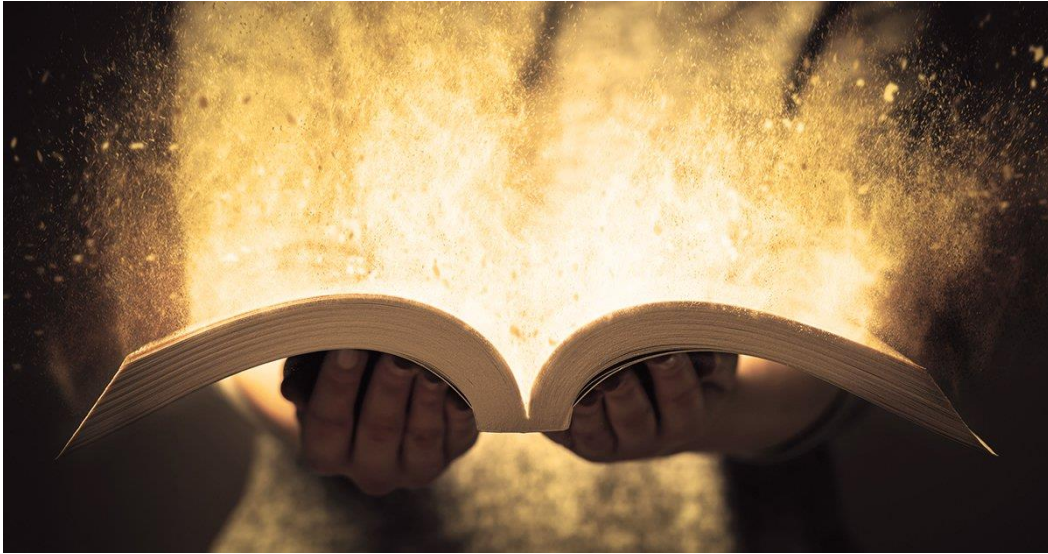
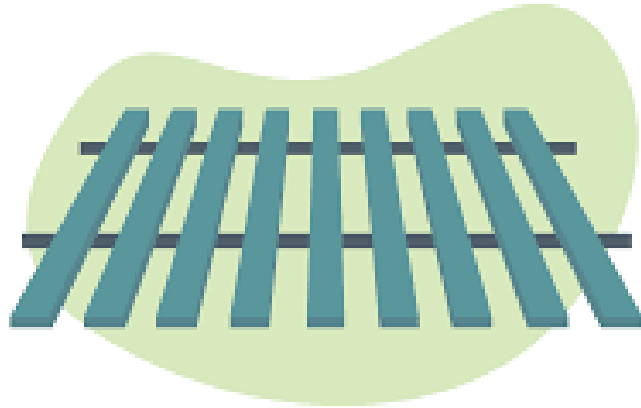


Revisit.

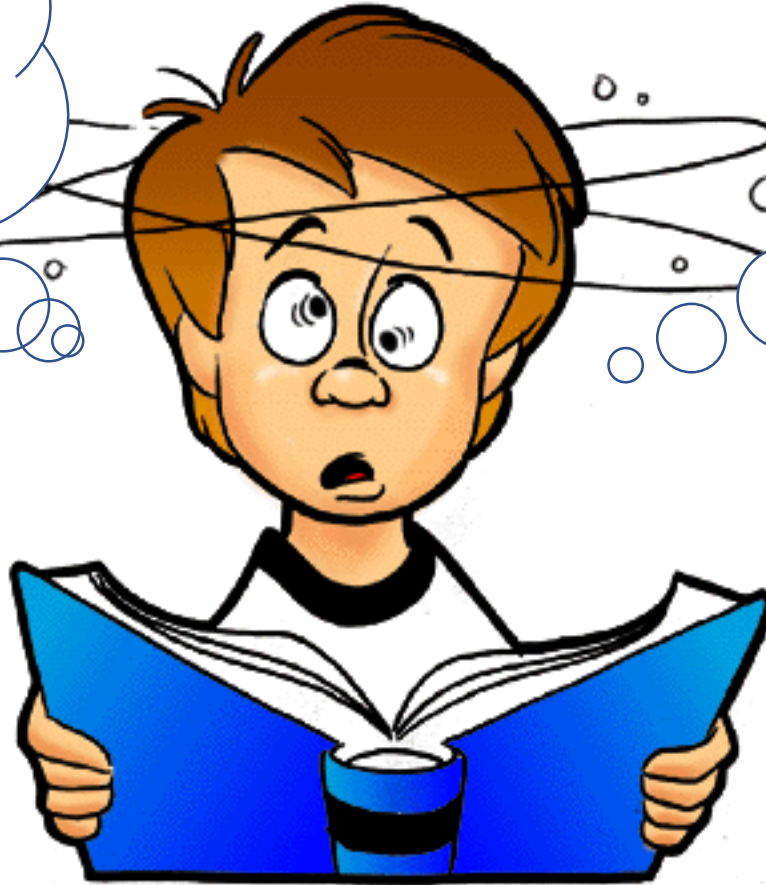


How to make sure you are **learning properly** and able to **remember information** you have learned in the past.

Get Learning Back On Track



**I've been here for
hours and I still
don't understand
it fully.**



**This is not
going in!**

Do you ever feel like this?

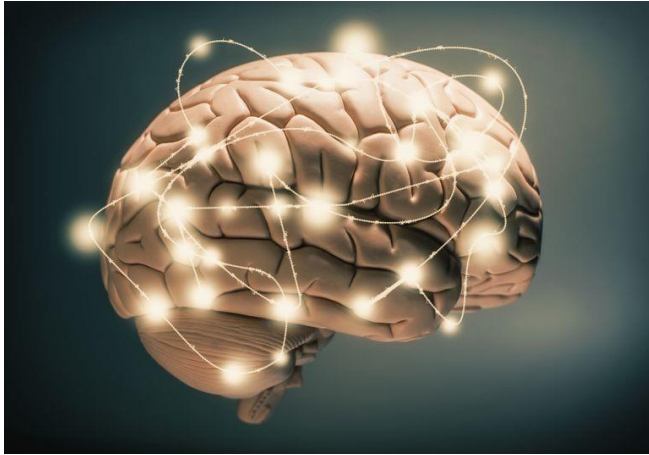
There are two 'phases' of effective learning.

1. Thinking hard about what it is you are trying to learn.

2. Revisiting your work.

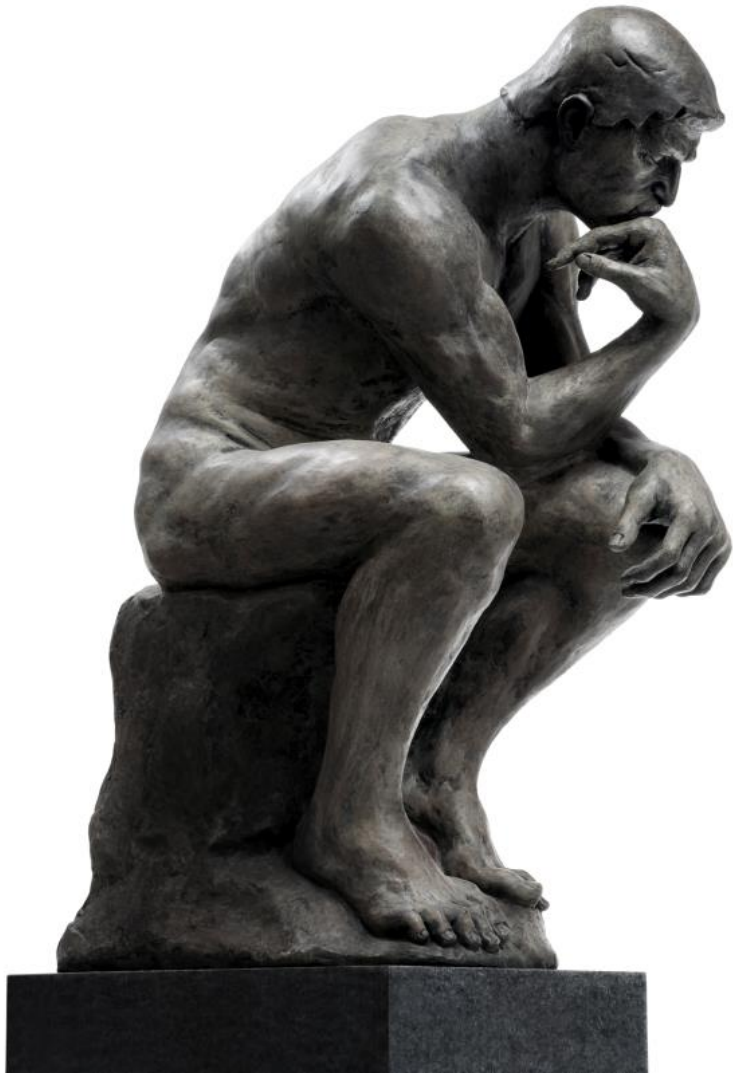


Phase one... Thinking hard.



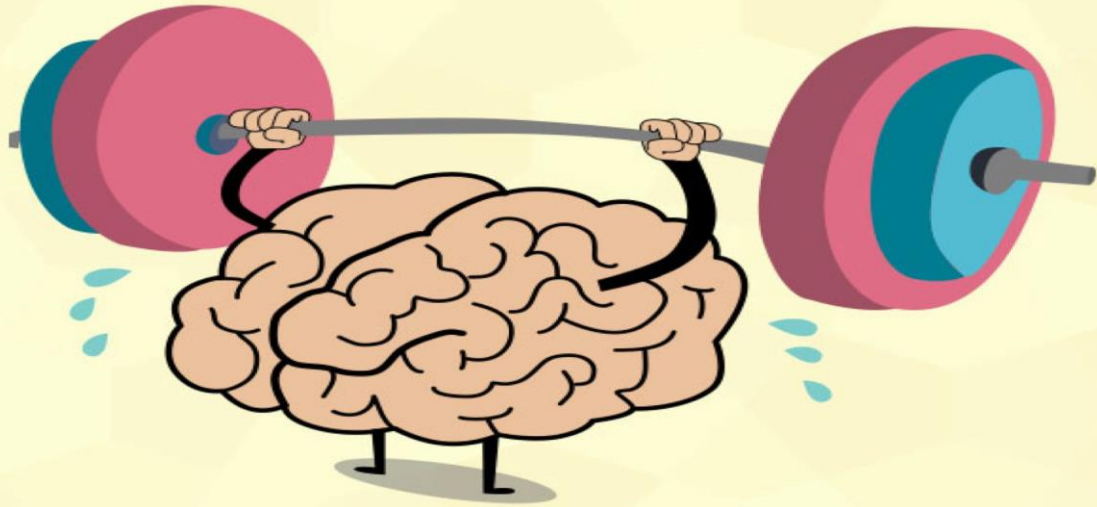
shutterstock.com • 80620159





**“Learning ONLY
happens when people
think hard”**

**Prof. Robert Coe – Durham
University**



.docstoc

**“Memory is the residue
of thought.”**

Daniel Willingham





The reason why you are **good at ???** and can **always remember how to do it well** is because you **THINK HARD** about it over and over again.

Looking vs. learning

How many times in your life do you think you have seen a 50p coin?



“Learning ONLY happens when people think hard.”

Seen 200
times
X
20 people
in the
room
=
4,000
looks

Looking vs. learning

- So, what's on the back of a 50p coin?

No cheating!

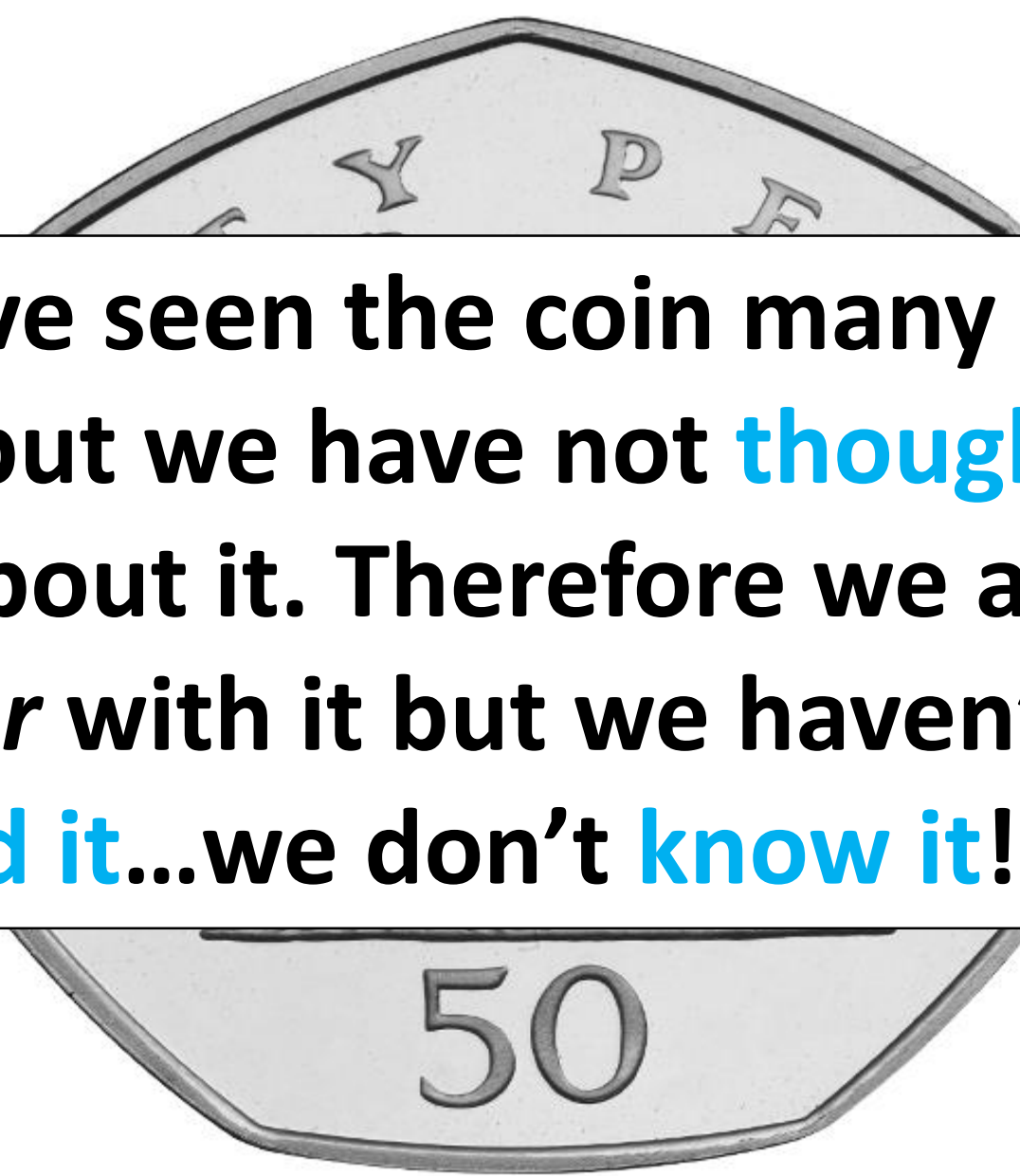
There is an image of Britannia (the female personification of Britain who gets her name from the Latin for Britain)

1. What is in her left hand? A branch
2. What is in her right hand? Trident (not spear)
3. What is on the shield? Union flag (not Union Jack)
4. What is on her head? Helmet
5. What is at her feet? Lion

Rules;

Hands up only,
Must be a precise answer (like in an exam),

1. What is in her left hand?
2. What is in her right hand?
3. What is on the shield?
4. What is on her head?
5. What is at her feet?



We have seen the coin many times but we have not **thought hard about it. Therefore we are *familiar* with it but we haven't **learned it...we don't know it!****

So, what sort of things do you need to do to **THINK HARD** about your work?



PiXL Revisit

A Strategy for Revision

© Commissioned by The PiXL Club Ltd. August 2019

To be emailed to you along with this presentation.
Please use them.

Slow in the show



EMBED

Knowledge and understanding

- Reduce
- Transform
- Deconstruct

MAKE MEANINGFUL AND USEFUL

Analysis and application

- Prioritise
- Categorise
- Criticise
- Trends and patterns
- Practise

11 thinking hard devices.

GROW, EXTEND, DEVELOP.

Flexibility of thinking

- Make connections
- Compare
- Extend

Which device shall I use and when?

- Your teachers will guide you...but as time passes you will be able to decide which one will work best for yourself.



Your teachers will teach you how to think hard and revise in lessons.

Embed the knowledge and understanding

Reduce – pick out the **key points** from the information.

Transform – **change the format** of the information (e.g. words to pictures, numbers to graphs)

Deconstruct – **break the information down** into its parts or ‘chunks’ (e.g. formulae in maths).



PiXL Revisit: Reduce to 6 points

Unit / Topic:

R
E
D
U
C
E

Information

Reduce to 6 points

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

Reduce to 3 key points

- A.
- B.
- C.

P
R
I
O
R
I
T
I
S
E

Information

Prioritise (most important)

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

WHY?

NOTES:

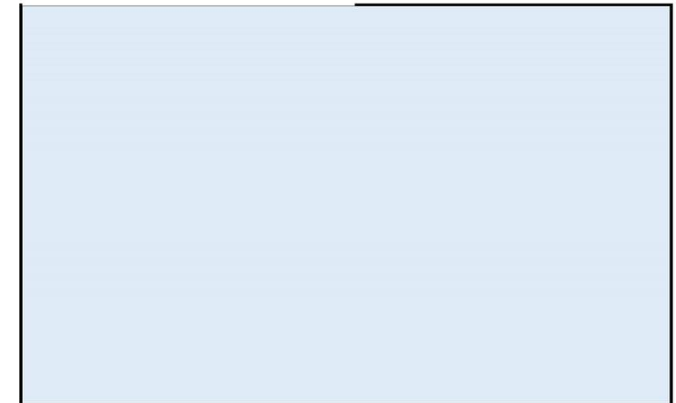
Words to pictures
Pictures to words
Numbers to graphs
Graphs to numbers
??? to an anacronym.
Any 'process' into a flow chart
Experiment to a flow chart.



Picture



Picture





PIXL Revisit: Experiment on a page

Reduce/ transform.

Experiment Title:

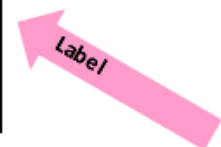
Process / Method

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

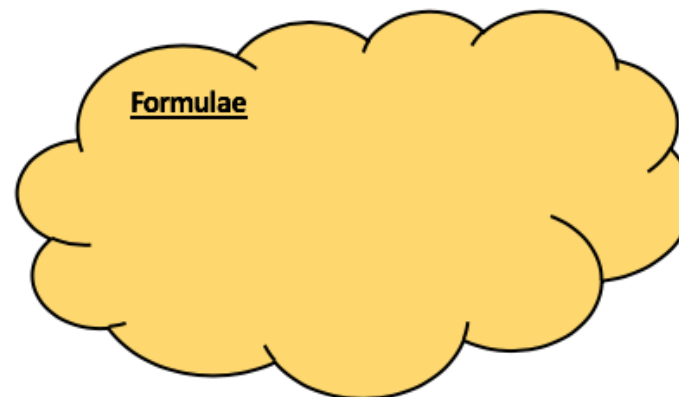
Results



Experiment Diagram



Formulae





PIXL Revisit: Experiment on a page

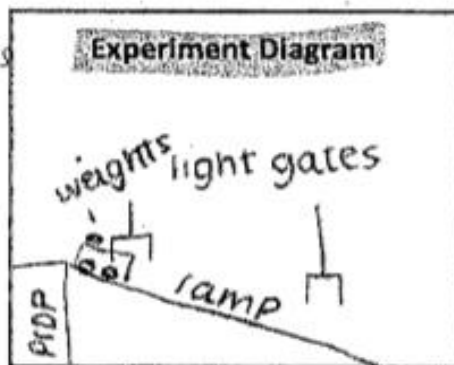
Reduce/transform

Experiment Title:

Investigating force, mass and acceleration

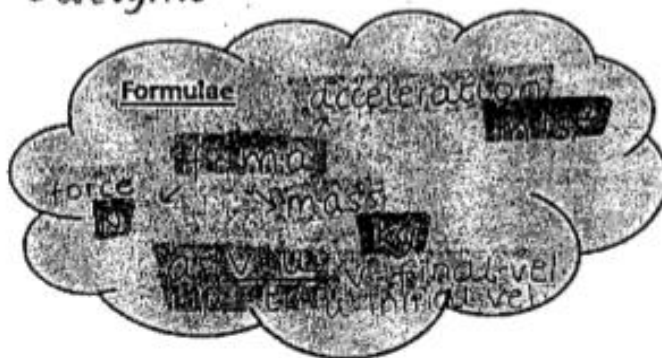
Process / Method

1. set up all the equipment
2. adjust slope until trolley moves
3. put a piece of card on trolley
4. measure length of card
5. find mass of trolley
6. put masses on top
7. fasten pulley at bottom
8. drop mass, let trolley roll
9. record velocity
10. work out the acceleration



Label

Label



Equipment

- trolley
- ramp
- props
- string
- pulley
- masses
- tape
- putty
- balance
- 2 light gates
- datalogger
- 2 clamps/stands
- box of crumpled
- newspaper

Results

mass (kg)	U	V	t	a
0	0.98	1.53	0.61	
0	1.03	1.56	0.6	
0	0.97	1.56	0.61	0.9
0	0.95	1.48	0.63	

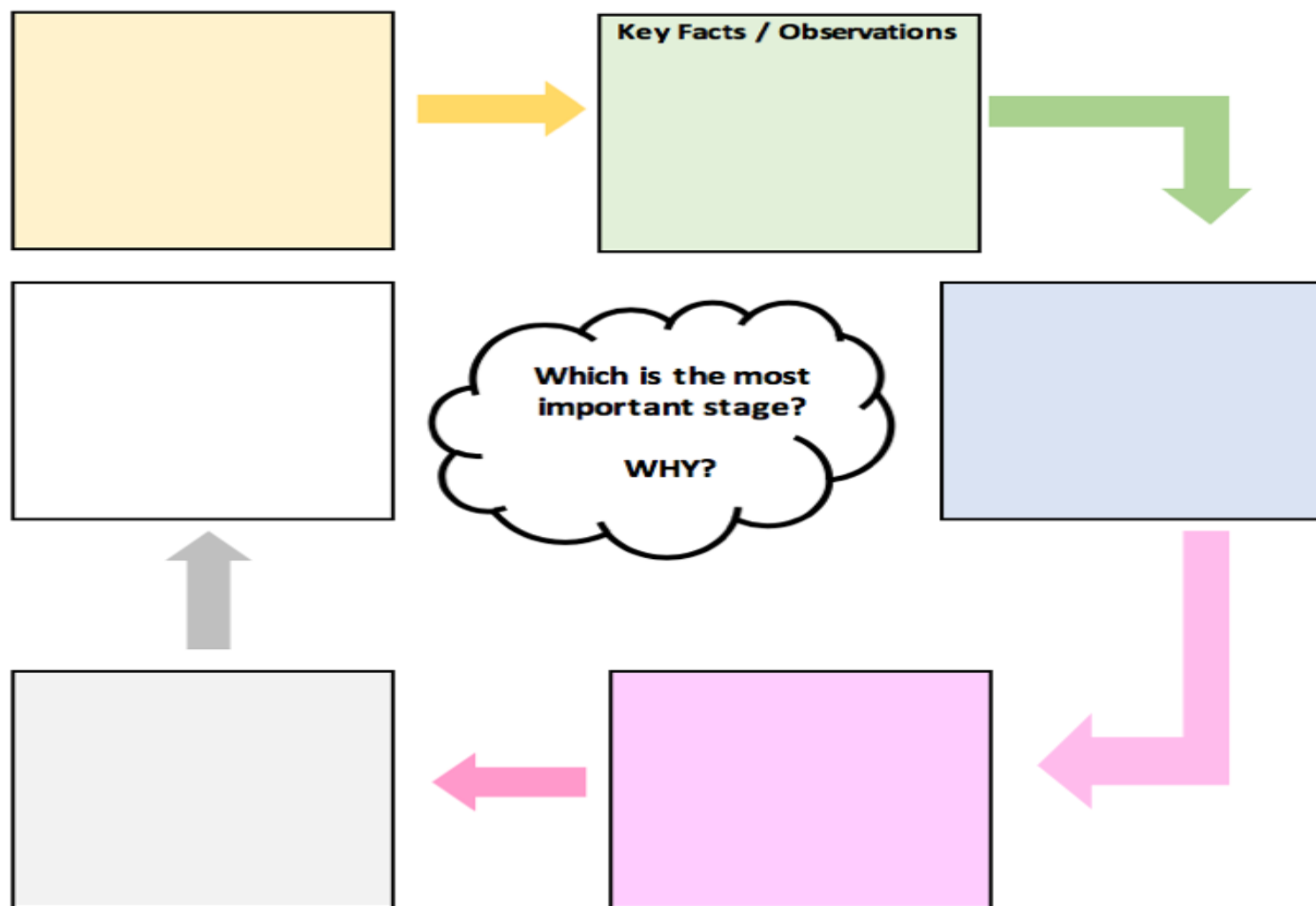
mean answer

the higher the mass,
the acceleration decreases.

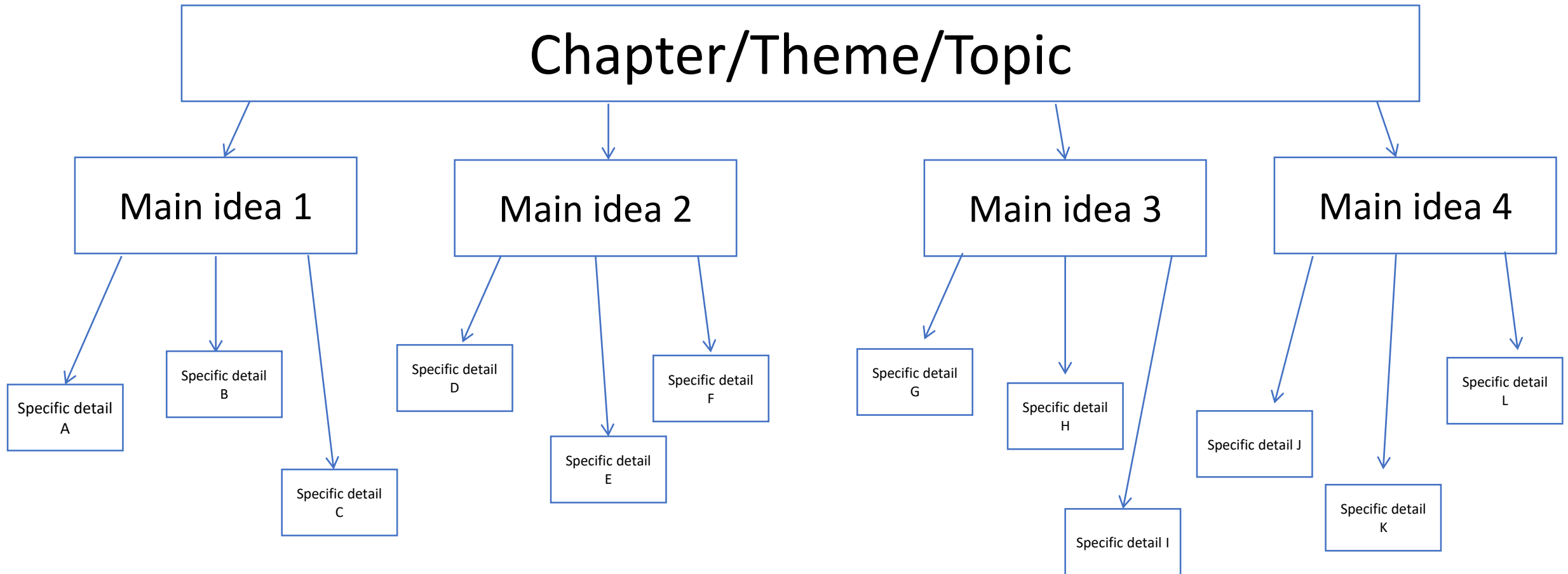


PiXL Revisit: Process and Categorise Steps and stages explained

Unit / Topic:



Deconstruct: to break down a lot of information into smaller parts.



Star Wars – A New Hope

Belief

The Force

Sith

Jedi

Narrative

Prop

Enigma

Structuralist

Family

Father

Sister

Friendship

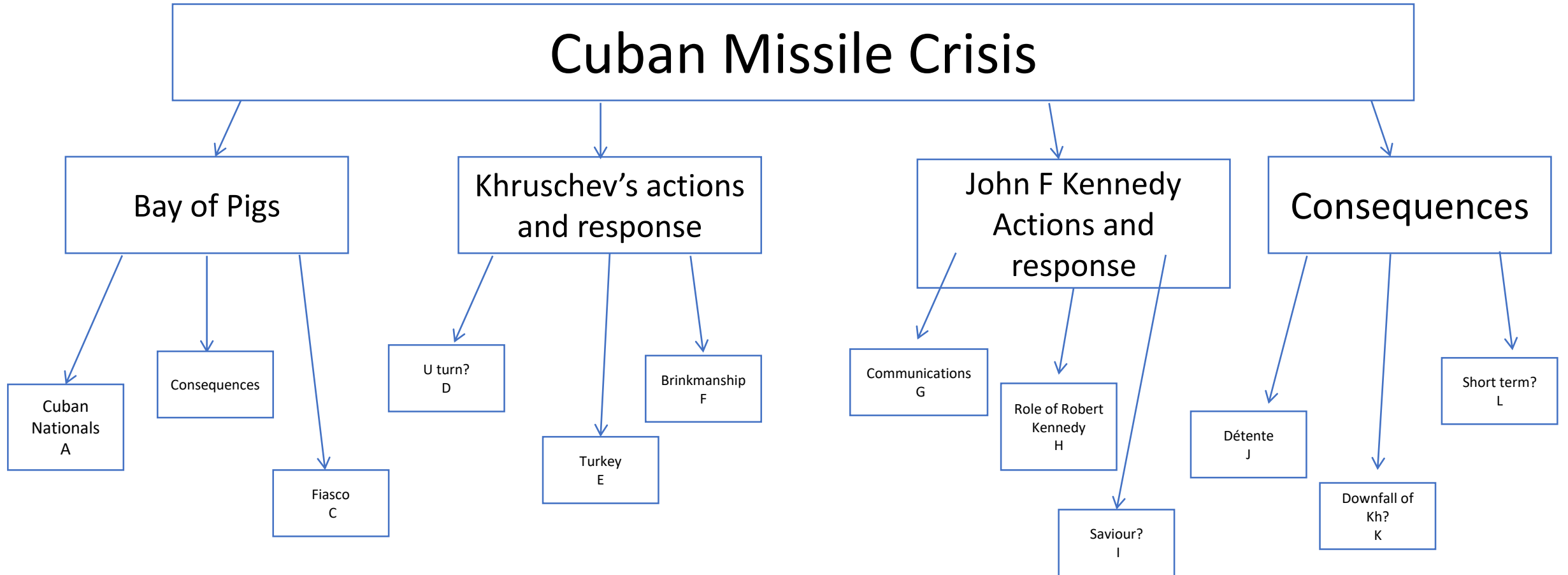
Main characters

Han Solo

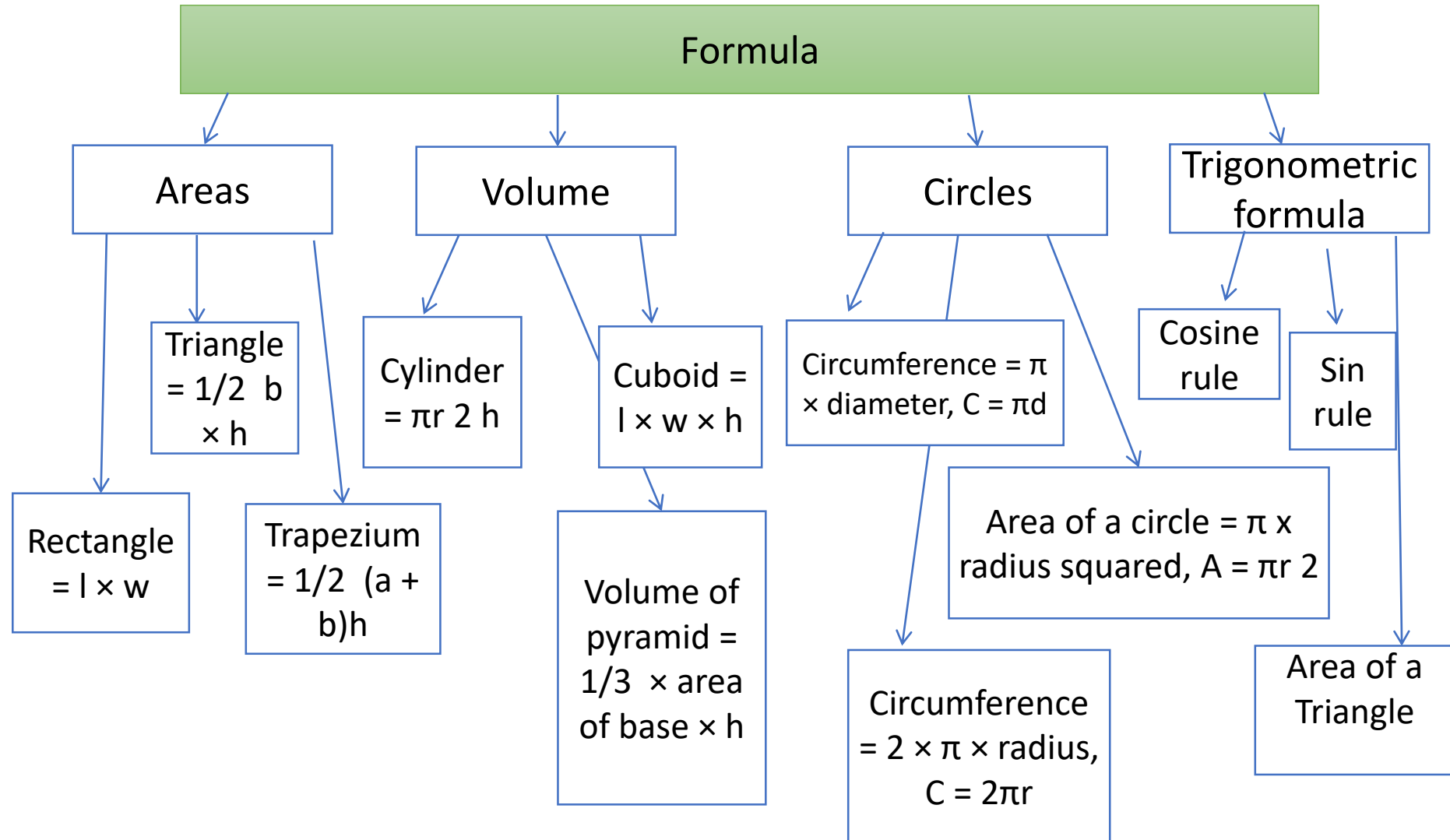
Luke Skywalker

Leia

Cuban Missile Crisis



DECONSTRUCT

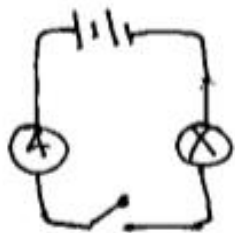


Deconstruct: Make a large amount of learning manageable.

Series vs Parallel

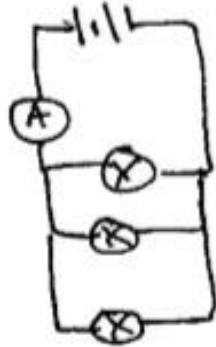
Series

Parallel



- one continuous loop
- current stays in the same direction

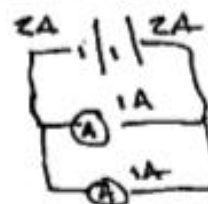
- current is always the same.
- no junctions
- older



- can split
- has junctions for current.
- more modern like xmas trees

- current will split up

example



Make the information meaningful and useful through analysis and application

Prioritise – put information into **order of importance**.

Categorise – put the information into **‘groups.’**

Criticise – **find fault** with information or suggest alternatives or improvements or a different interpretation/opinion.

Trends and patterns – find **‘themes’** in the information.

Practise – **repeat** over and over again until you remember it.



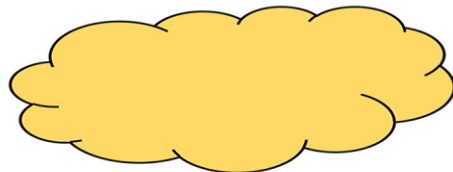
PiXL Revisit: Prioritise - Significance and Importance

Unit / Topic:

Notes:

1.

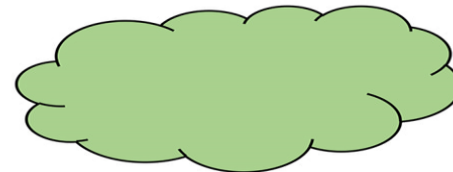
Key Facts, Dates, Words,



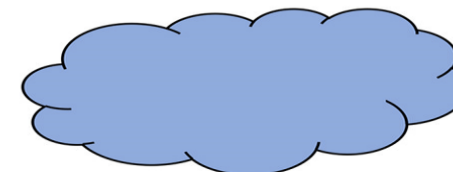
Number of Priority:

 WHY?

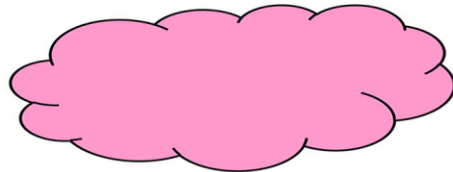
2.

 WHY?

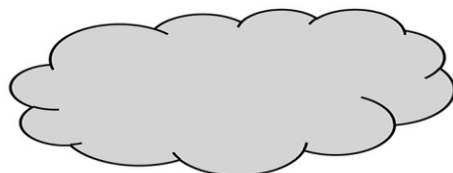
3.

 WHY?

4.

 WHY?

5.

 WHY?



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.



Grow, extend and develop through flexible thinking.

Make connections – find links between parts of the information.

Compare – find similarities and differences in the information.

Extend – ‘take the information further,’ **‘build on it.’**

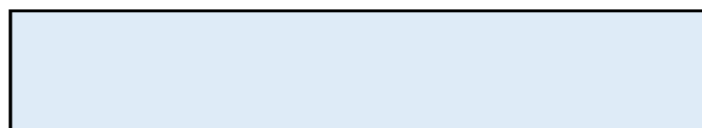
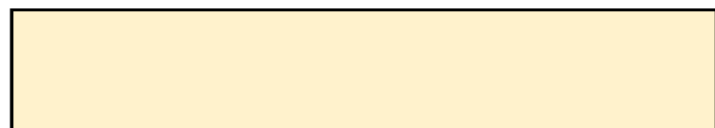


PiXL Revisit: Flexibility of thinking Connection Map

Title

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

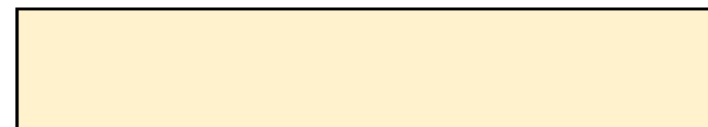
Draw lines linking the
boxes. The darker
/stronger the line the
stronger the link.



On the line give reasons
for the links - explain
the LINK /importance or
significance.



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



Connection map; Maths

Triangles

Sin, Cos, Tan

Rational

Angles

Rules

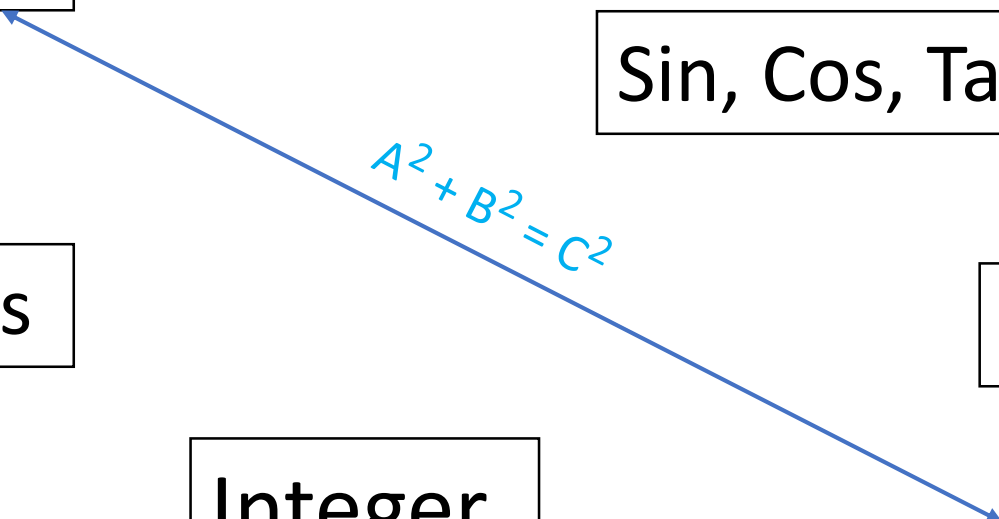
Integer

Pythagoras

Cuboid

Irrational

Quadrilateral


$$A^2 + B^2 = C^2$$



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.

Combines;
Prioritise
Reduce
Transform
Categorise
Extend



PiXL Revisit: 'Boxing Up' Activity

Name of Topic: _____

Name: _____

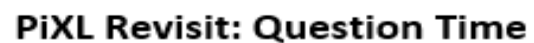
Class: _____

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.



Name: _____

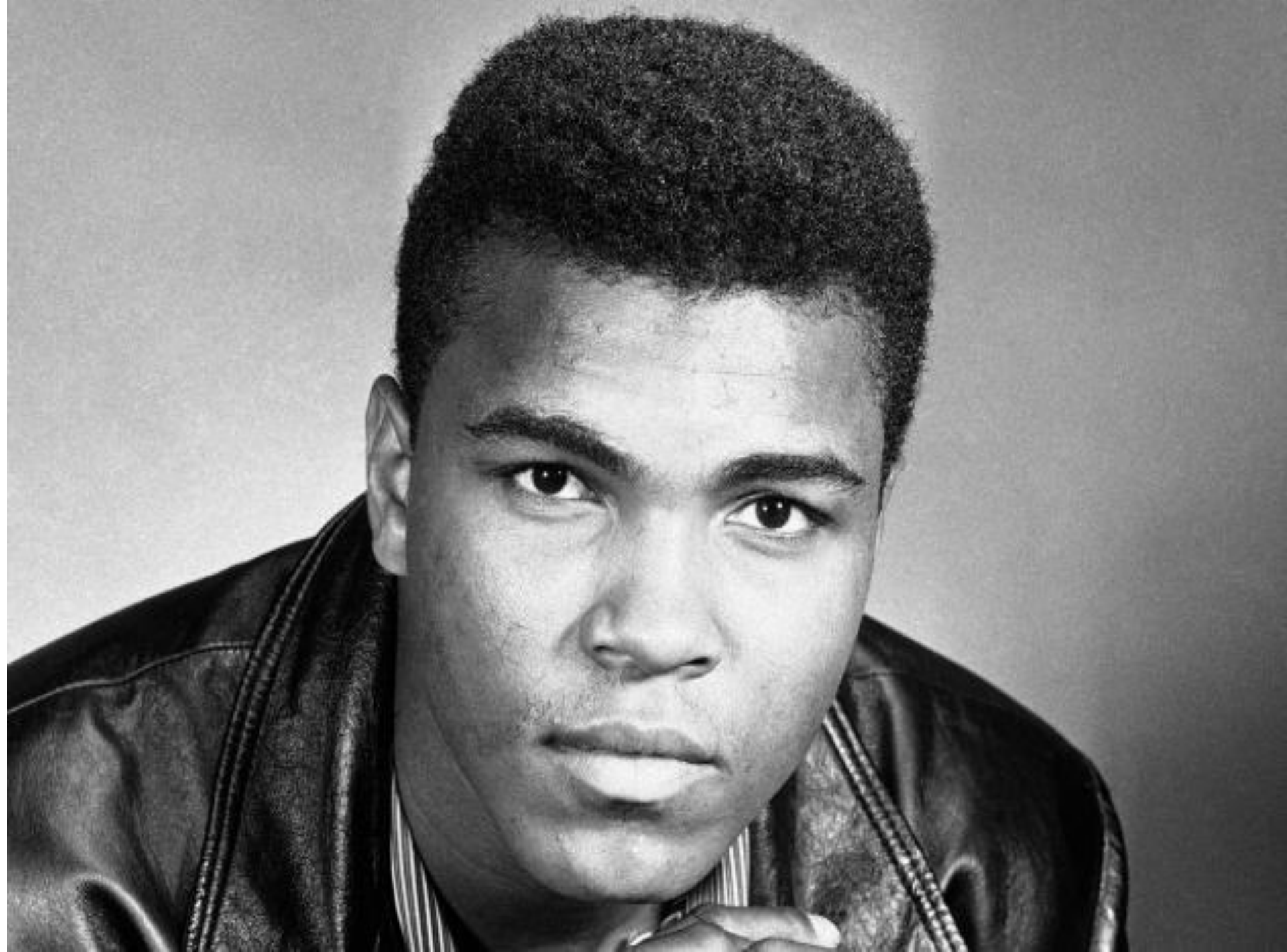
Class: _____

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 '...''?

[illegible]

Slow in the show







MUHAMMAD ALI 1942-...

Muhammad Ali, arguably the greatest boxer in the history of the sport. He was born in 1942, in Louisville, Kentucky in the United States. He was named after his father, Cassius Clay, Sr., who was named for the 19th century abolitionist and politician Cassius Clay. He changed it to Muhammad Ali in 1964. He became a boxer at the age of 12. As an amateur boxer he won many titles, culminating in the Light Heavyweight gold medal in the 1960 Olympics in Rome, Italy. When Ali returned home to the states, he was so proud that he wore the medal around his neck wherever he went. After a week, he went to a café and ordered a drink. The waiter said “I’m sorry, we don’t serve coloured people”. Ali was so incensed by this! He had represented his country, won the gold medal, and come back to this kind of treatment. Muhammad Ali ripped from his neck and threw it into a river. Ali turned professional at the age of 18. Ali's record was 100 wins, 5 losses when he ended his amateur career.

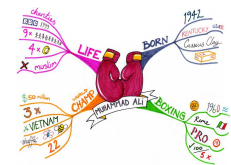
Ali became the World Champ at the age of 22. Clay was famed for his unorthodox fighting style. Rather than match his opponents with brute force, Clay brought tactics and strategy into the ring. With his fast-moving style, he was equally adept at dodging a punch as at delivering one. His fancy footwork soon became known as the ‘Ali shuffle’. Ali also fought a great psychological game, often beating fighters before they stepped foot in the ring. It was in the pre-fight build up to his first world-title fight with sonny liston that Ali famously said “I will float like a butterfly and sting like a bee”.

In 1967, when Ali refused on religious grounds to be drafted into the US army to fight in Vietnam, he was stripped of his title and banned from boxing., two decisions he successfully overturned in court. This he achieved by defending himself brilliantly without a lawyer.

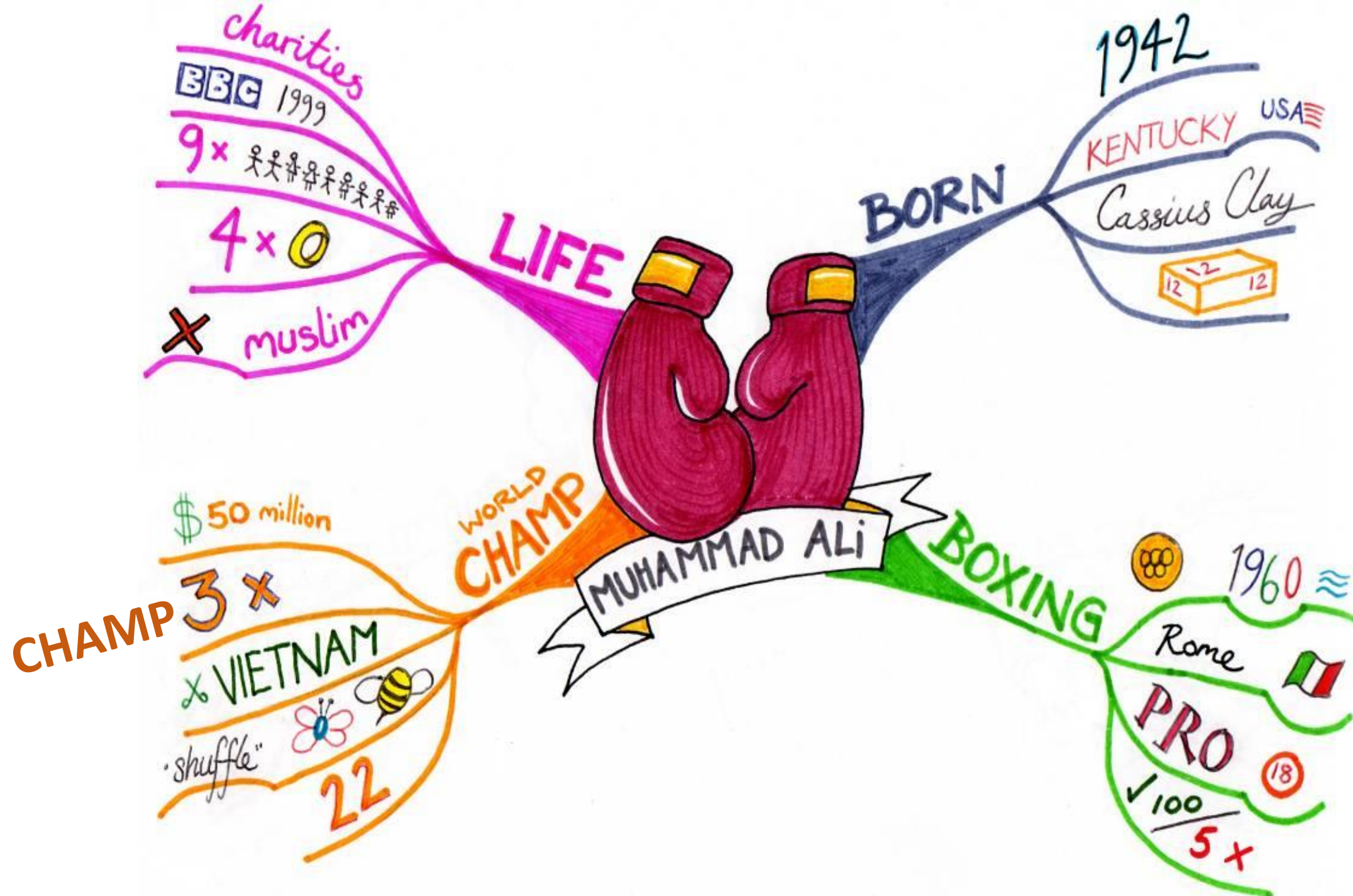
In 1971, Ali lost the title to Joe Frazier. Ali went on to win it back and then fought in two of the most famous fights in the history of boxing; The Rumble in the Jungle, versus George Forman and The Thrilla in Manilla, again versus Joe Frazier. Ali is the only boxer to have held the World title on 3 separate occasions. Ali retired from professional boxing in 1981, at the age of 39, with a career record of 56 wins and 5 losses, and as a three-time World Heavyweight Boxing Champion. Throughout his boxing career Ali was won over 50 million \$. Muhammad Ali became a Muslim around the age of 22, and a member of a group known as the Nation of Islam (or the Black Muslims) and was inspired by the teachings of Malcolm X. Muhammad Ali has been married 4 times, and has had nine children. There have been many films made of his life, most recently with Will Smith in the title role. Ali was awarded the coveted title of ‘Sportsman of the Century’ by the BBC in 1999. Although suffering from parkinsons disease, Ali still makes many public appearances. He refuses to allow his disability to beat him. He travels around the world doing great work for charity.

Muhammad Ali

1. What year was he born? 1942
2. What year did he win the Olympics? 1960
3. What did he do with his medal? Threw it in the river.
4. Why did he do that? In protest for black civil rights
5. “Float like a...? butterfly and sting like a bee”
6. How many times was he married? 4!
7. How many children did he have? 9!

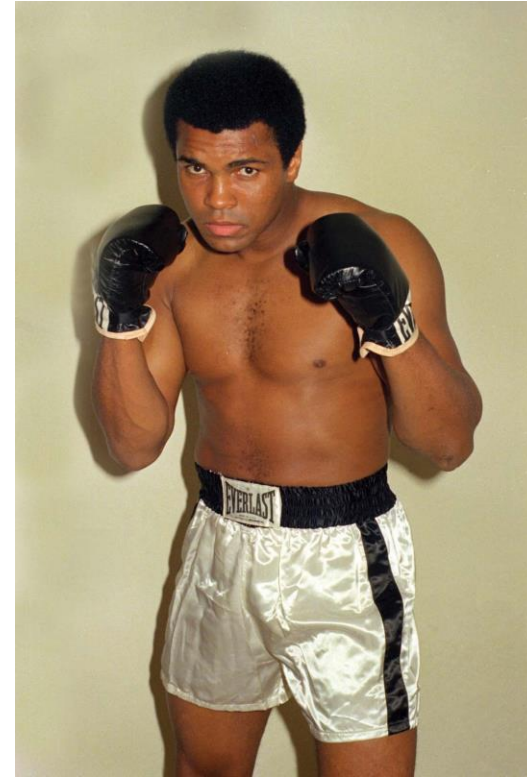


Hands up only.



More test!

8. Where was he born?
9. What age did he start boxing?
10. What at age did Ali become world champion?
11. Which war did Ali refuse to fight in?
12. How much money did he earn as a boxer?
13. What religion was Ali?
14. In 1999, he was named...?



Mind maps are brilliant because...

They combine; **reduce, transform, deconstruct, categorise and make connections.**

Mind maps 'must see;'

- Google
- You tube
- **Positively Mad Mind Map video.**
 - The science behind why they work.
 - How to do easily and effectively.
 - All the things you can use them for.
 - Why they are so much better than simply copying notes.



How to do an effective mind map.

1. Page is landscape
2. Central focal image (trunk)
3. Key words / topics (branches)
4. Detail (twigs and leaves)
5. All lines are connected
6. One word/picture per branch
7. Use colour.

potable water: pass water through filter beds in the UK to kill bacteria.
 ← potable water is what that's safe to drink.

Surface water: lakes, rivers, reservoirs
ground water: rocks, ground/trapped water.
waste water: water contaminated by humans.

fractional distillation is a process used to separate a mixture of liquids with different boiling points.

tops
 hearts
 tails



separating techniques:

filtration - separates things using size.

Distillation - separates things using heat.

chromatography - separates things using water.



Rf = distance travelled by spot / distance travelled by the solvent

states of matter:



solid:

can't move around
 tightly compacted
 vibrates when heated



liquid:

can't be squashed
 random arrangement
 constantly flow around

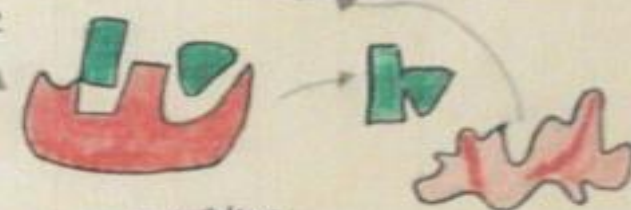


gas:

free flowing
 can be squashed
 not many particles
 takes shape of container

revision

this shape is formed / structured by amino acids.



lock & key

if you heat this up (protein), it will lose its shape and will not be able to fit those shapes in anymore. This is irreversible. The enzyme is now denatured!

enzymes:

enzymes are biological catalysts that speeds up chemical reactions without using the cell's energy.



pac-man (catalase)

substrate (food)

catalase

active site (where the process happens)

breaks in 2 pieces

saliva (amylase)

amylase (starch)

breaks down into amylase

comes from your mouth

acid

pH scale



alkali

solvent: liquid solvent that can dissolve in a liquid solute

solute: solid that can dissolve in a liquid solvent

instruments sounds:
identify instruments you can hear. (lead instrument.)

BRASS - trumpet, french horn, tuba.

WOODWIND - flute, saxophone, clarinet

STRING - viola, cello, guitar

PERCUSSION - symbols, drums, piano.



guitar



Time signatures

There are a number of beats you can have in a bar, usually.

2 3 4 5 6 7

pay attention to the strong beat of the pulse that usually signifies beat 1...

(e.g. the Elton John's theme tune had 4 beats. 1, 2, 3, 4.)

elements of music and key words:

- pitch - how high or low the music is.
- dynamic - how loud or quiet it is.
- texture - how thick or thin the music is.
- tempo - fast or slow the music is.
- melody - the tune.

accompaniment - the backing (a singer & a guitar.)

mood - sad, happy, tense, scary.

MUSIC

revison

rhythm patterns:

these are the types of backing patterns.

backing music the part which isn't the lead.

off-beat chords not on the beat chords.

up and down - rippling like a wave. someone like you - adele.)

Arpeggios - breaking a blocked chord up.

oom cha - exactly who it sounds (oom pah pah)

block chords

ostinato - riff short repeated pattern of notes

use a combination of

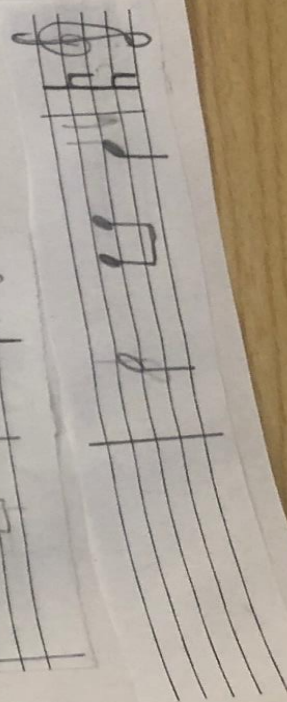
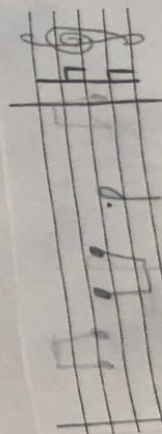
different note values in each bar.

keep it simple as you need to make it perfect to get full marks.

start with the note C = each bar needs to add up to 4

composition

write your own music.



Revision: History
Year 8 - Home A
22nd Jan 2019

Working conditions!

Conditions
- working in factories were like working as a slave. They would threaten to kill them in they didn't go to work.

White chapel
- white chapel is full of crime because it was easy to commit. Because of housing, employment & immigration.



this can make your fingers bleed & break. You could also get Lung Cancer.

Jobs:
- they had to hit rocks until they are small and unweave rope into yarn basically the jobs were punishments for being poor.

Logging Houses:
- men mostly occupied the house as it was closer to their work station. There weren't enough beds you had to share.

if you had some belongings most people will try to steal them. it was crowded, hot and the smell was insufferable.

The families are split apart like men, women, son & daughter all split up.

lived here as they can't afford to buy property.

If you went into a LH you probably would never get out unless you get very rich.

Factories:
- children were sent to work in factories to earn extra money for the family. Most children didn't live above the age of 5, 6 & or 7.

Conditions
- kids didn't get any breaks and barely ate.
- beaten & whipped
- very cruel & dangerous job.
- didn't at the machines cost.

Conditions
- kids hand or body parts were lost under machines.
- They would attack them if they disobey.

...ied @ the by the king's house. machines took smashed them to younger men to still.

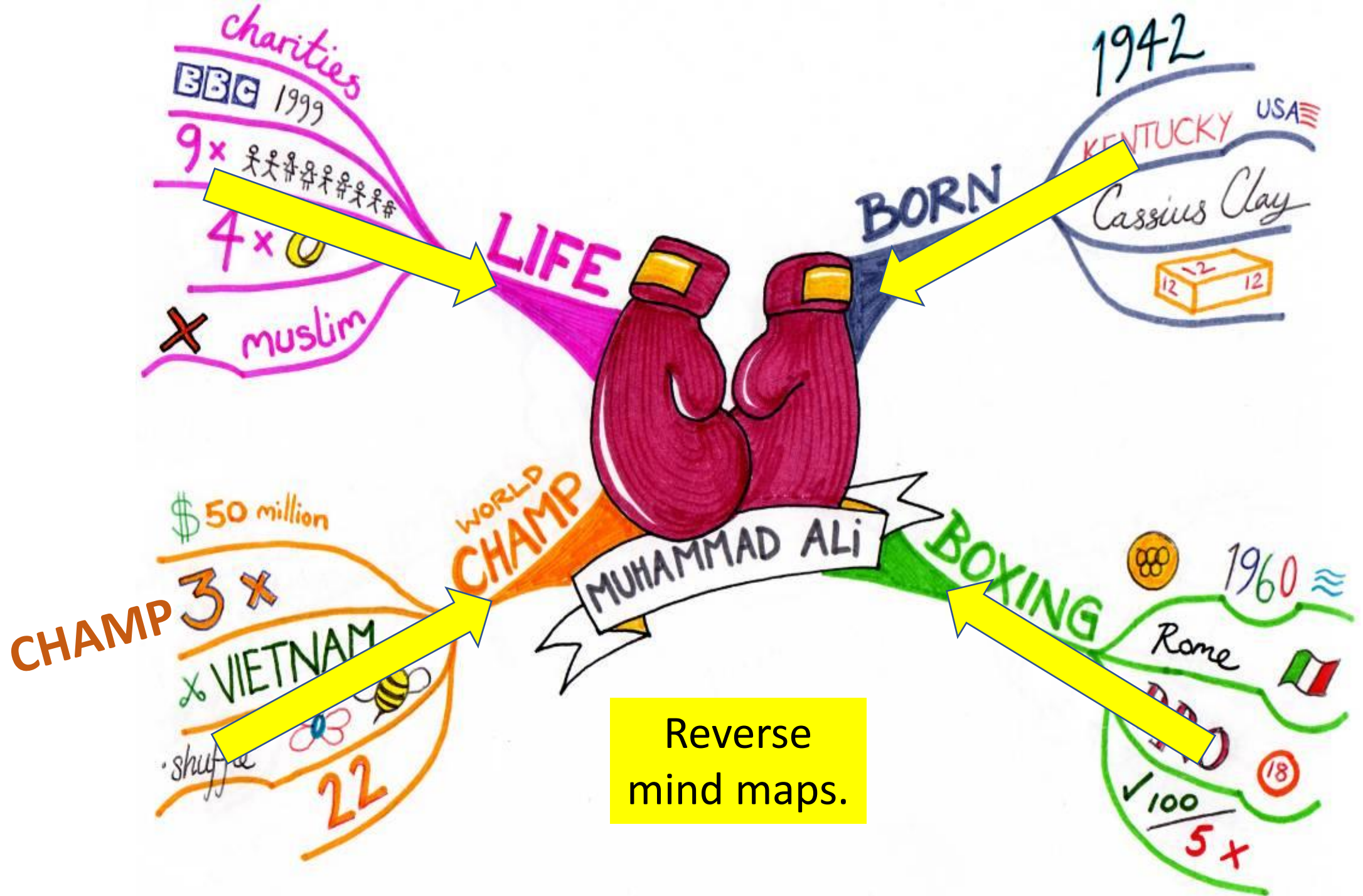
they would say "Go to work, you devils, or I'll cut you in half"

Reverse mind maps.

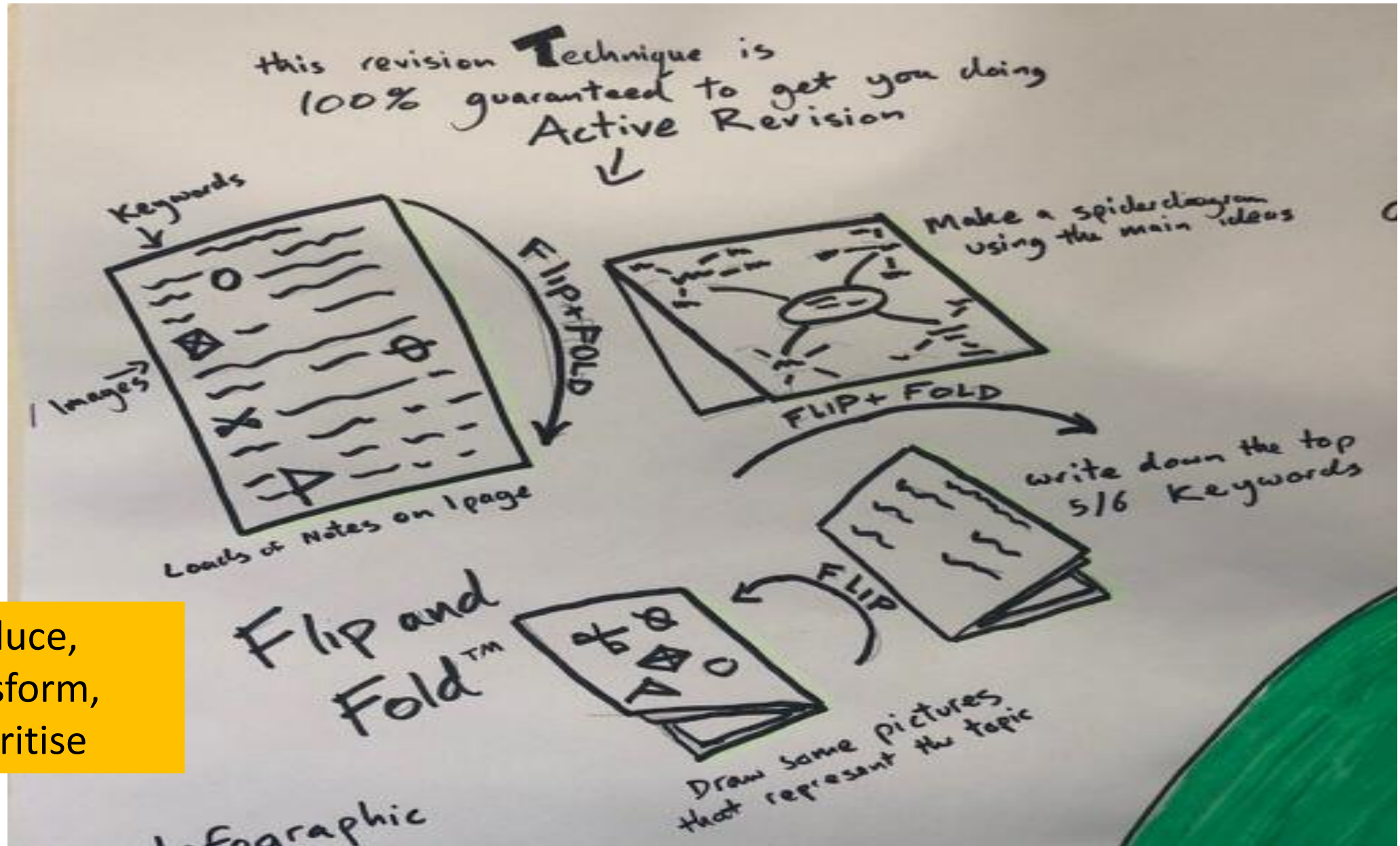
- Same process but in reverse;

Leaves -> Twigs -> Branches -> Trunk

- Lots of pupils prefer doing it this way...so try both!



Flip and fold.



Reduce,
transform,
prioritise

So...thinking caps on when you learn and revise!



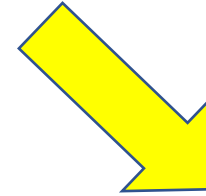
Phase two... Revisit.



REVISIT YOUR
OLD IDEAS
WITH NEW EYES.

THIS HAS BEEN A JEREMYVILLE
COMMUNITY SERVICE ANNOUNCEMENT.

what are other
words for
revisit?

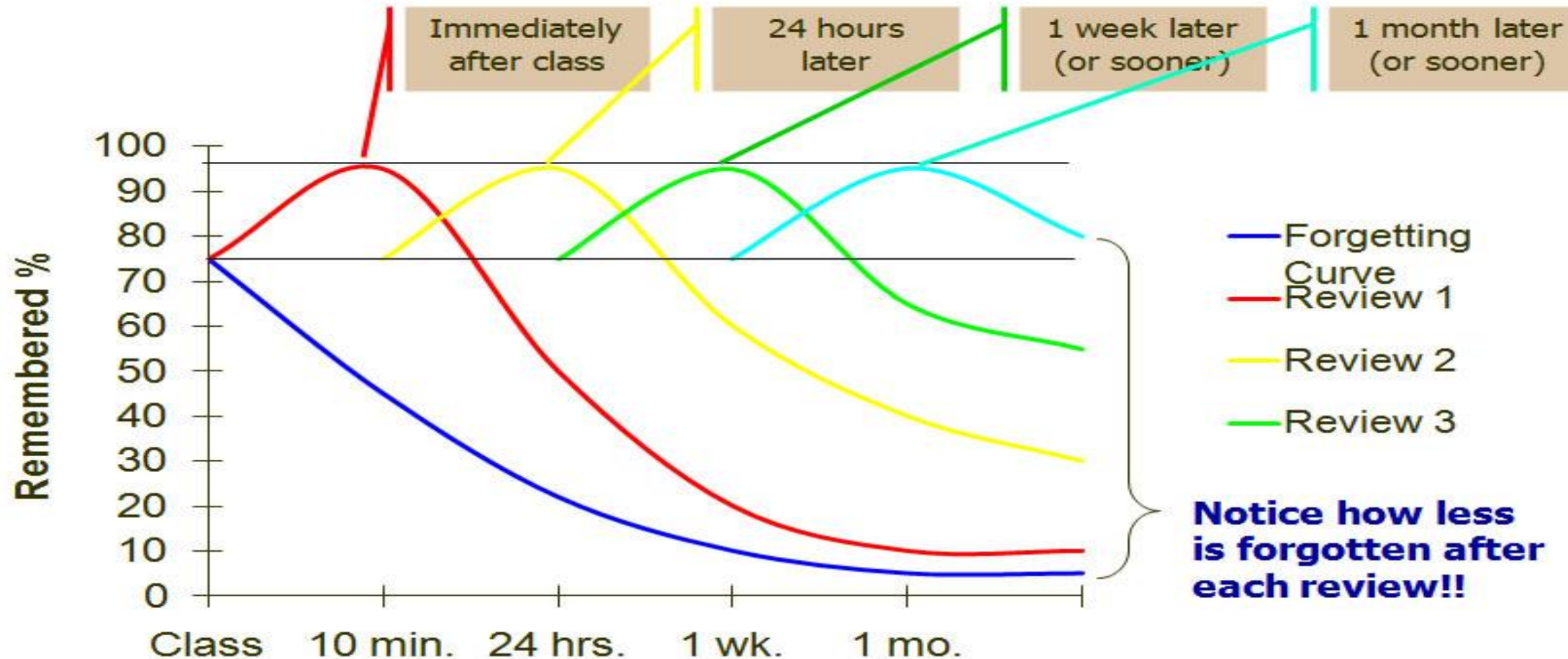


reconsider, review, reexamine,
return, reevaluate, revise,
rethink, come back, frequent,
redefine



Beating the forgetting curve.

The forgetting curve describes the decrease in ability of the brain to retain memory over time. The issue was first hypothesized by Hermann Ebbinghaus in 1885.



You **MUST REVISIT** the thinking hard resources you make **AT LEAST FOUR TIMES!**
So **KEEP** any revision resources you make or use in a folder.

Slow in the show



Name:

Form Group:

FEB

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
18	19	20	21	22	23	24	25	26	27	28	29		

MARCH

				1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31							

APRIL

							1	2	3	4	5	6	7
8	9	10	11	12	13	14	15	16	17	18	19	20	21
22	23	24	25	26	27	28	29	30					

MAY

									1	2	3	4	5
6	7	8	9	10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29	30	31		

JUNE

					1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19	20	21		

How to calendar your revision:

1. ALWAYS USE A PENCIL!!
2. There are 85 possible revision days from 18th Feb to 13th May.
3. Neatly cross out your birthday (you get the day off!)
4. Homework permitting, you will revise for two one-hour sessions on a school day and three one-hour sessions on a non-school day.
5. Complete the subjects box on the right by entering your subjects in the following order:
English, Maths and Science (these have been done for you).
Cross out the science option you don't do.
Grade 4/5/D/C/Pass/Di (L1)
Grade 6/B/Merit grade subjects
Grade 7+/A/A* & Distinction grade subjects
All other subjects
6. Schedule your revision (in pencil) **LEAVING NO GAPS!**
Starting on: 18th Feb and using the order shown.
7. When you have entered all of your subjects once, start again using the same order. Repeat until you have filled in up to the 12th May.
8. Revision during the exam period (from 13th May onwards):
Using a different colour mark on all of your exams using a code,
e.g. M=Maths, Mu = Music

Enter subjects according to when your exams are.
Ensure you spend time revising that subject the day before the exam.

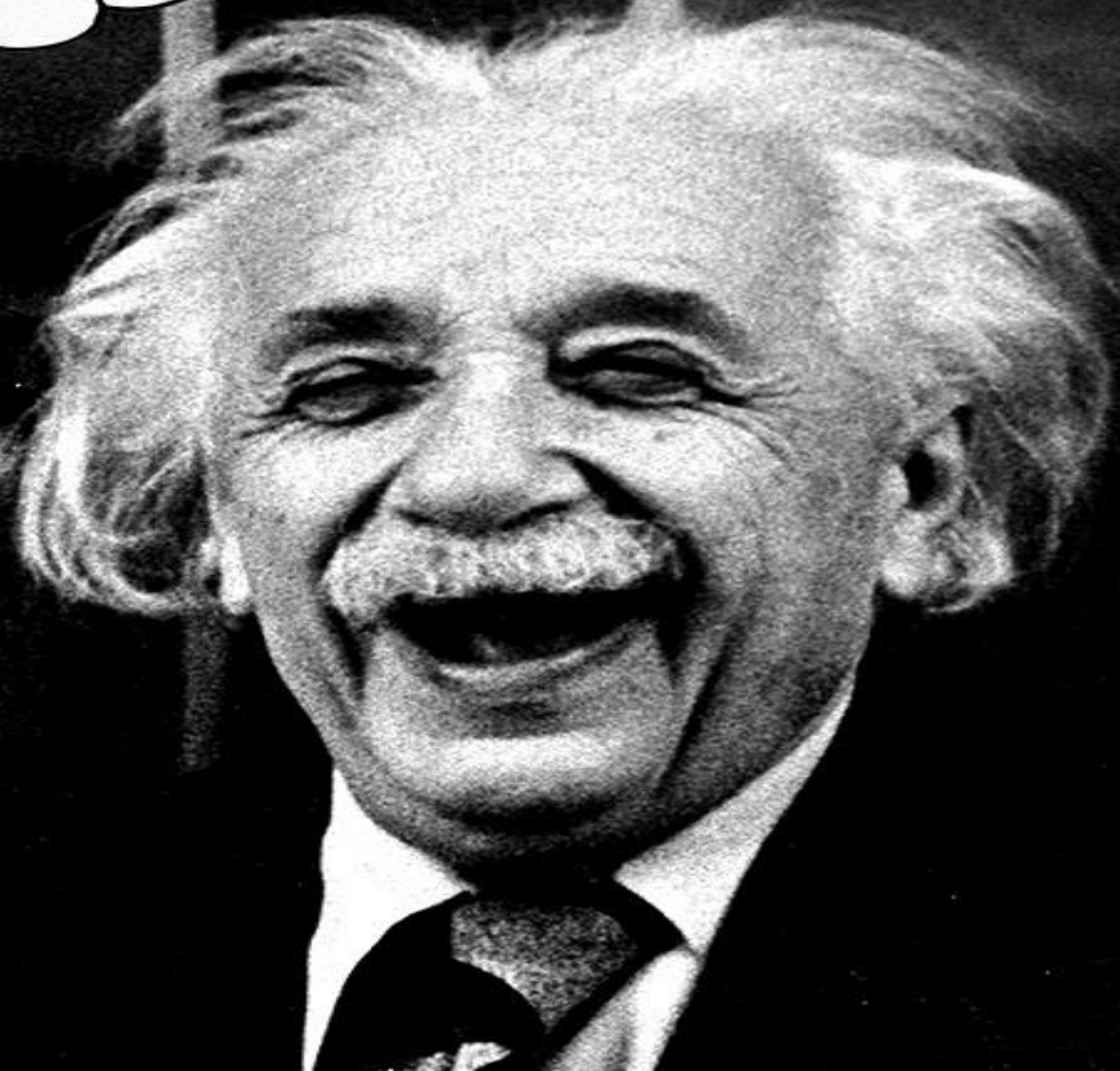
Order of entry	Subjects	No. of sessions
1st	English Language	x3
2nd	Maths	x3
3rd	Combined Science Biology, Chemistry, Physics	x3 x1, x1, x1
4th		x2
5th		x2
6th		x2
7th		x2
8th		x2





Or even this?

Are You
Secretly
a Genius?



You are if you focus your revision on what you need to.

			Algebraic Argument	Expressions	Area Of A Circle	Circle Terminology	Derive Triangle Results	Calculating With Fractions	Ratios and recipes	Venn Diagrams	Compound Units	Problems Involving Ratio
Students	Target Grade	Predicted Grade	5	6	6	4	6	7	7	5	6	5
Abi	C	C1	2	1	3	0	6	4	6	3	4	2
Grant	A	A2	2	5	2	4	1	6	2	3	2	5
Matt	C	C1	4	3	4	1	5	5	6	5	1	0
Will	B	B2	3	3	5	4	2	2	1	5	5	1
Danielle	A	D2	5	3	5	1	4	1	6	2	6	2

- DTT = Diagnosis, Therapy and Testing.
- **Know what you don't know...and revise that.**
- Turn reds to amber and ambers to green on your Personal Learning Checklists (PLCs), Question Level Analyses (QLAs) and trackers.
- Reduce your workload and stress.

What should a revision session look like?

The Genius Hour.

- Review / Remember / Recall
 - Gathering (5 mins)
 - **Think hard! (20 mins)**
 - Break (5 mins)
 - **Remember hard! (15 mins)**
 - Break (5 mins)
 - **Recall** in a **Test (10 mins)**



Genius
Hour

20 mins 'Thinking hard'

- You can use your notes for this bit.
- **Use the thinking hard activities.**
 - Create some THINKING HARD RESOURCES e.g. reduce, categorise, connect etc.
 - Do whichever technique works for you.
 - Make your mind map – display them at home.
 - Make a 'flip and fold.'
 - Record and play-back key information (auditory learners).

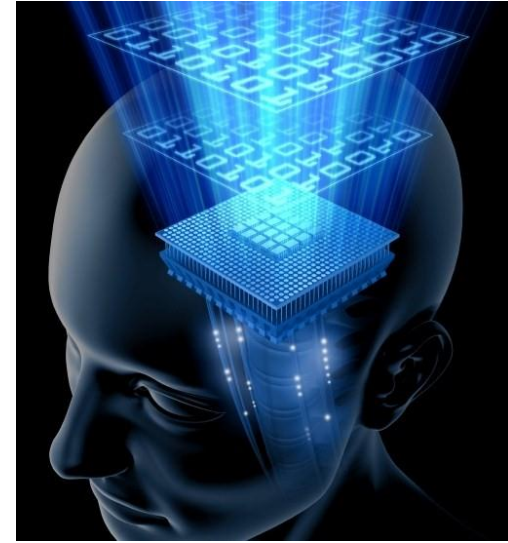
DON'T JUST SIT THERE LOOKING AT IT AND EXPECTING IT TO GO IN!



**5 minute break.
show resilience!**

15 mins 'Remember hard'

- **Whatever technique you have used, try to commit the information into your memory.**
- Open-shut your book / notes.
- Use flip and fold.
- ACRONYMS – use the first letter of each word to prompt your memory.
- MNEMONICS – silly sentences to remember the order of something (**N**ever **E**at **S**hredded **W**heat).





5 minute break.
show resilience!

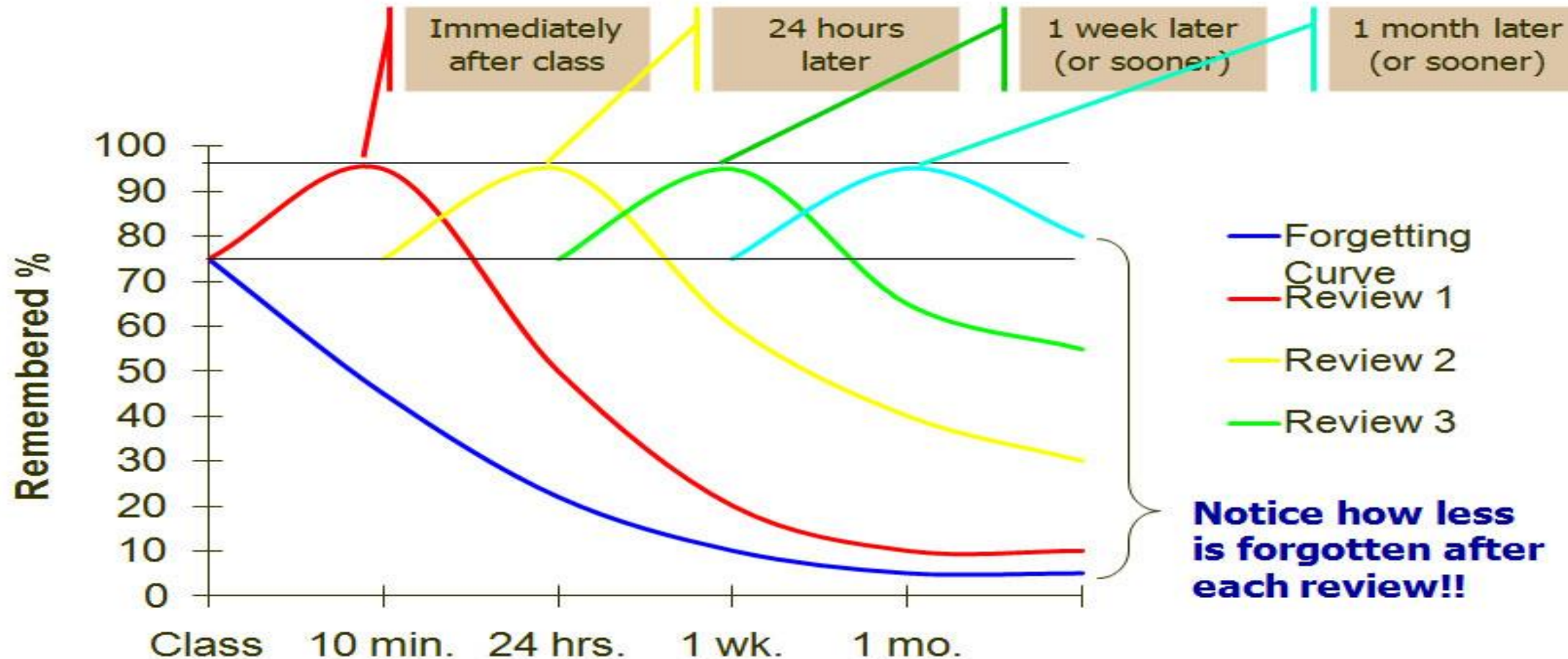
10 mins testing yourself



- Self-Test.
- Parent to test.
- **Re-do for Thinking hard technique from the start (complete a blank version and compare this one to the one you did earlier)**
- Do a Summary Poster.
- Test in back of revision guides / workbooks.
- Complete a test on a recommended learning website.
- **Exam question from your teacher or an exam board websites.**
- **Focus your revision on what you got wrong!**
- Present to parent.
- Reward yourself!

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So **KEEP** any revision resources you make or use in a folder.

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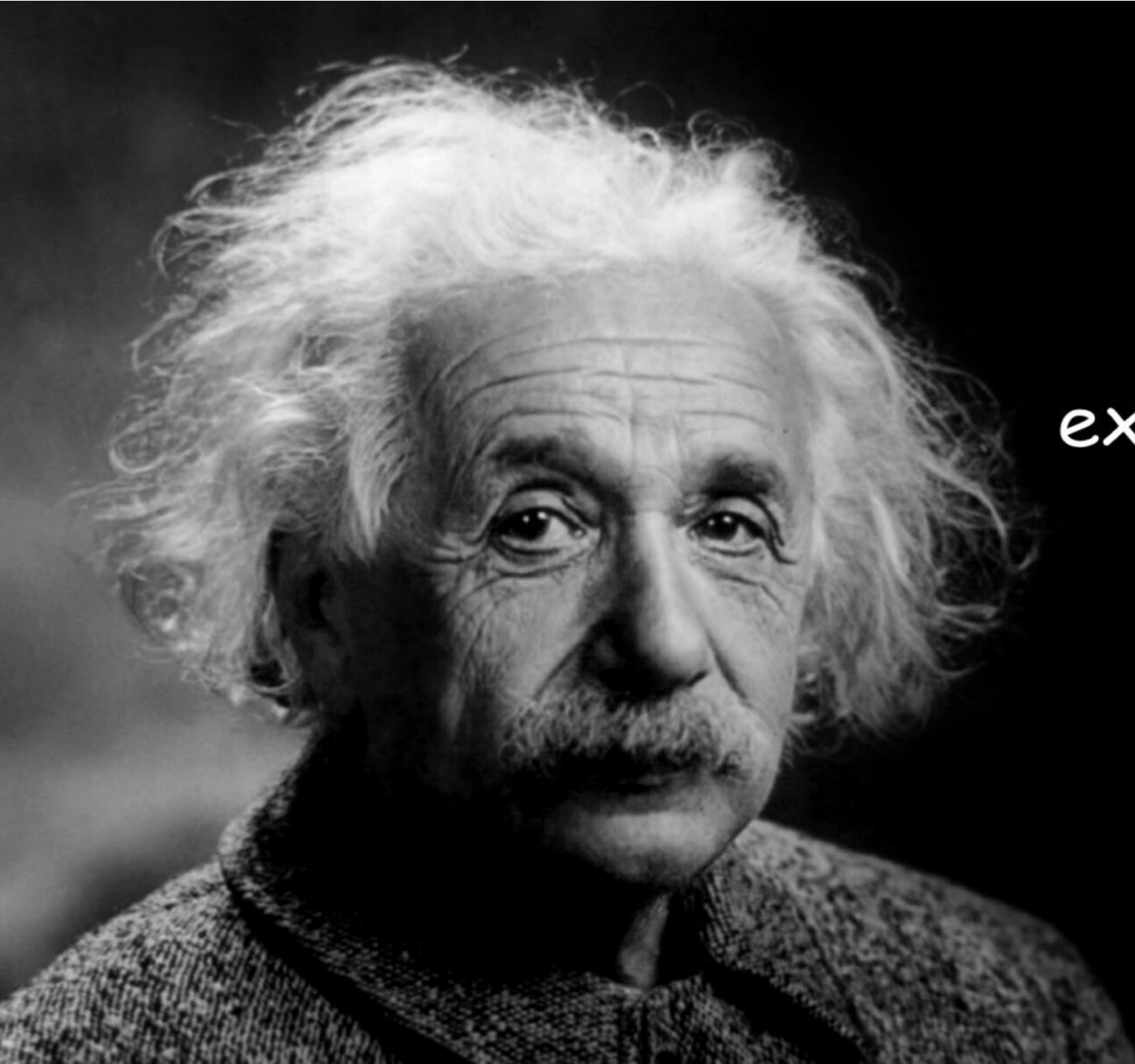


Parental Presentations.



Pupil presents for ONE minute on each subject revised.

Parents have ONE minute to ask and have answered all questions.



If you can't
explain it simply,
you don't
understand it
well enough.

Albert Einstein



COMMAND WORDS!!



Exam command words: Heads and Tails.

Command word	What you have to do in your answer.	Handy hints to help.
Analyse	Only give the main key facts about the topic.	Check how many marks this question is worth. It is likely to be a small number of marks so you only need a short answer and you won't need to go into too much detail.
Calculate	Give a description of something – what it is it like?	Try to use subject specific words.
Compare	Describe the advantages and disadvantages (good and bad points) of something.	Use comparative words like 'better than,' 'more than,' 'less than,' 'quicker,' 'more expensive.'
Complete	You only need to write the correct answers with no explanation needed.	Always check how many things need to be in your list and make sure you 'beat' that number with your list.
Define	Use the numbers given in the question to work out the answer (with or without a calculator).	Always show your working out and include units
Describe	Study or investigate something in detail so that you can explain, understand or interpret it.	You will often be asked to analyse a graph or a set of results or some data so that you can explain what it shows.
Discuss	Give the meaning of something.	Learn the keywords and terminology of all your subjects!
Evaluate (aka assess)	Give your reasons why you believe/think something.	Use linking words like so,' 'therefore,' 'because,' 'due to,' 'since,' 'this means that.'
Explain	Simply give the answer. Only a short answer is required unless the questions asks for a further explanation.	Always check how many things you have to state / give / name. If it says 'state two...' then make sure you give <i>at least</i> two or you will lose easy marks.
Justify	You need to apply what you know and come to the answer that you think is correct.	Useful words are 'may,' 'might,' 'could' and 'I think that.'
List	Describe the similarities and/or differences between two things in the question.	Use comparative words such as 'however,' 'whereas,' 'but,' or 'on the other hand.'
Outline	The answer must be based on the information you have been given in the question.	Unless the question says otherwise, you don't need to use any other knowledge than what has been given to you in the question.
State / give / name.	Answers should be written in the spaces provided e.g. in a table, a graph or in spaces in sentences.	Sometimes the words will come from a list given to you. Always check if you can use the
Suggest	Give the reasons why or how something has happened.	Use 'be
Use the information in the paragraph / diagram / graph /	Consider all the issues raised in the question. Show what you know about them.	After con wh

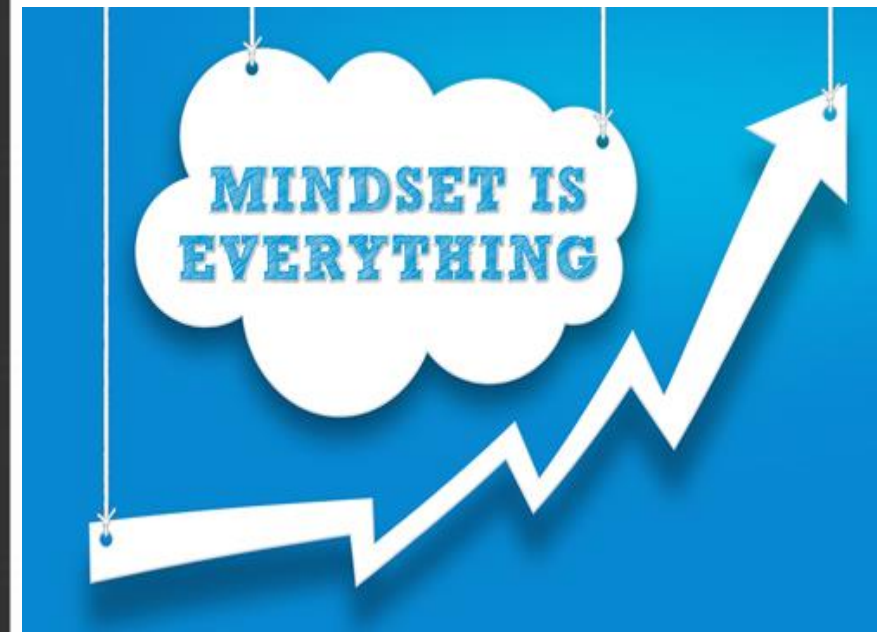
We'll send this to you again.

We are going to...

- Email all these resources to **pupils' school email address** and **parents' email** address AGAIN.
- This **includes the revisit booklet** with all the revision worksheets (templates).
- **Text parents** to REMIND them that you have these fantastic revision resources.

CHANCES OF SUCCESS:

0% I WON'T	60% I MIGHT
10% I CAN'T	70% I THINK I CAN
20% I DON'T KNOW HOW	80% I CAN
30% I WISH I COULD	90% I AM
40% I WANT TO	100% I DID
50% I THINK I MIGHT	



Come on!
We CAN
do this!



Effective learning and revision.

1. Whatever it is that you are trying to learn...do it by thinking hard!
2. Use the thinking hard devices and the booklet to help you.
3. Revisit key learning at least four times so that you can remember at least 80% of it.
4. Revise throughout Year 11.
5. Revise using the 'genius hour.'