



PiXL Revisit




A Strategy for Revision

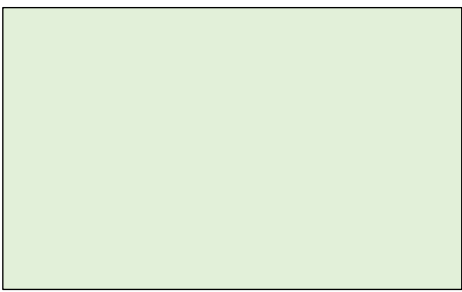

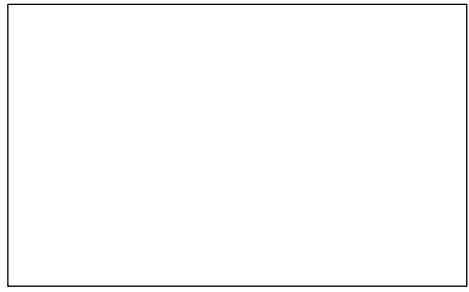
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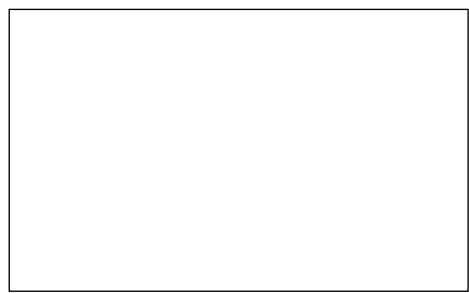


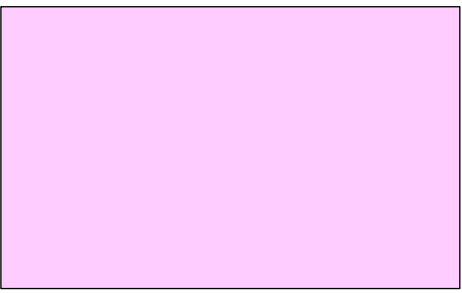


PiXL Revisit: Reduce and Transform

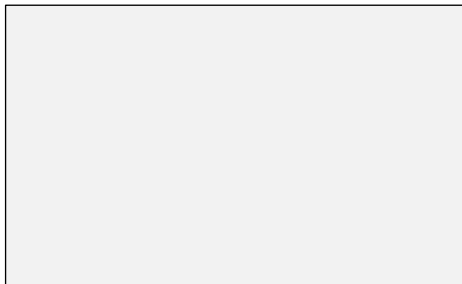

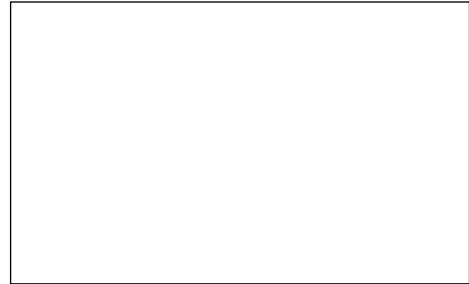
Unit/Topic:

1.   

2.   

3.   

4.   

5.   



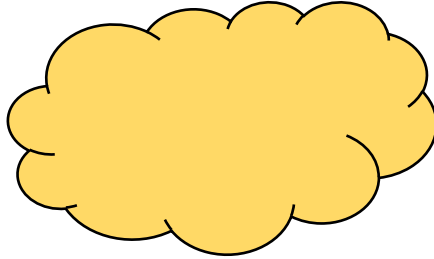
PiXL Revisit: Prioritise - Significance and Importance

Unit/Topic:

Notes:

1.

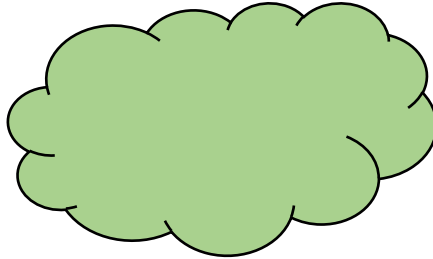
Key Facts, Dates, Words, Vocab:



Number of Priority:

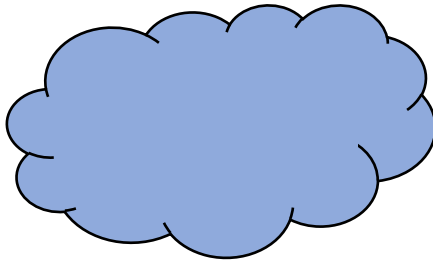
WHY?

2.



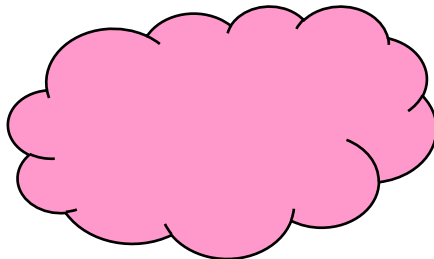
WHY?

3.



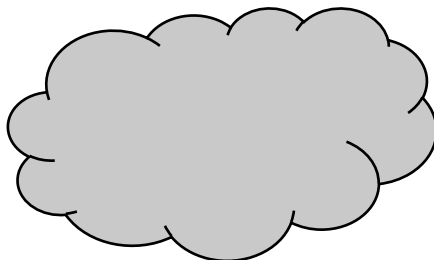
WHY?

4.



WHY?

5.



WHY?



PiXL Revisit: 3 x 2 Testing

Unit/Topic:

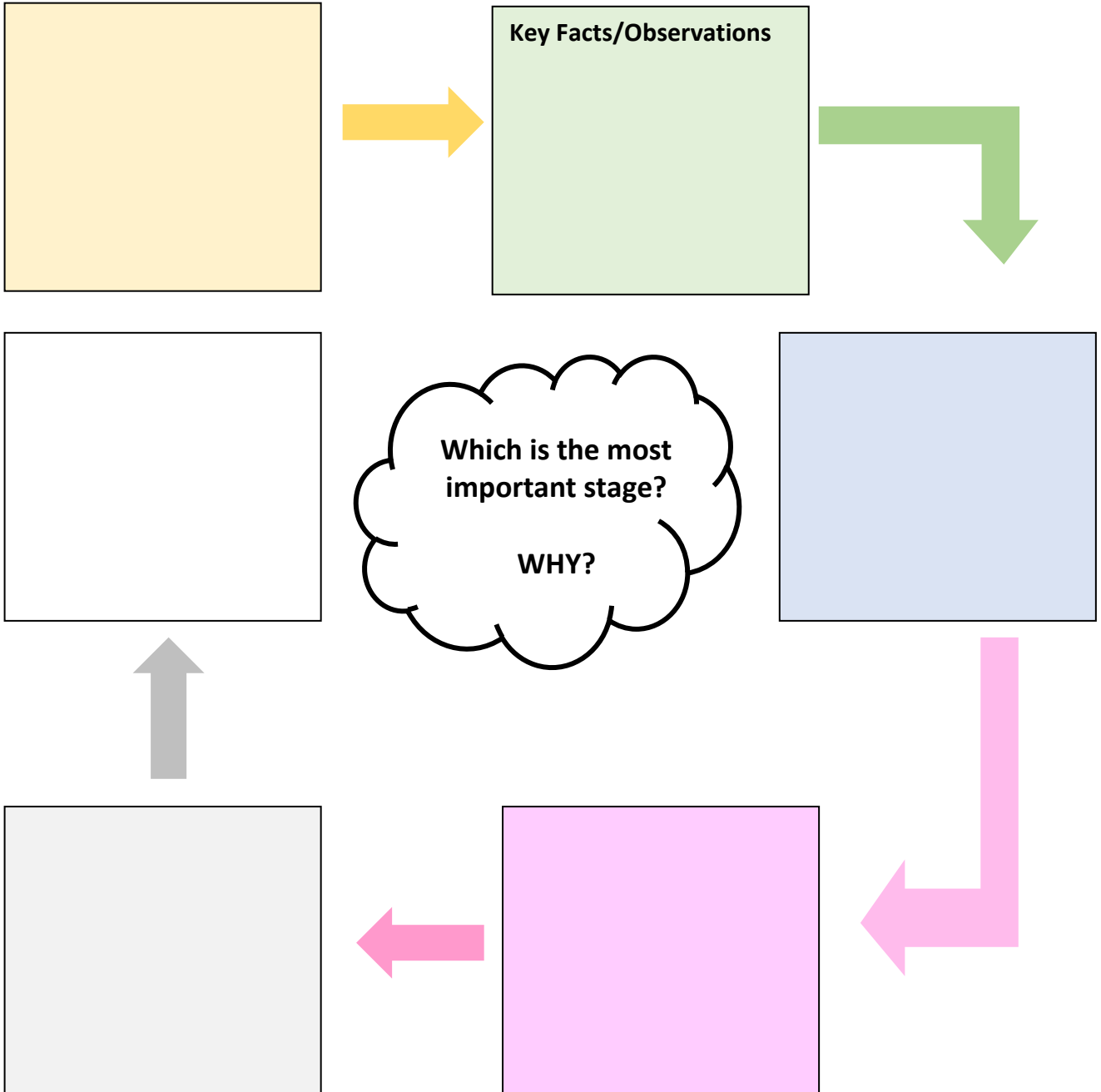
Last Lesson Key facts:	1.
	2.
Last Week Key facts:	3.
	4.
Last Year Key facts:	5.
	6.
One topic to revise next:	

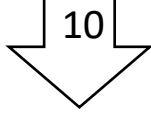


PiXL Revisit: Process and Categorise

Steps and stages explained

Unit/Topic:





PiXL Revisit: Chunk It

Unit/Topic:

Chunks of learning of this topic/area

* You could start with the most important or the most difficult to learn.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.



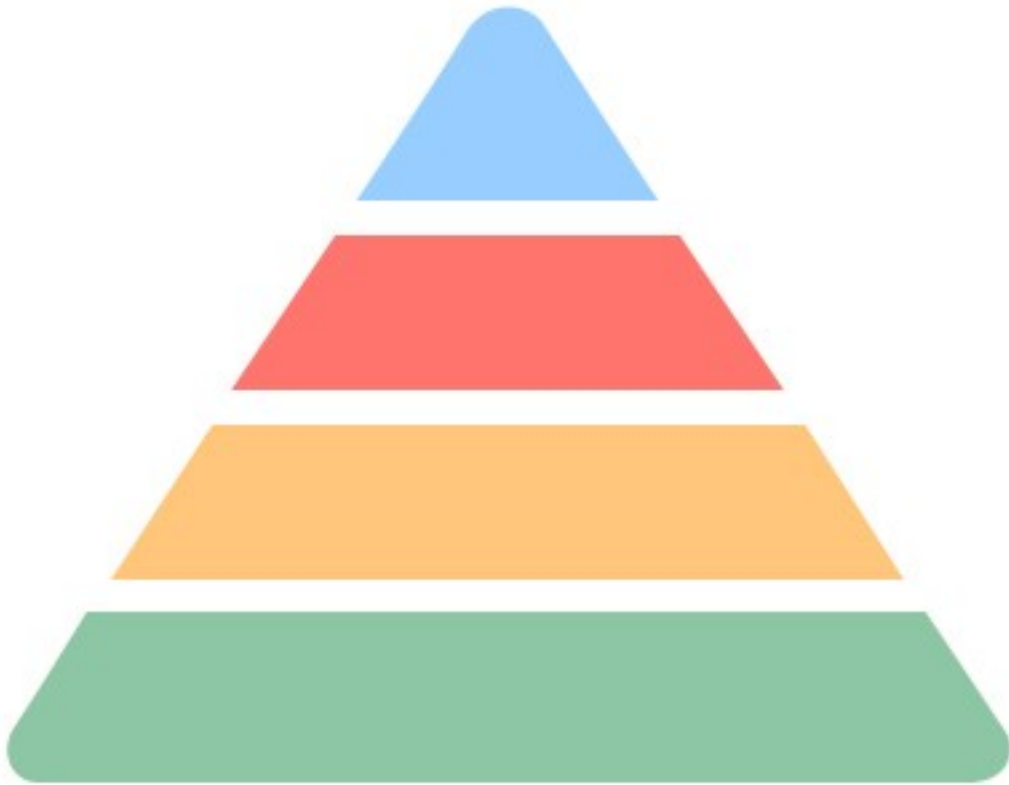
PiXL Revisit: Ranking Triangle

Name of Topic: _____

Name: _____

Class: _____

The most important information goes at the top and then the least important at the bottom. Make sure you justify WHY you think it the most/least important.





PiXL Revisit: Thinking Hard Model

Name of Topic: _____

Name: _____

Class: _____

Take a section of the text and do the following:

1) **Prioritise:** Underline the three most important sentences here. Rank 1-3, briefly explain number 1. Cross out the least important sentence.

2) **Reduce:** Reduce the key information into 12 words.

3) **Transform:** Transform this information into four pictures or images (no words allowed).

4) **Categorise:** Sort this information into three categories. Highlight and think of a suitable title for each category.

5) **Extend:** Write down three questions you'd like to ask an expert in this subject.



PiXL Revisit: 'Boxing Up' Activity

Name of Topic: _____

Name: _____

Class: _____

Read the text and then put your thoughts in to different boxes so that you have 'boxed up' the text.

Box 1 – three things I did not know.

Box 2 – three things I understand better now.

Box 3 – three things I already knew.



PiXL Revisit: Question Time

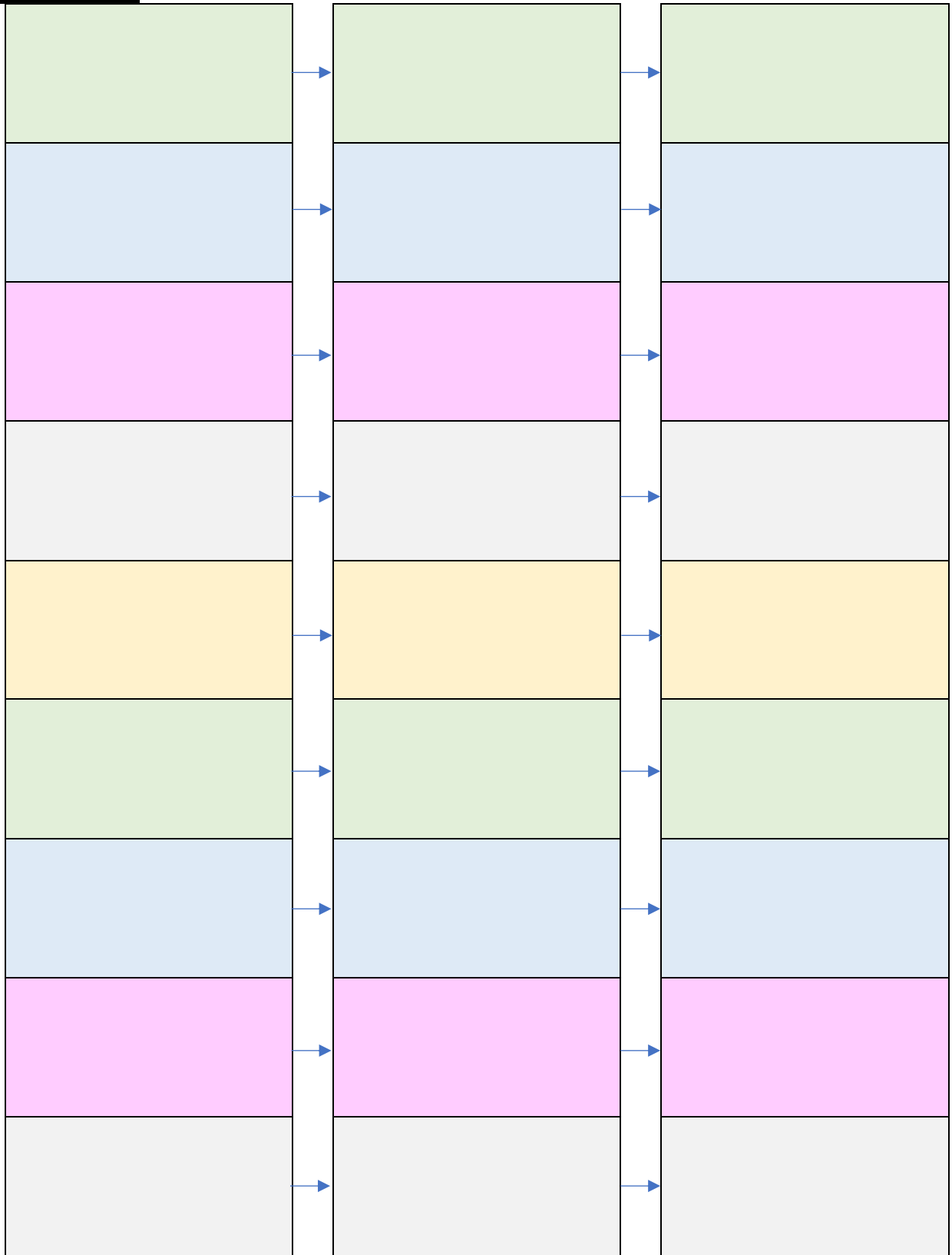
Name of Topic: _____

Name: _____

Class: _____

When you read any text, you should be asking it questions, NOT just letting it wash over you. Read your text and pause and ask it questions - e.g. 'what do you mean when you say '...'?'

Questions I'm asking the text	Answers to those questions	Things I need to ask my teacher





PiXL Revisit: Quizzing

Name of Topic: _____

Name: _____

Class: _____

Read the text and come up with 20 questions to ask someone about the text.

	Question	Answer
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		



11		
12		
13		
14		
15		
16		
17		
18		
19		
20		



PiXL Revisit: Transforming

Name of Topic: _____

Name: _____

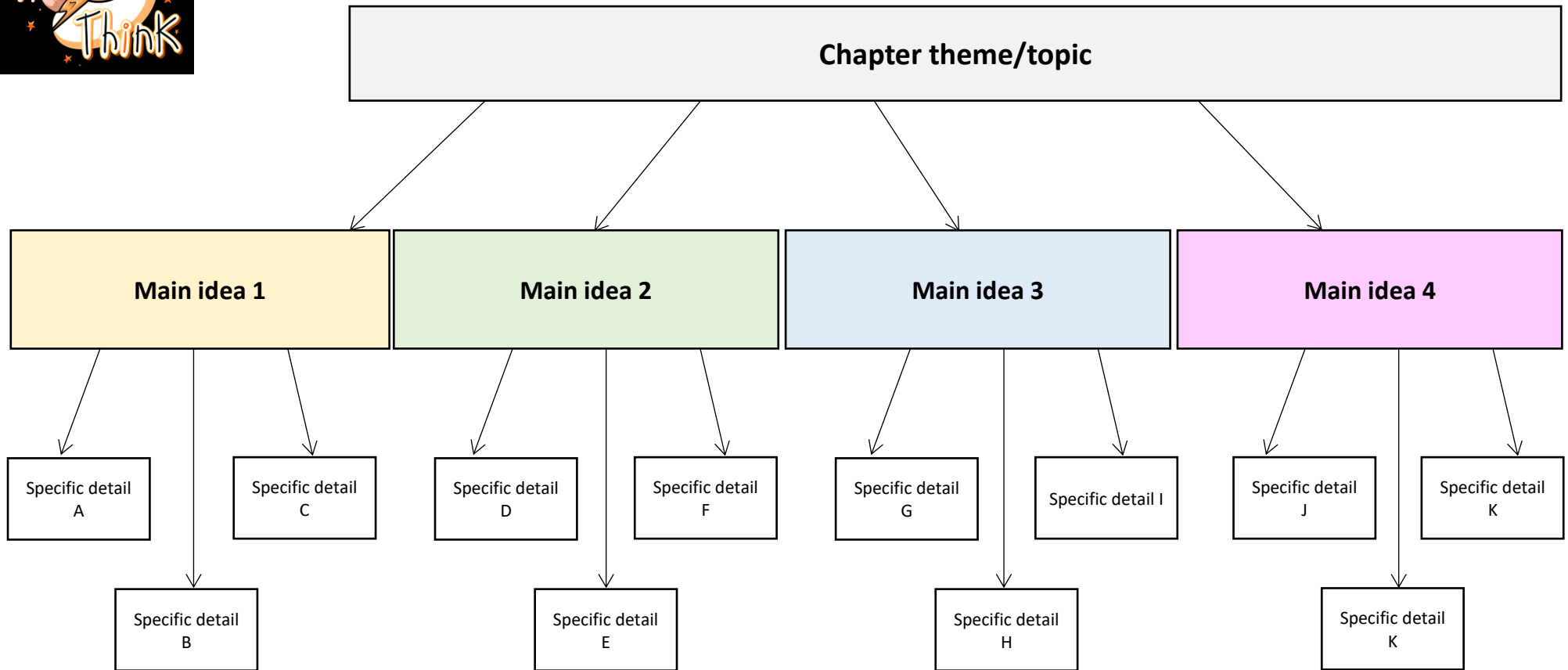
Class: _____

Turn the material you have read into up to six pictures – one per paragraph or one per key piece of information. The pictures must represent the information so that they can act as a reminder of what the text said. Underneath each picture, explain your thinking.

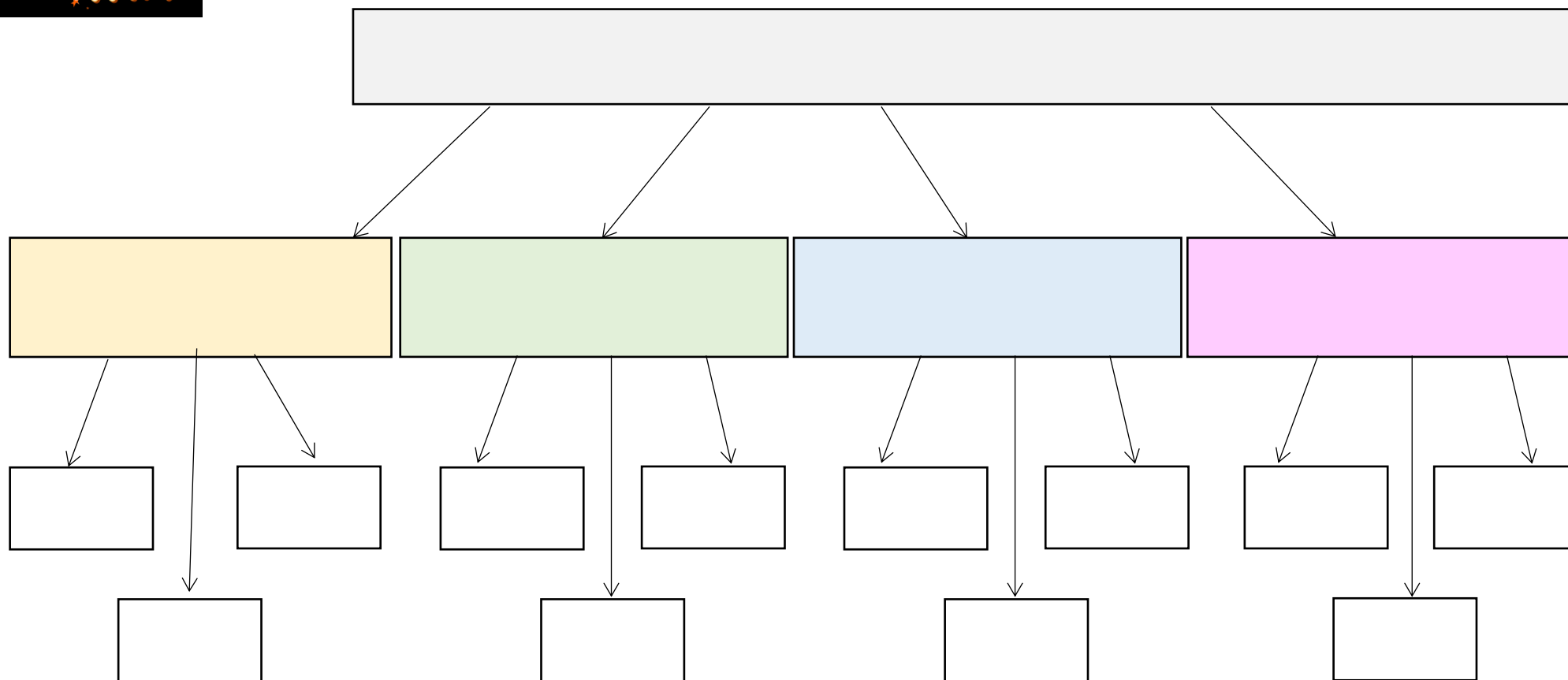
1.	2.	3.

4.	5.	6.

Now restore your pictures back into its original form.



Taken from the article: 'What Will Improve a Student's Memory?' By Daniel T Willingham (http://www.aft.org/sites/default/files/periodicals/willingham_0.pdf)



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PiXL Revisit: Transform

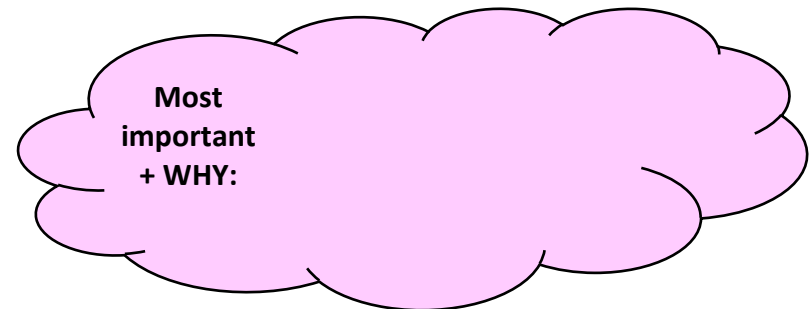
Unit/Topic:

PICTURE/SOURCE/INFO/RESOURCE



Key Points

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.





PiXL Revisit: Examine It

NOTES

Topic:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

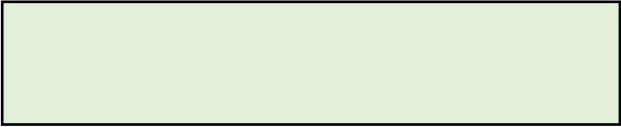
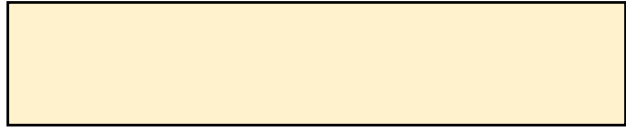
Key Words Key Dates Key Facts Key Quotes Key Formulae

Exam Question



PiXL Revisit: Flexibility of Thinking Connection Map

Title



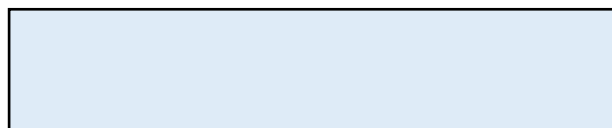
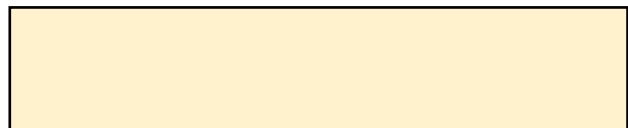


PiXL Revisit: Flexibility of Thinking Connection Map

Title

Place the information/
factors/knowledge in the
boxes. Add as many
boxes as you want to.

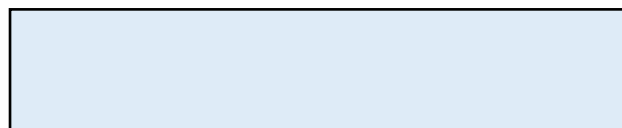
Draw lines linking the
boxes. The darker
/stronger the line, the
stronger the link.



On the line, give reasons
for the links - explain the
importance or
significance of the link.



You could also add
formula/dates/facts/quotes
near, or on, the line to
exemplify knowledge.





PiXL Revisit: Experiment on a page

Experiment Title:

Process/Method

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Experiment Diagram

Label

Label

Label

Results

--	--

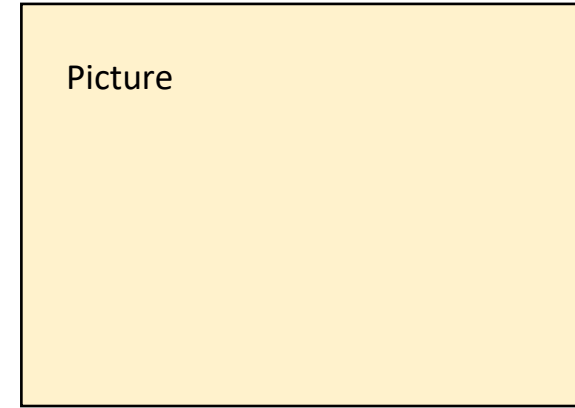
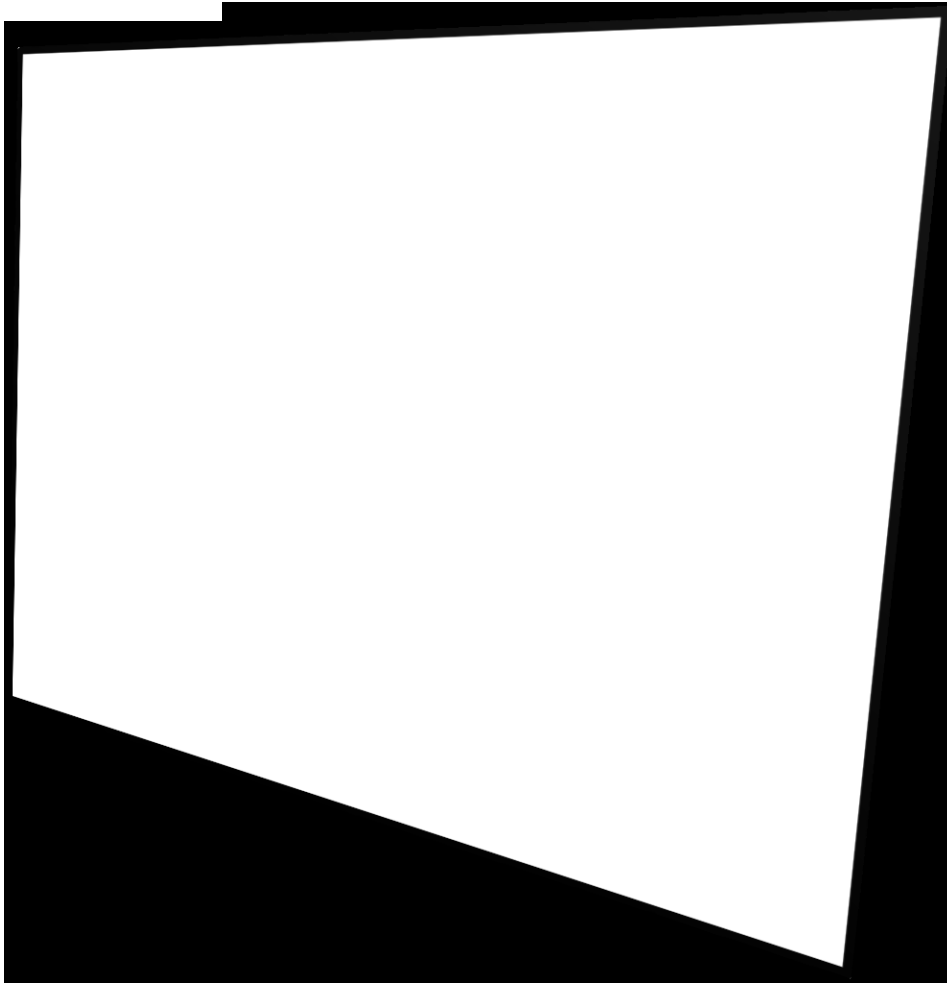
Formulae



PiXL Revisit: Transform

Unit/Topic:

NOTES:





PiXL Revisit: Reduce to 6 points

Unit/Topic:

Information

R
E
D
U
C
E



Reduce to 6 points

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

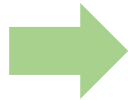


Reduce to 3 key points

- A.
- B.
- C.

Information

P
R
I
O
R
I
T
I
S
E



Prioritise (most important)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.



WHY?



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