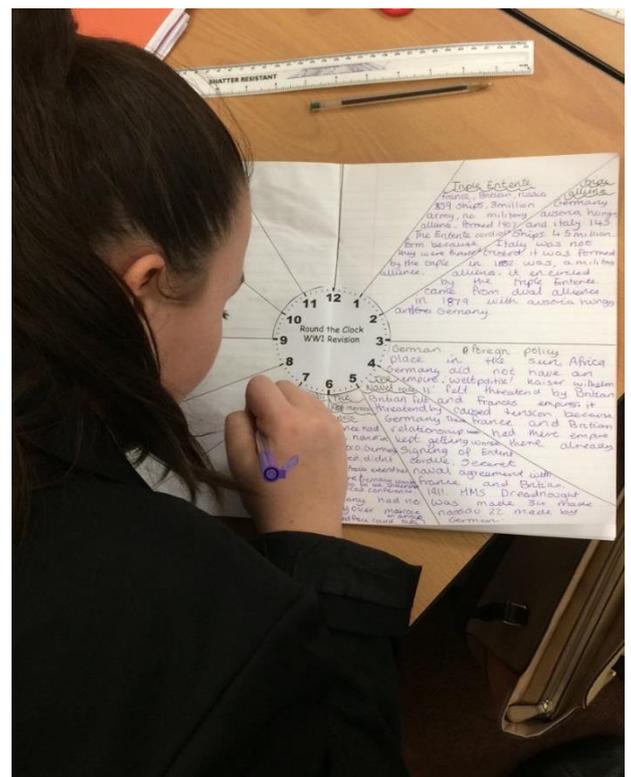
This active revision exercise requires speed and precision from all students.

You can do this in different ways. One suggestion is that students work in teams, competing against each other to complete a set of questions (10 is a good number, each on a separate sheet). Each should be placed on the

teachers table at the front of the classroom. When you start, a nominated 'runner' from each group fetches the first question from their set of questions and takes it back to the group. The group decide on their answer and write it down underneath the question. Then the runner brings it back to you to be marked. If incorrect, it's taken back to the group. If it is correct, then the runner picks up the second question, and so on. Writers and runners should rotate between questions. The first to complete the 10 questions are the winners. Debrief the class by going through the answers and outlining the skills required to successfully answer the question. Students can write up their answers for homework.

Extend it!

One of the best ways to do this is to group students in ability groups and give them separate questions, enabling the learning to be **differentiated**.



Snowball

'John Mitchell'

Linking knowledge together so that students can describe and explain their ideas is a crucial skill for examinations.



This activity can be used at the end of a revision session and can provide a quick and easy way to test students' knowledge and application of what they have learned, with no preparation.

This activity can be carried out as a class, or a small group can perform their snowball chain in front of the rest of the class. To start, make an initial statement, such as 'The Second World War began in 1939', which is passed on to a student who is expected to add linked fact to the initial statement, for example, 'The Second World War began in 1939 and a key cause was Hitler's aggressive foreign policy'. The next student adds a third fact to the snowballing statement and so on.

You can monitor the outcome in a number of ways such as asking a reliable student to record the statement on the board. Alternatively, you could allow students to challenge each other's additions. This is an effective element of the activity as it includes the whole class, encouraging them to listen to each other closely and remember and evaluate what it said.

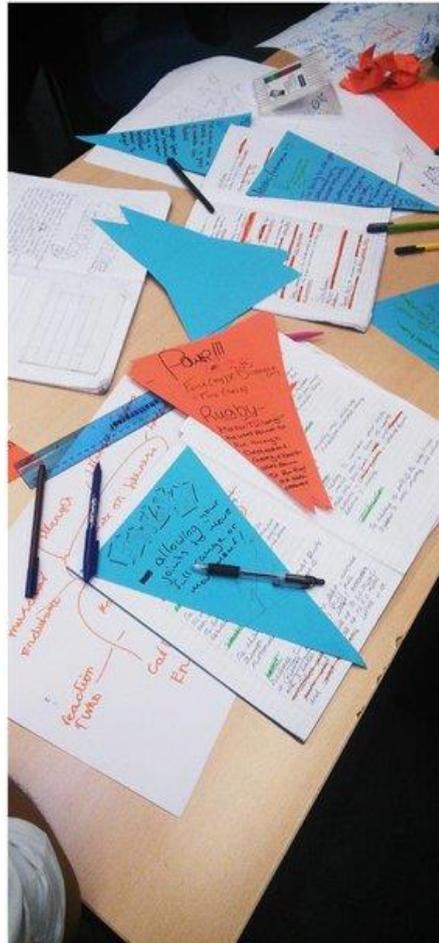
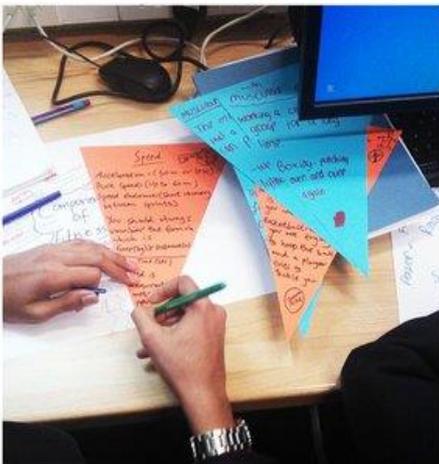
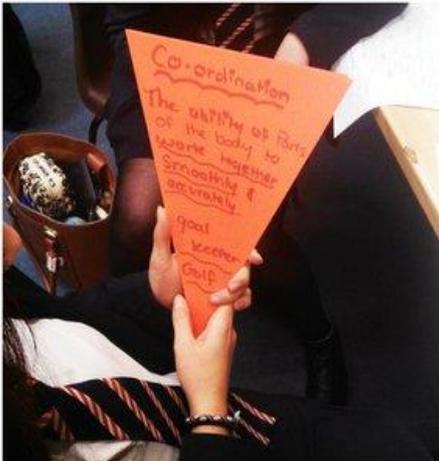
Extend it!

If you are completing the activity in small groups, add **challenge** by providing a short list of key words that students have to include in their chain, crossing them off when they use them.

2. Revision in Lessons

Get out the bunting

'Isabella Wallace'



Give each student a piece of card printed with a triangle outline. Give each student an area to revise, and then ask them to make links to separate content so that every area of the chosen topic is covered. Students must choose the most interesting or important idea or facts about their area and present these in anyway they like in their triangle.

Differentiation- This allows for students of all abilities to choose how to present

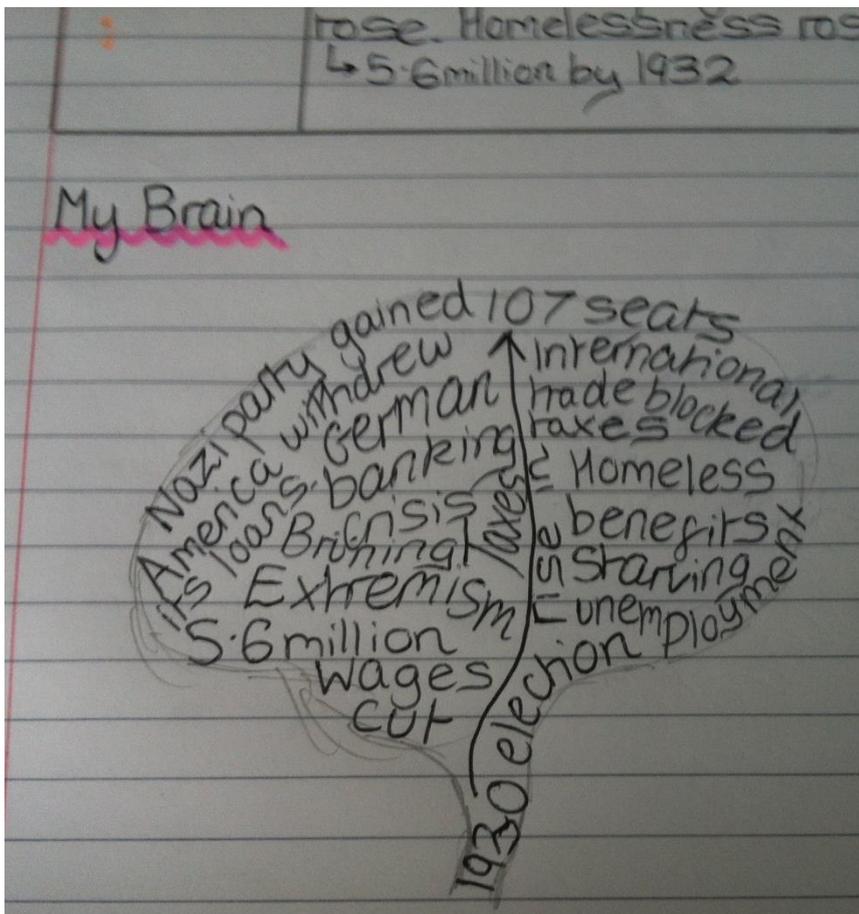
their revision and the activity can then be easily personalised. The outcome is a series of triangles that summarises a wide range of content, which you can attach to string and put up around the room.

Extra Tip!

There are lots of cheap shops that sell bunting in all shapes and sizes. Look online for great ideas on how to use this in the classroom.

This is a good way to get students to summarise their learning. The basic idea is to ask students to draw an outline of their brain, and then fill it with everything they have learned in the revision lesson. They can use key words, bullet points and diagrams. Once completed, students must then look over their work in the brain and highlight the most important point.

Fill My Brain



Extend it!

Placing time limits for students to complete the exercise can add challenge and demand deeper and lateral thinking. For example, a limit can be placed on the amount of words to be used in the brain, or that no words can be used, only diagrams.

Another way is that you can use 'fill my brain' in lessons is by students

working in pairs. They only have a very small amount of time to complete their own brain, they then swap with their partner, who then fills in the gaps with their own knowledge.

Learning Grids

'Engaging Learners' by Andy Griffith and Mark Burns

Learning grids are grids of 12 numbered squares. In each square there is a word or image connected to a topic. Either give the grids to the students on a piece of paper or project it on the board. In pairs they must roll a 12 sided die between them. They must locate the corresponding boxes on the grid from their two rolls of the die and find a way to link the two images or words together.

Learning grids promote **challenge**. Some links caused by the random nature of the dice can be extremely difficult and students have to think laterally to make an effective link.

Entend it! Instead of a learning grid that focuses on a single topic, fill in the boxes with short revision tasks and give the students a topic to revise for 10 minutes in class. Once the 10 minutes are up, students throw the dice once

and then have to carry out the task in the corresponding numbered square.

PE 4 LEARNING PROGRESSION CHECK GRID			
 Locate COM & Justify? B	Define Newton's 2 nd Law of Motion & give E.g. C	 Identify type of motion? B	Identify and Describe where the 3 Laws and 3 Types of Motion occur in 100m Sprint? A
 Identify type of motion? B	Identify 4 mechanical principals STABILITY is dependant upon? B	Define the Type of Motion - General & give E.g. C	Compare a Head Stand to a Hand Stand in relation to the 4 stability principals - explain! B
Explain how changes in the 4 principals of stability affect performance positively and negatively ? A	Describe Eccentric Force and the motion it produces? E.g. B	Define the Type of Motion - Linear & give E.g. C	Define the Type of Motion - Angular & give E.g. C
Define Newton's 1 st Law of Motion & give E.g. C	Identify the 5 things a Force can do to an object? C	Describe Direct Force and the motion it produces? E.g. B	Define Newton's 3 rd Law of Motion & give E.g. C

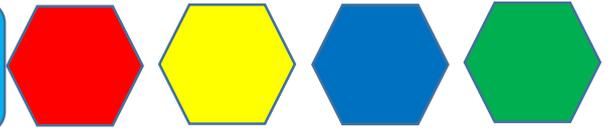
Another way to encourage competition is for the class to be divided into 6 groups. Each group has different coloured post it notes on their desk. The learning grid is revealed on the projector and the groups have to answer as many

questions as possible on the grid. They must write the answers on the post it note and run up and stick it on grid. The team with the most post it notes on the board with the correct answers wins a prize!

Tips

There are so many learning grids already created for all subjects to use. Below are two blogs which explain these in further detail and give examples.

Hexagons

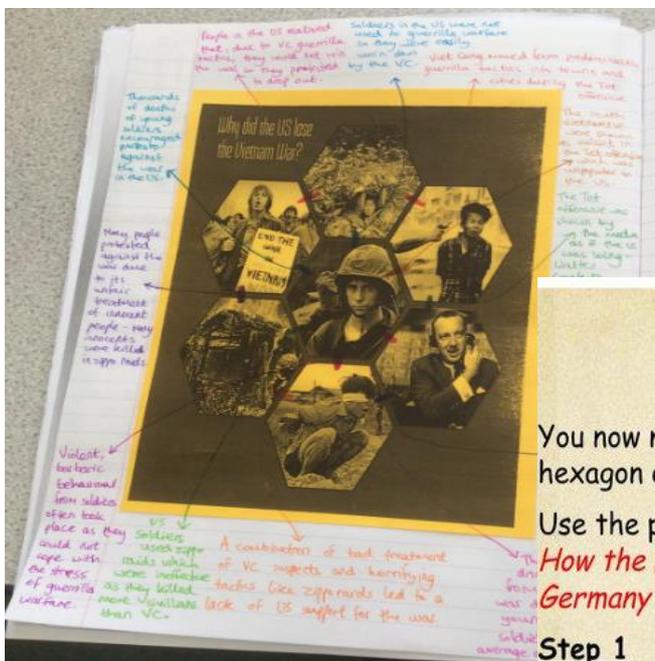
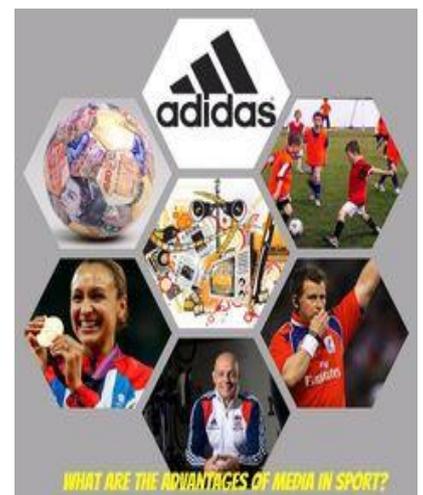


Give students a sheet with diagrams of 12 or 16 hexagons. Each hexagon contains a word on a given topic. Students need to cut out the hexagons; their natural response should be to fit the hexagons together. Every time a student aligns two hexagons they must explain the link or connection between the two words.

Extend it!

- Give students some blank hexagons and ask them to come up with key words. Then ask them to link them and explain.
- Ask student to make a hexagon pattern without writing links down. Then the student swaps with a partner and they then have to write down the links from their partner's pattern.
- Visual hexagons- these are my favourite!

www.jivespin.wordpress.com/2015/03/21/visual-hexagons/



Visual Hexagons

You now need to complete a visual hexagon exercise

Use the pictures to annotate:
How the Nazis persecuted Jews in Germany in the 1930s

Step 1

• Identify the images and explain how they links to Jewish persecution

Step 2

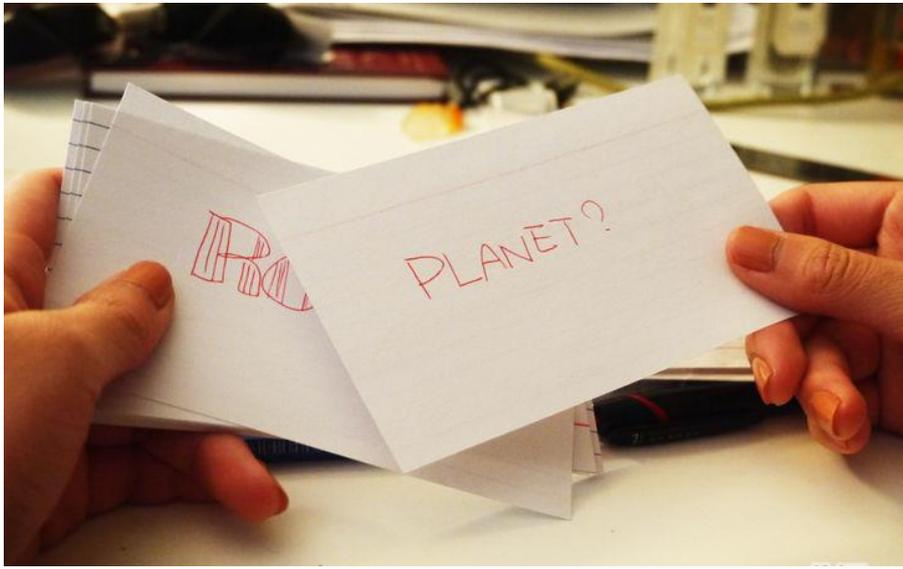
• Draw any links between the hexagons you can find



10 min

www.classtools.net/solo-hexagons Use this site to create your own hexagons. It's quick and easy, but challenging for students!

3. Making it stick with flashcards



What most learners do

'Re-reading the text and massed practise of a skill or new knowledge are by far the preferred study strategies of learners everywhere, but they're also the least productive.' Cramming for exams is an example of massed practice. 'Re-reading and massed practise gives rise to feelings of fluency that are taken to be signs of mastery, but for true mastery or durability these strategies are largely a waste of time.'

The alternative

'Retrieval practice – recalling facts or concepts or events from memory – is a more effective learning strategy than review by rereading. Retrieval strengthens the memory and interrupts forgetting. A single simple quiz after reading a text or hearing a lecture produces better learning and remembering than re-reading the text or reviewing lecture notes.'

How it feels

'Compared to re-reading, self-quizzing can feel awkward and frustrating but what you don't sense is the fact that every time you work hard to recall a memory, you actually strengthen it.'

Space out your practice

This means study the information more than once and leave time between practice sessions – minutes, then a day, then days, then weeks – extending the gaps as your confidence with the material grows. A little forgetting will mean that you have to work harder to reconstruct what you have studied and you'll be strengthening your long term rather than short term memories.

Mix it up ('Interleave the study of different problem types')

Study more than one topic at a time, so that you are alternating between different problems or examples. It feels easier to get one topic and one type of problem sorted before you move onto the next. However, mixing them up means you'll be better at spotting the problem types and identifying the topic you're focusing on, which is much more like the exams you'll sit and the real world.

Put the theory into practice with flashcards



Flashcards allow learners to put all this theory into practice. We get the repetition but also the opportunity for spaced repetition by using the flashcard set with gaps in between sessions. To get the interleaved learning, we can mix two or more flashcard sets together or build a set that covers lots of topics and shuffle it.

In the classroom

In our classrooms using flashcard sets can involve all learners and greatly increase the number of questions asked and answered in a lesson, compared to teacher-led Q +A sessions. Because the answers are on the back, students who work in pairs or groups can coach each other when they get a question wrong. In our classrooms we can plan the spaced repetition by having a flashcard session at the beginning and end of a lesson, then the next day, then once a week, then once a month, adding new cards as we cover new topics.

Other suggestions for using flashcards:

- Use quiz, quiz, trade to introduce a set of flashcards to the whole class.
- Students write own sets of flashcards based on new information or revision materials.
- Provide one side of the flashcard for students and they complete the other
- Use term and definition, term and diagram, missing word statements, questions and answers.
- Use flashcard sets in pairs – 1) Pick a card/number 2) Ask question 1) Answer question 2) Coach if necessary
- If making flashcards is too fiddly and scissors are too dangerous – fold a page in half in exercise book.
- Use Quizlet, Study Blue and Memrise on iPads, teacher's screen with students using mini-whiteboards, or for homework.



Flashcard apps

All three apps mentioned above have lots of flashcard packs available for students covering a range of GCSE and A level course and teachers can create their own too. All three test learners with a variety of multiple choice, matching and recall activities.



Memrise

Memrise is the most colourful of the flashcard apps available and is built on the principle of spaced repetition. Teachers can create groups for students to compete and there are weekly

and monthly leader boards for courses. Each flashcard has suggestions for how to remember the information created by the users of the course. These suggestions include images and mnemonics.



Study Blue and Quizlet



Study Blue and Quizlet seem easier in terms of creating your own flashcard sets. Study Blue only lets you download a couple of flashcard sets before you have to pay any money. You can delete and swap your sets to avoid this. Quizlet seems to let you have as many as you like but the variety of recall activities isn't quite as extensive as those on Study Blue. They are certainly worth exploring if the thought of cutting up flashcard sets fills you with dread. If and your students do go flashcard crazy this storage solution might appeal to you:



(Quotes taken from 'Make it stick – The Science of Successful Learning' by Brown, Roediger III and McDaniel)

WANT TO KNOW MORE?



Revision strategies-

<http://www.huntingenglish.com/2013/04/07/effective-revision-strategies/>

Interesting article on 'How we learn – what works and what doesn't' -

http://tguilfoyle.cmswiki.wikispaces.net/file/view/What_works,_What_doesn't.pdf .

Great Revision toolkit -

https://lesstoolbox.wordpress.com/2015/11/08/you-cant-give-us-homework-we-have-to-revise/?utm_content=bufferf9015&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer



Follow @HDHStandL for regular updates and resources on this topic and many, many more!

Please share any resources you have for effective revision on our HDHS teaching and learning Blog. Email your resources to Sarah Davies and they will be uploaded for all to see. Thank you 😊

