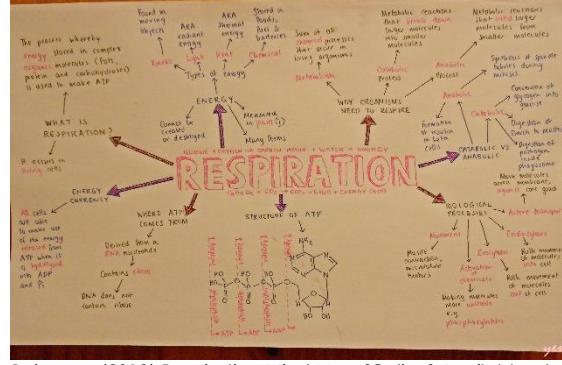


Learning to Revise

<p>Flashcards</p> <p>Probably the simplest of methods to help you to recall knowledge.</p> <p>Create cards with questions on one side and answers on the other. You may choose to colour code your cards based on topic or content.</p> <p>For example, you may want to make the cards associated with physical processes blue, case study content yellow, key terms green and so on.</p>	<p>How to use:</p> <p>Key Terms – test your knowledge of definitions and examples</p> <p>Case Studies – revise the facts, stats and specifics</p> <p>Processes – draw a diagram and write a description</p> <p>Narrative – create to show the formation of landforms, order of events or a sequence</p> <p>Command terms – command term and description</p>	<p>Example:</p>  <p>FRONT</p> <p>How tall is Mount Everest?</p> <p>BACK</p> <p>8,848 metres above sea level</p> <p>Burroughs, C (2017) 5 Tips for Powerful Flashcards and Better Exam Revision [Online] Available at https://chloeburroughs.com/flashcards/</p>
<p>Visual Revision</p> <p>This method involves you transforming your notes into a visual format.</p> <p>Whether this be putting the subject content into a graphic organiser such as a Venn diagram, a mind map, chain diagram, infographic or a sequential thinking model, the key idea is to make it visual to allow you to draw links between stages, content and images.</p> <p>When you have the same information in words and visuals it gives you two ways of remembering the information later on.</p>	<p>How to use:</p> <p>Venn diagrams - compare and contrast</p> <p>Flow or chain diagram – outline a process, sequence or series of events e.g. cause and consequences of an event</p> <p>Mind Map – organise and link content</p> <p>Infographic – use to summarise key points e.g. case study facts, stat and specifics</p> <p>Storyboard – narrative e.g. cause and consequence of an event, factors influencing migration etc.</p>	<p>Example:</p>  <p>Beingyen (2013) Respiration Mind Map [Online] Available at https://beingyen.wordpress.com/2013/09/09/day-252-respiration-mind-map/</p>
<p>Brain Dump</p> <p>This method involves testing what you know. The effort to remember something helps to strengthen your memory.</p> <ul style="list-style-type: none"> ➤ Try writing down all that you remember on a topic before reviewing your notes. 	<p>How to use:</p> <p>Take a question or concept from the topic and write it down.</p> <p>e.g. Globalisation is unstoppable.</p> <p>Write down how you can prove this as true but also consider the counterargument.</p>	<p>Example:</p>  <p>STEP ONE: Start this timer. Come back to this tab and write what you know in the 30 seconds box until the timer goes off</p> <p>STEP TWO: Start this timer. Come back to this tab and write what you know in the 1 minute box until the timer goes off</p> <p>STEP THREE: Start this timer. Come back to this tab at Peak at other students for 1 minute and back and add to your Peak and Add Column until the timer goes off</p> <p>DON'T FORGET: Change your name and the topic of today's Brain Dump!</p> <p>Akers, M (2018) Brain Dump [Online] Available at https://aultshine.wordpress.com/2018/03/05/brain-dump/</p>
<p>Self-quizzing</p>	<p>How to use:</p>	

Learning to Revise

<ul style="list-style-type: none"> ➤ Create quizzes to test yourself and your friends. Types of quizzes may include multiple choice, true or false or odd one out. <p>Use quizlet to support you</p>	<p>Write a series of questions and answers based on your work. You can then read the questions and try to remember the answers or use them to test a friend.</p>	
<p>Knowledge Organiser</p> <p>This method involves you creating a summary of the topics into just the 'need to know' information. Forget the fluff. What must you really know?</p> <p>There are plenty of ready-made examples out there which you can make use of to create other revision materials or you can create your own from scratch.</p> <p>Try dual coding – this means you put your knowledge into words and images. This increases your chances of remembering it.</p>	<p>How to use:</p> <p>Take your revision list or topic outline and create little categories or sections. Summarise the key points onto an a3 sheet of paper. Add images and diagrams if you wish.</p> <p>You can then review your knowledge organiser before the test or use it to practice answering questions.</p>	<p>Example:</p> <p>Ready-made</p> <p>Fill in the Blanks</p>

Learning to Revise

Year 9 Maths Revision List

Maths Paper 1

Topics	Clip Number			
Multiplication and division of fractions	67, 68, 69, 70, 71, 72			
Factors, multiples, HCF and LCM	27, 31, 32, 33, 34, 35, 36			
Converting decimals to/from fractions	52, 73, 74, 149			
Fractions of amounts	62, 77			
Percentages of amounts	84, 85, 86, 87			
Expanding brackets	160, 161			
Linear equations	176, 177, 178, 179, 180, 181, 182, 183, 188, 189			
Linear equations in one variable	184, 185, 186			
Direct proportion	339, 340, 341, 343			
Properties of 2D shapes	822, 823, 824, 825, 826, 827, 828			
Angles on parallel lines	481, 482, 483			
Angles in polygons	560, 561, 562, 563, 564			
Properties of 3D shapes	829, 830, 831, 832			
Metric units	691			
Circle area	542, 543			
Congruence criteria	682, 683			

Learning to Revise

Maths Paper 2

Topics	Clip Number			
Collecting like terms	156, 157			
Algebra terminology	154			
Addition and subtraction of fractions	65, 66			
Prime numbers, prime factorisation	28, 29, 30			
Powers and roots	99, 100, 101			
Multiplication and division of fractions	67, 68, 69, 70, 71, 72			
Converting percentages to/from fractions	75, 76, 82, 149			
Money problems	752, 753, 754			
Dividing in a ratio	332, 333, 334			
Properties of 2D shapes	822, 823, 824, 825, 826, 827, 828			
Congruence	680, 681			
Units of measure: Mass	695, 696, 697			
Compound units: Pressure	734, 735, 736, 737			
Metric units	691			
Calculating area	554, 555, 556, 557, 558, 559			
Circle area	539, 540, 541			
Mean	405, 406, 407, 408, 417			
Mean from grouped frequency tables	418			

Learning to Revise

Year 9 English Revision List

Topic areas	Check
<u>Vocabulary:</u> <ul style="list-style-type: none"> 1. Duplicitous / credulous 2. Malevolent / benevolent 3. Impervious to / affected by 4. Dehumanise / defer to 5. Stabilise / destabilise 6. Mobilise / yield to 7. Disruption / stagnation 8. Autonomy / subjugation 9. Panacea / exacerbation 10. Limitless / limited 11. Repress / express 12. Infantilised / precocious 13. Empathetic / apathetic 14. Profane / pious 15. Ambiguous / unambiguous 	<u>Vocabulary:</u> <ul style="list-style-type: none"> 16. Duplicitous / credulous 17. Malevolent / benevolent 18. Impervious to / affected by 19. Dehumanise / defer to 20. Stabilise / destabilise 21. Mobilise / yield to 22. Disruption / stagnation 23. Autonomy / subjugation 24. Panacea / exacerbation 25. Limitless / limited 26. Repress / express 27. Infantilised / precocious 28. Empathetic / apathetic 29. Profane / pious 30. Ambiguous / unambiguous
<u>Literary Devices:</u> <ul style="list-style-type: none"> 1. Simile 2. Metaphor 3. Allusion 4. Juxtaposition <p>Contrast</p>	

Notes:

(KS3) will be undertaking a Language assessment. They will have an extract to read and questions to answer.

For revision purposes they should go over the versatile vocabulary lists (from Knowledge Organisers) on the revision checklists, the literary devices and grammar that they have been working on through this academic year. Preparation will also be undertaken in class in the run-up.

Learning to Revise

Grammar:

1. Correlative conjunctions
2. Grammar of comparison
3. Semi-colons
4. Colons