

Revision Strategies

How can you link the information to what you already know (long term memory)?

1. Understand it
2. Condense it
3. Memorise it
4. Review it

Whenever you read make sure you make some sort of notes so the information is reduced. This could be:

- bullet points
- a mind map
- post-its
- flash cards
- labelled diagram
- spoken notes recorded into your phone or tablet
- use colour and highlighters to help the brain remember
- make up rhymes or raps about work.



Create cards with a key word or question on one side and answer/ definition/ formula/ short list on reverse.

The notes/maps/posters can be put up on your bedroom wall.

Take a photo of some revision notes or a diagram and have it as a screensaver on your phone or tablet.

Making different associations will help you to remember:

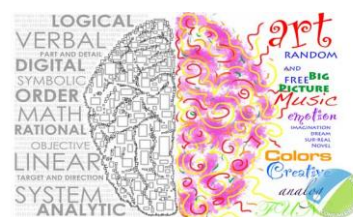


- Place important words or facts in different places around the house
- Walk while listening to your revision notes –you may associate certain facts with different places on your walk.
- Use an established journey eg journey to school and associate the landmarks on the journey with the items to remember. This could be useful for remembering items in an order eg Science.

Teach somebody else the topic or get them to ask you questions.

Dictate your ideas onto an iPad or similar and see them created as text.

Engage both sides of your brain – the left logical side and the right creative side. Make resources and use strategies that call upon both.



Review what you have learned - this can just be a quick look at what you have created so that you remember what you revised at the start and have not forgotten it after a few weeks. It is a good idea to review information after 10 minutes, then one day, one week and one month.

Active Revision

This can help pupils by engaging different senses to help remember information.

- Read the work – this is the **visual** channel.
- Read it aloud onto tape (someone else may need to do this) so it can be played back (**auditory**).
- Reduce it – this requires **thinking** skills.
- Highlight the key words and note the associated ideas – try Mindmapping® or drawing a diagram (**visual and kinaesthetic**).
- Invent mnemonics, rhymes, acronyms or word associations – use coloured pens or arrows to link ideas (**multi-sensory**).
- List key facts and number them (**multi-sensory**).
- Write it – this is the **kinaesthetic** channel. Writing down the main points helps commit them to memory. If a week later the notes are not sufficient to enable you to remember all the facts then you need to go back to the text.
- When good enough, notes can be transferred to large sheets of paper and hung on bedroom walls (**visual**).
- Say it – this is the **auditory** channel - reading notes aloud helps to reinforce memory.
- Check it – again, this is using the **thinking** channel.
- Teach someone else (**thinking**).
- Practise exam techniques, for example accurate reading of questions and planning answers (**thinking**).