Yardleys School
WORKING TOGETHER FOR A BETTER FUTURE

Maximising your child's potential

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Aims of our session:

- Provide you with an overview of the Y11 Assessment Week
- Guide you on the most effective forms of revision
- Provide you with strategies which you can use to support your child at home with their revision
- Share with you the resources which your child can use at home in the build up to their assessments

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Practice

Retrieval

Knowledge

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Misconceptions with revision

Reading

Hours on a laptop, tablet, or other electronic devices

Two hours continuous

Avoid

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Effective Revision

1) No distractions

2) Based around a revision timetable

3) Daily diet

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Effective Revision is:

Doing

Thinking

Talking

Short

Regular

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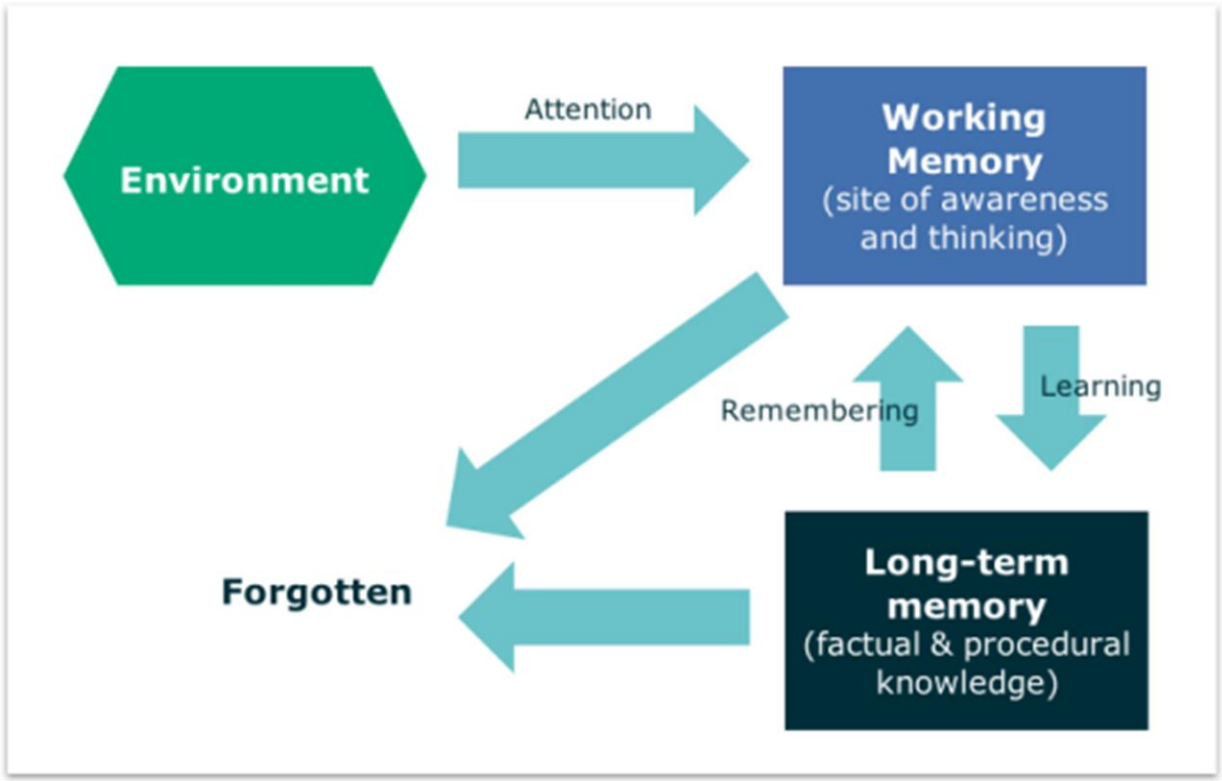
Simple Model of Memory



Adapted from Willingham, 2008

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The Ebbinghaus Forgetting Curve

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Flashcards

Step 1) Take one page of A4, and cut this into four squares.

Step 2) On the front cover, write the topic title and key questions – 'How do we effectively learn?'.

Step 3) On the reverse side write 4-5 short facts which answer the question or are linked to the topic.

Step 4) Test your child at home. Read out the question or topic title, and see how much they can remember.

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Tell me what you know about…

- Ask your child to explain a key concept.

- Have the revision guide in front of you, and ask follow up questions to deepen their understanding.

- Ask your child to repeat key points.

Why?

Asking your child to articulate their thinking consolidates what they have learnt, whilst developing their communication skills. Having to think, and recall what was covered, is a key strategy when transferring knowledge into our long-term memory.

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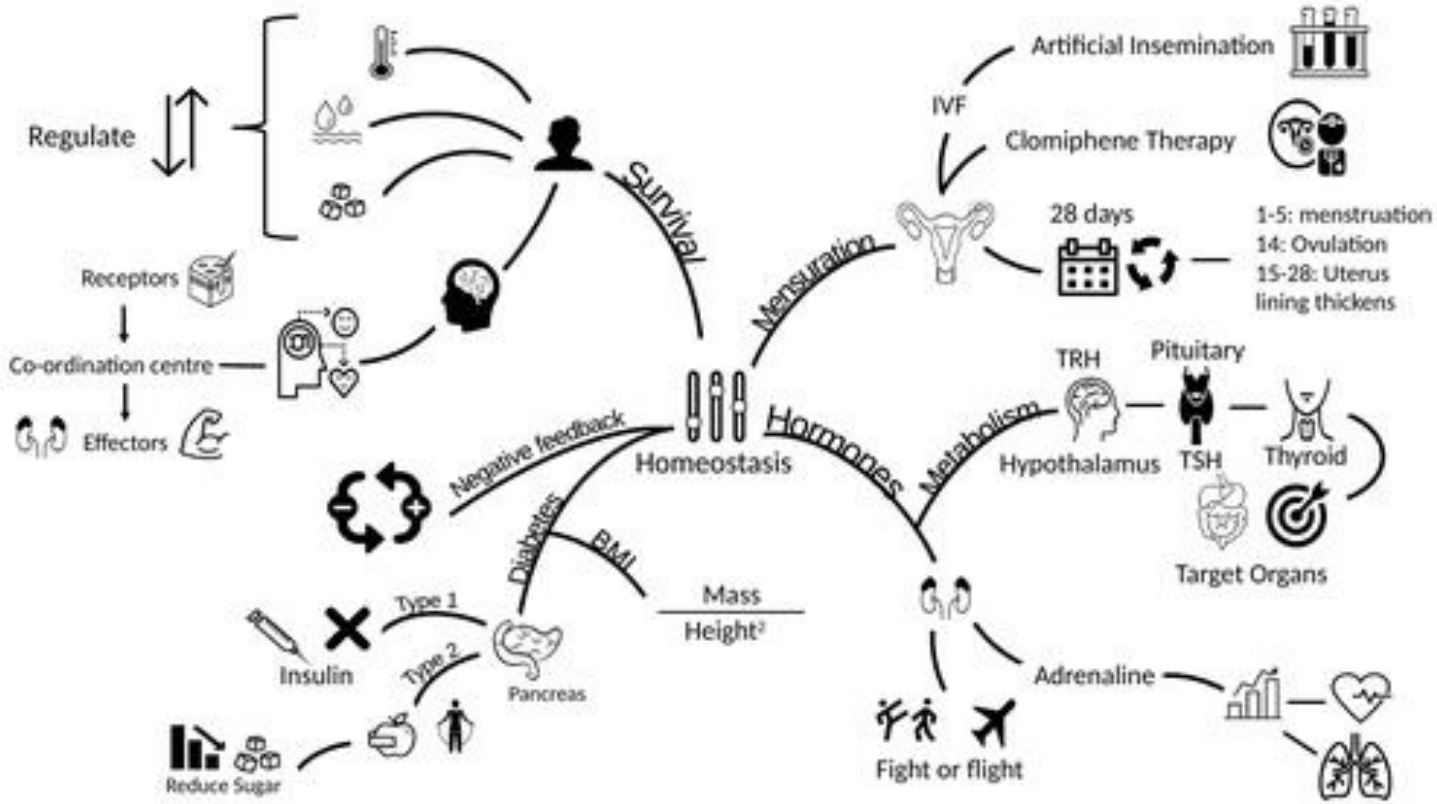
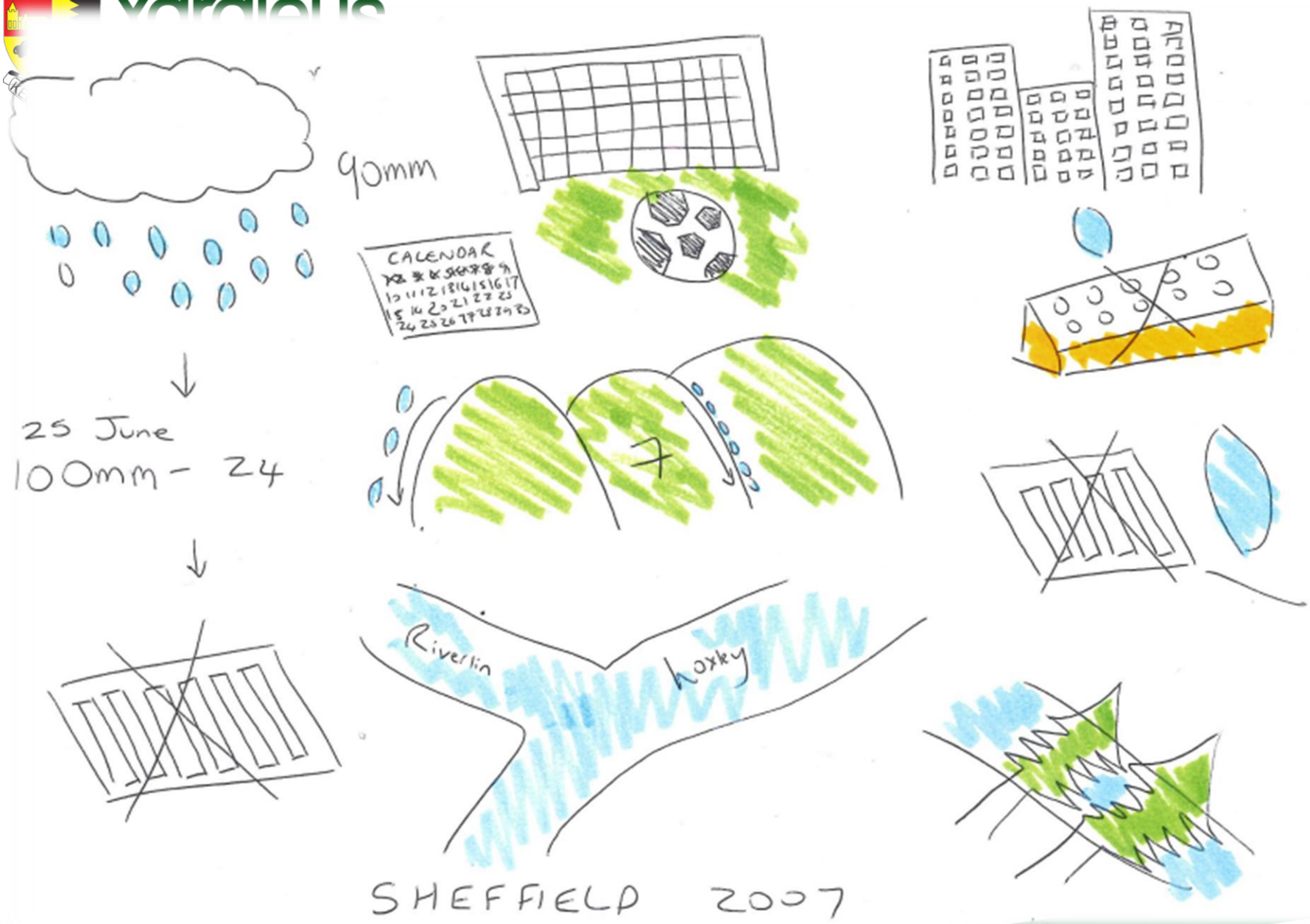
Dual Coding

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Look, cover, write, check

1) **Look, Cover, Write, Check**

Step 1) Read through the content in your knowledge organiser.

Step 2) Cover up the information and see how much you can **write from memory**.

Step 3) Go back and **check**. Did you miss anything? If so, add in your corrections in a different colour pen.

Step 4) Repeat again until you can write everything out from memory, with no corrections needed.

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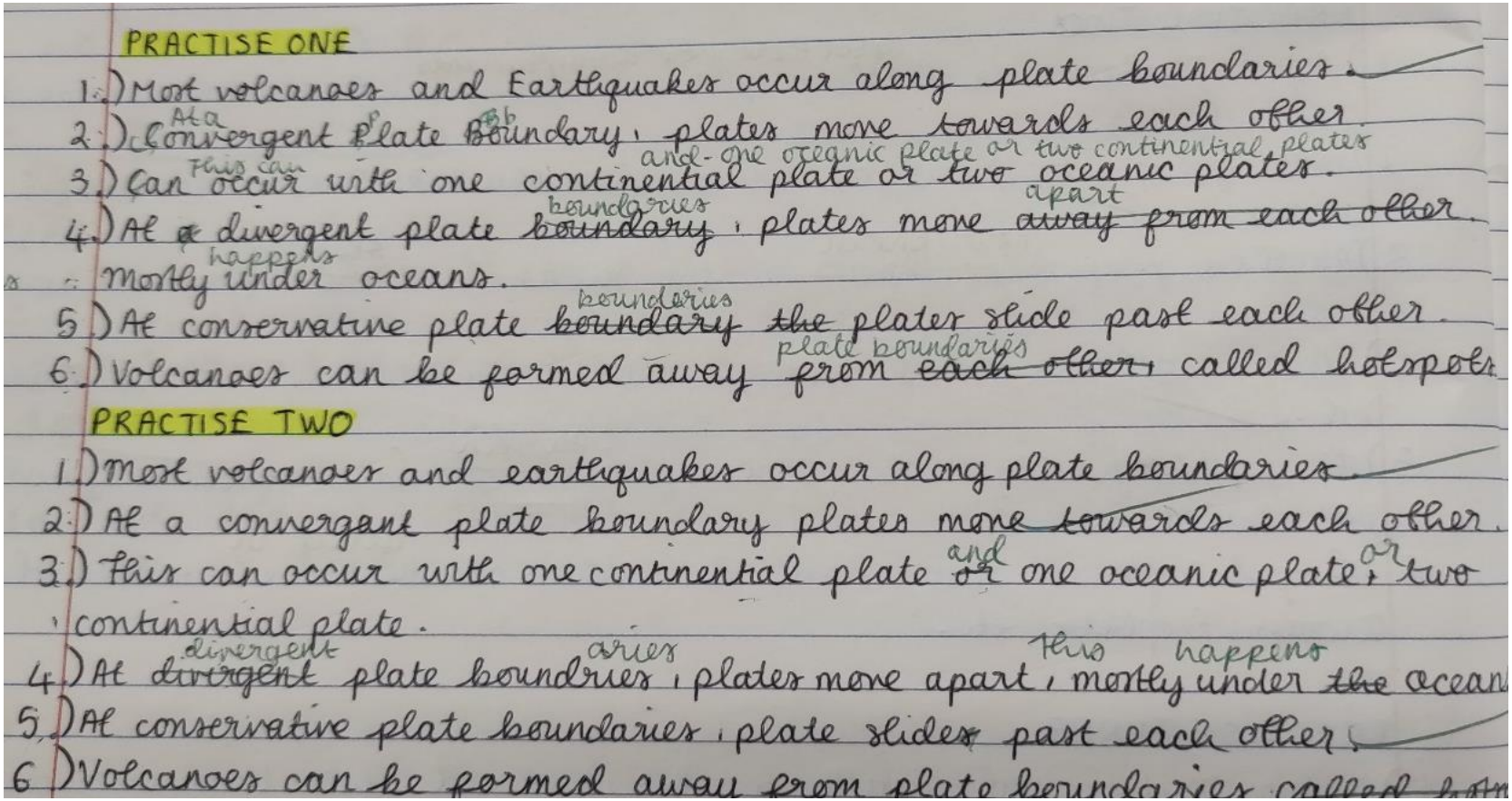
Look, cover, write, check



PRACTISE ONE

1.) Most volcanoes and Earthquakes occur along plate boundaries.
2.) At a Convergent Plate Boundary, plates move towards each other.
3.) This can occur with one continental plate and one oceanic plate or two oceanic plates.
4.) At a divergent plate boundaries, plates move apart from each other. Mostly happens under oceans.
5.) At conservative plate boundaries the plates slide past each other.
6.) Volcanoes can be formed away from plate boundaries, called hotspots.

PRACTISE TWO

1.) Most volcanoes and earthquakes occur along plate boundaries.
2.) At a convergent plate boundary plates move towards each other.
3.) This can occur with one continential plate and one oceanic plate or two continential plate.
4.) At divergent plate boundries, plates move apart, this happens mostly under the ocean
5.) At conservative plate boundaries, plate slides past each other.
6.) Volcanoes can be formed away from plate boundaries called hotsp

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Effective Revision is:

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