

KS3-4

# Revision templates

TEMPLATES  
PACK

**Introduction for teachers**

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# Introduction for teachers

These templates are designed to provide a range of creative, engaging and effective approaches to support KS3-5 with their revision and exam preparation. They are suitable for all subjects, although some are more appropriate for revising key words.

You'll find a range of ideas to share with individual students, along with suggestions for classroom, paired and group revision so that students benefit from each other's expertise too.

In the **Revision templates** section, you'll find an explanation of how each template works, along with a range of revision ideas for you to try with students. Each printable revision template comes with student-facing instructions.

In the **Revision aids** section, you'll find guidance for students on some of the most effective revision strategies according to researchers, along with revision plans timetables and review templates to help them to reflect on their learning and make the most of the time they have available.

Throughout the template pack, you'll find references to a range of revision strategies (*chunking, spaced practice, interleaving, dual coding* etc.) which are defined on page 43.

Teachit Sample



## One hour clock

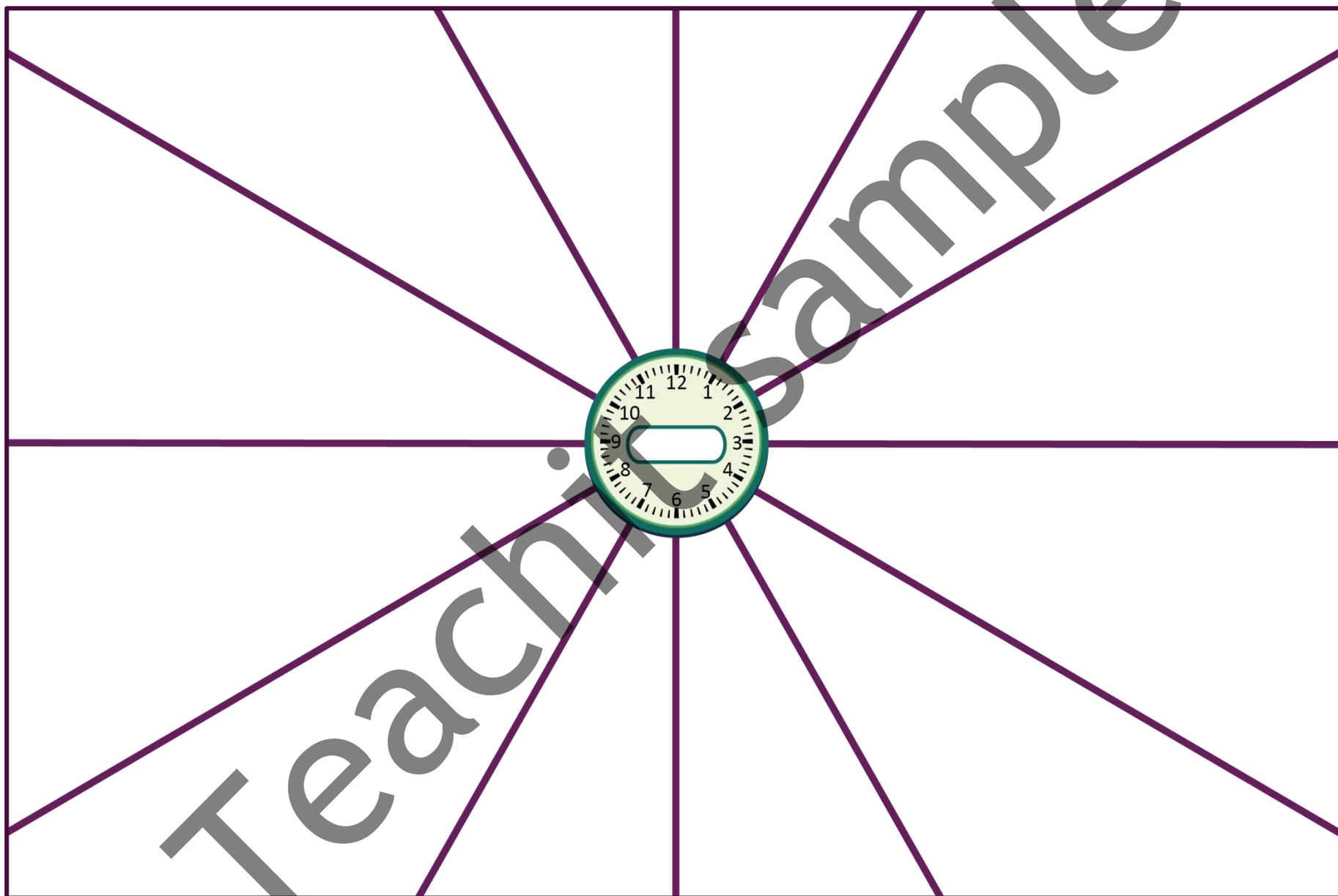
### – revision ideas

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This is a popular template for revision in class.

- Give students 12 questions, and they write their answers or notes in each section of the template, using a five minute timer to keep things on track.
- Students can use the clock template at home as it is ideal for practising *chunking* (breaking a topic into 5-15 minute chunks) and *interleaving* (switching between topics in one study session).
- Encourage students to create their own one hour clock for the topic they are least confident with – using each five minute segment to complete a different task. Alternatively make a 30 minute clock with six segments for shorter revision sessions.
- As a *spaced practice* task, revise a previously completed clock for five minutes, and then turn it over. Students should try to recall what they have written in each segment.

Use the 12 sections of this clock to break down your revision topic into 5 minute revision activities, questions or tasks:



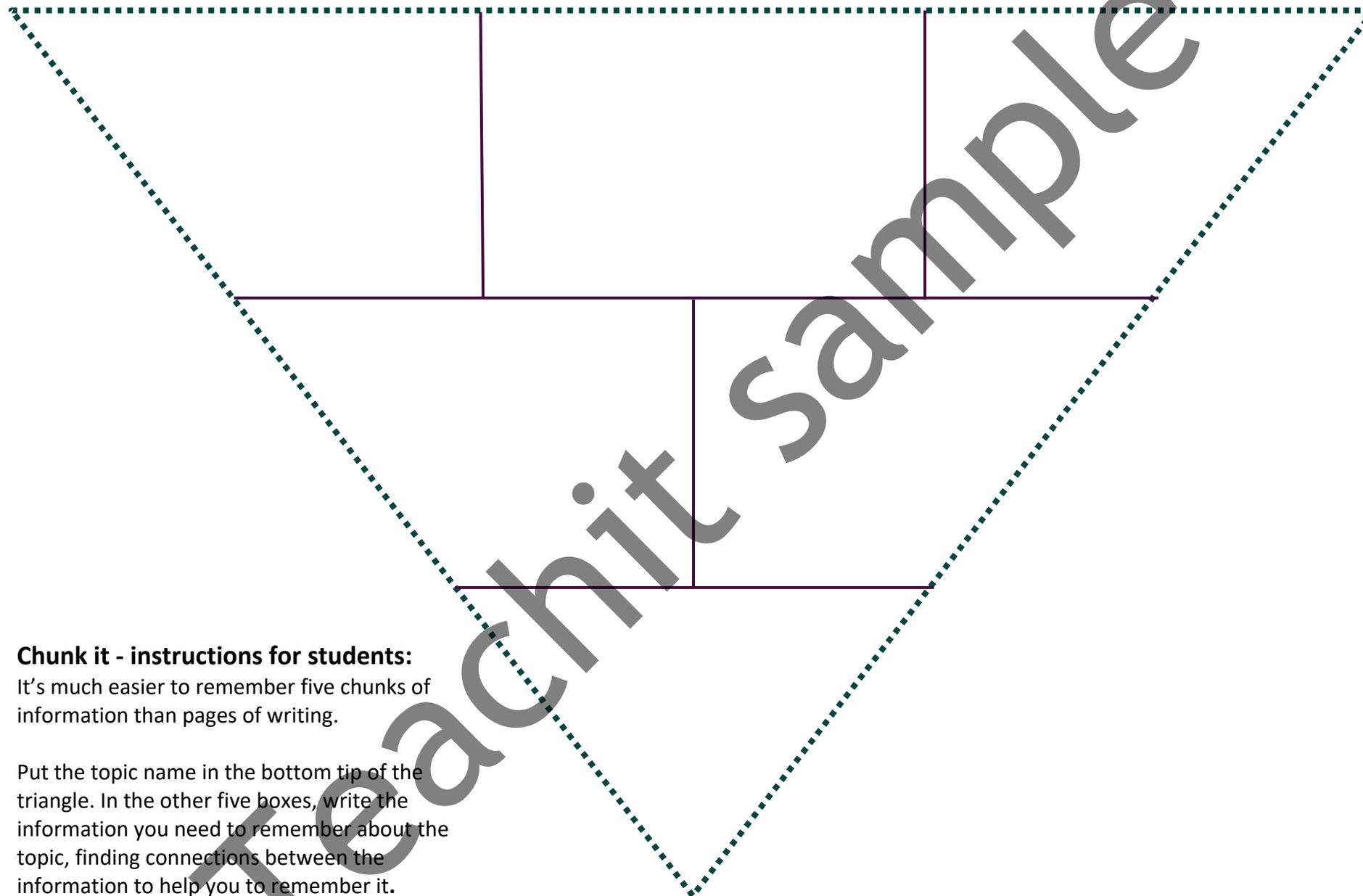
# 2

## Chunk it – revision ideas

Chunking allows students to make better use of their short-term memory by grouping smaller bits of information and combining them into more manageable 'chunks' which makes it easier to commit to memory. It's why phone numbers and postcodes are written in two or more chunks.

Chunking involves breaking down large amounts of information into smaller parts, identifying similarities and patterns, and then organising and grouping the information.

- As students 'chunk' a topic, encourage them to look for connections within their groupings to make it more memorable. Google chunking revision for videos to share with students.
  - What do the chunks have in common?
  - Are there any ways they could make the chunks more personally memorable?
  - Could they create a mnemonic for the information in each chunk?
- If students in your subject have a large number of key words to remember, segment them into chunked groups. Similarly, if they need to remember processes or essay outlines or structures, chunk the stages or key points into groups.
- When students have chunked a revision topic using the template, it is perfect for *spaced* and *retrieval practice* as students can return to their chunked template as often as they need to.
- As an alternative, use this template as a Five a day revision template.



# 3 Speed dating

## – revision ideas

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This flexible peer teaching template can be adapted in a range of ways. It works well if students sit in a line facing each other so they can move one place to the left or right to work with another partner.

Give each student a topic – their ‘secret identity’ – and a couple of minutes to make notes. In pairs, students sit facing each other, and try to find out each other’s topic, asking only yes/no questions for one minute each, before writing down what they think their partner’s topic is on their speed dating card. They then move to work with another partner and repeat. The ‘winner’ is the student to correctly identify the most topics or secret identities.

- Ask the expert – ask half your class to identify a topic they know confidently and could ‘teach’ others. The ‘experts’ put their specialism on a sticky note or on a piece of paper in front of them. The remaining students then self-select an ‘expert’ partner based on the topics they need to revise most.
- For recall revision, students work in pairs on a topic. Each student has three minutes to write down everything they know about the topic (spider diagram, bullet-pointed list, venn diagram etc.). Then they review each other’s notes. Students could use a scoring system (3 for the most comprehensive notes, 2 if both are equally detailed and 1 for underdeveloped notes). Repeat this activity frequently with students moving to work with a different partner on a different topic. At the end, students with a 3 score could teach those who scored 1 on the same topic, or you could encourage students to use their class notes or text books to enhance their lower scoring recall notes. Adapt the template to keep track of topics and scores.
- Give it an exam focus by using past paper questions as your topics – a novel way to work through a past paper.
- Ask students to do the activity standing up, rather than sitting down. This will help to keep timings on track, as standing up can be both more energising, and more tiring (!), and students will be keen to move on to their next ‘date’.

Speed dating topic: I am

Name of student:

Secret identity:

1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

# 4 Guess who

## – revision ideas

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This classroom game template is an adaptation of the popular children's game and can be used to revise key terms. Students define and categorise key terms their own words – great for *retrieval practice*.

Working in pairs, give each student the same template, with the same key terms on it. They need to cut out the key word flaps so that they can be folded down.

Each student should select one 'secret' key word from their board. Working in pairs, students then take it in turns to ask a series of yes/no questions to guess each other's key word, such as 'Is this word connected with X?' etc. They should fold down any flaps which they can rule out based on the question they asked.

Eventually they will be left with only the most likely key words still on view. The first to guess their partner's term correctly is the winner.

You might find it helpful to model some yes/no questions to help students to get started, or play a round or two with a student in front of the class so they understand how to question each other. Some students initially struggle with formulating yes/no questions.

- Before you start, check that everyone understands all the key terms on your game boards – ask for volunteers to define any tricky terms to the class.
- Students can add their own notes to help to define the key terms if necessary.
- Encourage students to *dual code* by adding accompanying images or diagrams to the key terms before you start the game, to help them to engage with the words before playing.
- Alternatively, as a homework revision task, encourage students to make their own version of *Guess who* with a blank template. The best can be photocopied and played in class.

# 4 Guess who

## – student instructions

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Cut out the flaps on your *Guess who* board so that you can fold them downwards.

- Select one key word from your board in secret.
- Sit opposite a partner so you can't see their board.
- Take it in turns to ask each other different **yes** or **no** questions – your aim is to identify your partner's key word first by eliminating other words. Try questions like 'Is your word connected to ...' or 'Does your word mean...'
- Fold down any flaps with words on that you can rule out or eliminate.
- Eventually you will only be able to see the most likely key words and can guess your partner's term correctly!

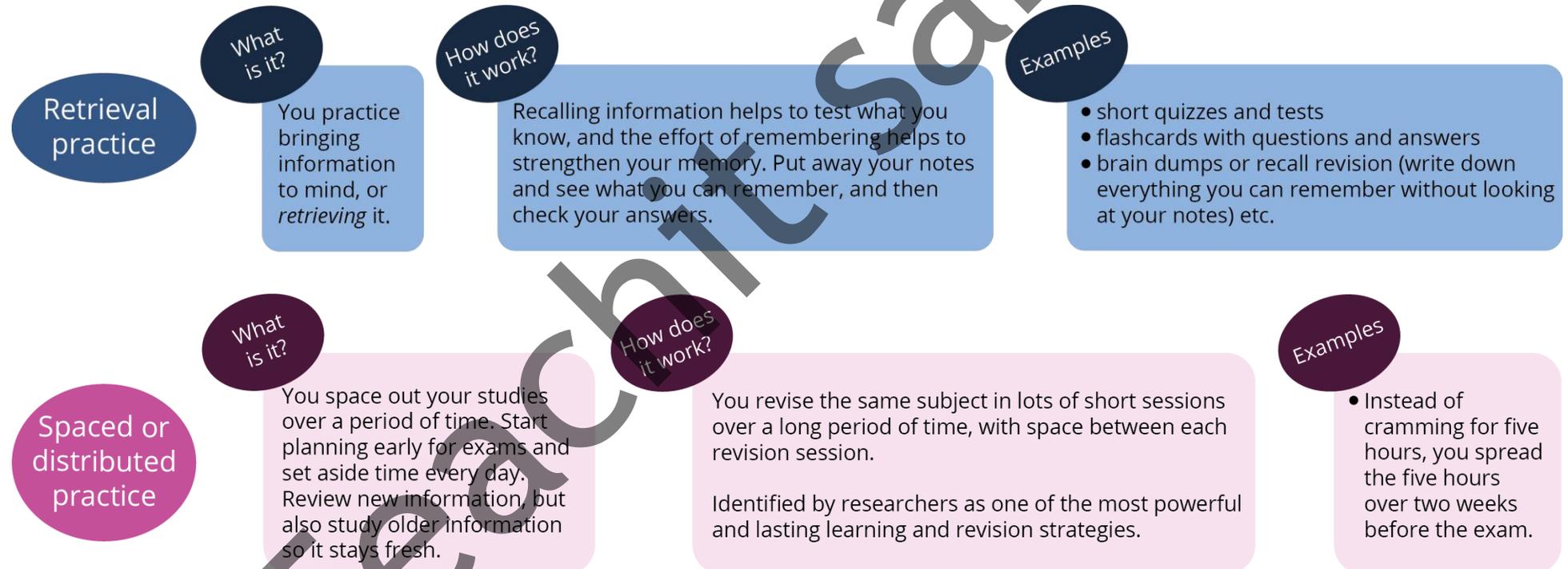
Teachit sample

Guess who?			

# Exam revision aids

## 16 Revision strategies

Researchers who study how we learn have identified some key strategies to help you to revise more effectively:





# 17 Revision review

Topics I would understand better with revision/independent study

Topics I need additional support with from a teacher

Topics I understand but would like to improve

Topics I understand and don't need to revise