

### Welcome to our Year 11 Newsletter.

This week we continued to see a great turn out in revision sessions-well done and thank you to all the teachers who are providing these valuable sessions.

We know that pupils can often feel a little unsure at this point, as they are still learning some new information, but also revising. We want you to know, this is normal and we are here to help. Lean on your teachers for guidance and to alleviate some of your concerns.

On Friday we had an assembly focused on different types of **revision strategies**. These are explained later in this newsletter.

**One key aspect of revision that you can help with at home, is providing guidance on HOW to revise and by helping to test their knowledge.**

One example of this is called **interleaving**. This is where we get pupils to mix their revision topics to train their brain to remember different topics. Look at the picture to the right for some top tips.

### The Do's and Don'ts of Interleaving

by @Inner\_Drive | innerdrive.co.uk

**Don't: Interleave subjects instead of topics**



**Don't: Interleave too many topics**



**Don't: Leave too long between interleaving sessions**



**Do: Master the basics first, choose a few related topics, and leave consistent gaps between sessions**



### Year 11 Attendance:

Year 11-93%

Whole school-91%

We know that pupils with excellent attendance achieve higher grades. You need to be here to benefit from the expertise that subject specialist teachers can provide.



Week A	Lunch	Afterschool
Monday		
Tuesday	Dr Godley: Foundation Chemistry Lab 5 Mr Coleman-History-room 12 Mrs Pearson-Higher Maths room 22 Miss Bowers-RE-room 19	Mr Youde-Foundation Maths-room 8 Mr Coleman-History-room 12 Art-component 2-A1 Miss Shaw-French-room 20
Wednesday	Miss Cochrane Biology Foundation Lab 3 Mrs Smith-History-room 13 Mrs Blackburn-room 5-11b/En3 Mrs Hendey-French-room 21 PE analysis task help –BEC	No session due to Year 9 Parent's Evening
Thursday	Mr Joyce-History-room 17 Mrs Hardy-room 16 Mr Coleman-History drop in-room 12	Mr Binns-Foundation Maths-room 7 Mrs Pearson-Higher Maths –room 22 Mr Joyce-History-room 17 Mrs Small: Higher Physics Lab 2 Art-component 2-A1 Miss Shaw-French-room 20 Mr Shaw-NEA-T1
Friday		Miss Finley-RE-room 23

## How to revise

For most of your subjects (apart from Maths, where revision is best done through answering exam questions), the best way to start is to make sure you can remember the knowledge first. Below are some great ways for you to revise core knowledge. Make sure you have revision notes or knowledge organisers to hand when you use these techniques.

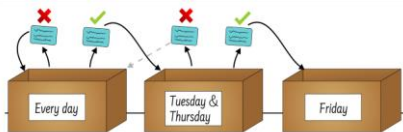
# Flash Cards



## 1 Identify knowledge

What are you creating flash cards on? Have cards or bits of paper ready.

Use your knowledge organiser, book or revision guide.



## 2 Colour coding

Use different coloured flash cards or paper for different subjects or topics.

This will help with organisation NOT recall.



## 3 Designing

1 question on the front per flashcard. Answer on the back.

Make them concise and clear.

- Maybe a key date and event
- Key term and definition
- Question and model answer

No long extended questions.



## 4 Using

Write your answers down, then check. Or say it aloud to someone else. This really shows the gaps in your knowledge. Do not just copy and re read.

Shuffle the cards each time you use them.

Use the Leitner system to use them every day.



## 5 Feedback

How have you performed when you look back at your answers?

What do you need to revisit in more detail?

When your knowledge is secure move on to applying knowledge in that area in a specific extended exam question.

Avoid answering the question in your head. Research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the answer on the reverse, so you are truly testing if you can explain the answer properly.

# Mind Map



## 1 Identify knowledge

Select a topic you wish to revise.

Have your knowledge organiser, book or revision guide ready.



## 2 Identify sub-topics

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

Sub topics might be different themes or methods that relate to the main topic.



## 3 Branch off

Branch off your sub topic with further detail.

This might include specific facts, key vocabulary, methods or formula that relate to the sub topic.

Try not to add too much writing to the page-it is more about word prompts.



## 4 Use images and colour

Dual code your notes.

Use images that relate to the information to provide a visual prompt.

This can increase learning as it helps to visually represent information in two different ways.

Colour code the information. E.g. all themes in one colour.



## 5 Put it somewhere visible.

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

Test yourself on what is written in each part of the mind map from memory before you walk in the room where it is placed.

Say it out loud (ideally to someone else).

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 you try to recall it.

## How to revise

Getting people at home to help you by testing you is a really helpful way to check you can remember core knowledge.

If you are using mind maps or self quizzing, make sure you go back and see if you can write the same amount of information in a shorter amount of time.

## Brain dumps



### 1 Identify knowledge

Identify the knowledge or topic area to want to cover.  
Challenge yourself, pick a topic you know you may struggle with.



### 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 helps to categorise or make links.



### 4 Check understanding

Compare your brain dump with your knowledge organiser, book or revision guide to check your understanding.

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



### 5 Store and compare

Keep your brain dump safe and revisit it. Next time you try and remember that topic, try to remember the same amount of information in a shorter period of time or more information in the same time.

Brain dumps are a way of getting information out of your brain. They work best when you test yourself to recall the same amount in less time.

## Self Quizzing



### 1 Identify knowledge

Identify the knowledge you want to recall.

Use a knowledge organiser, book or revision guide.



### 2 Review and create

Spend around 5-10 minutes reviewing the content.

Create 10 questions on the content.

Include questions on the previous topic you self quizzed and did not get right.



### 3 Cover and answer

Cover up your knowledge (e.g. knowledge organisers) and answer the questions from memory.

Take your time and where possible answer them in full sentences.



### 4 Self mark and reflect

Look back at the content and self mark your answers against the knowledge.

Only mark it correct if it is 100% right.

Get someone else to check your answers so you are completely honest.



### 5 Next time

Make a note of the answers you did not get right.

Plan to answer the same question next time you self quiz.

Ensure that you complete all subjects and all topics-not just the subjects you enjoy the most or find the easiest. The harder your brain has to think in order to recall information, the stronger the memory will be.

Once you are confident that you know the core knowledge, then you need to apply it to an exam question. When looking at exam questions, it is crucial that you read the question carefully.

Work out what the command word is:

- Describe, explain, evaluate, analyse, work out, draw etc.
- Then underline the key words
- Then check how many marks the question is worth to know how long to spend on it

6 The sets  $\xi$ , P and Q are shown below.

$\xi = \{\text{positive integers less than or equal to } 20\}$

$P = \{\text{prime numbers}\}$

$Q = \{1, 2, 3, 4, 6, 8, 12\}$

(a) List the members of the set  $P \cap Q$

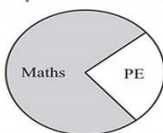
(b) Find  $n(P \cup Q)$

Leave blank



- Have a go at answering the questions without your notes.
- Set a timer and write down how much you were able to do in the allocated time.
- Check your answer against knowledge organiser/revision notes or get your teacher to mark them.
- Try to beat your time when you try again.

7 Mathilde asks her group of friends whether they like Maths, PE or History lessons the most. She puts her results in a pie chart.



She claims that, "No one in my school likes History the most." Do you agree with her statement? Tick a box.

Yes ☐

No ☐

Explain your answer.

[Total 1 mark]



## BUG this question

In what ways did the lives of Americans change due to the economic boom of the 1920's.

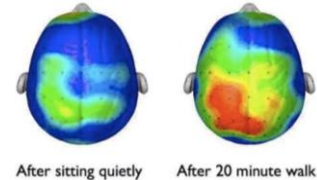
Explain your answer.

[8 marks]

**B**ox the command words  
**U**nderline the key words/phrases  
**G**lance back at the question and circle the marks.

# How to help during the build up to the exams

1. Be organised. Check you have all the relevant revision resources.
2. Eat healthily and stay hydrated.
3. Sleep! Between 8-10 hours each night. Unplug your phone at least 30 minutes before bed.
4. Keep active. Exercise reduces stress. Try revising after exercise. Aim to take some exercise every day



Exam preparation means you have to make short term sacrifices **BUT** maintaining balance is crucial.

Plan times to;

- relax
- socialise with family and friends
- carry on with your hobbies



## Easter School

Your teachers will be running revision sessions throughout the Easter break. Come in and let your teachers support you with revision. They will give some brilliant guidance, focus on exam questions and exam tips.

There will be sessions every week day between 9.30-12.30. Come in your own clothes and then you have the rest of the day to relax and carry out some independent revision.

Make the most of this opportunity, it **WILL** pay off. We know that pupils who attend Easter school perform better in their exams.



Subject	Where to find revision materials	Staff emails
English	<a href="#">English Firefly</a>	<a href="mailto:sblackburn@stbedeslytham.lancs.sch.uk">sblackburn@stbedeslytham.lancs.sch.uk</a>
Maths	<a href="#">Maths Firefly</a>	<a href="mailto:dyoude@stbedeslytham.lancs.sch.uk">dyoude@stbedeslytham.lancs.sch.uk</a>
Science	<a href="#">Science Firefly</a>	<a href="mailto:gsmith@stbedeslytham.lancs.sch.uk">gsmith@stbedeslytham.lancs.sch.uk</a>
RE	<a href="#">RE Firefly</a>	<a href="mailto:scuthbertson@stbedeslytham.lancs.sch.uk">scuthbertson@stbedeslytham.lancs.sch.uk</a>
Geography	<a href="https://saintbedes.fireflycloud.net/geography/key-stage-4/gcse-overview-/unit-3-fieldwork-and-skills/section-b-fieldwork">https://saintbedes.fireflycloud.net/geography/key-stage-4/gcse-overview-/unit-3-fieldwork-and-skills/section-b-fieldwork</a>	<a href="mailto:jhardy@stbedeslytham.lancs.sch.uk">jhardy@stbedeslytham.lancs.sch.uk</a>
History	<a href="#">History Firefly</a>	<a href="mailto:rcoleman@stbedeslytham.lancs.sch.uk">rcoleman@stbedeslytham.lancs.sch.uk</a>
French	<a href="#">French Firefly</a>	<a href="mailto:ehendey@stbedeslytham.lancs.sch.uk">ehendey@stbedeslytham.lancs.sch.uk</a>
PE	<a href="#">PE Firefly</a>	<a href="mailto:mfrankel@stbedeslytham.lancs.sch.uk">mfrankel@stbedeslytham.lancs.sch.uk</a>
Art	<a href="#">Art Firefly</a>	<a href="mailto:hwright@stbedeslytham.lancs.sch.uk">hwright@stbedeslytham.lancs.sch.uk</a>
Drama		<a href="mailto:pping@stbedeslytham.lancs.sch.uk">pping@stbedeslytham.lancs.sch.uk</a>
Tech	<a href="#">Computer Science</a> <a href="#">DT Product Design</a> <a href="#">Food tech</a>	<a href="mailto:ashaw@stbedeslytham.lancs.sch.uk">ashaw@stbedeslytham.lancs.sch.uk</a>

### Revision strategies of the week



Videos on  
revision tips for  
students

