

Beaumont School

Study Skills

Key Stage 4

Retrieval strategies

Flashcards



page 7

brain dump



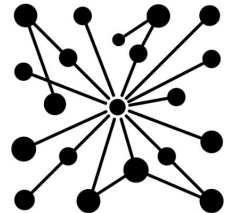
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concrete
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Mindmap



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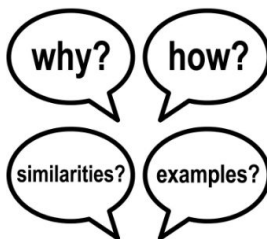
Practise strategies

past papers



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Key Stage 4 Study Skills: Introduction

At Beaumont we pride ourselves on our excellent teaching, but students will benefit most from this if they also develop strong independent study skills. Learning how to learn is challenging, so we aim to support students to develop skills appropriate to the stage of their education.

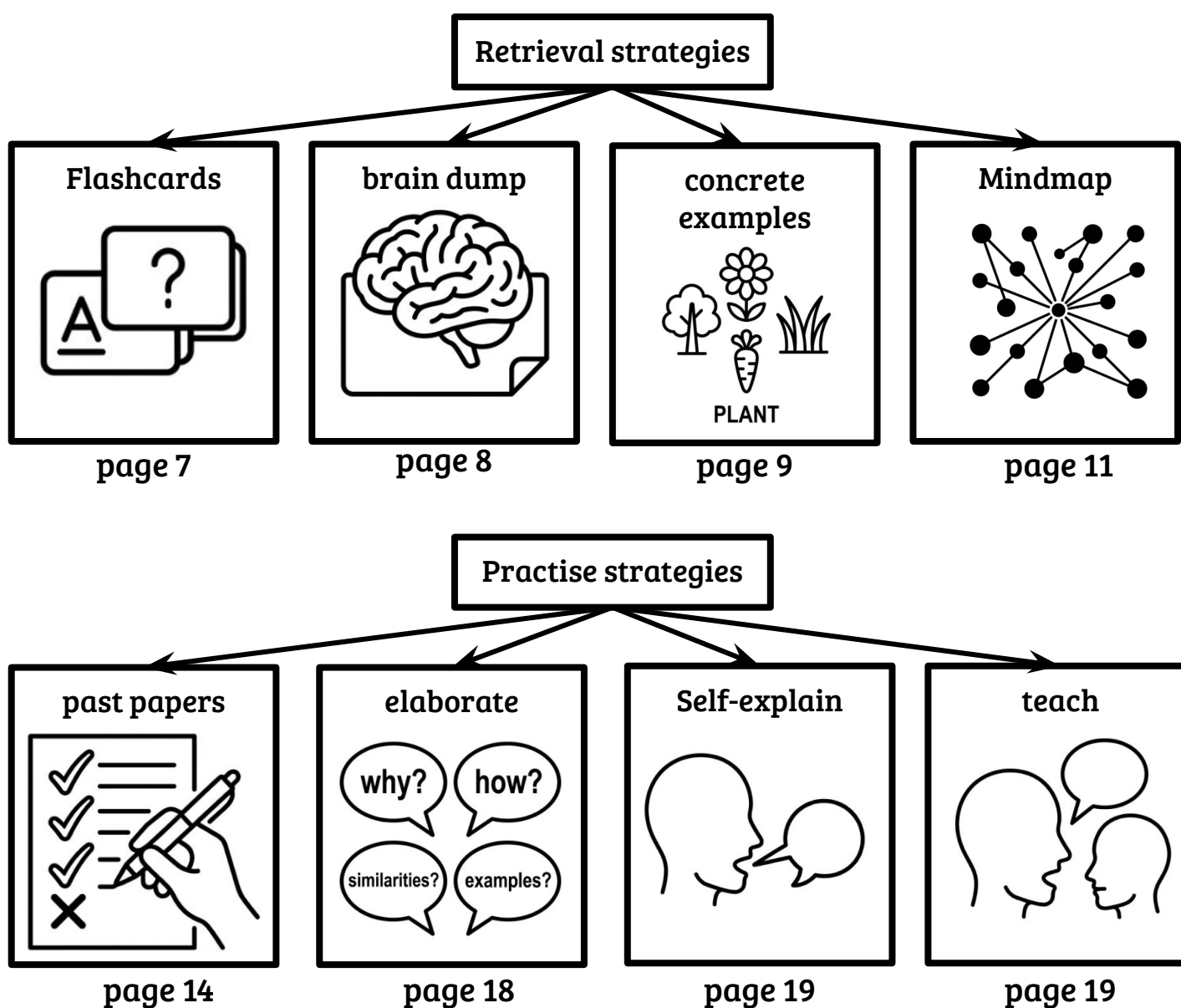
Effective study skills fit into three broad areas: organising, retrieving and practising using information and skills.



During Key Stage 3 the focus was on retrieval practise. This is still a vital habit for success at Key Stage 4, but it's also important to build in more practise strategies for using the information and skills you have learned.

Developing good habits of retrieval and developing strategies to practise using your knowledge and skills at Key Stage 4 will support learning when students need to become even more independent in their post-16 studies.

This guide provides an introduction to how learning happens, along with some examples of strategies to develop habits of retrieval and practising using your knowledge and skills:



How does your brain learn?

1. **Learning means storing information and skills in long-term memory**

Your brain works like a store cupboard - you need to be able to get information in and out so that you can make use of it. Practising recall helps you to get better at this.

2. **Organise what you need to learn**

Before you can learn or check you have learned something you need to know what you need to know. Summarising important knowledge can be a really helpful starting point.

3. **Retrieval practice is key**

Instead of just reading through your notes or revision guide, you should test yourself and practise bringing information up from your memory. This builds stronger memory pathways in your brain.

4. **Spaced revision beats cramming**

Studying a topic over several sessions spaced out over time is much more effective than doing it all at once. Revisit a topic several times before an exam for powerful revision.

5. **Practise using what you know**

Explaining a topic to another person (or yourself) forces you to organise and practise recalling the information. Answering practice questions is also a great way to strengthen memory.

The three stages of study



Top Revision Tips

- ✓ Use past papers and quizzes to practise retrieval
- ✓ Mix up topics rather than block one subject for hours
- ✓ Spread your revision over days/weeks
- ✓ Check your understanding by using what you've learned

Spaced Practice

- ✓ Space your learning out
- ✓ The more times you revisit, the better



Your memory gets stronger with each spaced review.

- ✓ Flashcards
- ✓ Mindmaps
- ✓ Quizzes
- ✓ Past papers

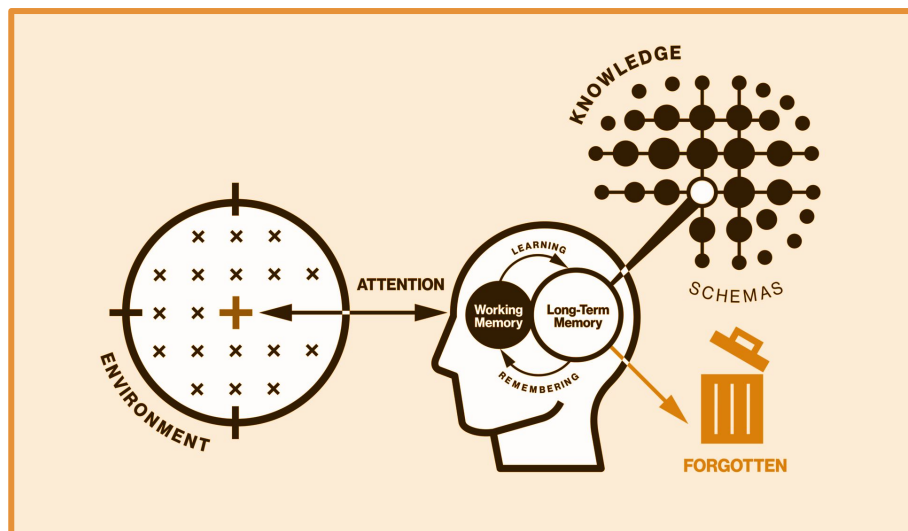
The Simple Model of Memory

2. Things which distract us from paying attention prevent us from learning so well.

What things distract you? What could you do to reduce these distractions when studying?

3. Working memory is what you are using when you think about something or bring knowledge to mind to help you solve a problem or answer a question.

1. We learn things which we pay attention to in our environment - reading, watching, listening.



4. Long-term memory is the store of all the things you have learned which you can recall to mind. The better you have learned it the easier it is to recall and use. You can think of it as the mindmap of knowledge within your mind.

6. Practising using what you have learned forces you to remember it or retrieve it from long-term memory. This makes the memory stronger and easier to remember the next time.

5. Information which we don't recall regularly gets forgotten. Regularly reviewing learning helps to prevent forgetting and strengthen memory.

Myths about learning

It's important to understand how you learn because there are lots of unhelpful ideas in existence which might lead to you spending time doing less effective things. Knowing about these can help you to study in the best way possible. Some of the most common myths about learning are:

1. A good revision method is to re-read and highlight the information you need to learn

Studies show that students who use this method of revision do not remember as much information as those who revise using retrieval practice. This is probably because retrieval practice means they have to think harder about the content, so they benefit from desirable difficulties.

2. We learn things more effectively when we work in our favourite learning style (e.g. seeing, listening or doing)

It is true that people have preferences about their style of learning, but it makes no difference to how much they learn. It is much more sensible to base the style on what you are learning. Some things can be learned best by seeing (e.g. watching a painting technique in Art), some by listening (e.g. hearing an explanation in History) and some by doing (e.g. practice questions in Maths)

3. A good revision method is to make summary notes of all the topics you have learned

This is another commonly used revision method which is not strongly supported by research. It can be a really helpful first step to make sure you know what you need to learn but it is not enough. Studies show that students who use retrieval practice are more likely to remember the information than those who make summary notes.

**Remember that using good study strategies can help you to learn more.
Spending time studying is worth it - it makes you cleverer, but only if you
study in the right ways.**

Study Strategies for Retrieval



Retrieve the information you need to know from your memory. Some ways you can do this are:



Flashcards (more detail on page 7)

Every time you bring a memory to mind, you strengthen it. Using flashcards is a great way to do this. Start by making simple 'question and answer' flashcards with a question on one side and the answer on the other. Make sure you write questions and answers for all the important information in the topic.

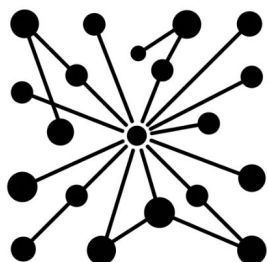
You can then use your flashcards to test yourself, putting the cards into two piles - the ones you know and the ones you couldn't remember: test yourself on these ones more frequently.

If you want to challenge yourself, you can try adding concrete examples to the answers.



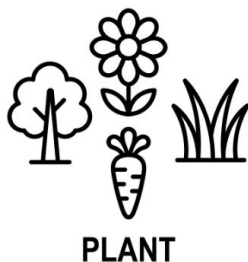
Brain Dump (more detail on page 8)

All you need for this retrieval strategy is a pen and a piece of paper. Choose a topic and write down everything you know about it from memory. It's good to try and organise the ideas you're writing down, but the most important thing is to recall as much information as possible. You can then use your notes to check what you have remembered and add anything you forgot. It might be helpful to make flashcards of the information you didn't remember so that you can test yourself on this later.



Mindmapping (more detail on page 9)

Mindmapping is another great way to structure your retrieval practice. It's really a brain dump with more organisation. Select a topic, write down the most important information, showing how ideas link together. Some examples are shown on the following pages so you can see what this might look like. Start by writing your mindmap from memory, then use your notes or revision guide to improve it.



Concrete Examples (more detail on page 11)

It is important to learn the general ideas, concepts and definitions in a topic, but you will find it really helpful to have lots of concrete examples to show what they really mean. Select a concept or definition and see if you can come up with some concrete examples which represent it. What do all the examples you have selected have in common? If you can answer this, it will help you to understand the concept better.

For example, 'algorithm' is an abstract concept.

Definition: A set of rules or steps that leads to the solution of a problem or task.

Concrete examples: A recipe to make a cake, instructions about how to use the photocopier, the steps you use to solve a mathematical problem.

Study Strategies - how to use them

Flashcards

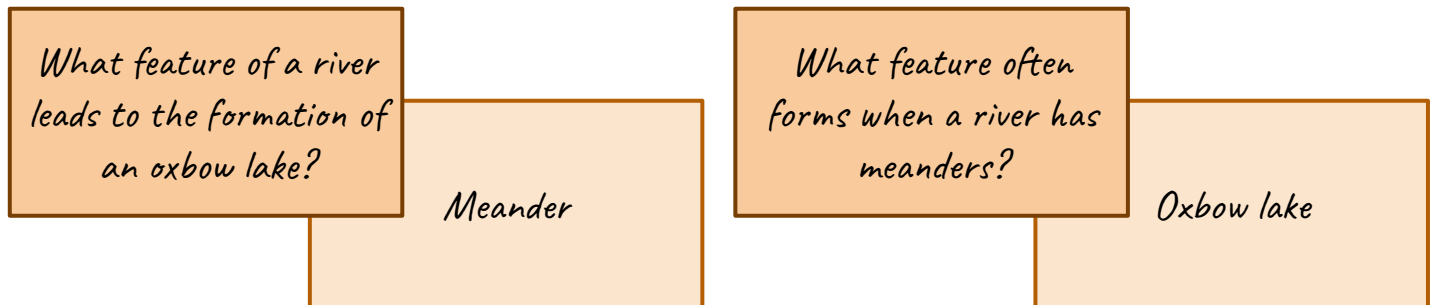


Making flashcards

Using ready-made flashcards to revise will certainly help you to remember more, but the most effective strategy is to make them yourself because this makes you think. You can make physical flashcards or electronic ones.

How to make your flashcards effective

- Write a single question on one side and the answer on the other.
- Make sure the questions cover all the key information - e.g. definitions, explanations, comparisons.
- Break complex concepts down across multiple flashcards
- Write multiple flashcards which test the same knowledge in different ways - this helps to make your knowledge more flexible.



- To stretch yourself further, try adding specific examples to the answer side of your flashcards (see 'Concrete Examples' on page 9).

Using your flashcards

- Say the answer **out loud** - it is important that you fully commit to what you think the answer is before checking. Even better, write your answer down.
- Use the flashcard both ways - can you say what the question was by looking at the answer?

The Leitner System

Electronic flashcard apps might do this for you, but you can use the Leitner System to help you to review the flashcards you're less confident with more frequently.

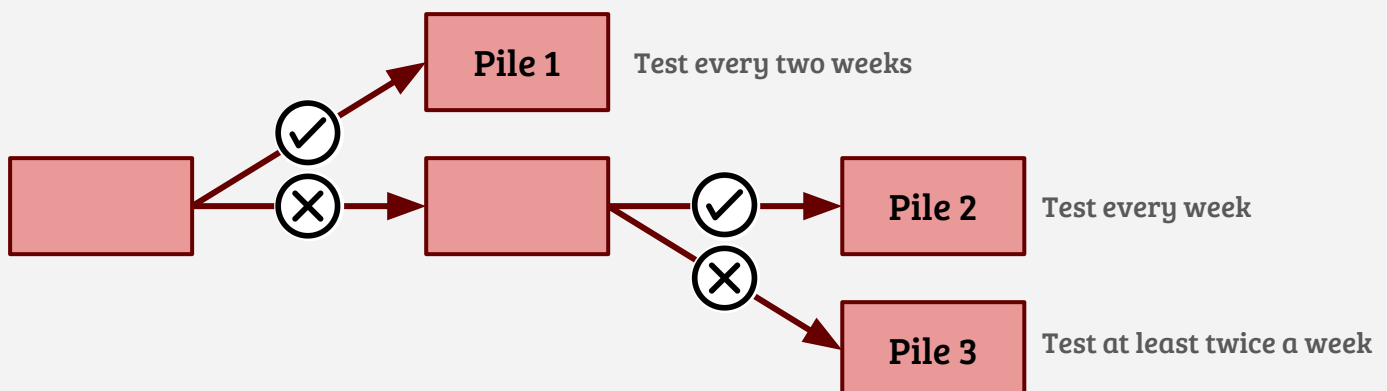
1. Test yourself on a flashcard
2. If you know the answer, put it in one pile. If not, put it in another.
3. Test yourself again on the cards you didn't know.
4. Again, put them into two piles.

You should test yourself on cards in Pile 1 every two weeks.

You should test yourself on cards in Pile 2 every week.

You should test yourself on cards in Pile 3 twice a week.

When you get a card from pile 2 or 3 correct, you can move it into the next pile up. Or if you get a card in pile 1 wrong, you can move it into pile 2 to test more often.



Study Strategies - how to use them



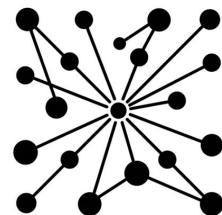
Brain dump

- Set a timer (10-15 minutes).
- On a blank sheet of paper write down everything you know about a topic.
- Use your class notes, textbook or revision guide to check, correct and add.
Use a different colour so that you can see which things you need to come back to.

Your brain dump can be continuous prose or you might prefer to make it like a mind map, showing the connections between different concepts.



Study Strategies - how to use them

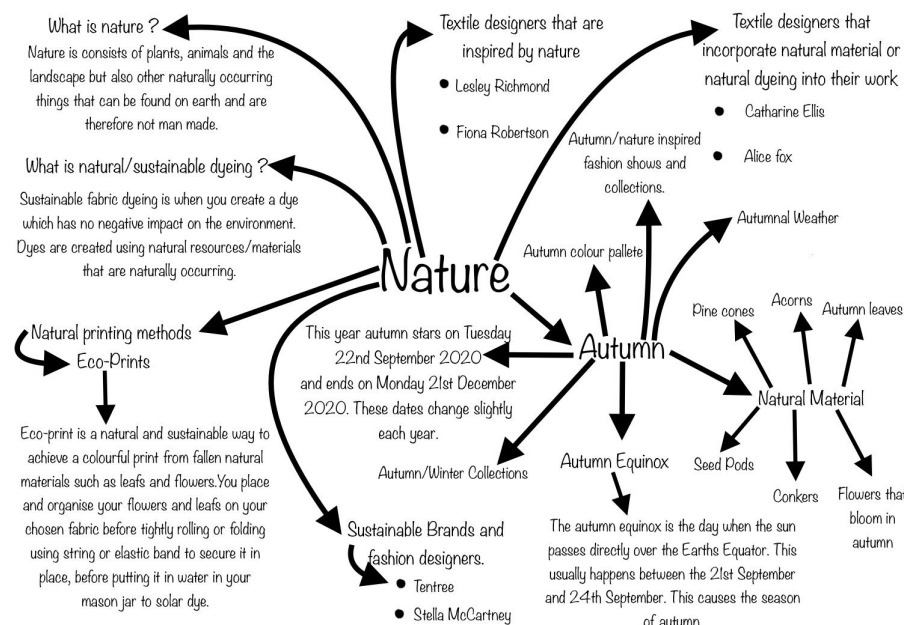


Mindmapping

Making a mindmap is an excellent way to organise your knowledge because you can show how different ideas relate to one another. You can add words to the arrows to show how different ideas link together. As with all revision strategies, make your mindmap from memory first and then improve it by looking things up.

Some examples of mindmaps are shown below and on the next page:

An example of a mindmap:



How to make a mind map

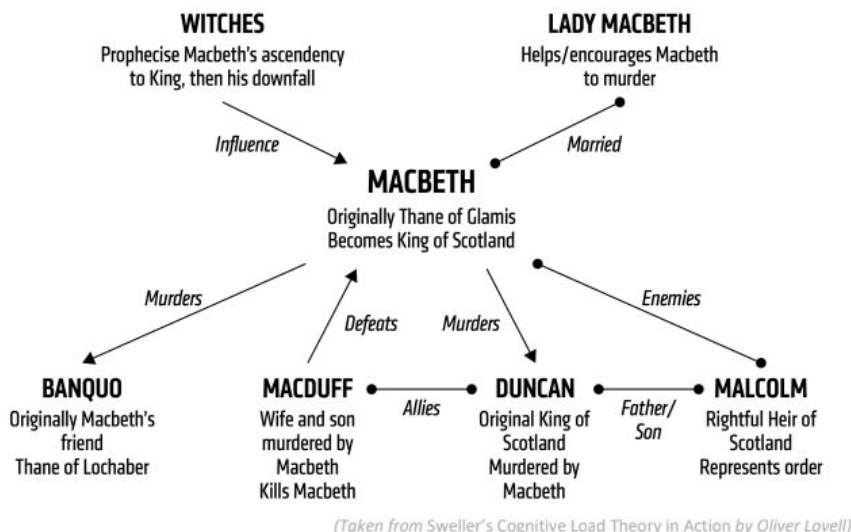
You start with a main idea in the middle of a page—like "Video Games" or "My Dream Holiday"—then draw lines out from it to show related ideas. Each of those ideas can have more lines branching off too.

It looks like a tree or a spider's web, with the main idea in the centre and other ideas spreading out.

An example of a mindmap for GCSE Music:



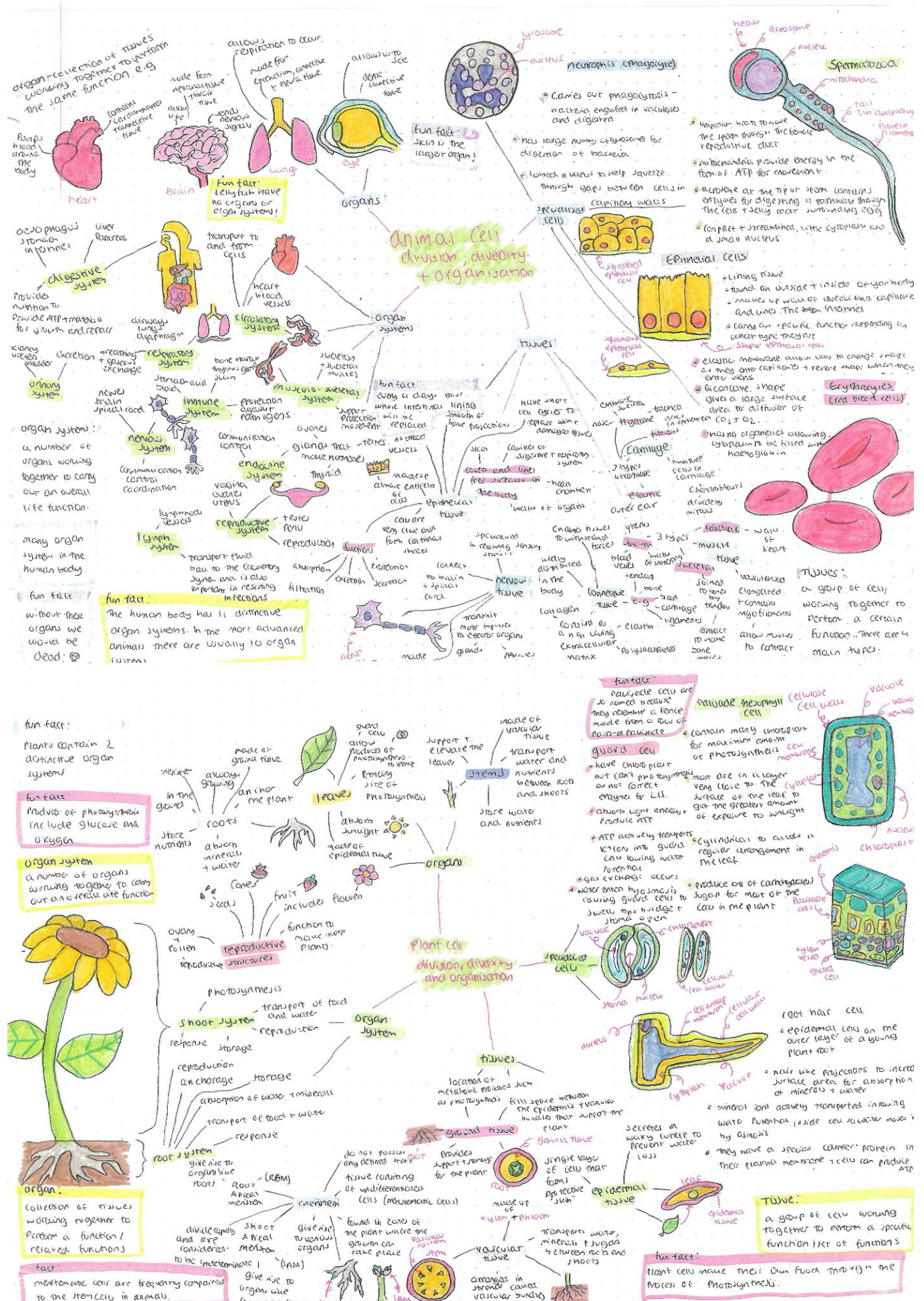
An example of a mindmap for GCSE English:



(Taken from Sweller's Cognitive Load Theory in Action by Oliver Lovell)

Mindmapping

An example of a topic mindmap for GCSE Biology:



Study Strategies - how to use them



Concrete examples

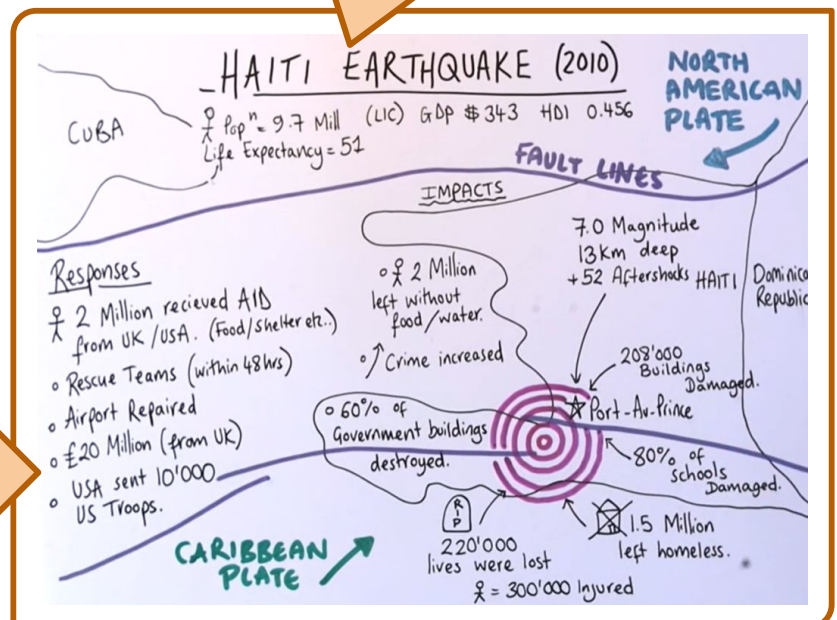
Whether you're summarising your notes in a mindmap, making flashcards to test yourself or representing your knowledge using pictures or a diagram, **it is really helpful to make sure you can give specific examples of the general ideas you need to know.** This might be case studies of natural disasters in Geography, quotes to support character traits in English or examples of organs in the body in Science.

Making sure you know these examples and how they relate to the general concept will ensure that your knowledge is more secure and transferable. If you know several examples it will help you to apply your knowledge when exam questions ask about different examples which you might not have seen before.

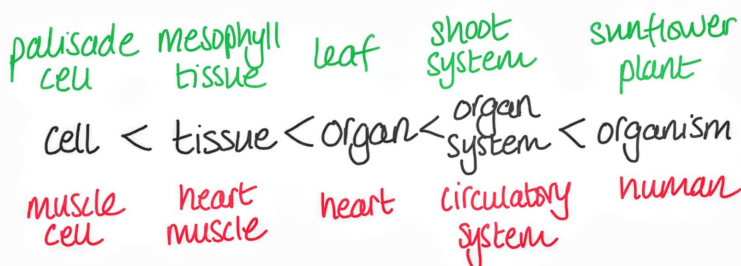


In English, as well as knowing what a character is like, you should be able to give concrete examples of quotes which demonstrate this.

This example also uses Dual Coding by showing the information on a diagram which helps you to understand and remember it.

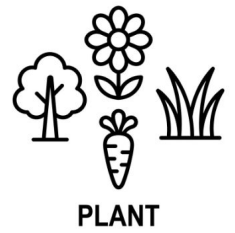


In Geography, as well as knowing the general effects of earthquakes, you should be able to give examples of the effects of specific earthquakes

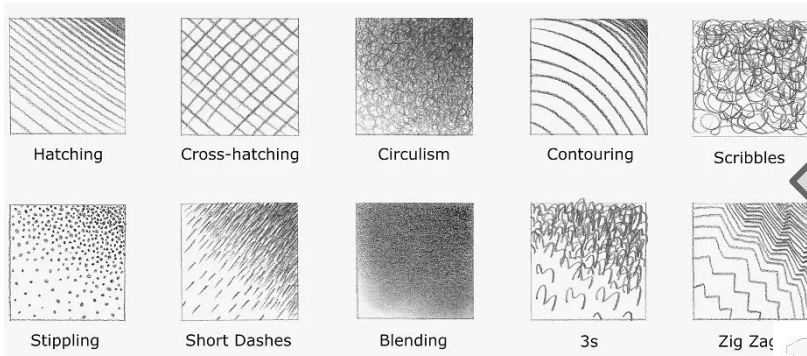


In Science, as well as knowing the levels of organisation in an organism, you should be able to give examples of each level.

Study Strategies - how to use them



Concrete examples of using concrete examples

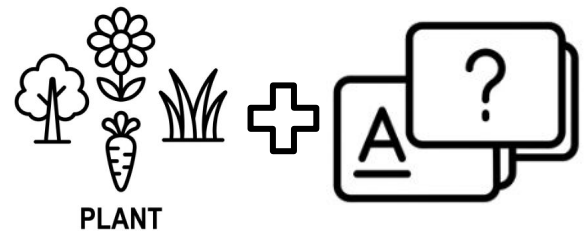


In Art, as well as knowing the names of shading techniques you should be able to show what they look like.

In Computer Science, as well as knowing what a programming language is you should be able to give examples of different languages.



Adding **concrete examples** to **flashcards** can help you to remember examples or case studies of abstract concepts



What is an organ system?

A group of different organs working together to perform a function.

Simple flashcard
answer
&
with added
concrete example

*A group of different organs working together to perform a function.
Example: The digestive system which breaks down foods and contains organs such as the stomach, gall bladder and intestines.*

Study Strategies for Practise



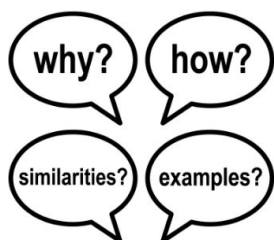
Practise using the information you have learned. Always do this from memory to start with and then use your notes to check and add to your answers. To practise using what you have learned you could:



Answer past paper questions (more detail on page 14)

Once you have learned and understood the concepts, a vital part of preparing for exams is practising past paper questions. This helps you to check that you have understood things in the way that is needed to demonstrate your learning to the examiner. It might also help you to identify any gaps you still have in your understanding. Pages 15-17 give more detail about using exam questions in different subjects, but general principles are:

- Attempt the question from memory
- Use your notes to check and add detail
- Use the mark scheme to check your answer, taking note of key words or phrases which the examiners want you to use - you might want to use these to adapt your notes or flashcards.



Elaborate (more detail on page 18)

Elaboration is really about adding detail and depth to what you have learned so that it's not just a list of facts. It overlaps with self-explanation, but is also about making links with things you already know well. To elaborate you might:

- Keep asking 'how?' and 'why?' questions to explore how deeply you have understood a concept.
- Ask questions about the similarities and differences between different but related ideas to check that you really understand them.
- Give examples of applications of concepts you have learned to check that you understand how they relate to the real world.
- Think of analogies which you can use to help you remember complex concepts.



Self-explain (more detail on page 19)

Explaining things to yourself might feel a bit strange, but it can be a really helpful way of strengthening learning. For maximum benefit, you should explain things aloud to yourself, not just in your head.

Some examples of what you might try to explain:

- A difficult concept.
- How two ideas or pieces of information link together.
- The steps in a process such as a scientific experiment or solving a mathematical problem - don't just say what the steps are but explain why they are important.
- The similarities and differences between two ideas or examples.



Teach (more detail on page 19)

Explaining what you have learned to somebody else from memory can be a helpful way of seeing if you have really understood it. Are you able to explain it clearly, perhaps to somebody who knows less about it than you? Are you able to answer any questions they might have? Can you give concrete examples or use analogies to make abstract concepts clearer?

Study Strategies - how to use them



Answer past paper questions

1. Start with the right paper

Make sure you use:

- The **correct exam board** (AQA, Edexcel, OCR etc)
 - The **right subject and tier**
 - Recent papers

Past papers can be found on exam board websites

2. Try a paper without notes

Treat it like a real exam:

- Time yourself
- No phone
- No notes
- Quiet space

This helps you to practise **exam pressure** and **timing**.

3. Look at the mark scheme

Don't simply check the answers - read:

- How marks are awarded
- What **keywords** are needed
- How much **detail** is expected
- Read the examiner's reports

This shows you **how examiners think**.

4. Learn from your mistakes

Ask yourself:

- Was it a lack of **knowledge**?
- Was it a **misunderstanding**?
- Was it a **timing** issue?

Mistakes are learning opportunities!

5. Create a 'fix-it' list

Write down:

- Topics you struggled with
- Common mistakes
- Weak exam skills

Use this to focus your next revision session

6. Redo the same questions

After revising the topic further:

- Try the same questions again
 - Aim for full marks

This shows you that you have improved.

7. Practise exam timing

Learn how long to spend on:

- 1 mark questions
- 4-6 mark questions
- Extended answers

Good timing helps you get more marks.

8. Learn the command words

Know what these mean
(they might be different in different subjects):

- **Describe**
- **Explain**
- **Compare**
- **Evaluate**

They tell you **how** to answer the question

9. Different purposes

You can use papers for different purposes:

- Do full papers
- Practise questions from one topic
 - Focus on longer questions
 - Practise calculations

Mixing it up will help you stay motivated and learn more.

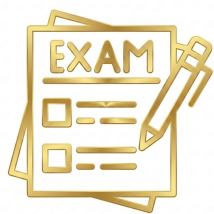
10. Track your progress

Keep a record of:

- Scores
- Weak areas
- Improvements

Seeing progress will boost your confidence.

Using past papers in English



Know the paper format

Learn what section is:

- Reading
- Writing
- Literature



Practise planning answers

Plan 2-5 minutes planning longer answers



Structure your answers

Remember how you have been taught to structure your paragraphs



Learn key quotes

For literature, memorise short, powerful quotes



Practise creative writing

Try:

- Descriptions
- Story openings
- Persuasive writing

How to use past papers in English



Analyse language

Use words like:

- “suggests”
- “implies”
- “creates”



Improve timing

Don't spend too long on one question



Improve SPAG

Spelling, punctuation and grammar matter



Mark using the criteria

Check:

- Structure
- Vocabulary
- Analysis



Learn examiner phrases

Phrases like:

- “This shows ...”
- “The writer suggests ...”

Using past papers in Maths



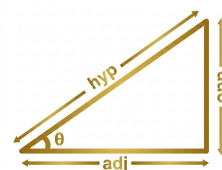
Practise without a calculator

Make sure you practise both calculator and non-calculator papers



Show all your working

Even if the final answer is wrong, you can still get method marks



Use the formula sheet

Learn what's on it and practise using it properly



Mark carefully

Check:

- Method marks
- Accuracy marks
- Where you lost marks



Spot topic patterns

Maths papers often repeat topics like:

- Algebra
- Percentages
- Angles
- Graphs

Focus on your weak areas



Practise worded problems

These are usually the hardest. Slow down and underline key information



Improve your speed

Time yourself so you don't rush the last question



Redo hard questions

Repeat tricky questions until you can solve them confidently



Use exam tricks

Check answers by:

- Estimating
- Substituting back
- Checking units

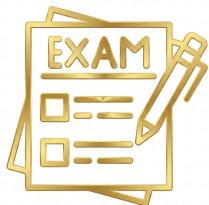


Learn common mistakes

E.g. rounding errors, missing units, incorrect rearranging

How to use past papers in Maths

Using past papers in Science



Use the correct papers

Choose:

- Biology, Chemistry, Physics
 - Foundation or Higher
 - Combined or Triple
 - Literature



Learn the required practical methods

These, or similar methods, often appear in questions



Use keywords

Marks depend on using scientific language correctly



Practise calculations

For example:

- Speed
- Density
- Energy
- Magnification



Revise weak topics

Use your mistakes to guide your revision



Include sufficient detail

Particularly in 4-6 mark questions.
Bullet points are fine.



Study mark schemes

Look for:

- Key Phrases
- Exact wording



Memorise required facts

E.g. processes, definitions, equations



Practise graph questions

Learn how to:

- Label axes
- Describe patterns
- Explain trends

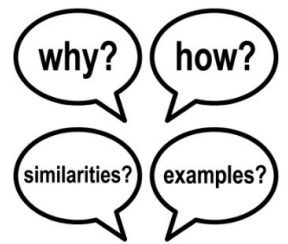


Redo questions after revising

- This shows how you are improving

How to use past papers in Science

Study Strategies - how to use them



Elaborate

Elaboration is all about adding depth to what you know and linking ideas together. You might try different techniques depending on the nature of what you're learning.

Ask 'how?' and 'why?'

Maybe you have learned a lot of material about World War II. Instead of asking when did this happen, ask yourself why did this happen? Or how did this happen? You can do this on your own or in pairs or even in a study group. The more information you have about a topic, the richer the conversation will be.

Perhaps you have learned some quotes from Macbeth such as the dagger scene:

"Is this a dagger which I see before me, The handle toward my hand?"

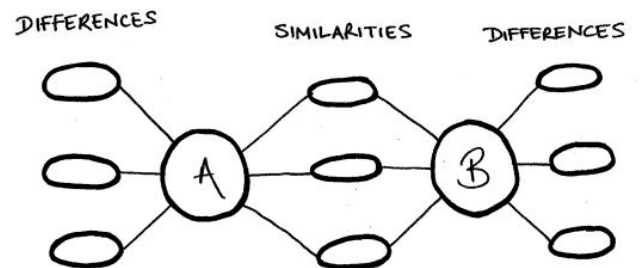
Once you have learned quotes like these, you might then move to asking yourself the following questions:

- Why does Shakespeare use this imagery here?
- What does this reveal about Macbeth at this part of the play?
- How does this connect with what we know with Macbeth at other stages in the play?

Ask questions about the similarities and differences

Asking questions about the similarities and differences between different but related ideas can help you to check that you have really understood things.

- In Science you might ask, 'What are the similarities and differences between plant and animal cells?'
- In Geography you might ask, 'What are the similarities and differences between the effects of earthquakes and volcanoes?'



Make links to prior learning

Ask, 'What does this relate to that I already know about?' Then explain the links.

Link to everyday examples or applications

Can you apply what you have learned to the real world?

- In Business Studies you might have learned about how much demand for a product is influenced by price. An everyday example: Compare Petrol vs. Chocolate Bars. If the price of your favorite chocolate doubles, you'll probably buy a different snack (Elastic). If the price of petrol doubles, people still have to drive to work, so they keep buying it (Inelastic).
- In Science you might have learned about osmosis. An everyday example: Shriveled fingers after a long bath. Which way is the water moving? Why?

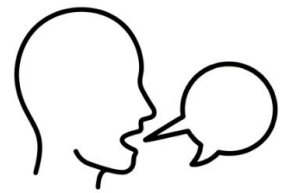
Think of analogies

Can you think of analogies which might help you to remember and think about abstract concepts.

- In Computer Science you might learn about RAM (Random Access Memory) vs. Secondary Storage.
The Analogy: A Desk and a Filing Cabinet. RAM is your Desk Surface. It's where you put the books you are reading *right now*. It's fast to reach, but you can only fit so much on it. Hard Drive is the Filing Cabinet. It stores thousands of books, but it takes much longer to walk over, open a drawer, and find what you need. **The Elaboration:** "Why does a computer slow down if you have 50 tabs open? (Hint: Think about how cluttered your desk would get!)"

By elaborating on what you have already learned, you will be able to **establish new links and ideas** and **create a far richer mental model** of the topic you are studying and will be far **better prepared for answering more open exam questions**.

Study Strategies - how to use them



Self-explaining

Self-explaining overlaps quite a bit with other study strategies, such as elaboration. The key to effective self-explanation is that you make yourself think more deeply about what you are learning by explaining things aloud to yourself. Explaining out loud makes it more likely that you will take notice when you're not sure how to explain something, whereas in your head it's easier to skip over this.

Some examples of what you might try to explain:

- Explaining a difficult concept.
- Explaining how two ideas or pieces of information link together.
- Explaining the steps in a process such as a scientific experiment or solving a mathematical problem - don't just say what the steps are but explain why they are important.
- Explaining the similarities and differences between two ideas or examples.

The prompts below might help you to use this strategy in different subjects.

"Intent" Prompts (e.g. English & MFL)

Best for analyzing texts, grammar, and writer's craft.

- "Why did the writer choose this specific word?"
- "What does this metaphor suggest?"
- "Why must I change the verb ending in this language?"
- "How would a different tone impact the audience?"
- "How does this sentence structure affect the pace?"

"Why" Prompts (e.g. Science & Geography)

Best for understanding processes, cycles, and cause-and-effect.

- "This step happens because..."
- "If [Variable X] were removed, the result would change by..."
- "The reason this part of the diagram is shaped like this is to..."
- "This process is similar to [Concept Y], but the main difference is..."
- "I'm seeing a pattern: every time [Factor A] increases, [Factor B]..."

"Significance" Prompts (e.g. History & Religious Studies)

Best for evaluating evidence, impact, and diverse perspectives.

- "This event was a turning point because..."
- "Person A and Person B would disagree because..."
- "The most important consequence of [X] was [Y]..."
- "This source might be biased because the writer wanted to..."
- "The evidence for this argument is strong, but a counter-argument is..."

"Logic" Prompts (e.g. Maths, Computer Science, Physics)

Best for breaking down calculations or algorithms.

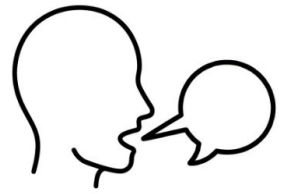
- "I am doing this calculation now so that I can..."
- "The rule allowing me to move from Line 1 to Line 2 is..."
- "I can check if this answer makes sense by..."
- "Even though this looks different, it's another version of..."
- "The 'input' is [X], and I am transforming it into [Y] by..."

Teaching

Instead of explaining to yourself you might prefer to explain things to somebody else. Ask them to ask you questions to probe how well you really understand. Can you explain it simply using concrete examples or analogies to make it clearer?



Study Strategies - how to use them



Self-explaining: Examples

History: Explaining causal links

The failure of the Weimar Republic

Instead of just listing the problems of the German government in the 1920s, you could explain the **causal link** between constitutional flaws and political instability.

The Fact: Article 48 of the Weimar Constitution allowed the President to rule by decree in an emergency.

The Self-Explanation: *"This was intended as a 'safety valve' for crises, but it actually acted as a 'legal' way to dismantle democracy. Because the Reichstag was often paralyzed by Proportional Representation (where too many small parties meant nobody could agree), the President started using Article 48 for everything. This is significant because it got the German public used to the idea of a single leader making all the decisions without Parliament, which effectively paved the road for Hitler's dictatorship."*

Maths or Physics: Explaining the steps to a solution

If you're solving a problem in Maths or Physics, rather than just following the steps it will help you to remember and understand them better if you explain why each step is the right one to take next.

You can do this as you work through a problem or when you have finished. It's also a great way of making sure you understand worked examples thoroughly.

Calculate the area of a triangle with a base of 6cm and a height of 4cm.

The Method: Base times height, divide by 2.

The Self-Explanation: *"If I just did 6 times 4, I would be finding the area of a **rectangle**. But a triangle with these dimensions is exactly **half of that rectangle**. That's why the formula has the 'divide by 2' bit—I'm basically calculating the full box and then cutting it in half diagonally to get the triangle I actually need."*

Art: Comparison (similarities and differences)

Monet (Impressionism) vs. Munch (Expressionism)

A student compares Claude Monet's *Water Lilies* with Edvard Munch's *The Scream* to explain how artists communicate different "realities."

The Observation: Monet uses soft, natural colors and light; Munch uses distorted shapes and unnatural, swirling colors.

The Self-Explanation: *"Both artists are moving away from realistic 'photo-like' painting, but for different reasons. Monet is focused on the physical eye. He uses dabs of color to show how sunlight hits the water at a specific moment. It feels calm because he's explaining what it's like to see the world. Munch, however, is focused on the mind's eye. He distorts the sky into blood-red swirls to represent an internal feeling of anxiety. While Monet explains the external light, Munch explains an internal emotion. So, even though both are 'unrealistic,' Monet is about the science of light and Munch is about the science of feelings."*

Making a revision plan

- Do you sometimes say, “**I should revise**”, but then don’t because you can’t decide what to do?
- Making a plan for your revision will make it more likely that you will actually do some revision.
- A revision plan will help you to **stay organised, stay calm** and protect other important things like relaxation or family time.

1	List your subjects and topics This helps you to see what you need to revise	• Write down all your subjects • Write down the topics within each subject
2	Be realistic about your time Don’t plan more than you know you can manage	• Block out school hours, home learning, clubs, work, relaxing time, family time • Plan where your revision will fit in
3	Create your timetable Don’t plan more than you know you can manage	For each revision slot identify the • Subject • Topic • Time
4	Mix your subjects Don’t revise one subject all day	• Helps with focus • Supports your memory • Prevents boredom
5	Use effective strategies Such as those described in this guide	• Flashcards • Past exam papers • Brain dump • Elaboration
6	Plan for breaks This helps you to focus	• 25-30 minutes revision • 5 minute break • Take a longer break after 2-3 sessions
7	Stick to the plan But be kind to yourself	• Your timetable is there to help you, not to make you stressed • If you miss a session just pick up with the next one.
8	Review your plan each week	• What is working? • What isn’t working? • Do you need more/ less time for a particular subject?

Revision Plan Template

Sunday							
Saturday							
Time							
Friday							
Thursday							
Wednesday							
Tuesday							
Monday							
Time							

Online Resources

There are lots of excellent online resources, but it can be difficult to know which are the best ones.

Your teachers will signpost online resources for you on Google Classroom.

Some of the sites your teachers will recommend are shown below:



Sparx Maths