



Vyners School

Striving for
Excellence

BUILDING GOOD REVISION HABITS

Miss Jamshad and Ms Kelly





Habits of students: Discuss

Is this a good habit, a bad habit, or a neutral habit?

Discuss additional habits - even from working life that can be categorised in this way

I check my phone when I wake up

I take breaks during revision

I copy notes from my classwork

I condense notes

I delay deadlines

I compare myself to others

I keep lists

I bite my nails

I go to bed late

I ask questions when I don't understand something

I spend a lot of time on my revision

Lesson #1



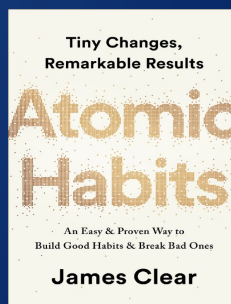
Why Habits Matter



SHAPING SOMEONE ELSE'S HABITS

The 4 laws of behaviour change:

1. Make it obvious: 'Habit stacking' After (current habit) I will (new habit) eg. After walking in from school, I will take my homework out of my bag
2. Make it attractive: It helps if the group they are in are behaving in the desired manor - we like to imitate. Give choice - freedom and autonomy = control
3. Make it as easy as possible to do things that pay off in the long run - set up the homework environment - quiet place with equipment, free from distractions, help them with language needed for when dealing with peer pressure
4. Make it satisfying or enjoyable - 'praise the good, ignore the bad'. Use a habit tracker.





START SMALL

Research shows that willpower is like a muscle. It gets fatigued as you use it throughout the day.

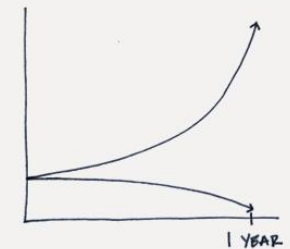
Solve this problem by encouraging a new habit that is easy enough that you don't need motivation to do it.

One percent improvements add up surprisingly fast.

THE POWER OF TINY GAINS

$$1\% \text{ BETTER EVERYDAY} \quad 1.01^{365} = 37.78$$

$$1\% \text{ WORSE EVERYDAY} \quad 0.99^{365} = 0.03$$





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ITS OK TO FAIL....OCCASIONALLY

Research has shown that missing your habit once, has no measurable impact on your long-term progress. Top performers make mistakes, commit errors, and get off track just like everyone else. The difference is that they get back *on track* as quickly as possible. Rather than trying to be perfect, abandon your all-or-nothing mentality.





What is Revision?

- Studying previously covered content in preparation for an exam
- Retrieval of information from your long term memory to secure subject knowledge
- The familiarization with the structure and expectations of the exam question and mark schemes
- The practice and development of key skills
- The combination of subject knowledge and exam skills to result in success



Before even starting to think about revision:

Mindset

- 1) Sleep routines
- 2) Diet and Exercise
- 3) Motivation and Long term goals

Work Environment

- 1) Distractions
- 2) Work space
- 3) Study- Life balance

Organisation and Planning

- 1) Making a revision timetable
- 2) Revision methods
- 3) Set small achievable goals



REVISION TIMETABLE

	MON	TUE	WED	THU	FRI	SAT	SUN
	9AM - 11AM REVISE SUBJECT 1	9AM - 11AM REVISE SUBJECT 1	9AM - 11AM REVISE SUBJECT 1	9AM - 11AM REVISE SUBJECT 1	9AM - 11AM REVISE SUBJECT 1	10AM - 12PM REVISE SUBJECT 1	REST!
BREAK!	11:15AM - 1:15PM REVISE SUBJECT 2	11:15AM - 1:15PM REVISE SUBJECT 2	11:15AM - 1:15PM REVISE SUBJECT 2	11:15AM - 1:15PM REVISE SUBJECT 2	11:15AM - 1:15PM REVISE SUBJECT 2	12:45AM - 2:45PM REVISE SUBJECT 2	REST!
BREAK!	2PM - 4PM REVISE SUBJECT 3	2PM - 4PM REVISE SUBJECT 3	2PM - 4PM REVISE SUBJECT 3	2PM - 4PM REVISE SUBJECT 3	2PM - 4PM REVISE SUBJECT 3	3PM - 5PM REVISE SUBJECT 3	REST!
BREAK!	4:15PM - 6:15PM REVISE	4:15PM - 6:15PM REVISE	4:15PM - 6:15PM REVISE	4:15PM - 6:15PM REVISE	4:15PM - 6:15PM REVISE	GO HAVE FUN	REST!



Revision Strategies to develop into habits: knowing how to revise

- 1) Use the specification: The spec / PLC sheets can be looked over and these can be used to identify areas to focus on. Make a timetable planning out when to revise these and to what extent
- 1) Start on the day: read over content covered in lessons and making sure it's been understood on the day. If it hasn't going to see your teachers and asking for help is are really useful as a starting point.

Content	Key opportunities for skills development
<p>Substances that consist of giant covalent structures are solids with very high melting points. All of the atoms in these structures are linked to other atoms by strong covalent bonds. These bonds must be overcome to melt or boil these substances. Diamond and graphite (forms of carbon) and silicon dioxide (silica) are examples of giant covalent structures.</p> <p>Students should be able to recognise giant covalent structures from diagrams showing their bonding and structure.</p>	<p>MS 5b Visualise and represent 2D and 3D forms including two-dimensional representations of 3D objects.</p> <p>WS 1.2</p>
5.2.2.7 Properties of metals and alloys	
Content	Key opportunities for skills development
<p>Metals have giant structures of atoms with strong metallic bonding. This means that most metals have high melting and boiling points.</p> <p>In pure metals, atoms are arranged in layers, which allows metals to be bent and shaped. Pure metals are too soft for many uses and so are mixed with other metals to make alloys which are harder.</p> <p>Students should be able to explain why alloys are harder than pure metals in terms of distortion of the layers of atoms in the structure of a pure metal.</p>	<p>WS 1.2</p>
5.2.2.8 Metals as conductors	
Content	Key opportunities for skills development
<p>Metals are good conductors of electricity because the delocalised electrons in the metal carry electrical charge through the metal. Metals are good conductors of thermal energy because energy is transferred by the delocalised electrons.</p>	

Chemistry A-Level Revision
Year 13

Meet
Generate link

Announce something to your class

A Jamshad posted a new material: Equilibrium II
29 Sept



3) Using Resources:

Online resources (Seneca/ bitesize/ Kerboodle/ ttsreader/ SparxMaths/ MyMaths)

Textbooks (Collins/ CGP revision guides/ Cliffsnotes)

YouTube (free science lessons)

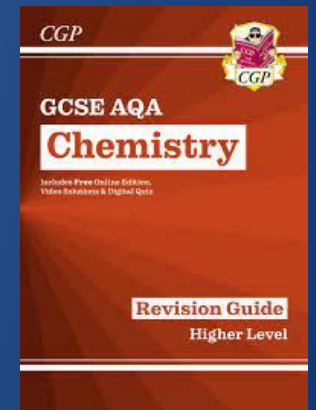
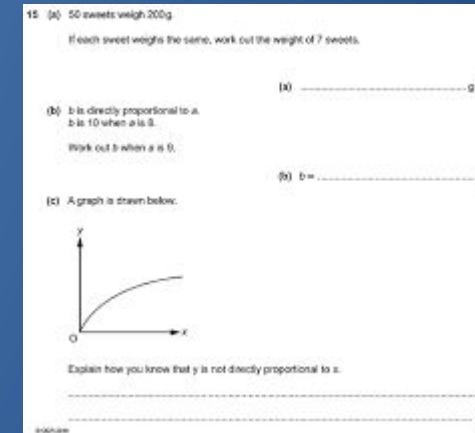
Websites to test learning (Seneca, Kerboodle, Linguascope, The Language Gym)

Past papers and exam questions (save my exams/ physics and maths tutor)

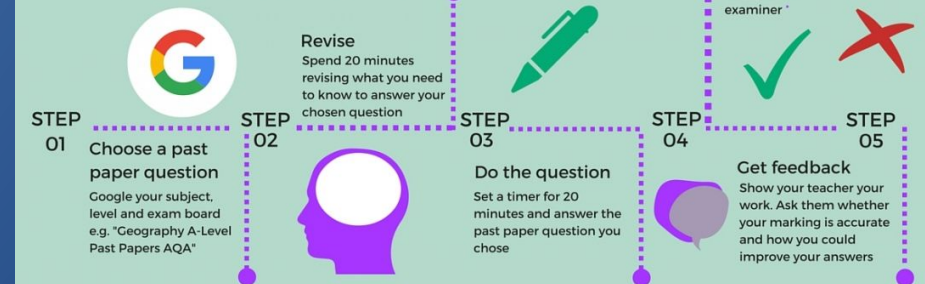
4) Repetition and Practice

Make sure topics have been understood fully, practice (make notes/ flashcards/ blurting), test yourself (PPQ's) and then review your work (mark schemes and self assess).

5) Further support



Revision ⌚ POWER HOUR





REFLECT

- What good revision habits does your child have?
- What bad habits do they have?
- What better habits would you like them to start?





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BE PATIENT

Be positive.
Be patient.
Be persistent.

@MurrayNewlands

Learning to be patient is perhaps the most critical skill of all. You can make incredible progress if you are consistent and patient.



Analysing our habits

It's important for our students as they get older and develop their self awareness to understand their habits. These habits can then be identified as strengths and weaknesses and used to their advantage to help them succeed. Strengths can be built on and weaknesses can be identified and worked on to help improve them.

<u>Strengths</u> <ul style="list-style-type: none">- Being organised	<u>Weaknesses</u> <ul style="list-style-type: none">- Leaving things until the last minute
<u>Opportunities</u> <ul style="list-style-type: none">- Advice and support	<u>Threats</u> <ul style="list-style-type: none">- Unexpected tasks could mean things don't



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FURTHER ADVICE

