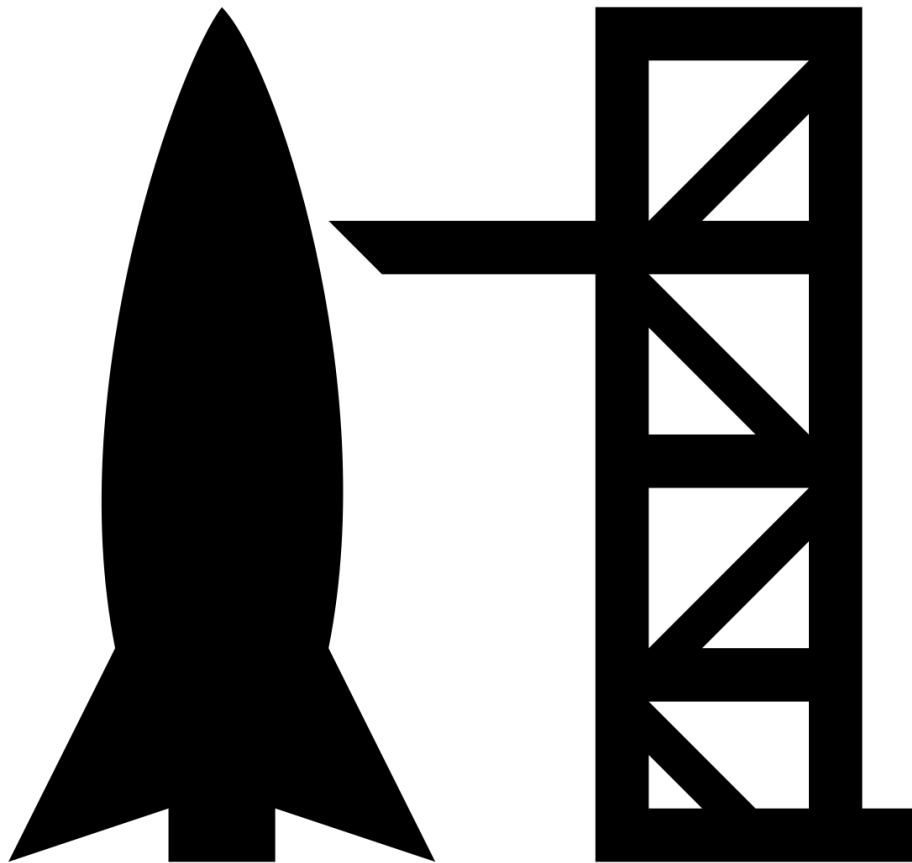


Launchpad into

Year 11

Term 6 2023



Name: _____

Tutor group: _____

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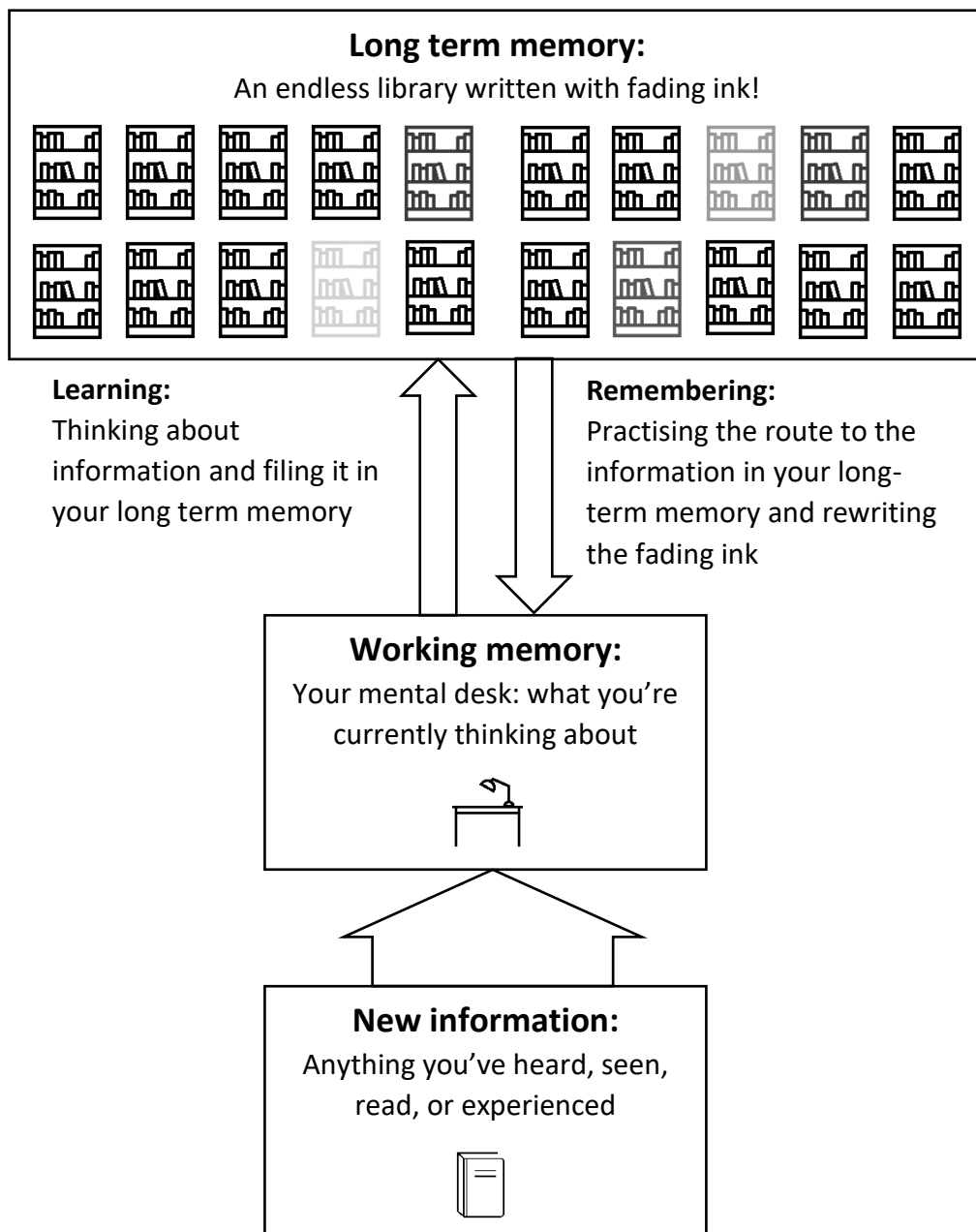
How do I learn and revise effectively?

Learning is the process of understanding information and being able to remember it over a long period of time.

Revising is the process of revisiting information which you have already been taught to ensure that you have learned it and to ensure that you can easily use it in exams.

To remember a lot of knowledge quickly, that knowledge needs to be securely stored in your long term memory.

To make sure knowledge goes into your long term memory, stays there, and to make sure you can find it quickly, you need to spend time thinking hard about that knowledge in your working memory.



Whenever you revise, you are doing one of three things:



1. Finding and closing gaps in your knowledge.



2. Strengthening fading knowledge in your long term memory.



3. Practising recalling knowledge quickly.

Why is re-reading your notes an example of poor-quality revision?

Why is revising in a loud room an example of poor-quality revision?

Why is only revising immediately before an exam an example of poor-quality revision?

Key pieces of advice to learn and revise effectively:

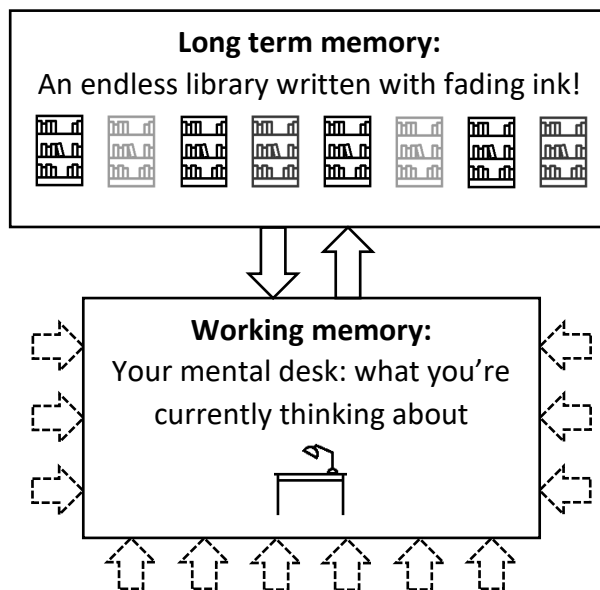
1. **Avoid distractions;** give yourself as much space as possible in your working memory to focus on the information you are learning or revising.
2. **Think hard;** if you don't think hard about the information you're learning or revising, it is unlikely to go into your long-term memory.
3. **Start early;** thinking hard about information takes time and you need to revisit information regularly to strengthen those memories. Leaving revision until the last minute is likely to be overwhelming and will limit how effective your revision is.

Where should I work and revise?

When you revise effectively, you pull information from your long term memory and strengthen it in your working memory. You may also be finding gaps in your long term memory and closing them by thinking hard about new information in your working memory.

Your working memory can only hold a small amount of information at once. In order to revise and learn effectively, you should use techniques which stop your working memory from becoming overwhelmed.

Anything that you are currently experiencing or paying attention to takes up space in your working memory. One way that you can free up space in your working memory is by working in an environment which is free from distractions.



When creating a space to revise...

Do:

- ✓ ...work in a tidy environment where you have the tools you need to revise effectively.
- ✓ ...work in a quiet environment.
- ✓ ...put your phone in another room or use an app on your phone which blocks social media.
- ✓ ...work in a space which you only use for home study, schoolwork or revision.

Don't:

- X ...work in a cluttered environment.
- X ...distract yourself with (loud) music or noise.
- X ...work near your phone or other devices which can access social media.
- X ...work in the same space where you relax.

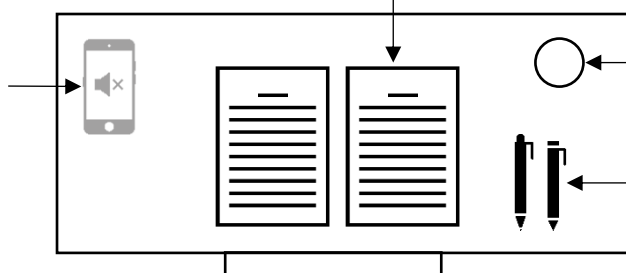
An example of an effective revision space:



A quiet environment, such as a classroom or library

The resources you will need to revise using your chosen method

Put your phone on silent if you will need to use it or put it in another room.



A drink, such as a glass of water

The pens and pencils you will need to revise

A chair which is similar to the chair you use at school (not a sofa or bed)

Where do you normally do your home study and your revision?

Use the scorecard below to rate the quality of your learning environment:

	/1
My chosen environment is quiet (e.g. There is no music playing and there are no conversations happening in the background.).	
I am unlikely to be disturbed in my chosen environment (e.g. It is unlikely that I will be asked to move so the table can be used for something else.).	
I only use my chosen environment for home study or revision.	
I don't have my phone with me while I complete my home study.	
I don't have other possible distractions near me when I complete my home study (e.g. games consoles).	
I use a desk which is similar to the desk I use in lessons.	
I have an office chair or a chair which is similar to the chairs I use in lesson (not a sofa or bed).	
I usually have the equipment I need with me when I complete home study (e.g. a computer)	

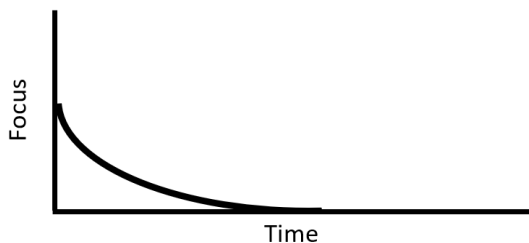
6-8	This is likely to be a positive learning environment. Working in this environment will allow you complete your home study and revision effectively and efficiently. In theory, this will mean that you will have more time for yourself to relax.
3-5	This is likely to be a reasonably positive learning environment. However, it is still likely that you will be distracted while you are completing home study and revision. This will mean that it may take you longer to complete home study and you may need to complete more independent revision than expected in order to be successful. You should make some tweaks to your learning environment and, if these tweaks aren't possible, you should attend study base.
0-2	This likely to be an ineffective learning environment. Working in this environment may mean that you have to spend a lot more time to complete your home study and revision. It may also mean that you complete your home study and revision to a much lower quality, meaning you will have to do more revision in order to be successful. You should make some major changes to your learning environment and/or attend study base.

Give one improvement which you are going to make to your learning environment to make it more effective:

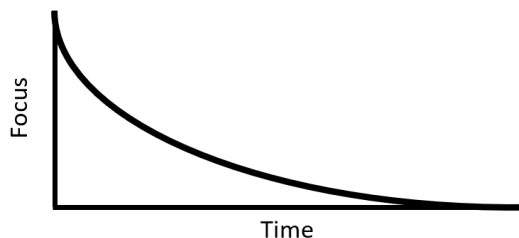
When should I revise?

In order to revise effectively, you have to think hard. Thinking hard is tiring. Therefore, when you revise, you should choose a time when find it easiest to focus. This should be a time when you are well-rested and when you are used to working.

Revising when you are tired:

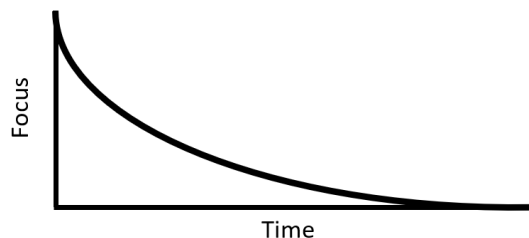


Revising when you are well-rested:

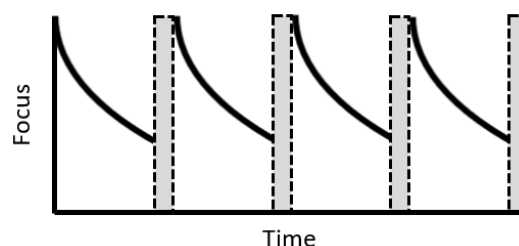


You should also take regular breaks when you revise. These breaks can be structured using a method called the Pomodoro technique.

Revising without a break:



Revising with small regular breaks:



When revising:

Do:

- ✓ ...get into a routine of revising at a particular point every day.
- ✓ ...revise when you are well-rested or at a time when you are used to working.
- ✓ ...take regular small breaks.

Don't:

- X ...depend on when you *want* to revise.
- X ...revise late at night or when you are tired.
- X ...try to force yourself to work for long periods of time without a break.

Planning revision sessions using the Pomodoro Technique:

1. Choose a time when you are well-rested and used to working.
2. Decide the specific task you are going to complete (e.g. I will complete a Science revision module about electrolysis of aqueous substances).
3. Set up your study area (See "Where should I revise?").
4. Decide on how many 25-minute slots you will need to complete the task you have decided to complete.
5. Remove your phone and any other distractions from your working space.
6. Set a timer for 25 minutes. Ideally use a digital timer which is *not* on your phone.
7. Spend the *entire* 25 minutes working. If you have spare time at the end, start another task.
8. When the timer goes off, leave your working area and take a 5-minute break.
9. Repeat. Take a longer break after every 3 25-minute sessions.

Answer the questions below to see how easily you will be able to use the Pomodoro technique:

1. Do you have a clock or a timer which would allow you to time Pomodoros without using your phone?	
If you said “no”, you should either purchase a kitchen timer or complete your revision and home study at study base; there are clocks in study base and teachers who will be able to time sessions for you.	

2. Do you rely on your phone to complete online home study and revision, such as Sparx or Bedrock?	
If you said “yes”, you should use study base to complete your home study and revision; study base is held in a computer room which will mean you can complete your home study and revision with a much lower risk of getting distracted.	

3. Who could you give your phone to while you complete Pomodoros?	
If you said “I don’t know” or “no one”, consider asking your parents or close friends. If you would rather not give your phone to these people, you should complete your home study and revision in study base; you aren’t allowed to use your phone in school anyway and, if needed, you could give your phone to a teacher.	

4. Do you have a positive learning environment? (See ‘Where should I work and revise?’)	
If you said “no”, you should return to the “Where should I work and revise?” and follow the guidance to create a positive learning environment. If you can’t create a positive learning environment at home, you should complete your home study and revision at study base; study base is held in an environment where you are used to working, making it more likely that you will be productive.	

5. When do you do your home study and revision? (e.g. “When I’ve finished gaming for the night” or “As soon I get home”)	
If the time when you study does not have a set routine or if you’ve said that you do your home study whenever you’ve done everything else you want to do, you should set yourself a specific time for home study and revision. Ideally, this should be as soon as you get home; your brain will still be in ‘school mode’, making it more likely that you will be productive.	
If you find it difficult to get motivated to do home study or revision at home, you should work at study base.	

Give one thing which you are going to do to make it likely that you will revise using Pomodoros:

Self-quizzing

Self-quizzing is when you answer a series of questions about a topic from memory. It is a useful tool for finding specific gaps in your knowledge within a topic and it allows you to quickly check whether you have remembered something correctly.

Self-quizzing can be completed in lots of different ways. For example, you could answer specific questions, you could complete gap fill-activities, or you could fill in a diagram from memory.

Public Health in the Industrial Revolution

Questions:

1. Give two reasons why people migrated to urban areas during the Industrial Revolution.
2. Why did increased population density increase the risk of epidemics in urban areas?
3. Give an example which shows that many public health systems in urban areas were overwhelmed during the Industrial Revolution.
4. Why did many people living in damp and overcrowded housing increase the risk of epidemics during the Industrial Revolution?
5. Why didn't the government in the early Industrial Revolution take steps to improve public health services and living conditions?
6. Give an example of a disease, caused by poor public health, of which there were epidemics during the Industrial Revolution.

Answers:

1. Improvements in agricultural technology and the invention of the factory ✓
2. Diseases could easily spread from person to person. ✓
3. Multiple families would share one overflowing cesspit. ✓
4. People had weak immune systems which made them less able to fight off diseases. ✓
5. The government had a laissez-faire attitude to public health, meaning that they did not think that improving public health should be their responsibility. ✓
6. The plague **X Cholera or typhus (the plague was in the Middle Ages and the Renaissance)**

5/6 (83%)

When answering quiz questions:

Do:

- ✓ ...answer every question, even if you are unsure.
- ✓ ...write the answers to the questions from memory.
- ✓ ...answer the questions in as much depth as you can.
- ✓ ...mark and correct your answers after you have finished.
- ✓ ...improve your knowledge of incorrect answers after you have marked your answers.
- ✓ ...keep a record of your scores.

Don't:

- X ...skip questions because you find them difficult or you are unsure about the answer.
- X ...answer the questions using textbooks or knowledge organisers.
- X ...write single word answers so you can answer the question as quickly as possible.
- X ...assume that your answers are correct.
- X ...throw the quiz away as soon as you have finished it.

How to write quiz questions:

1. If you can, get a set of questions from your teacher or from a website such as Quizlet!
2. If you can't find pre-made questions, find the information you want to convert into questions using your existing revision resources (e.g. a knowledge organiser).
3. Fold a piece of in half.
4. On the right-hand side of the page, write down the most important facts about your chosen topic. Use a knowledge organiser or textbook and write your facts in a numbered list. These are your answers.
5. For each numbered fact, write a matching question on the left-hand side of the page. Check that your questions don't accidentally give the answer away.

Topic	
Question 1	Answer 1
Question 2	Answer 2
Question 3	Answer 3
Question 4	Answer 4
Question 5	Answer 5
Question 6	Answer 6

How to answer quiz questions:

1. Cover up the answers to the questions you are answering.
2. Use an empty piece of paper.
3. Write the date at the top of the page.
4. Answer each question, even if you are unsure.
5. Once you have finished answering all of the questions, check and correct your answers using a different coloured pen.
6. Write down the total of correct answers at the bottom of your quiz.
7. Keep track of your scores. This will allow you to see your success over time.
8. Note down what you corrected or added. Practise these gaps using flashcards and further self-quizzing.

Useful resources:

www.quizlet.com – This free website allows you to quickly create sets of questions and answers. It also allows you to generate different types of quizzes on that information.

Flashcards

Flashcards are small sheets of paper or card with matching pieces of information on either side. They are a useful tool for learning facts and allow you to quickly check whether you have remembered something correctly.

1861	groynes	osmosis	Where is the pharmacy?
Pasteur published his paper about germ theory.	A low wall on the coastline which slows longshore drift	Net movement of water from a high concentration to low concentration across a partially permeable membrane	Où est la pharmacie?

When making and using flashcards:

Do:

- ✓ ...make flashcards quickly.
- ✓ ...put a single piece of information of each flashcard.
- ✓ ...sort your flashcards according to your confidence with them (see below).
- ✓ ...test yourself on the flashcards from memory.

Don't:

- X ...spend more time *making* flashcards than actually using them.
- X ...put lots of information onto each flashcard.
- X ...revise the flashcards in the same order every time that you use them.
- X ...only read through flashcards.

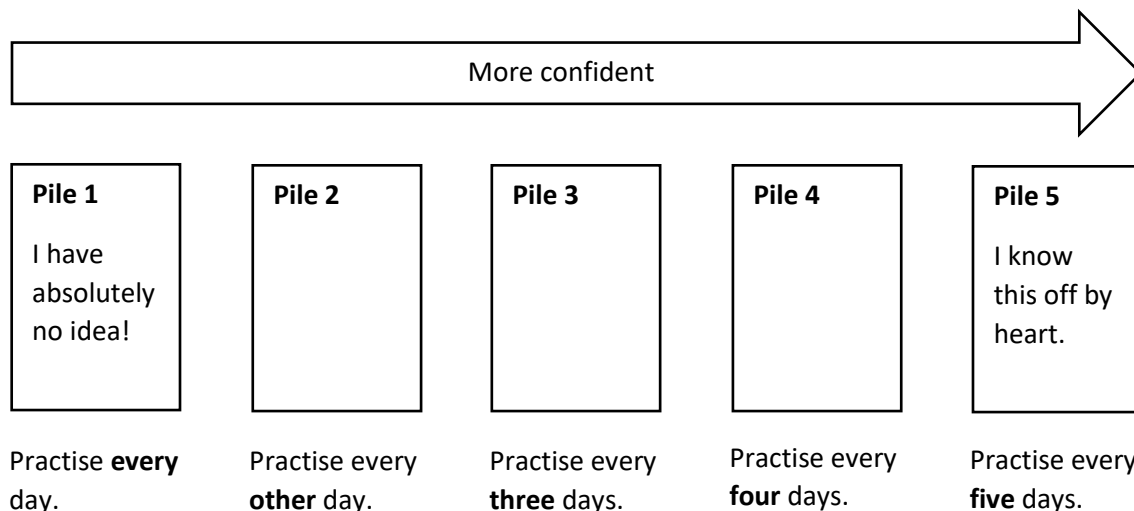
How to make flashcards:

6. If you can, get a set of flashcards from your teacher or from a website such as Quizlet!
7. If you can't find pre-made flashcards, find the information you want to put onto flashcards using your existing revision resources (e.g. a knowledge organiser).
8. Fold a piece of A4 paper into 8.
9. Write the questions on the top half of the paper.
10. Write the answers on the bottom half of the paper.
11. Cut the paper along the short folds.
12. Fold the strips of paper so that the writing is on either side.
13. If you can, glue the pieces of paper together.

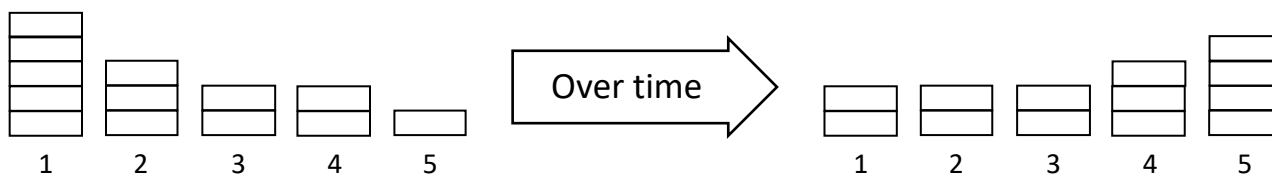
Definition 1	Definition 2	Definition 3	Definition 4	Definition 5
Answer 1	Answer 2	Answer 3	Answer 4	Answer 5

How to use flashcards:

9. Test yourself using the flashcards.
10. As you test yourself, sort the flashcards into up to five piles according to how confident you are with the content.
11. Put the piles into numbered envelopes (1-5).
12. Test yourself on the different piles on different days (see below):



13. As you test yourself on the different piles, move the cards into different piles as you become more confident.

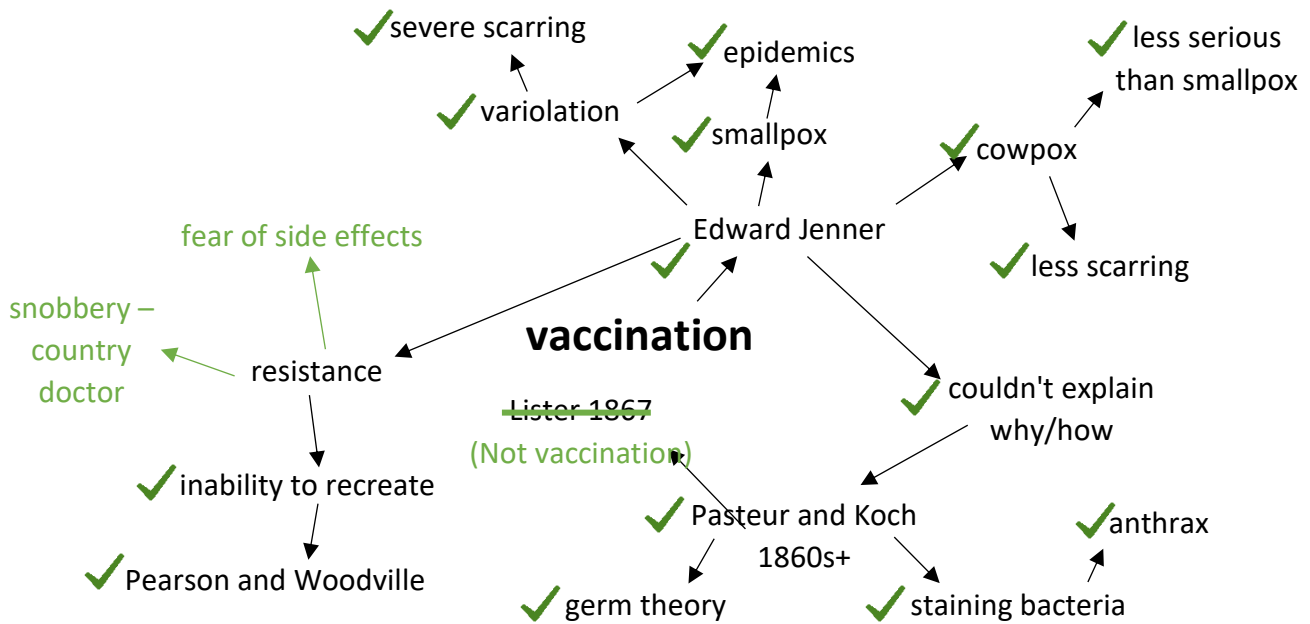


Useful resources:

www.quizlet.com – This free website allows you to quickly create flashcards which you can print, use on a computer, or use on your phone.

Knowledge dumps

A knowledge dump is when you write down everything you can remember about a topic. They are a useful tool for finding out what you know and where the gaps are in your knowledge.



When writing knowledge dumps:

Do:

- ✓ ...write from memory.
- ✓ ...check what you have written against a textbook or knowledge organiser.
- ✓ ...connect information together in a spider diagram format (see below). This will allow you to remember more.

Don't:

- X ...copy information from textbooks and knowledge organisers.
- X ...assume that everything you have written is correct.
- X ...write a list (see below).

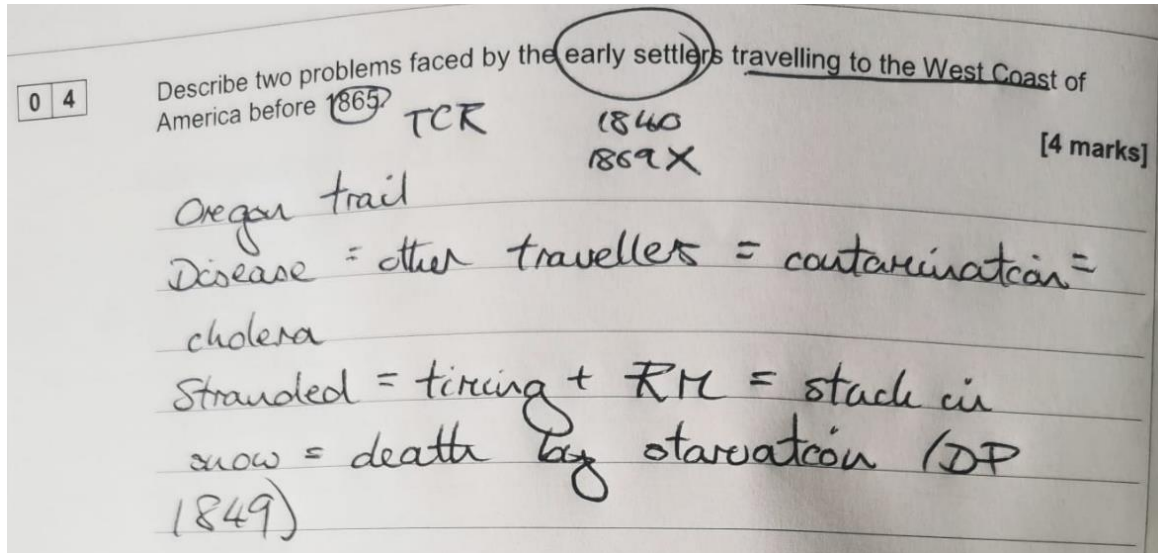
How to write a knowledge dump:

1. Use an empty piece of paper and write the date at the top of the page.
2. Without any support, write down the first thing you can remember about the topic you have chosen. Use single words or phrases.
3. As this fact triggers more information, write those facts down. Connect the facts together with lines or arrows.
4. Once you can't remember anything else about the area you started writing about, try to remember another fact to start another 'web' of knowledge. Stop once you can't remember anything else.
5. Using a knowledge organiser or textbook, check and correct your knowledge using a different coloured pen.
6. Keep your knowledge dump. This will allow you to compare knowledge dumps over time so you can see your success.
7. Note down what you corrected or added. Practise these gaps using flashcards or quizzing.

Exam questions

You remember what you think hard about. One of the best ways to think hard about knowledge you have learned is by completing exam questions. Practising exam questions will also allow you practise exam techniques, such as writing in timed conditions or annotating questions.

Get exam questions from your teachers and complete them as closely to a real exam as possible.



One problem which early migrants faced was disease. Between the 1840s and the 1860s, thousands of people travelled along the Oregon Trail from the East Coast. Because different groups along the trail used the same water sources both for drinking water and waste disposal, many commonly used water sources became contaminated. As a result, some migrants suffered from diseases such as cholera on the Oregon Trail.

Second, migrants often risked death from starvation. The Oregon Trail required travellers to pass through the Rocky Mountains using covered wagons. In the early years of the Oregon Trail, trading posts were extremely far apart. Because of this, if travellers set off too late into the year or took longer routes, there was a risk that they would get stranded in the snow of the Rocky Mountains and would be unable to get reliable sources of food. As a result, some migrants, such as members of the Donner Party in 1846, starved to death when they became stranded while travelling West.

When answering practice exam questions:

Do:

- ✓ ...write from memory.
- ✓ ...write in timed conditions (ask your teacher how long you should take)
- ✓ ...ask your teacher to give you feedback or to give you a mark scheme so you can check your own answer.

Don't:

- X ...use textbooks or knowledge organisers while you're answering questions.
- X ...assume that everything you have written is correct.
- X ...type your answer if you won't be able to use a computer in your exam.

How do I decide what to revise?

Whenever you revise, you are doing one of three things:

1. Finding and closing gaps in your knowledge.
2. Strengthening fading knowledge in your long-term memory.
3. Practising recalling knowledge quickly.

Whichever purpose your revision has, it is important that you focus on the weaknesses within your knowledge. It is tempting to revise topics you're already good at. However, if you do this, you waste valuable revision time and you could get a nasty shock when you don't do well in exams or assessments.

Before you start revising for a subject, you should decide what you need to focus on.

When deciding what to revise:

Do:

- ✓ ...gather information about the topics which you need to revise.
- ✓ ...break subjects and topics down into manageable chunks.
- ✓ ...revise topics which you don't enjoy or which you find difficult.
- ✓ ...keep a record of the topics you have chosen to revise and the revision you have completed for those topics.

Don't:

- X ...spend more time making lists of what to revise than actually revising.
- X ...write down entire subjects or topics as areas to revise.
- X ...revise topics you enjoy or topics in which you are already successful.
- X ...expect yourself to remember the areas which you need to revise.

How to decide what to revise:

1. Use information from a range of sources to find out where your weaknesses are.

What topics **don't** I enjoy or feel success in?

What does my teacher think I need to revise?

What are my weakest areas on platforms like Sparx?

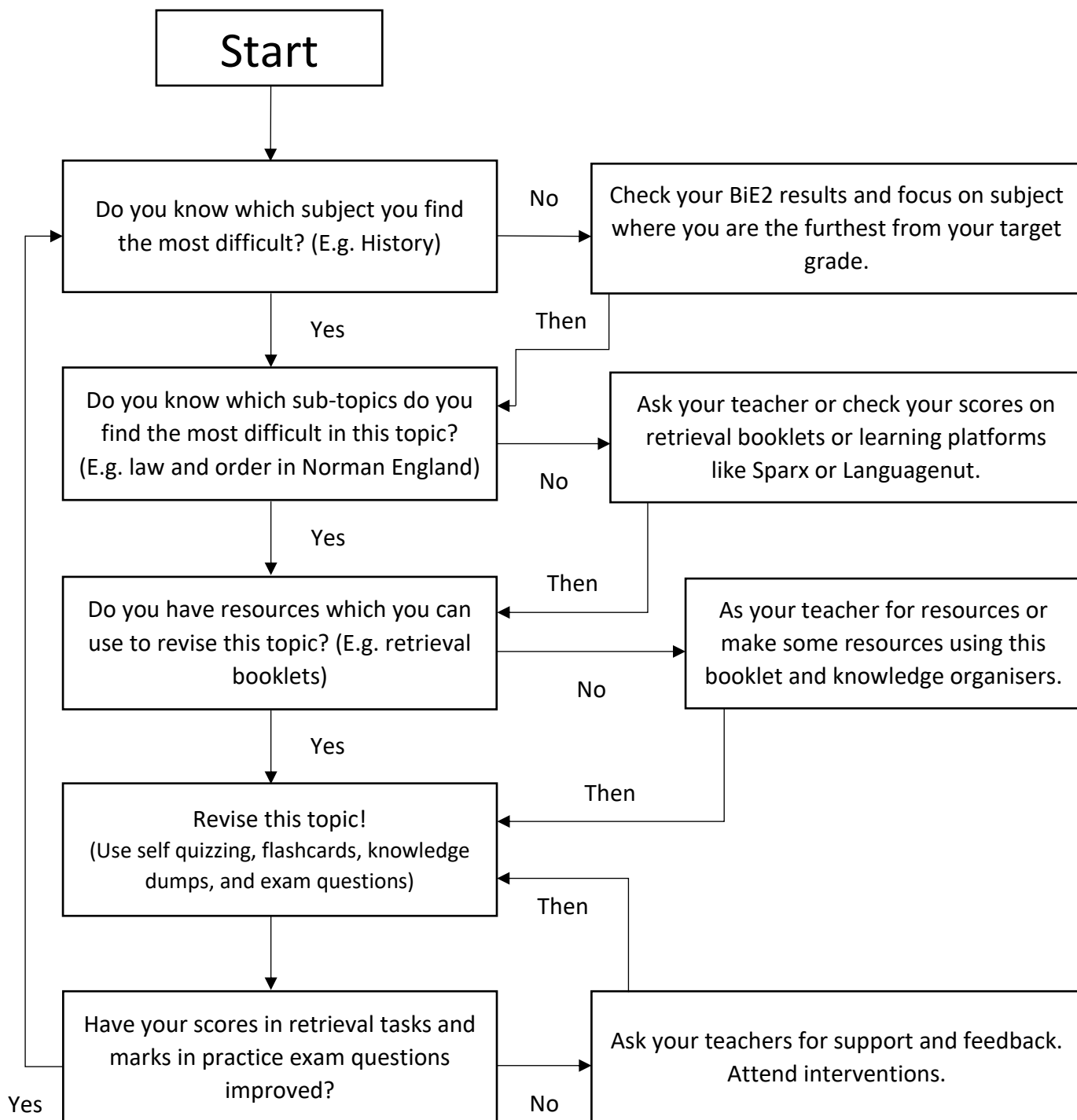
In which topics or questions did I struggle in my last assessment?

2. Create a table of topics and subjects on which you need to focus.

Topic:	Scores:					
Reasons why people migrated West in the 1840s	20%	15%	37%	45%	50%	
The Catholic Church and medicine in the Middle Ages	40%					
Clashes between Norman Kings and the Church	30%	33%				

3. As you complete revision on these topics, fill in your scores. This will allow you to see your success over time.
4. As you become more successful in the areas you have identified, go back to step one. This will allow you identify any gaps in new knowledge or any information which has faded since you made your first list.

Use the flowchart below to figure out one topic which you need to revise. This will only be one topic for one subject. You will then be able to use this method to help you decide what other topics should revise, both within the subject you choose and within other subjects. You can still use other methods.



Writing a summer revision calendar

You should spend most of the summer holidays relaxing and recharging.

However, the summer holidays are a long time. This means that, unless you refresh and strengthen the knowledge you have gained during year 10 over this time, a lot of this knowledge could become weaker. This will mean that you will have more revision to do in year 11 and you may find the start of year 11 more stressful.

You should aim to do **one Pomodoro** (25-minute session) **per subject per week** during the holidays. Taking English as two subjects (Language and Literature) and separating Science out into three, this would be **just over four hours per week**. This would equal only about 4% of your waking time over the course of a week, leaving roughly 96% for you to relax.

Follow the steps below to start creating your calendar for the summer holidays:

1. On the timetable below, cross off any days when you know that you won't be able to revise (e.g. family holidays). If you don't know the specific dates, find out and bring the dates to your next tutor session; you will have two tutor sessions to do complete this calendar.
2. For the **first two weeks of the summer holidays**, plan out the revision you are going to do. Make sure you focus on topics you dislike; that's probably where you have the most gaps. For each session, write down:
 - The subject you're going to revise
 - The topic you're going to revise
 - How you're going to revise it

For example:

Week Commencing 24/07							
	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Topic:			Maths The nth term	English A C Carol	English Vocabulary	History C20th medicine	X
Task:			Sparx xp boost	Flashcards	Bedrock	Retrieval booklet	X

3. As you complete each task, tick it off (preferably using a big green pen!).
4. When you get to the end of the first two weeks of planning, complete this process again. This stops you from planning out all of your holidays and then feeling demotivated if you don't completely it perfectly right from the start; you will probably have some days when you don't stick to the plan and that's okay. The most important thing is that you try to stick to the plan.

Week Commencing 24/07							
	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Topic:							
Task:							

Week Commencing 31/07							
	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Topic:							
Task:							

Plan up to here at school. Plan the next two weeks once you reach this point.

Week Commencing 07/08							
	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Topic:							
Task:							

Week Commencing 14/08							
	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Topic:							
Task:							

Plan the next two and a half weeks once you reach this point.

Week Commencing 21/08							
	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Topic:							
Task:							

Week Commencing 28/08							
	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Topic:							
Task:							

Week Commencing 04/09			
	Mon	Tue	Wed
Topic:			Y11 return to school
Task:			

Year 10 into Year 11 checklist

Use this checklist in the final week of the holidays to make sure you make a strong start to year 11. **Do not leave this until the night before!**

	✓
Check that you have/Get a completely clear pencil case.	
Check that you have/Get two working black writing pens.	
Check that you have/Get two working green writing pens.	
Check that you have/Get two working whiteboard pens.	
Check that you have/Get two pencils.	
Check that you have/Get a mini whiteboard.	
Check that you have/Get a 30cm ruler.	
Check that you have/Get a scientific calculator.	
Check that you have black polishable school shoes.	
Check that you have a tie for your house.	
Check that you have a school blazer.	