

# Work Smarter, Not Harder

- a concept that encourages students to be more productive by using their time and energy more efficiently
- it can help students complete more tasks in the same amount of time, and improve their work-life balance

# Session Objectives:

- **What:** Ways my child can structure and use revision time effectively to maximise their potential across a range of subjects.
- **Why:** So that you can help your child feel a sense of achievement, purpose and productivity during revision time whilst also maximising their potential.

# TE@CHER TOOLKIT

“ Whether your child is seriously keen to get on with their revision or they need a bit of coaxing, these 16 tips will stand them in good stead for a productive study period. ”

1. **Revision timetable** – Colour code, highlight and tick off what has been achieved. Timetable in treats and breaks.
4. **Varied revision methods** – Use whatever works for them; post its, video clips, mind maps or [other ideas](#).
15. **Build confidence** – Keep encouraging and motivating. Remind them that they are awesome and whatever the outcome, they will still be awesome.

# Revision Timetable

# Revision Timetable

- First 45 minute chunk
- 15 minute break
- Second 45 minute chunk
- Spread of subjects
- Commit to the schedule
- Build in free time



Week commencing: \_\_\_\_\_

## My Weekly Revision Timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
8:00 am							
9:00 am							
10:00 am							
11:00 am							
12:00 am							
1:00 pm							
2:00 pm							
3:00 pm							
4:00 pm							
5:00 pm							
6:00 pm							
7:00 pm							
8:00 pm							

# **Varied Revision Methods**

# Summary: Brain dumps



1.

## Identify knowledge

Identify the knowledge/topic area you want to cover.



2.

## Write it down

Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts)

Give yourself a timed limit (e.g. 10 minutes)



3.

## Organise information

Once complete and you cannot remember any more use different colours to highlight/underline words in groups.

This categories/links information.



4.

## Check understanding

Compare your brain dump to your K/O or book and check understanding.

Add any key information you have missed (key words) in a different colour.



5.

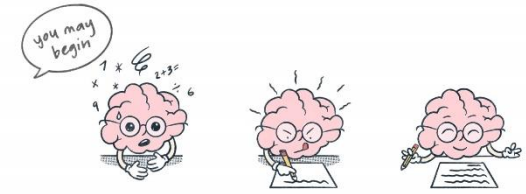
## Store and compare

Keep your brain dump safe and revisit it.

Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.

Brain dumps are a way of getting information out of your brain.

## Brain Dump - The Pigs' Use of Language to Manipulate



### Supporting Questions:

- How do other characters treat Snowball in the novel?
- How does Snowball link to Orwell's allegory?
- What quotes can you recall about Snowball?
- How is Snowball's character tragic?
- Why did Orwell create him?

### Instructions:

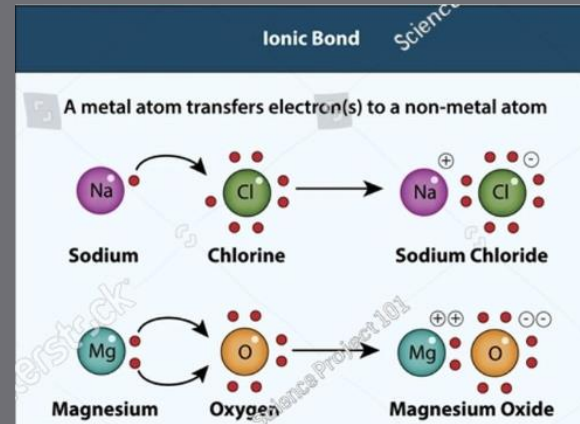
- 1) Write down everything you can remember in one coloured pen in the bubble.
- 2) When we feed back, grab a different coloured pen, filling in any new ideas.

# Brain Dump

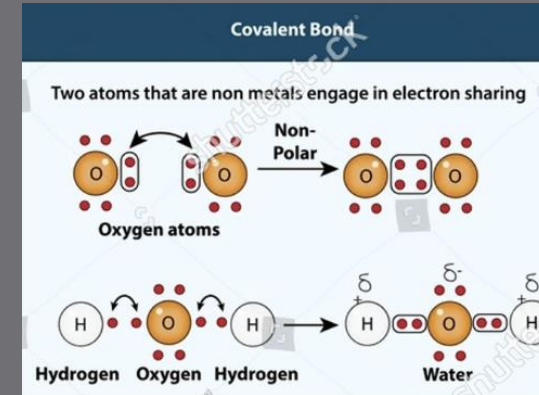


Complete the grid by filling out as much as you can about each of the topics.

## Ionic Bonding



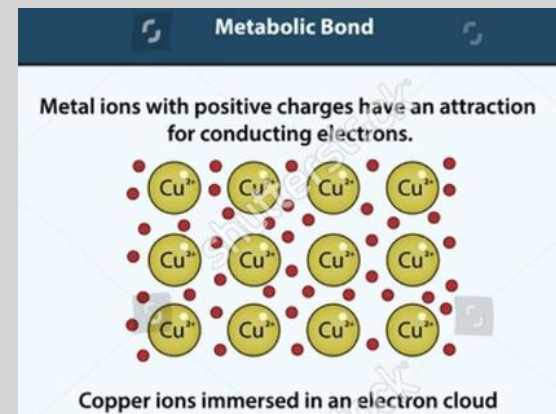
## Covalent Bonding- Simple Molecules



Covalent Bonding- Large Molecules

Covalent Bonding- Giant Structures

## Metallic Bonding



# Summary: How to create a mind map



1.

## Identify knowledge

Select a topic you wish to revise. Have your class notes/knowledge organisers ready.



2.

## Identify sub topics

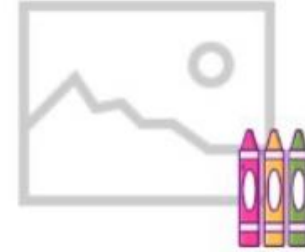
Place the main topic in the centre of your page and identify sub topics that will branch off.



3.

## Branch off

Branch off your sub topics with further detail.  
Try not to fill the page with too much writing.



4.

## Use images & colour

Use images and colour to help topics stick into your memory.



5.

## Put it somewhere visible

Place completed mind maps in places where you can see them frequently.

Avoid using too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, you lose the point of the mind map and will find it harder to visualise the information when trying to recall it



"Why did you bring these daggers from the place? They must lie there. Go carry them, and smear the sleepy grooms with blood" (Act 2, Scene 2)

**Context:** principles of womanhood; medieval women; Elizabeth I's motto; patriarchal

Refer closely to your Act 1, Scene 5 extract!

Out, damned spot! out, I say!--One: two: why, then, 'tis time to do't.--Hell is murky!



Starting with this speech, explain how far you think Shakespeare presents Lady Macbeth as a powerful woman.

"Had he not resembled my father as he slept, I had done't." (Act 2, Scene 2)



"Come, you spirits that tend on mortal thoughts, unsex me here, and fill me from the crown to the toe, top-full of the direst cruelty" (Act 1, Scene 5)

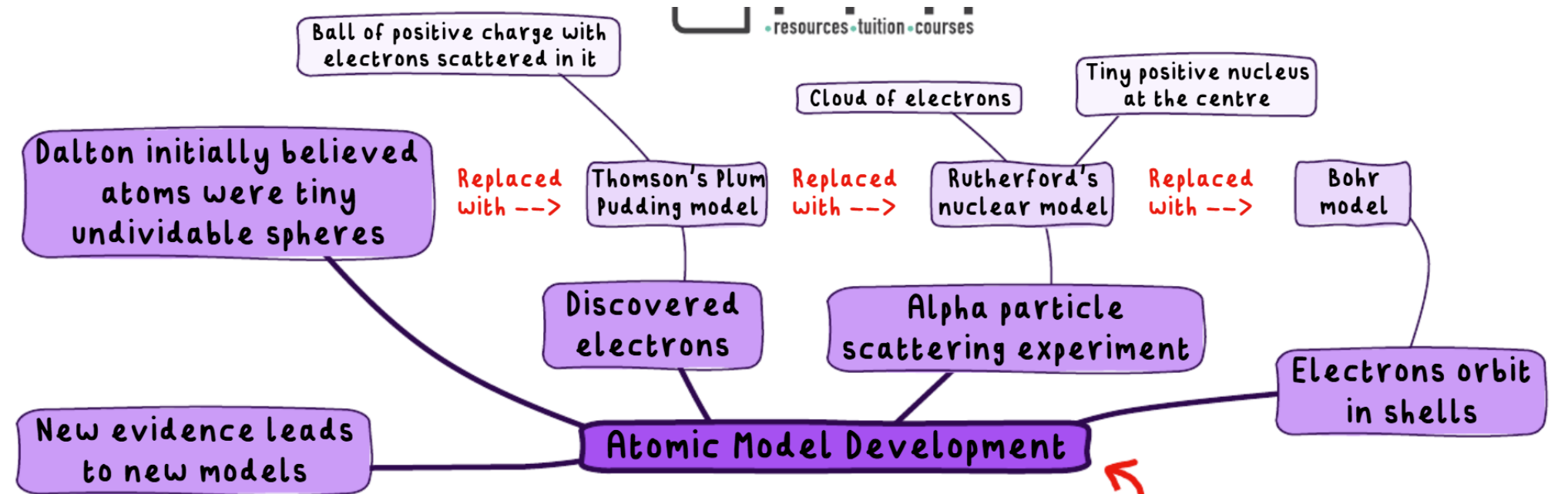


A LITTLE WATER  
CLEARS US OF THIS DEED: HOW EASY IS IT, THEN!

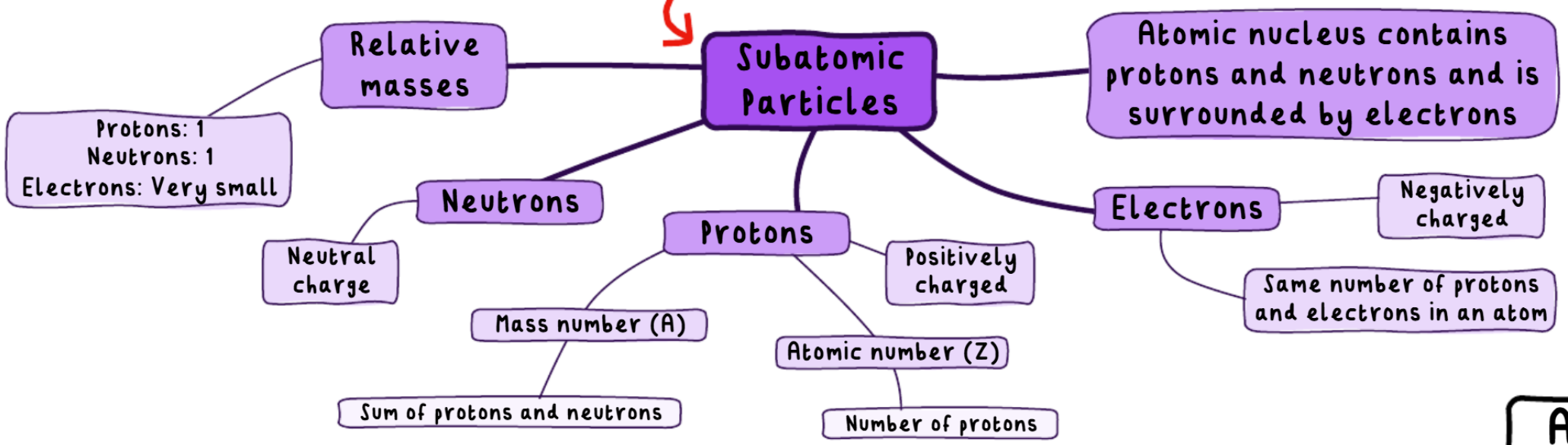
HERE'S THE SMELL OF THE BLOOD STILL: ALL THE PERFUMES OF ARABIA WILL NOT SWEETEN THIS LITTLE HAND.

Act Two, Scene II

Act Five, Scene I



# 1.1 ATOMIC STRUCTURE



# Summary: Self Quizzing



1.

## Identify knowledge

Identify knowledge/content you wish to cover.



2.

## Review and create

Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)

Create x10 questions on the content (If your teacher has not provided you with questions)



3.

## Cover and answer

Cover up your knowledge and answer the questions from memory.

Take your time and where possible answer in full sentences.



4.

## Self mark & reflect

Go back to the content and self mark your answers in **green** pen.



5.

## Next time

Revisit the areas where there were gaps in knowledge, and include these same questions next time.

Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most of find easiest.

Practice makes perfect!

## 5 Questions, 5 Minutes

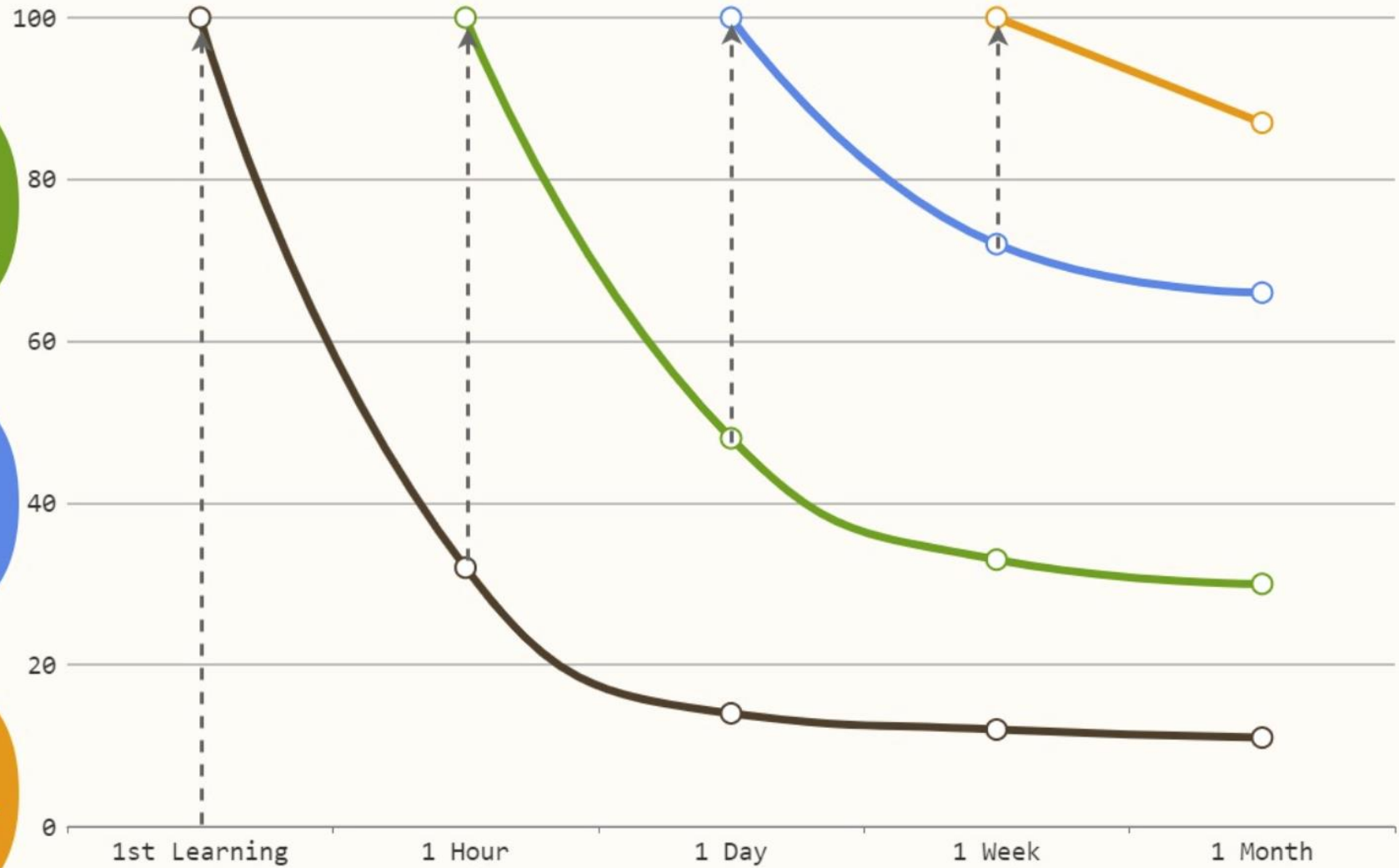
1. Write down five synonyms for 'power'
2. Write down five synonyms for 'conflict'
3. How was propaganda used to consolidate power in the image of Stalin seen (top right)?
4. What was the power relationship between men and women in Elizabethan England (C16th)?
5. What were Orwell's own political beliefs? How did these beliefs contribute to the way *Animal Farm* is written?

In order to create questions like these, students can have their exercise books and revision guides in front of them.



# The Curve of Forgetting

Hermann Ebbinghaus



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SimonBaddeley64.wordpress.com

○ 1st Learning ○ Review 1 ○ Review 2 ○ Review 3

1st

## Learning

Learning will be forgotten rapidly in the short term without review intervention.

1 Hour

## Review 1

Learning is refreshed and the rate at which it is forgotten is reduced. This could be in the form of questioning during the lesson or exit tickets at the end

1 Day

## Review 2

Learning is refreshed and the rate at which it is forgotten is reduced. E.g. Summarizing the Key Points from last lesson using Cornell Notes

1 Week +

## Review 3

This review should feed into a rolling cycle of periodic review to refresh the learning over time. E.g. Regular recall and retrieval practice

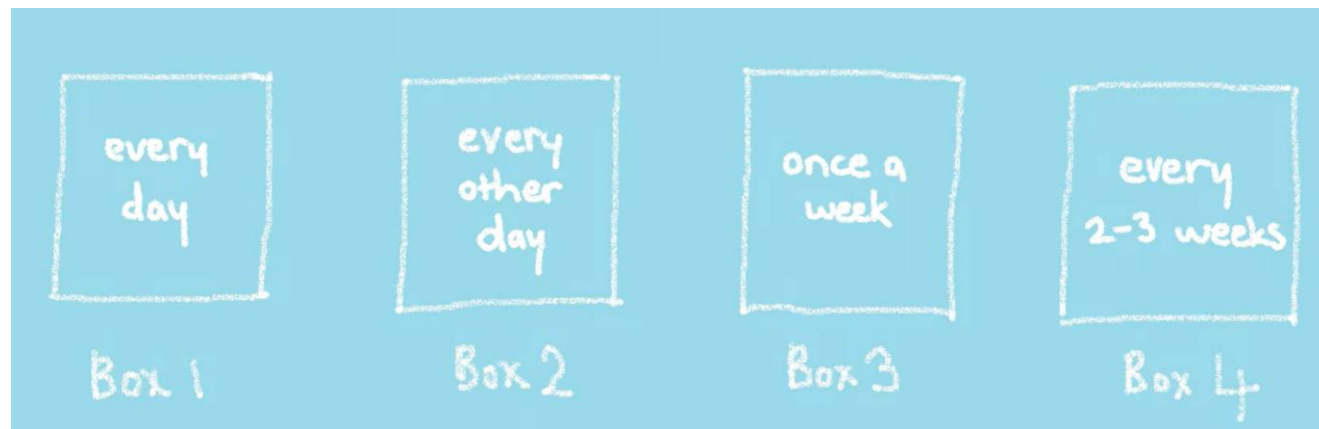
# Flash cards

- Popular way to study
- Make your flash cards

**NOTE**- they don't have to be pretty!

Self-quiz with flash cards

**NOTE**- you need a filing system




- ✓ Put the cards you got correct a few days away in your filing system; put the cards you got wrong in for the next day

# Cornell Note Taking

Topic: Orwell as a Writer	
<u>Key Words/Questions</u>	<u>Main Notes</u>
<u>Summary</u>	

1. As you watch the video, take notes in the 'Main Notes' section.



Topic: Orwell as a Writer

Key  
Words/Questions

Main Notes

Summary

2. After the video is finished, take 2 minutes to write down 'key words/questions' in left margin. You are looking at your 'Main Notes' and trying to condense/reduce them down into key, understandable ideas.

3. Write your summary at the bottom. 5 bullet points summing up the main things you've learned about your topic.

**Top tip:** Dual code your knowledge by drawing any symbols or pictures to help make the knowledge stick!

# **Building Confident, Resilient Learners**

# GROWTH MINDSET

SUCCESS BEGINS WITH BELIEVING YOU CAN

INSTEAD OF THINKING...

THINK THIS...

I CAN'T DO THIS

I'M STILL LEARNING,  
I'LL KEEP TRYING

THIS IS TOO HARD

WITH MORE PRACTICE,  
IT'LL GET EASIER.

I GIVE UP

I'LL TRY A DIFFERENT WAY

I DON'T KNOW HOW

I CAN LEARN HOW!

I AM NOT GOOD AT THIS

WHAT CAN I LEARN TO  
GET BETTER AT THIS?

I'M AFRAID OF MAKING  
A MISTAKE

MISTAKES ARE HOW I  
LEARN & GET BETTER

THEY ARE BETTER AT  
IT THAN I AM

WHAT CAN I LEARN  
FROM THEM?

15. **Build confidence** – Keep encouraging and motivating. Remind them that they are awesome and whatever the outcome, they will still be awesome.



**Thank you for listening!**