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HIGH SCHOOL

# MAKE IT



*Helping your child to revise*



- INTRODUCTION
- 'MAKING REVISION STICK'
- USING TECHNOLOGY TO REVISE
- SPACED LEARNING – EFFECTIVE PLANNING

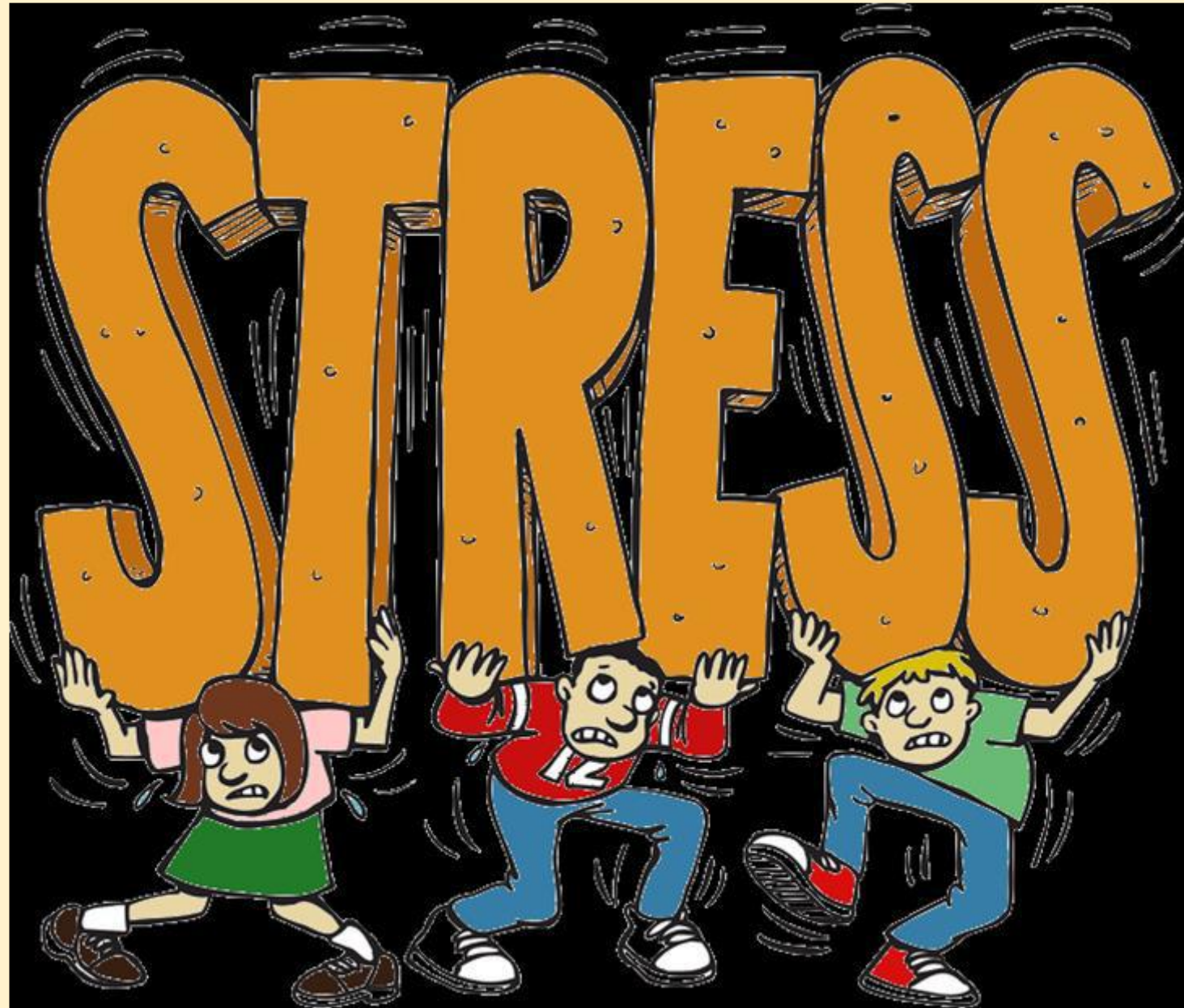
# WELCOME – THE NEW GCSE LANDSCAPE



- INCREASED PRESSURE TO PERFORM IN EXAMS
- NO SAFETY NET OF COURSEWORK
- A RAISED BAR
- MORE EXAMS
- A NEED TO MEMORISE MORE CONTENT



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# FINDING A LITTLE BIT OF CALM



‘MAKING SURE THEY ARE THE BEST PHYSICALLY AND MENTALLY  
WILL IMPROVE PERFORMANCE, HEALTH AND ENJOYMENT’





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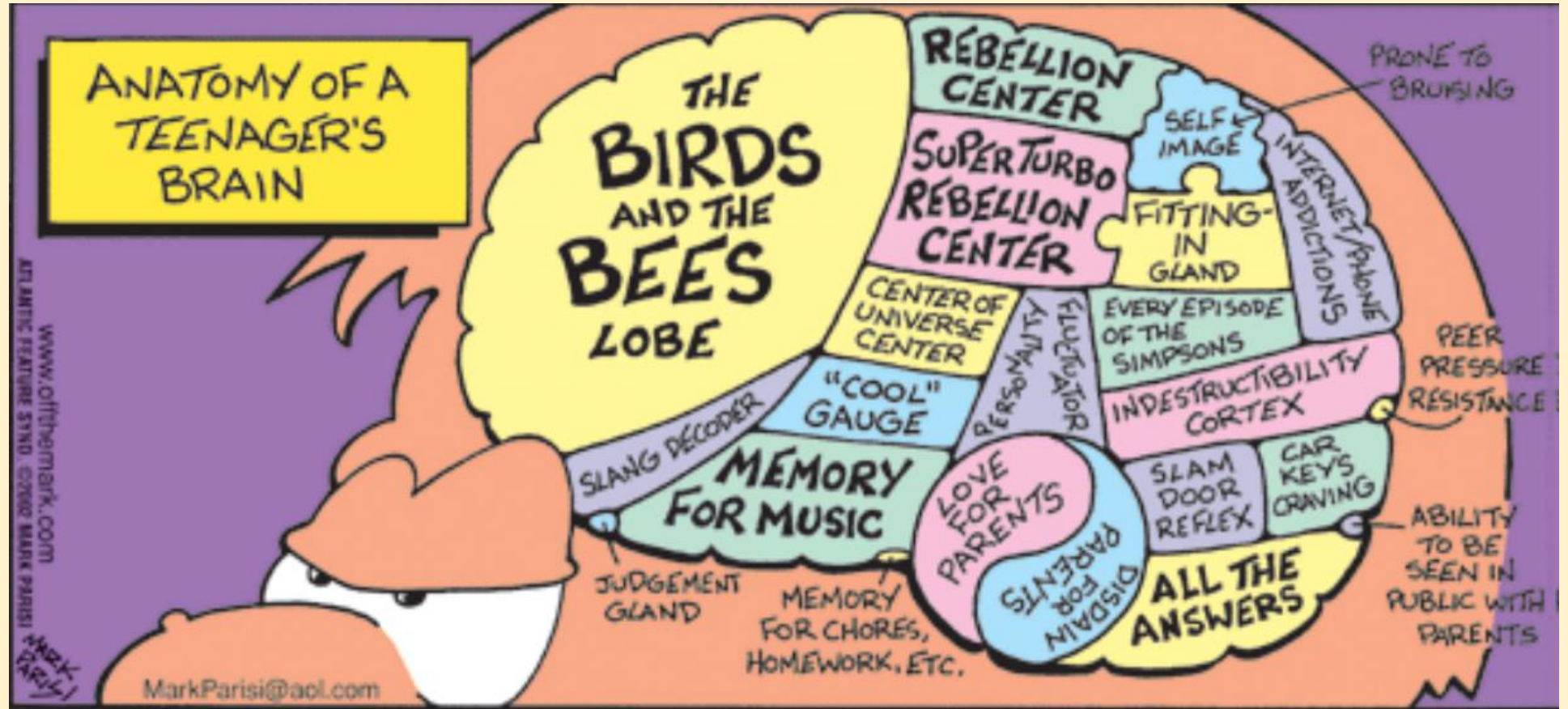
KNOWLEDGE IS NOT HARD-WIRED FROM BIRTH

# Teen Brain

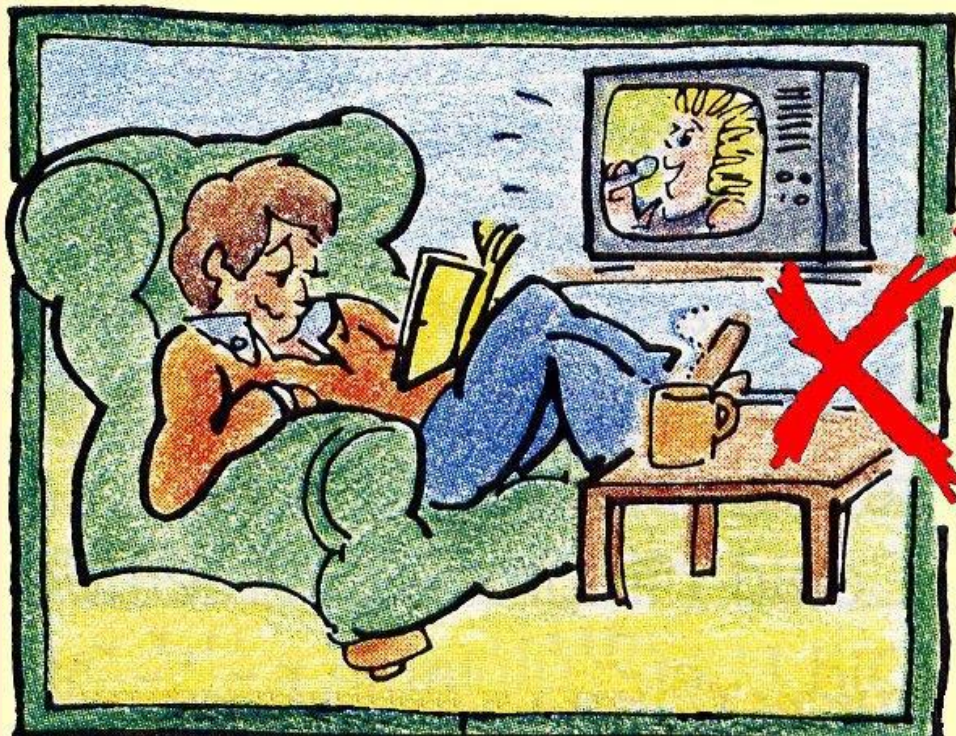




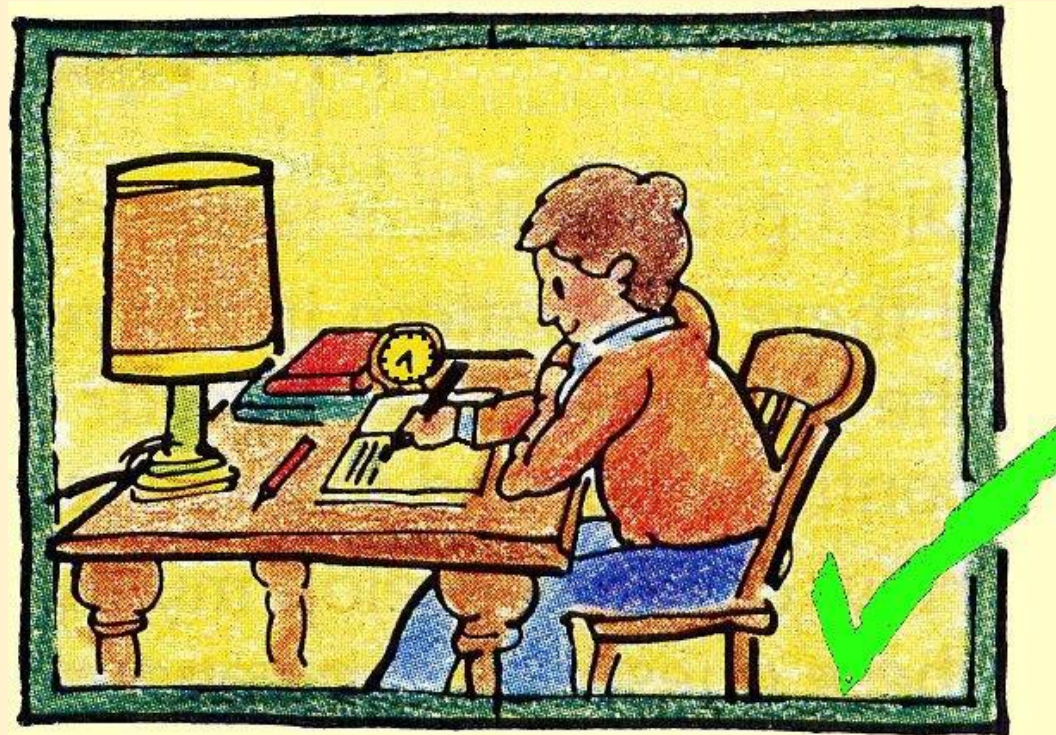
# POTENTIALLY A TEENAGERS BRAIN...



# GETTING THE ENVIRONMENT RIGHT IS THE FIRST STEP!



THE MYTH



NOT POPULAR, BUT  
EXTREMELY EFFECTIVE!



# MASTERY REQUIRES BOTH THE POSSESSION OF FACTS AND THE CONCEPTUAL UNDERSTANDING OF HOW TO USE THEM



SIMPLE REVISION WILL  
IMPROVE THEIR GCSE RESULTS

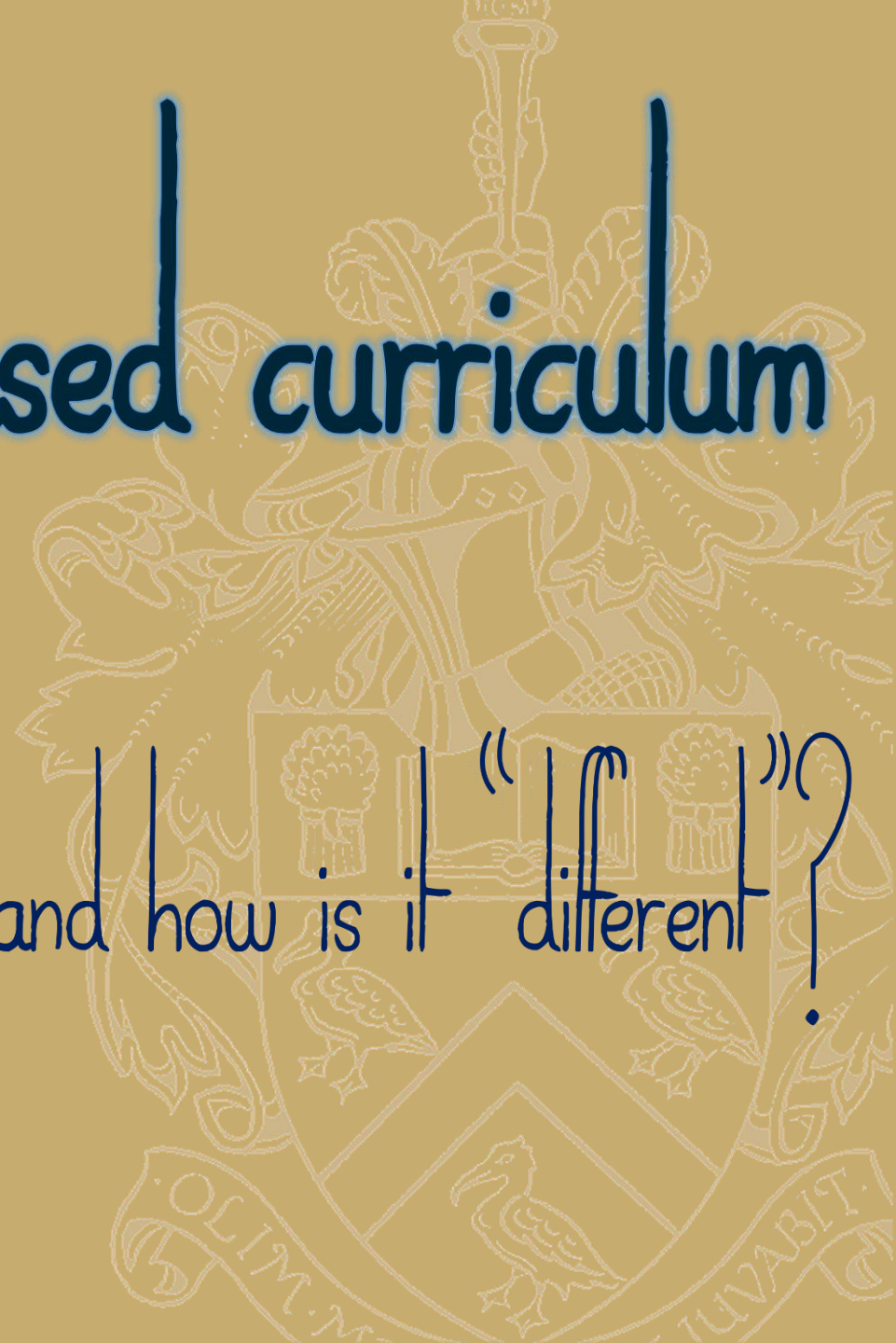


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# The Knowledge-based curriculum

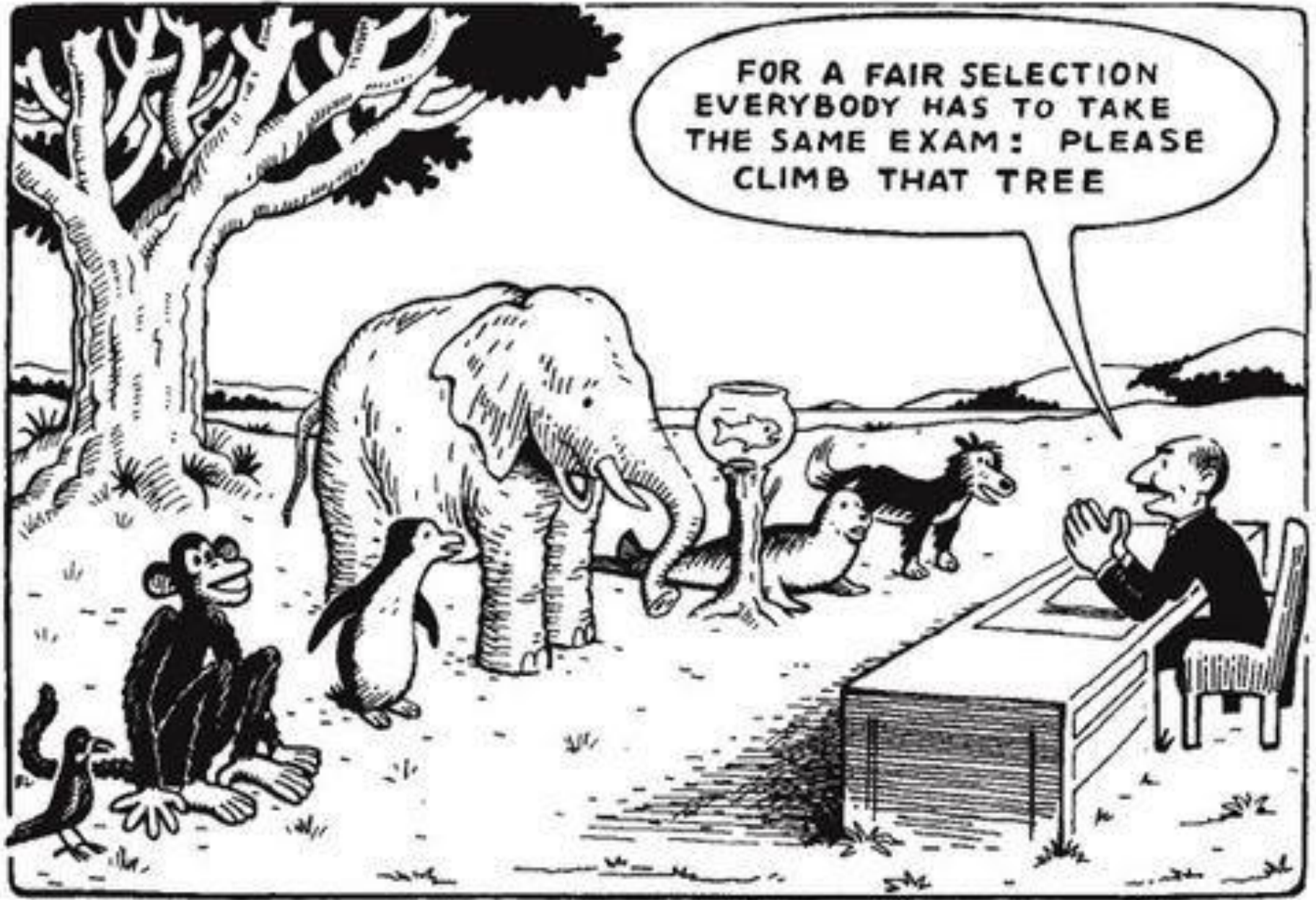


What is it, and how is it different?





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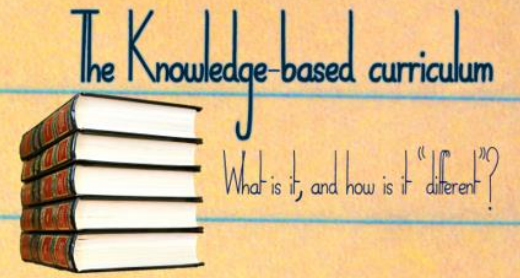




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"THE NEW EXAMS ARE HARDER, CONTAIN MORE CONTENT, AND INVOLVE SITTING MORE PAPERS".

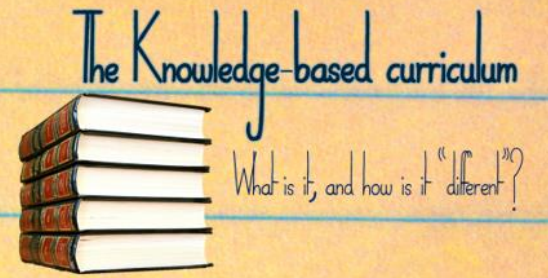
"THERE IS AN INCREASED EMPHASIS ON PROBLEM SOLVING IN MATHEMATICS"



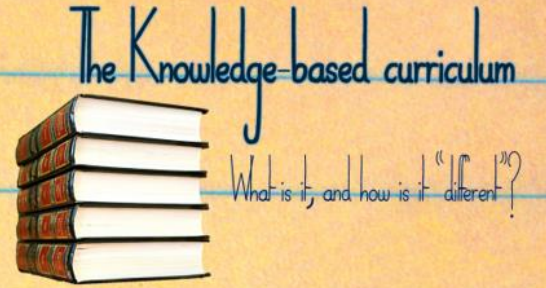


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"IN CHEMISTRY AND BIOLOGY,  
FOR EXAMPLE, NON-EXAM  
ASSESSMENTS ACCOUNTED FOR A  
QUARTER OF A CANDIDATE'S MARKS, BUT  
IN THE NEW GCSES EVERYTHING  
DEPENDS ON THE FINAL EXAMS."



"CONTENT IN MY SUBJECT



HAS INCREASED BY 20%,

MEANING THAT TEACHING HAS TO

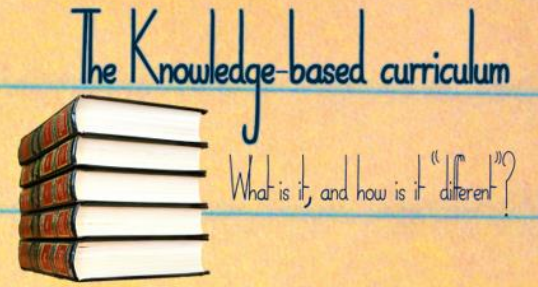
BECOME MORE SHALLOW IN ORDER TO

FIT IT IN"



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"IN SOME SUBJECTS, SUCH AS DANCE AND FOREIGN LANGUAGES, THE PROPORTION OF NON-EXAM MARKS AWARDED HAS BEEN CUT SUBSTANTIALLY, FROM 60% TO 25% IN THE CASE OF GERMAN AND FRENCH."

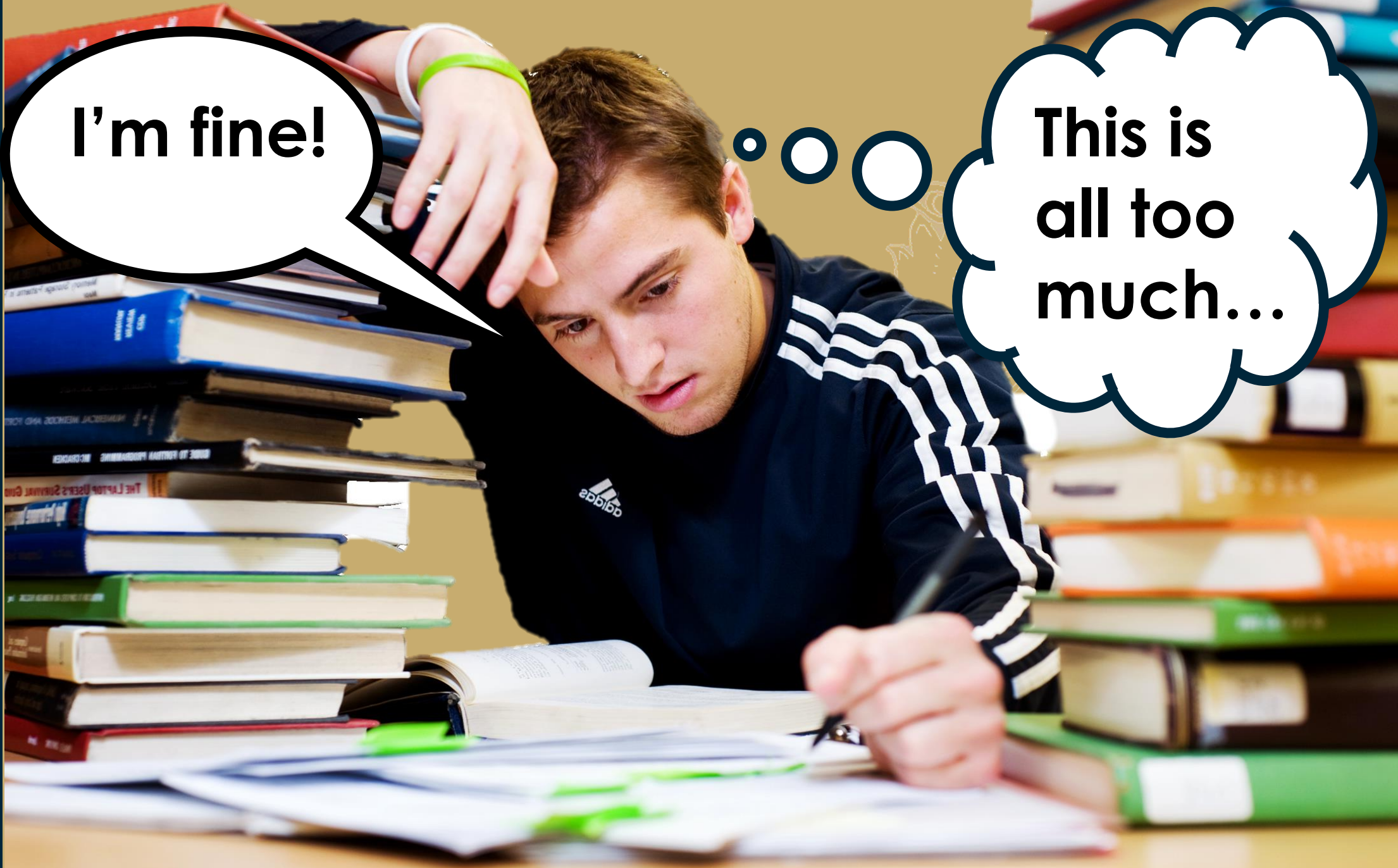




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**I'm fine!**

**This is  
all too  
much...**







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HIGH SCHOOL



**You don't  
understand  
what it's  
like!**



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**My  
exams  
aren't  
for  
ages**



**I'll revise  
in a bit...**





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<https://www.youtube.com/watch?v=Ahg6qcg0ay4>





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**Sensory  
Memory**

Capacity: 3-7 units  
Duration: 0.5-3 seconds



**forgotten**





**“Memory is the residue of thought” ...**

**We remember what we think about...so although students might say “I’ve done it”, it doesn’t mean “I know it”!**

So how  
can we be  
sure that  
we know  
that they  
know what  
they think  
they  
know?!





Capacity: 3-7 units  
Duration: 0.5-3 seconds

Capacity: 7-9 units  
Duration: 5-15 seconds  
(without rehearsal)

Sensory  
Memory

attention

Working  
Memory

rehearsal

forgotten

ENCODE

RETRIEVE

Capacity: infinite  
Duration: permanent

Long-  
Term  
Memory

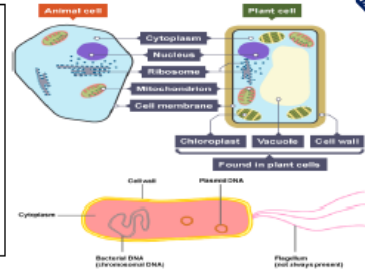


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# Knowledge Organisers

## Cells

- Most animal cells have a **nucleus**, **cytoplasm**, **membrane**, **mitochondria** and **ribosomes**.
- Plant and algal cells also have a **cell wall** and often have **chloroplasts** and a **permanent vacuole**.
- Plant and animal cells are **eukaryotic** cells which have a membrane, cytoplasm and a nucleus.
- Bacterial cells are **prokaryotic** cells.
- They are smaller than eukaryotic cells and have a cell wall, membrane and cytoplasm, but do not have a nucleus.
- Their genetic material is a single loop of **DNA** or several small rings of DNA called **plasmids** in the cytoplasm.



Specialised cell	Image	Function	Adaptations
7. Red blood cell		Carries oxygen.	<ul style="list-style-type: none"> <li>Large surface area.</li> <li>Contains haemoglobin.</li> <li>No nucleus to create more space.</li> </ul>
8. White blood cell		Destroys microorganisms.	<ul style="list-style-type: none"> <li>Irregular shape to get out of blood vessels.</li> </ul>
9. Egg cell (ovum)		Join with sperm cell and provide food for new cell formed.	<ul style="list-style-type: none"> <li>Large</li> <li>Contains lots of cytoplasm</li> </ul>
10. Sperm cell		Reach and join with egg cell.	<ul style="list-style-type: none"> <li>Long flagellum (tail) for swimming</li> <li>Enzymes of head to break into egg.</li> </ul>
11. Nerve cell		Carry nerve impulses to different parts of the body.	<ul style="list-style-type: none"> <li>Long</li> <li>Connections at each end.</li> <li>Carry electrical signals.</li> </ul>
12. Muscle cell		Move the body.	<ul style="list-style-type: none"> <li>Contain protein fibres that contract.</li> <li>Large numbers of mitochondria.</li> </ul>
13. Ciliated cell		Move mucus.	<ul style="list-style-type: none"> <li>Thin layer of tiny cilia (moving hairs).</li> </ul>
14. Palisade cell		Absorb sunlight for photosynthesis.	<ul style="list-style-type: none"> <li>Large surface area.</li> <li>Lots of chloroplasts</li> </ul>
15. Root hair cell		Absorb water and minerals	<ul style="list-style-type: none"> <li>Large surface area.</li> </ul>
16. Xylem cell		Moves water through the plant.	<ul style="list-style-type: none"> <li>Made of dead cells.</li> <li>Thick, strengthened cellulose cell wall.</li> <li>Hollow lumen.</li> </ul>
17. Phloem cell		Moves food through the plant.	<ul style="list-style-type: none"> <li>Made of living cells.</li> <li>Connected by sieve plates to form a tube.</li> </ul>

## Cell differentiation

- Cells **differentiate** to form different types of cells. Animal cells differentiate at an early stage, whereas many plant cells can differentiate throughout life.
- Differentiation is the generation of specialised cells which acquire different organelles to enable them to carry out specific functions.
- Cells may be **specialised** to carry out a particular function.
- Stem cells** are unspecialised cells that can differentiate to form many different types of cells.
- Stem cells from human embryos and adult bone marrow can be cloned and made to differentiate into different cells.
- Stem cells may be used to treat paralysis and diabetes in the future.
- In therapeutic **cloning** an **embryo** with the same genes as the patient is produced. Cells from this embryo will not be rejected by the patient.
- Risks e.g. transfer of viruses, associated with the use of stem cells in medicine.
- Stem cells from **meristems** in plants are used to produce clones quickly and cheaply.

## COMPONENT 1 - SECTION A: ADVERTISING

### MEDIA LANGUAGE

#### CODES & CONVENTIONS:

- Print and TV ads are designed to attract attention.
- Print ads use text, images, and layout to attract attention.
- TV ads use images, sound, and text to attract attention.
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#### CHALLENGING CONVENTIONS:

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#### THEORETICAL APPROACHES

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### TEXT OR VISUAL CONTEXT

- Print ads use text, images, and layout to attract attention.
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#### CULTURAL CONTEXT:

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#### PRODUCT CONTEXT:

- Print ads use text, images, and layout to attract attention.
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- Print ads use text, images, and layout to attract attention.
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### POUNCE & SOCIAL CONTEXT

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### REPRESENTATION

#### REAL REPRESENTATIONS:

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# Read, cover, write, check, correct

This is a really simple strategy that your child can do independently, but it is a great way to check whether they are starting to remember the “threshold concepts” that they need for that particular subject.

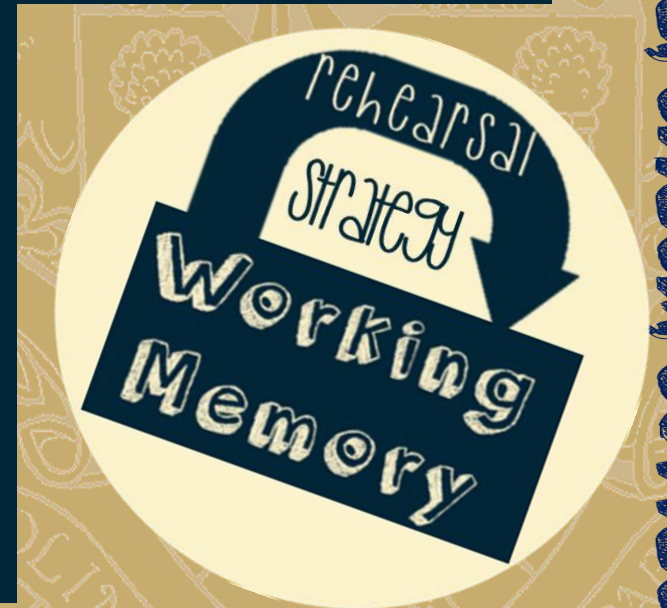
It is a very effective way to use Knowledge Organisers.

Additionally, it helps them to become more resilient learners, because they are then able to address the misconception themselves.



Our working memory is designed to be used for working only – not long term storage. It has limited capacity. Students find themselves unable to retain the information, they become stressed and often give up, convincing themselves they are no good at revising or that they “can’t do \_\_\_”.

How can we help students to remember the information in the short term, so they are able to do the “read, cover, write, check, correct” successfully?





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You have 15 seconds to  
memorise these letters:

XFB  
IPP  
IKF  
CCI  
ARI  
PNY  
CX



Read, cover, write, check

repeat

# Now write them down....



Read, cover, write, check



LYMM  
HIGH SCHOOL

You have 15 seconds to  
memorise these letters:

X

FBI

PPI

KFC

CIA

RIP

NYC

X



Read, cover, write, check

repeat

# Now write them down....



Read, cover, write, check

These are exactly the same letters, but in a different order.

By re-ordering them so each three separate letters become one recognisable “chunk”, we reduce the amount of work the working memory has to do.

Chunking is a great strategy to use when doing the read, cover, write, check correct activity with knowledge organisers.

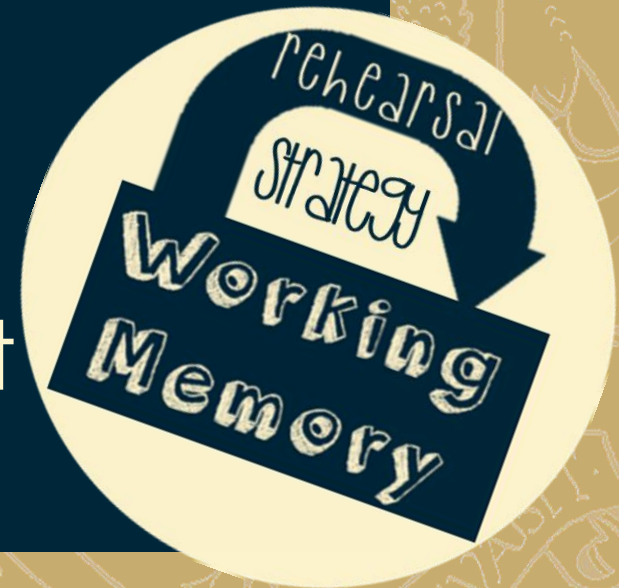


~~Read, cover, write, check, correct~~

Transform it

To be able to adapt something, you really have to understand its **different components**.

Apply the knowledge from a Knowledge Organiser to a different context, or present it for a different audience.







Transform this image into a 100 word written description, using your knowledge of Apartheid and Mandela to flesh out the detail.



...ch I hope to live for and achieve.  
...deal for which I am prepared to

...a trial

...endant is **guilty** or **not guilty**

...e crime if the verdict is guilty

...who **decides the sentence**

...who **decide the verdict**

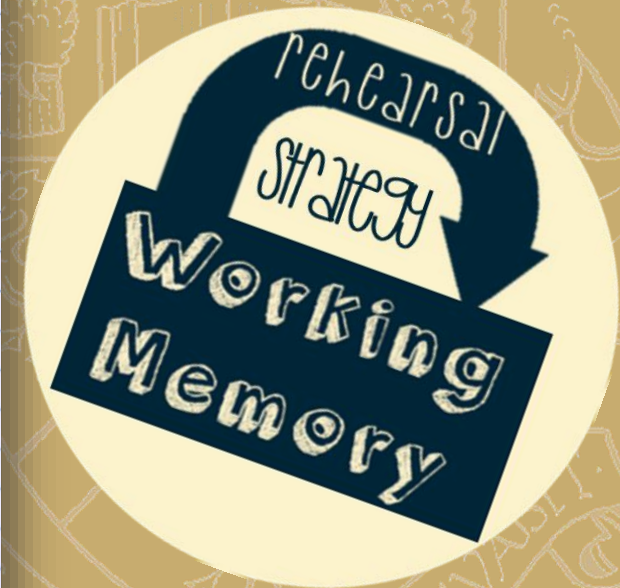
Transform

Working  
Memory

# Self-editing

Knowledge Organisers are a really effective way of encouraging students to check and edit their work before handing it in.

- Highlight everything on the Knowledge Organiser that appears in the essay to see if you have included enough of the threshold concepts that you are being tested on.
- How much is un-highlighted? Is there too much "padding"?
- It might look untidy...and that's fine!



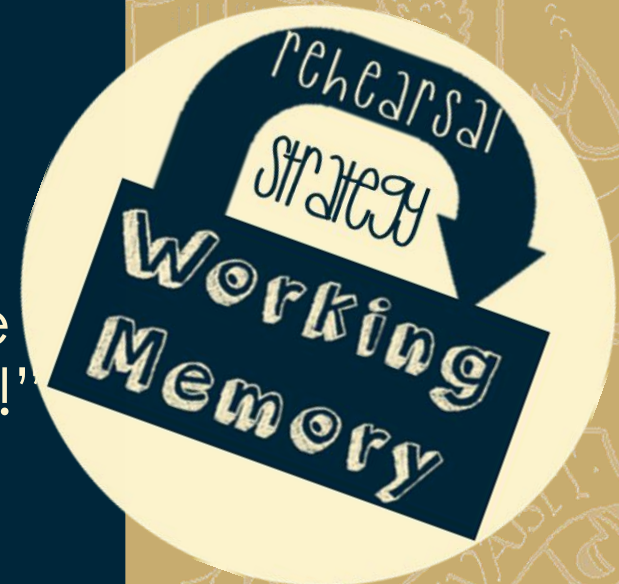
# Silent debate

Write 4 key titles from the Knowledge Organiser on a piece of paper.

Exercise 1 Use a timer and see how much they can remember about that topic in that time.

Exercise 2 No timer this time, but write down one-word questions: "How?" "So?" "Why?" "When?" "Result?" They have to respond in writing.

Exercise 3 if they seem really confident, encourage evaluation by writing: "Convince me!", or "Prove it!"





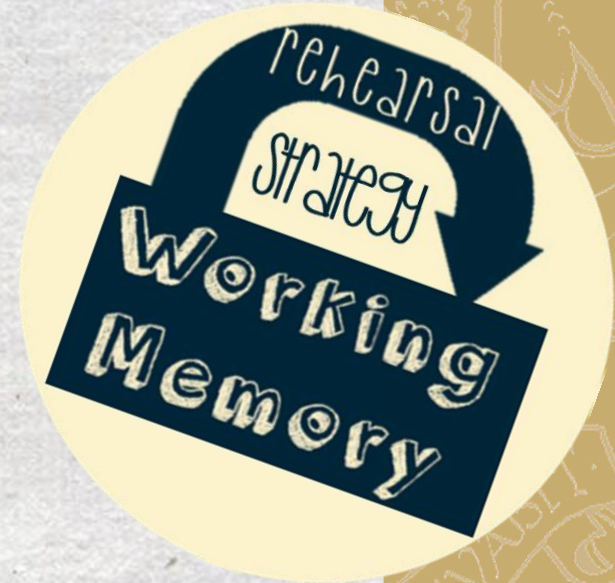
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Pride

Class system

Power

Chartered  
streets





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# Class system

London by William Blake





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# Class system

London by William Blake

Why? How?





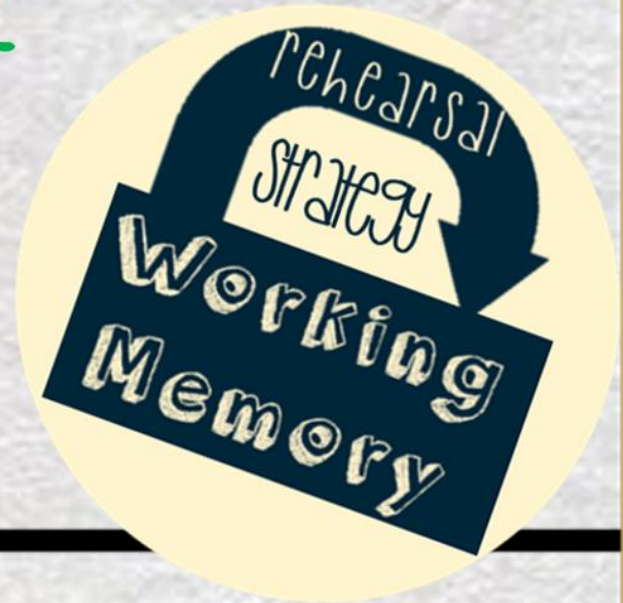
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# Class system

London by William Blake

Why? How?

Industrial Revolution. The working poor lost their jobs. Rich got richer.





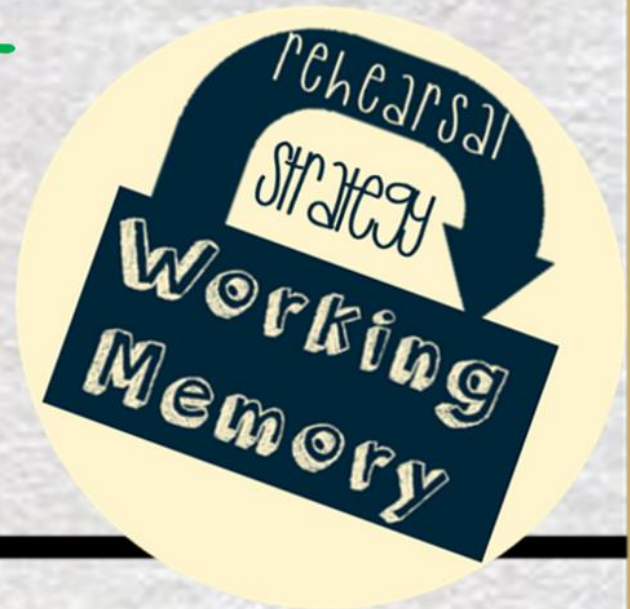
# Class system

London by William Blake

Why? How?

Industrial Revolution. The working poor lost their jobs. Rich got richer.

Ok...convince me.





# Class system

London by William Blake

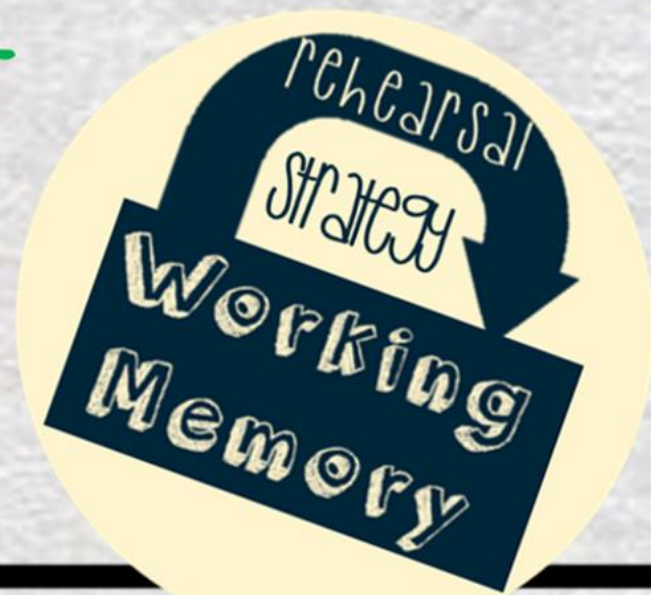
Why? How?

Industrial Revolution. The working poor lost their jobs. Rich got richer.

Ok...convince me.

"chartered streets"  
"chartered Thames"

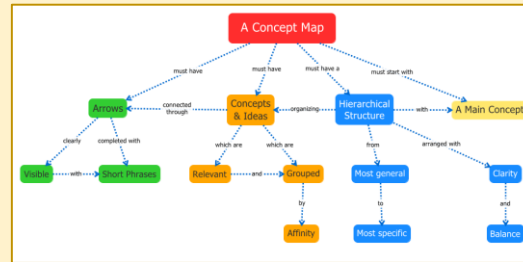
City isn't theirs anymore. It belongs to the business owners who use it to move their goods about.



# EFFECTIVE RETRIEVAL

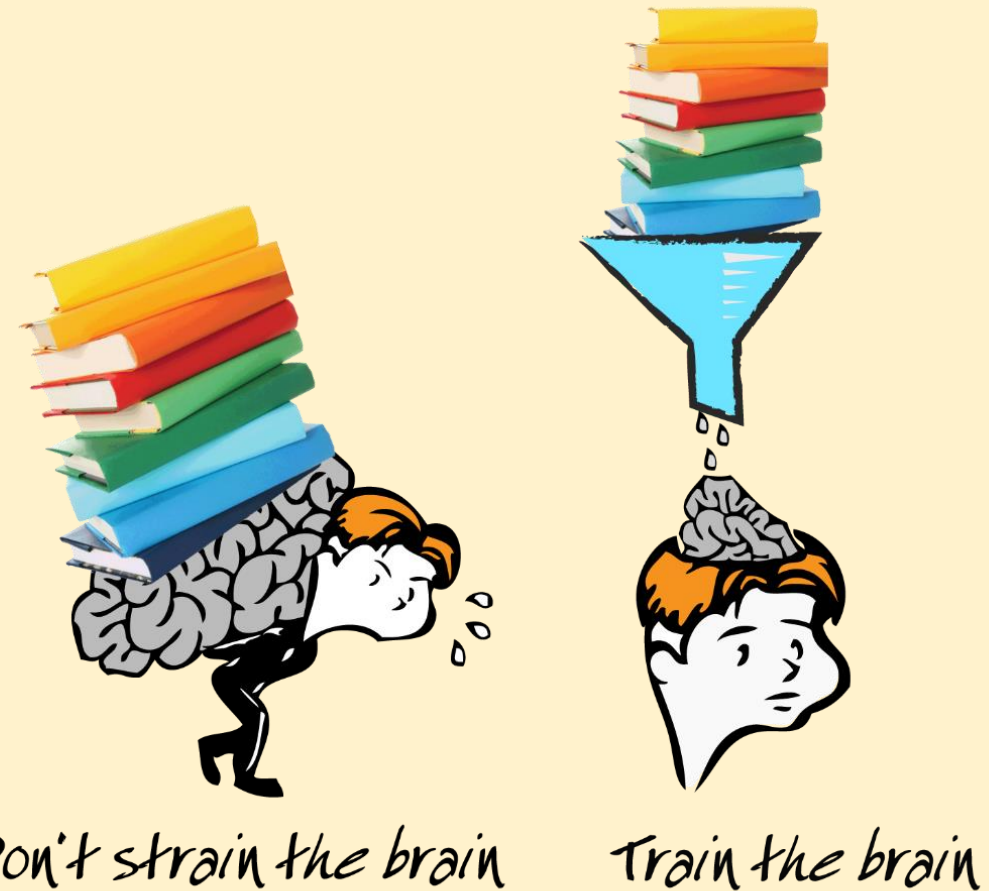
## GCSE Revision Questions 2

- Express 140 000 000 in standard form.
- Write  $0.001 \times 2\,000\,000$  in standard form.
- Factorise  $3x + 6$
- Factorise  $x^2 - 5x$



STUDY TIMETABLE

	MON	TUE	WED	THU	FRI	SAT	SUN
9-4	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL		
4-5	CHEM	BAND	BAND	ENGL	BAND		
5-7							
7-7:30	BIOLOGY	TRUMPET	ENGLISH		MATHS	HISTORY	
7:45-8:30	GEO	CHEM	MUSIC		ENGLISH	MUSIC	
8:30-9	HISTORY	MATHS	BIOLOGY		BIOLOGY	MATHS	
9-9:30							



Don't strain the brain

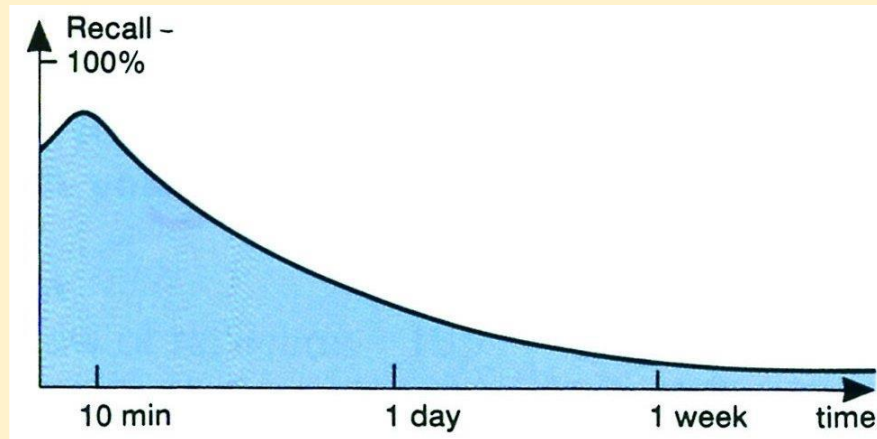
Train the brain



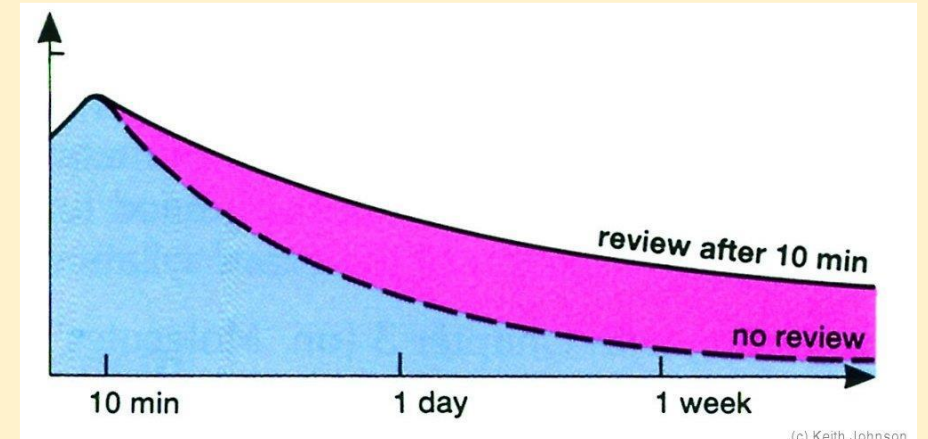
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# LEARNING EFFICIENCY

## RE-REVISING AND REVIEWING INFORMATION HELPS MAKE IT STICK



THIS GRAPH SHOWS HOW  
MUCH YOUR BRAIN CAN  
RECALL LATER ON



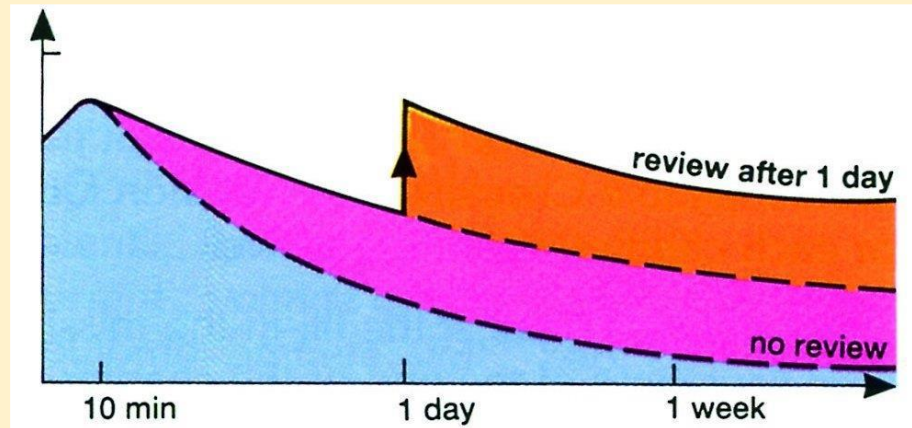
IF YOU RE-REVISE AFTER  
10MINUTES THEN IT FALLS  
MORE SLOWLY



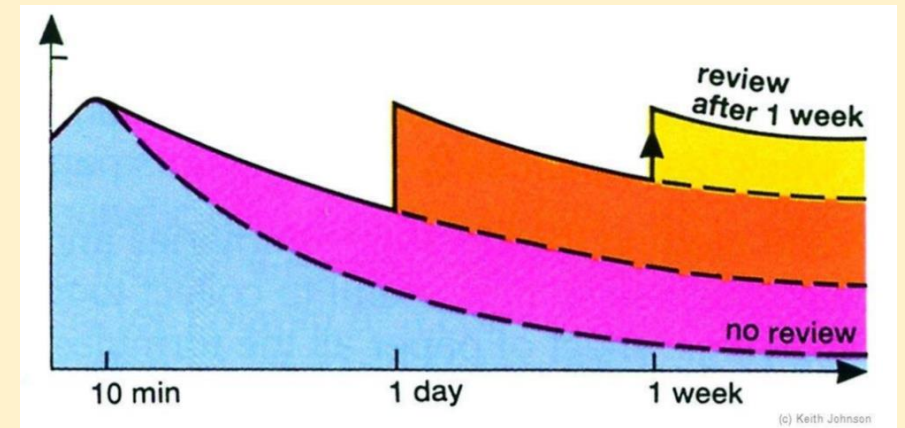
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# LEARNING EFFICIENCY

## RE-REVISING AND REVIEWING INFORMATION HELPS MAKE IT STICK



IF YOU RE-REVISE AGAIN,  
AFTER 1 DAY THEN IT FALL  
EVEN MORE SLOWLY



IF YOU REVIEW AFTER ONE  
WEEK, IT FALLS EVEN MORE  
SLOWLY

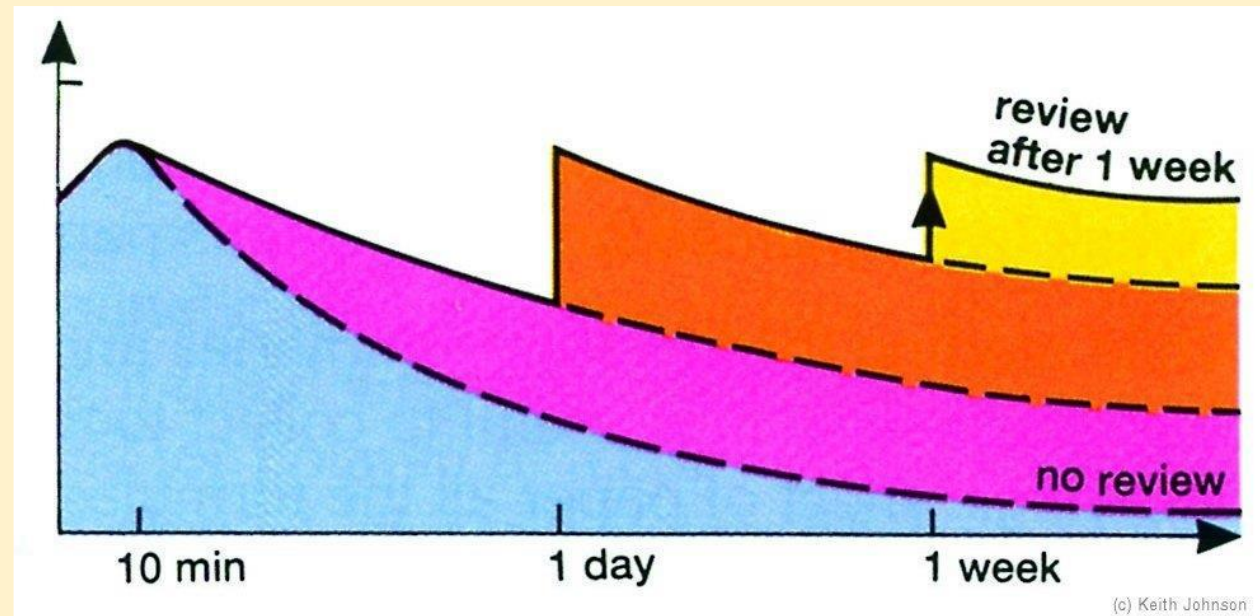
(c) Keith Johnson



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# LEARNING EFFICIENCY

RE-REVISING AND REVIEWING INFORMATION  
HELPS MAKE IT STICK

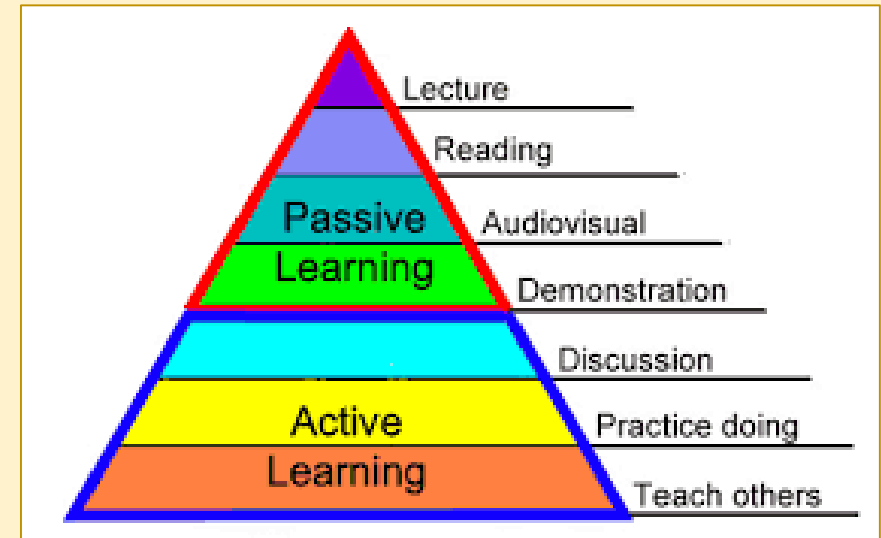


# SPACED REVISION



EVIDENCE BASED STRATEGY THAT INVOLVES FOUR STAGES, THESE REPEAT OVER A PERIOD OF TIME

1. REVIEW A TOPIC
2. TRANSFORMATION TASK
3. PRACTISE TESTING
4. EXAM QUESTIONS



# SPACED REVISION

## STAGE 1 – REVIEW A TOPIC

- For the first 20 minutes students should utilise any technique they are comfortable with to review the topic. This could be highlighting, making notes, creating flashcards or using post-its.
- Often, they might stop after this and think ‘my revision is done!’. But no, this is just the start of an effective learning technique.

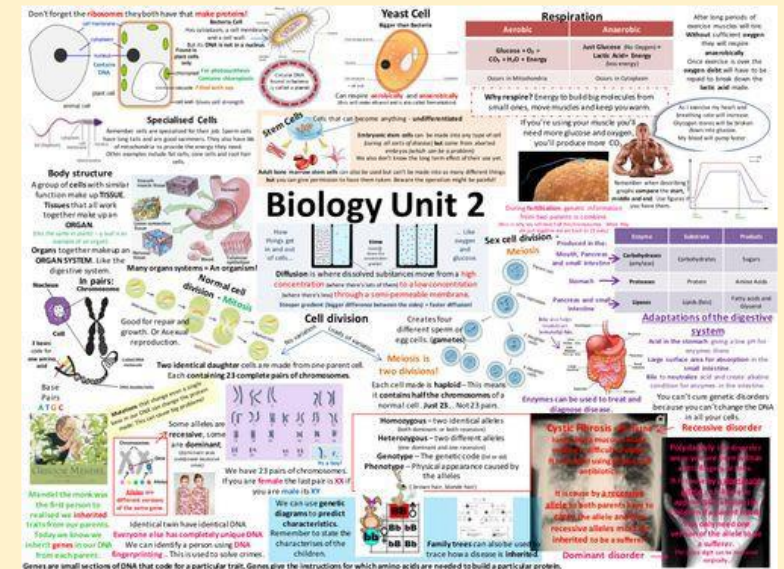


# SPACED REVISION

## STAGE 2 – TRANSFORMATION TASK

This is building on Stage 1.

- Here the students need to transform the notes or highlighting that they have from Stage 1 into something different. This could be a mind map, a drawing, a song, a poem.
- By doing this they will have to be thinking ‘how’ am I going to show this content in a different form and ‘why’ does each piece belong.





# SPACED REVISION

## STAGE 2 – TRANSFORMATION TASK

Create	Transform a topic into a cartoon strip or storyboard; Create a song or poem etc. Produce a revision guide including key points and activities
Evaluate	Create a table of strengths and weaknesses for a topic Write a paragraph on whether you agree with something associated with your topic
Analysis	Create a mind map showing links and connections Create a flow diagram showing links and connections
Apply	Explain why a topic is significant or important Explain a topic using a cartoon/TV character
Understand	Pick out 5 key points about a topic and explain them Verbally explain key terms to someone
Remember	Write down a topic in 10 bullet points Create flashcards



# SPACED REVISION

## STAGE 3 – PRACTICE TESTING

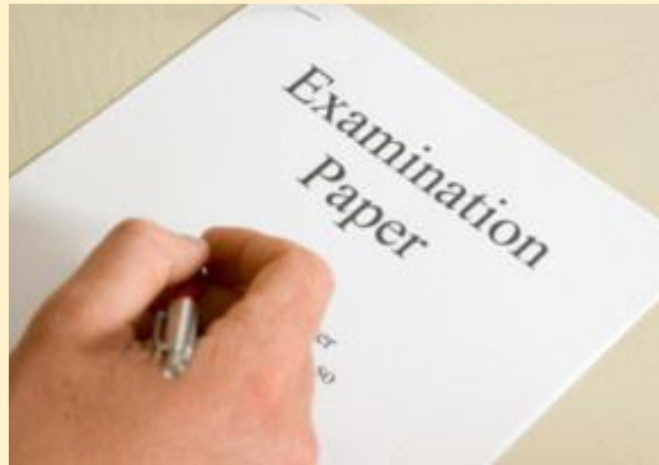
- With a friend, family member or one of the many websites online that have relevant quizzes –students should test themselves on the area that they have reviewed

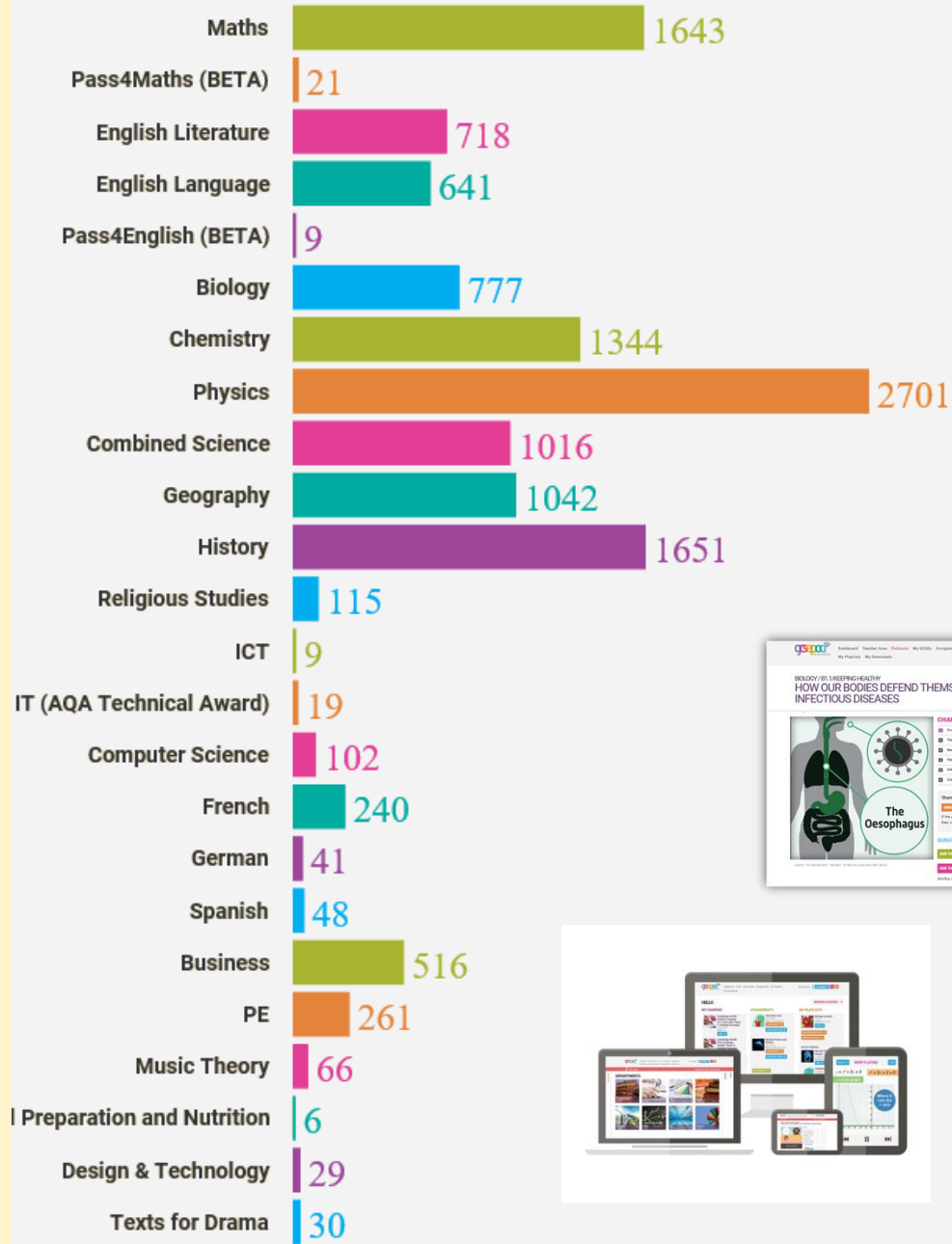


# SPACED REVISION

## STAGE 4 – EXAM QUESTIONS

- Finally, students complete an exam question or questions on the area they have reviewed and mark this themselves using a mark scheme or ask their teacher to mark it

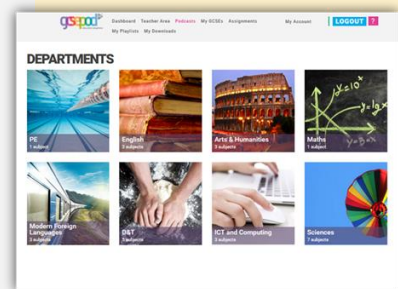




# 10,759 WATCHED

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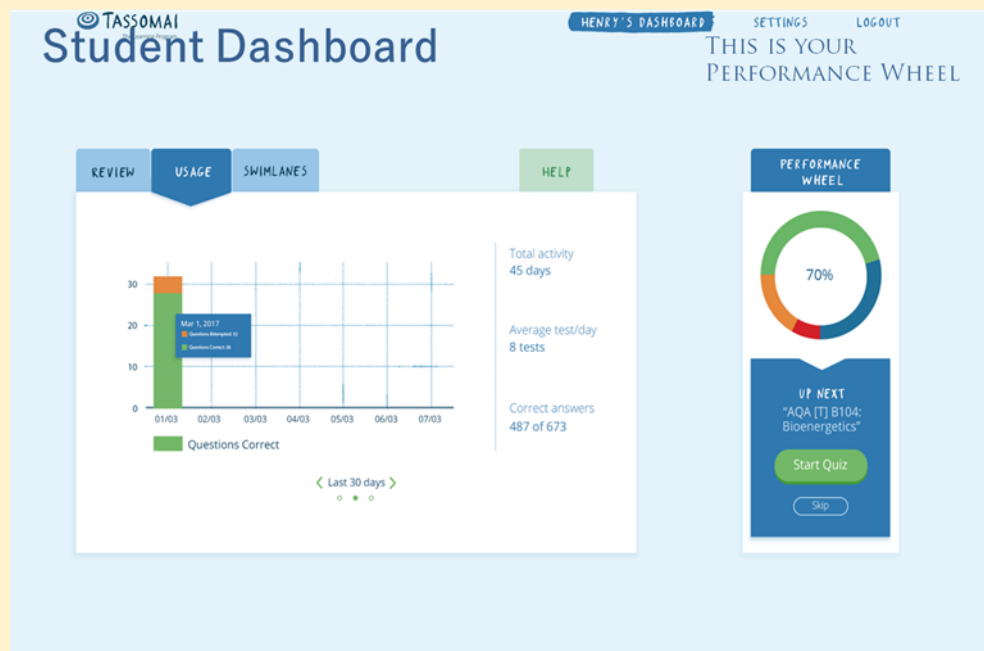
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# TASSOMAI

The Learning Program



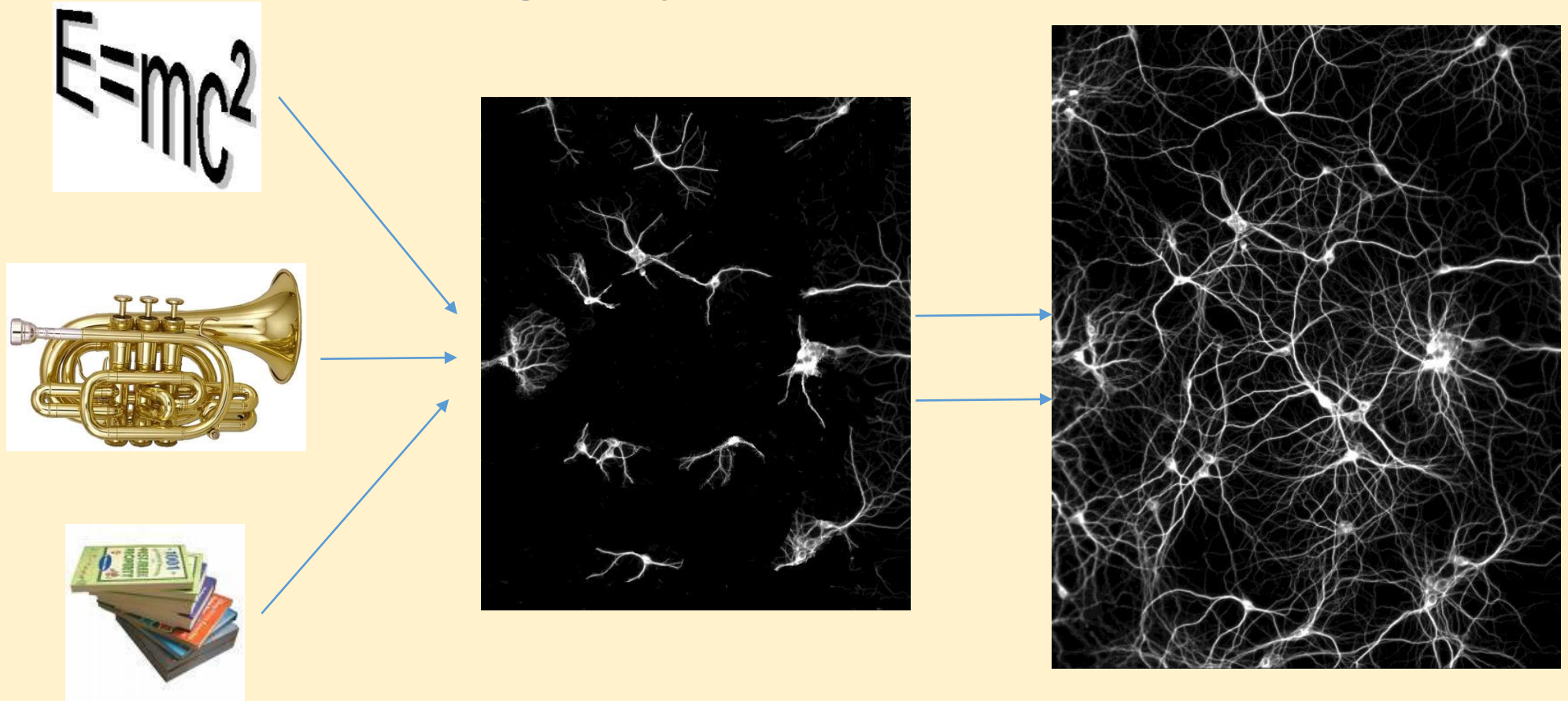
# ATTENDANCE MATTERS

The more time students spend in school the more likely they are to succeed.



# HAVE A GROWTH MIND-SET

‘People are made, not born’  
Learning helps our neurons GROW



The more we learn, the more connections they make

# HOW STUDENTS THINK MAKES ALL THE DIFFERENCE

<b>Growth Mind-set</b>	<b>Fixed Mind-set</b>
You know you can develop intelligence	You think your intelligence is fixed
You enjoy challenge and set ambitious goals	You avoid challenging goals
You keep going when it's tough	You give up
You give 100%	You don't think you should try
You take inspiration from others	You feel threatened by the success of others



# KEEPING THEIR SPIRITS UP!



# KEEPING THEIR SPIRITS UP!

1<sup>ST</sup> DECEMBER



## Top Tip..

Time management - produce a timetable for revision and stick to it!

Don't leave everything to the last minute - you can't revise the entire curriculum in one night.  
So plan ahead to avoid a last-minute panic



LYMM  
HIGH SCHOOL



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HIGH SCHOOL

**“STRIVE FOR EXCELLENCE AND  
SUCCESS WILL FOLLOW”**

**Thank you and have a safe journey home**

Please visit the website for  
additional techniques and top tips

