



Study Skills

Aims



To explain the importance of effective revision



To provide practical examples of effective revision techniques



To support the creation of effective study habits and environment

Practical 1 – Cops and Robbers



Auditory



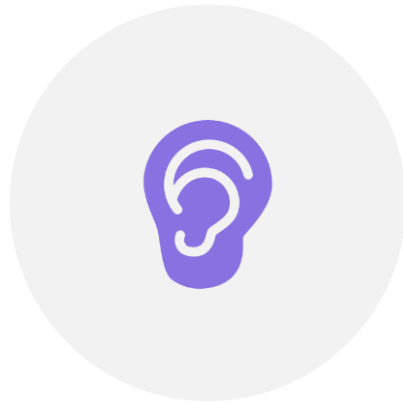
Practical

- You have 2 minutes **ON YOUR OWN** to write down/describe as many **EFFECTIVE** study techniques you use- note these in the ‘Cops’ section
- **NOW-** you have 2 additional minutes to ‘Rob’ some ideas off a partner
- This is a great technique if you and a pal are studying the same topic- share your knowledge and strengths!



Types of learner

Different people learn in different ways. Decide which style you prefer and use the following techniques. If you don't know which you are, try each and see which style works best for you.



AUDITORY



PRACTICAL



VISUAL

You could be a combination of a couple!

AUDITORY

- Describe out loud what you are doing as you do it
- Describe something either in writing or orally, in your own words
- Report back / present / teach someone else what you have learnt
- Use podcasts, record yourself speaking and listen to them whilst on bus etc.
- Put key words to a familiar or popular tune – e.g. Happy Birthday, favourite song



PRACTICAL

- Use role play, re-create or re-enact an event,
- Use models – create a model of the human heart, plan a battle etc.
- Use paper based activities – write notes/key words on post its, post cards or scrap paper then use to arrange, organise, plan, sequence, classify and prioritise or turn into pattern notes/mind maps
- Use movement – walk, dance, run while listening, reading, talking out aloud
- Games: bingo, noughts and crosses, pairs



VISUAL

- Use pattern notes/mindmaps/ posters/ leaflets/ Dvds/ YouTube/ Pictures/ Diagrams
- Visualisation of information and outcomes
- Highlighting
- Transform information into cartoons
- Use key words – display key words and key information around your room just above eye level
- Attach pictures or images to keywords/information to improve memory



Why Revise?

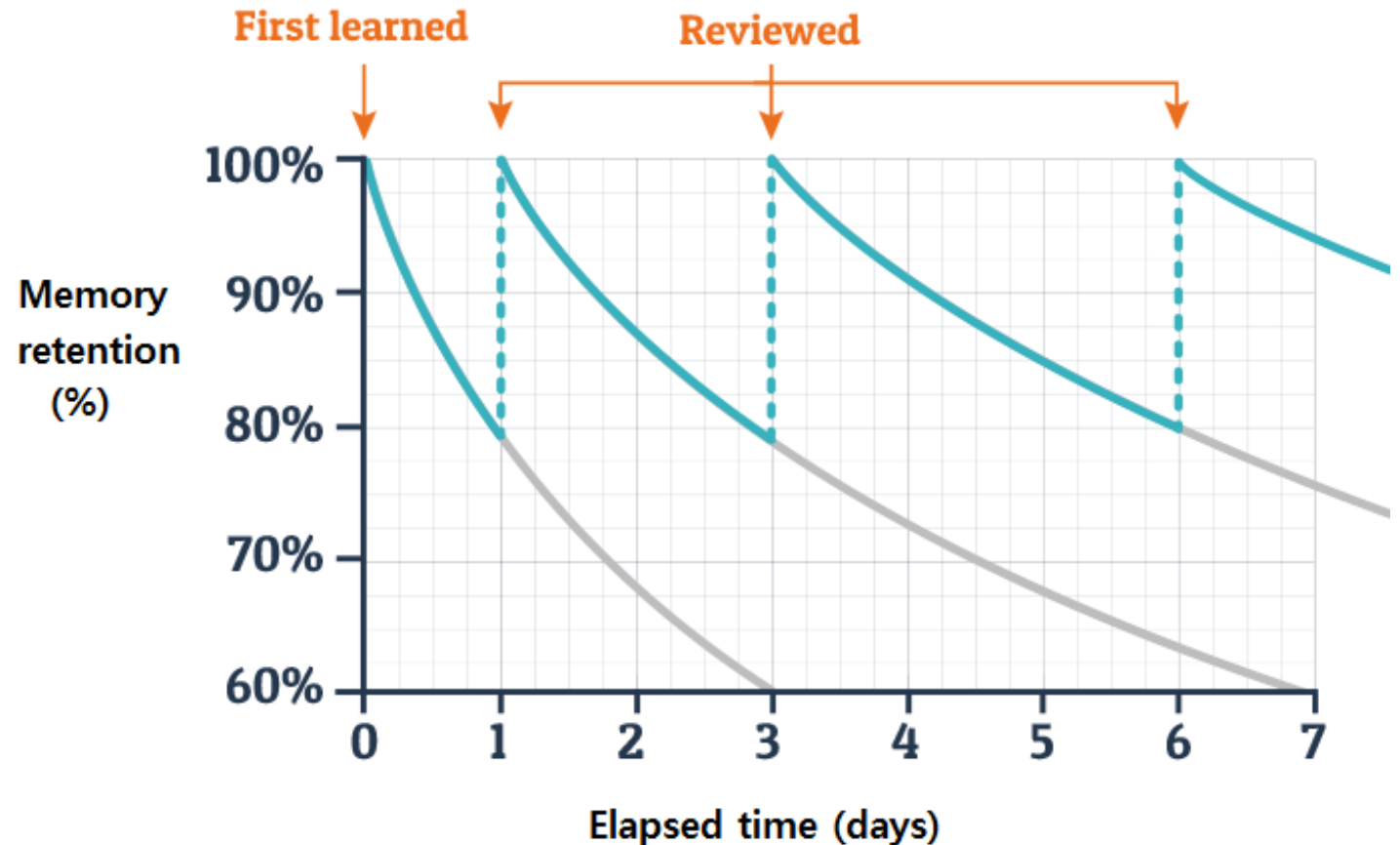


Why revise?

Ebbinghaus forgetting curve

We start losing the memory of learned knowledge over time, in a matter of days or weeks, unless the learned knowledge is consciously reviewed time and again.

You cannot expect to just 'remember' stuff lesson to lesson or across the year. You have to engage your brain in RETRIEVING of REVISING information to help it stick



Practical 2 - BUGS

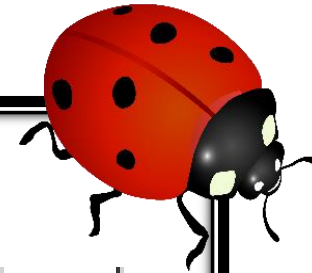
- Brilliant technique for using alongside past paper questions



Visual



Practical



Box off the command word

Underline the main issue in the question

Glance to check you have not missed any key dates/ words

Summarise the information you would use to answer the question around it

A pilgrimage might be something a Christian feels they need or want to do, once in their life.

Give them hope.

Be part of a Christian community

Bethlehem is birth place of Jesus. Holy land is special place.

Meet other Christians

Feel closer to God/Jesus
Stronger connection

Spiritual

Jerusalem is the site of the death and resurrection of Jesus so it is very important to Christians.

Learn about the history, culture etc of their religion and its origins.

Ambition to go there.

Q. Explain

Why Christians might go on a pilgrimage. (4)

To learn more about their religion.

Education
Worship

Special journey
visit churches
prayer

Christians can be inspired to follow Jesus teachings by going on a pilgrimage.

Christians might go on a pilgrimage at a difficult time in their life if they are ill or need support from God. It might help them.

Strengthen their faith in God.

Pilgrimage can be a reminder of the challenge Jesus faced in his life.
Special occasion

Practical 2 - BUGS

- Now use this technique to answer the following question

Explain why revision is important, aim to give at least three reasons



Box off the command word

Underline the main issue in the question

Glance to check you have not missed any key dates/ words

Summarise the information you would use to answer the question around it

Cornell Notes

- Cornell Notes are a way of taking notes.
- They are an efficient and easy way of organising your class notes, and might be useful for people who find mind maps confusing!



Key words and questions go here.

You could put a question that you might be asked in the exam.

This part comes later (24 hours) – hide the top part, can you summarise it?



The title of this part of the unit (e.g. Areas of low population density)

Your main notes: Bullet point, shorten, key words, diagrams and pictures

Scottish society and Church in the 1540s: landowners, burghs, clergy; power of the monarchy and nobility at the death of James V.	The Church's faith, organisation, failure of attempts at reform.	Relationship with England and France: the 'rough wooing'; Mary's move to France.	Her dynastic position on the accession of Elizabeth I.
Fact 1			
Fact 2			
Fact 3			
Fact 4			
Fact 5			
Fact 6			
Fact 7			
Fact 8			

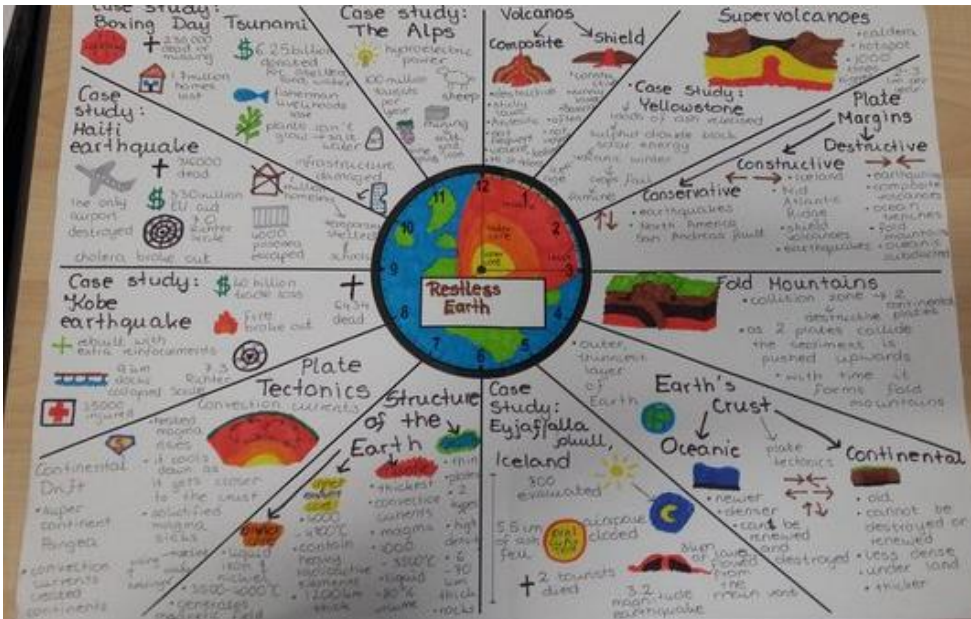
Example – Clocks/ Fact catchers

Fact Catcher

- A useful tool for when you are revising questions that require several points of recall.

Revision Clock

- Instructions –
 - Break down topics into 12 sub-topics.
 - In each segment you can make or illustrate diagrams and summarise key information.
 - Each segment has a 5 minute time limit, in order to break down learning into smaller pieces.



Practical 3 – If this is the answer...?



Auditory

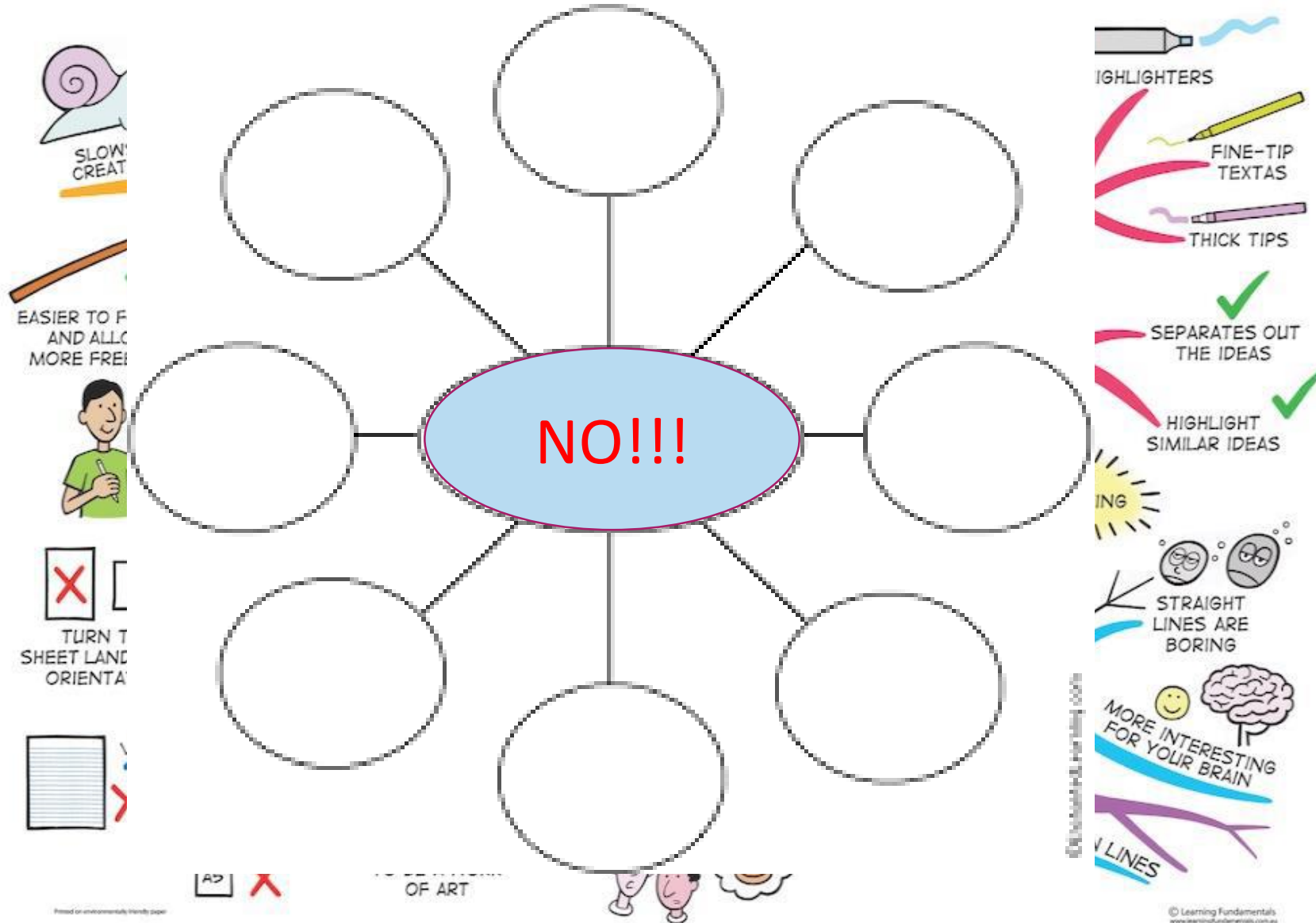
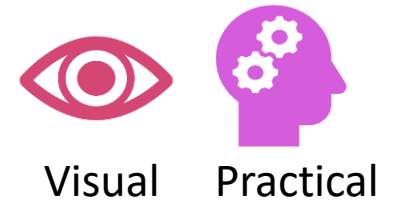


Practical

- Opposite are a list of words connected to what we have discussed so far
- You need to create a QUESTION for which the key word is the answer. (3 mins)
 - Example - *if the answer is 'Eight to ten weeks' the questions could be 'How long did the Middle Passage take on average?'*
- Once you have created your questions, ask them to your partner- can they give the correct key word answer from your questions?
- Again, this is a fab collaborative technique for when you need to revise dates, names, formulas or other short KU answers.

1. Command
2. Cornell
3. Forgetting curve
4. Fact Catcher
5. Clock
6. Robbers

Sample – mind maps



Flash cards



Visual



Practical



Auditory

-
- Using flashcards to self-test helps you learn information, and helps you to identify any weak spots you may have with the material.
 - These are a great tool to use with a study buddy too!
 - Use your notes or your textbook to identify key concepts in the material. On one side of a flashcard, write the name of the concept. On the back of the flashcard, write the definition.
 - *Push yourself further - Make a stack of instruction flashcards that invite you to interact with and elaborate on these concepts. Use a different colour flashcard or different colour pen to keep these separate from your concept flashcards*

Flashcards

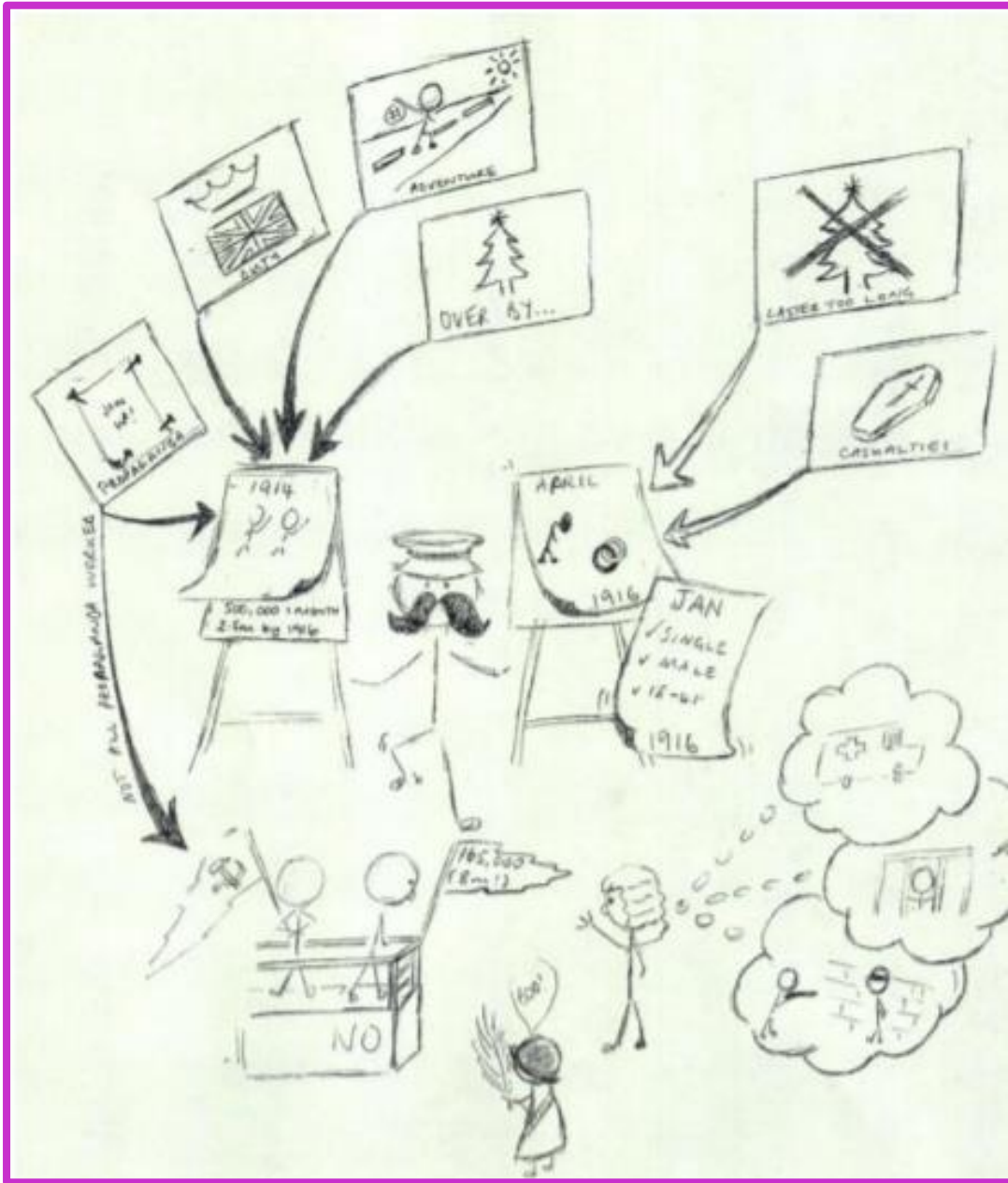




Practical 4 – Have a Doodle

- Create an image on a piece of paper that sums up what you have been learning for the last 45 mins.
- You cannot use words and your image should link why revision is important to some of the concepts we have covered





Have a doodle

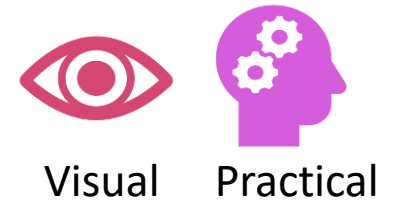
- Useful for revising whole topics. This strategy is also particularly helpful for the Scottish paper at Higher as it lends itself to storytelling and imagery.
- This does take time to do – you will need to be thorough for it to be effective but once you have it done it is a great speedy way to remind yourself of key concepts and as a memory jogger.
- What to do:
 - Collect together all your notes on one topic (this example here is a N5 topic: recruitment for World War I)
 - Now create a picture which links all of this information together.
 - Make sure all of the bits of your picture fit together.
 - Ideally, use colour, different font shapes and



Sample – Nightmare before your exam

- Useful for targeting more tricky concepts
- Create an exam paper OR set of questions that you would hate to be in the exam, in order target your revision. Once you have identified the killer topics you can either write answers to the questions or make up your own marking scheme.
- It's easy to study stuff you know – it's better to study stuff you don't!





Sample – model answers

- Use past papers WISELY
- Use the marking schemes to create MODEL answers question types or topics you find hard.
- Once you have them MARK them – highlight out what would get a mark and where
- Once you have done this, attempt the question for real and then check your answers.

	2 x Source 2 x Omission	1 x Author 1 x Date.
	Source A is partly useful as evidence of conditions during the Middle Passage. Source A tells us that the smell of the hold was so terrible that it was dangerous for people to stay there too long. This makes the source useful as it is accurate. (S)	
	Source A also tells us that people were chained up and this made conditions worse. This makes the source useful as it is accurate. (S)	
	Source A fails to mention that slaves were whipped and forced to doze for exercise. This omission makes the source less useful. (om)	
	The source also fails to mention that female slaves were often subject to sexual abuse by the crew. This omission makes the source less useful. (om)	
Author	The source was written by former slave Olaudah Equiano. This is useful as he experienced the conditions of the middle passage first hand / he was an eye-witness to conditions on the middle passage. (A)	
Date	The source was written in 1789. This makes it useful as it is a primary source from a time when many enslaved Africans were being transported across the Middle Passage. (tim)	



Practical 5 –sing song/rhyme

- Sum up your favourite revision technique from in a poem or song (use a tune you know, nursery rhymes are often good)
- A good technique if you are brave enough to record yourself – thin how quickly you can learn the words to your favourite melody- lyrics changed to the periodic table, Reformation problems or the properties of cake ingredients are no different.
- Have yourself a little revision dance party!
- <https://www.bbc.co.uk/bitesize/articles/zf2nqp3>

Creating the right atmosphere

