

# URSULINE HIGH SCHOOL



Year 7 Revision Evening  
Virtue- Joyful

Revision Evening  
30<sup>th</sup> April 2024

Please register your  
attendance by scanning this  
code with the camera on  
your phone





# Key Information



- End of Year Exams will take place Monday 20<sup>th</sup> May – Thursday 23<sup>rd</sup> May (last week before May half-term).
- Exams will assess learning from across the whole year – not just most recent units / schemes of learning.
- The timings of the exams range from 45 mins – 1 hour 10 mins.
- Non-exam time during exam week will be allocated for independent revision in school.
- Revision information is all on MS Teams for students, including revision guides, we sent a letter re purchasing one on ParentPay.
- There will be no exam in PE – students will be assessed during their athletics and cricket units.
- There will be no drama exam – students will be assessed for their practical skills, and they will be asked to complete a written evaluation of their work.
- Exams will be sat in St Georges (where we have form time) desks will be individually spaced, there will be a clock on display.
- They must bring revision in everyday.

# Purpose of End of Year Exams



- End of Year exams are **formative** to help teachers identify any gaps in students' learning, and to help students identify targets and next steps.
- Results **not** used to group students next year.
- Structured exam week, helps to prepare students for the future.
- Not the be-all-and-end-all; but a step on a longer journey.

# The timetable



**Year 7 End of Year Assessment Timetable 2024**

Period	Monday 20th	Tuesday 21st	Wednesday 22nd	Thursday 23rd
1	RE (60 mins)	Art (60 mins)	French (60 mins)	Revise for Geography and start exam at 9.30
2	Revise for DT/Art textiles	Revise for English	Revise for History	Geography (60 mins)
3	DT / Art textiles (50 mins)	English (1hr 10 mins)	History (60 mins)	Revise for Music
4	Revise for Maths	Revise for Science	Revise for Computer science	Music (45 mins)
5	Maths (50 mins)	Science (60 mins)	Computer science (50 mins)	Catch <u>up</u> Or normal lessons
6	Revise for Art/ English	Revise for French	Revise for Geography	Normal lessons

# How to prepare?

- **Reflect** – what areas do I need to prioritise for revision?
  - **R/A/G** rating topics and checklists can be a good way of thinking about this.
- **Revise** – use the resources given to you by your teachers to help you, along with the resources and techniques that work for you. To revise effectively students must prepare, organise, memorise and recall (Price and Maier 2007)
- **Routine** – allocate time to revision, but also make sure there is time for everything else.
  - *Little and often is more effective than hours and hours of cramming.*

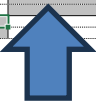


# Revision Timetable (Example)

## Term Time / weekends

**MY REVISION TIMETABLE** (Make one of these for each of the weeks before the exams)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY	Subjects	How many sessions per week ?
9 - 10am								ENGLISH	x
10-11am								MATHS	x
11-12am								SCIENCE	x
12-1pm									x
1-2pm									x
2-3pm									x
3-4pm									x
4-5pm									x
									✓

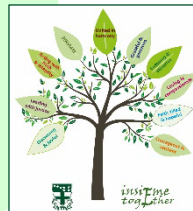


Revision Timetable during term time

**When do I work most effectively?**  
**Morning**  
**Afternoon**  
**Evening**


**Are timings realistic?**  
**Is enough time to have a rest planned in?**  
**Should the same amount of time allocated to each subject?**  
**Best to do 20mins, then a break.**

**Review the timetable if it doesn't work.**



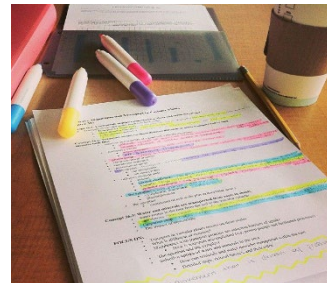
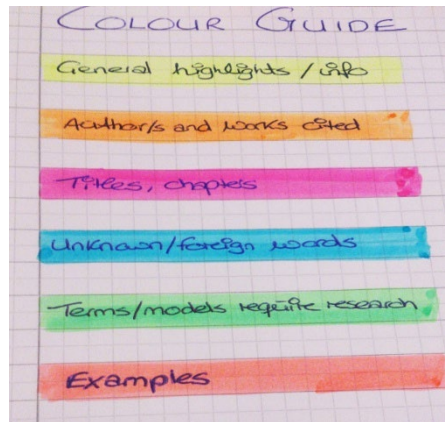
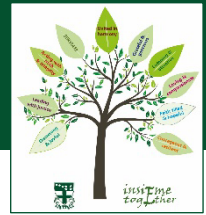
**MY REVISION TIMETABLE**

	SATURDAY	SUNDAY	Subjects
9 - 10am			ENGLISH
10-11am			MATHS
11-12am			SCIENCE
12-1pm			
1-2pm			
2-3pm			
3-4pm			
4-5pm			



Revision Timetable for the weekends

# Revision Techniques



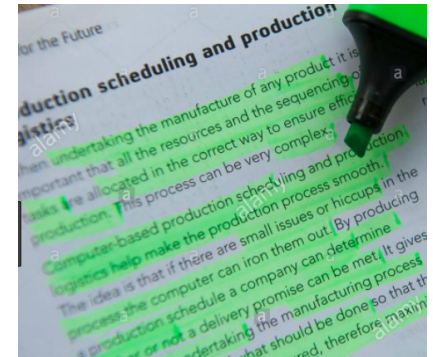
**Remember** – different people learn in different ways. What works for somebody else might not work as well for you. That's ok!!



# What doesn't work so well



- **Re-reading class books / notes without summarising or note taking.**
  - Revision should be more active: you should be doing something with the information you revise.
- **Excessive or thoughtless highlighting of notes**
  - Can you explain why you've highlighted what you've highlighted?
  - Have you used different colours for different things?
  - If the whole page is highlighted, what is the point?



## **Top Tip:**

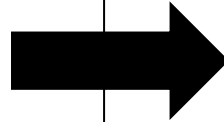
When re-reading your notes, you could summarise key points onto flashcards or mindmaps, or annotate your notes.



# Effective Highlighting and Summarising



There are many forms of revision techniques that are thought to be effective, including: highlighting of notes; creation of flashcards and revision mindmaps; low-stakes quizzing; the use of past exam papers; creating songs, poems or raps to aid revision; presenting and talking about key concepts & ideas to others; teaching others and many more. Simply reading over lots of information has been shown to be less effective.



## **Good Revision:**

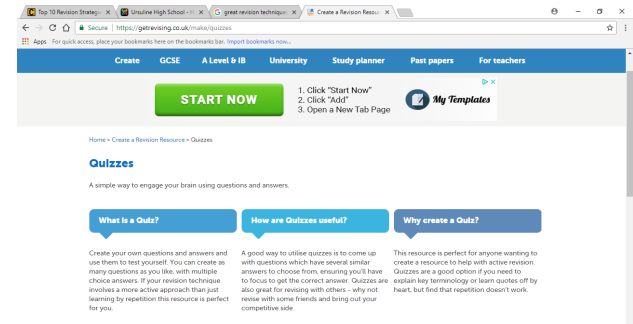
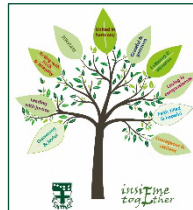
- ✓ Flashcards, mindmaps, posters.
- ✓ Past exam papers.
- ✓ Songs, poems, raps.
- ✓ Quizzes.
- ✓ Online resources – MyMaths, Kerboodle.

## **Bad Revision:**

- Highlighting everything.
- Just reading over notes.
- Cramming the night before the test.

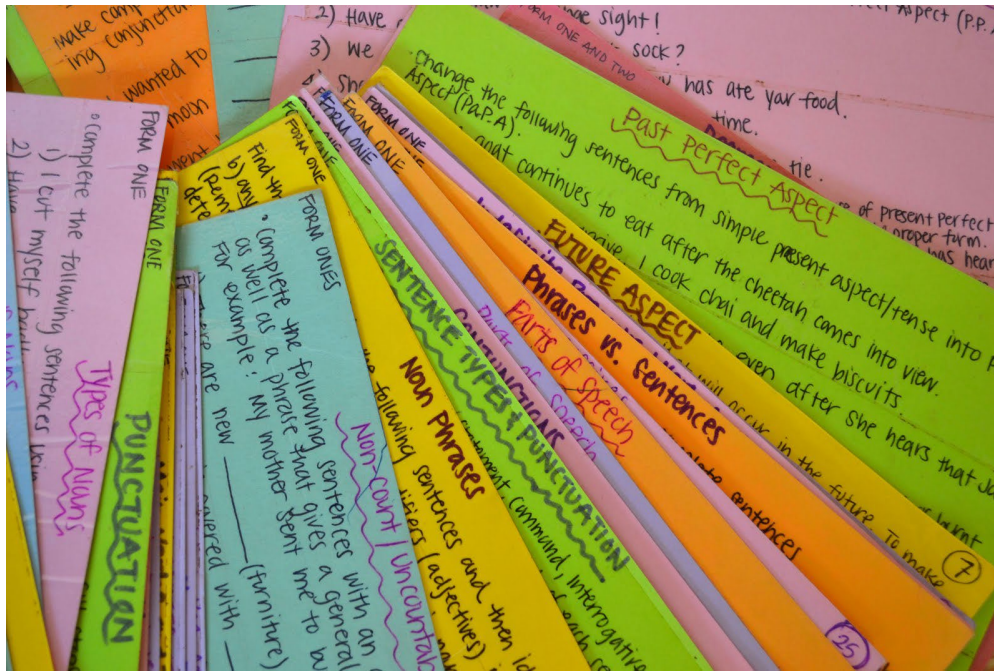
# Quizzes and past papers

- Past papers and quizzes are an ideal vehicle to get students self-testing.
- Proven to be a robust revision strategy, so that students can calibrate their knowledge and remembering.
- There are various types of quizzes, of course, such as short answer, multiple-choice or true and false.
- Students can create their own quiz resources to help themselves & their peers revise.



While past papers might not be as relevant to Year 7 as to GCSE and A Level Students, completing practise exam-style questions enables students to develop their exam skills in preparation for their tests. Subject teacher will help with this.

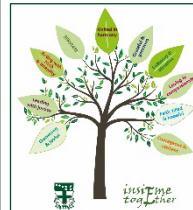
# Use of flashcards



## Questions to consider:

- Are the flashcards clearly labelled, e.g. with clear questions or headings?
- Are they arranged and organised in a logical way, e.g. by topic / unit?
- Is the information on the card(s) supported by images / diagrams?

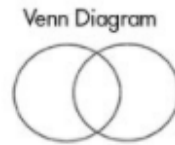
Try **Cram.com**. This is a website where you can make digital flashcards. It also has games that help you revise!



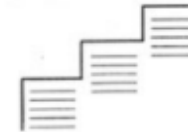
**CRAM**

# Active Reading

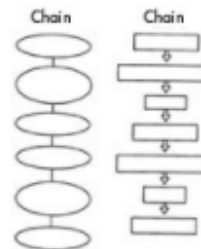
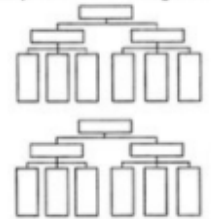
- Summarising using graphics
- Explaining
- Identifying and key words and concepts
- Knowing why you read a text
- Knowing what information you look for
  - “From this information, I am looking for three reasons why...”



Sequential Thinking Model



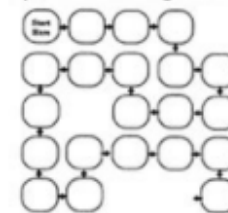
Sequential Thinking Model



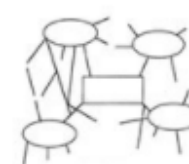
Spider Map



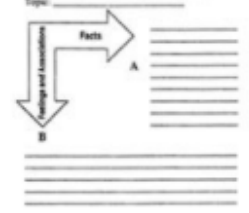
Sequential Thinking Model



Web



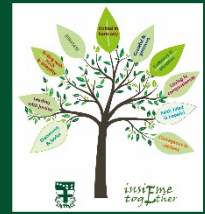
Thinking at Right Angles



Mind Map



# Presenting/Teaching



Ask your daughter to present a topic for a minute or to teach you about what they've been revising. (verbally explaining a topic helps them have a better grasp of it)

WHY?

A good way of checking that your child is revising, and revising effectively.

Shows you are invested in their education.

HOW?

**Parent:** What have you been revising tonight?

**Child:** Science.

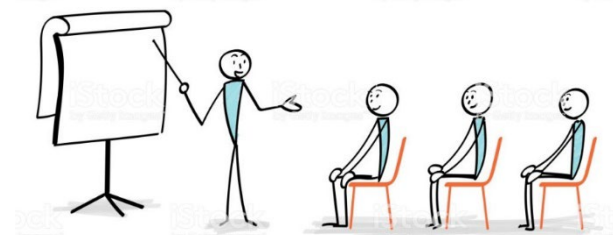
**Parent:** Specifically?

**Child:** Plant cells.

**Parent:** OK, tell me about...

MAKE IT  
FUN

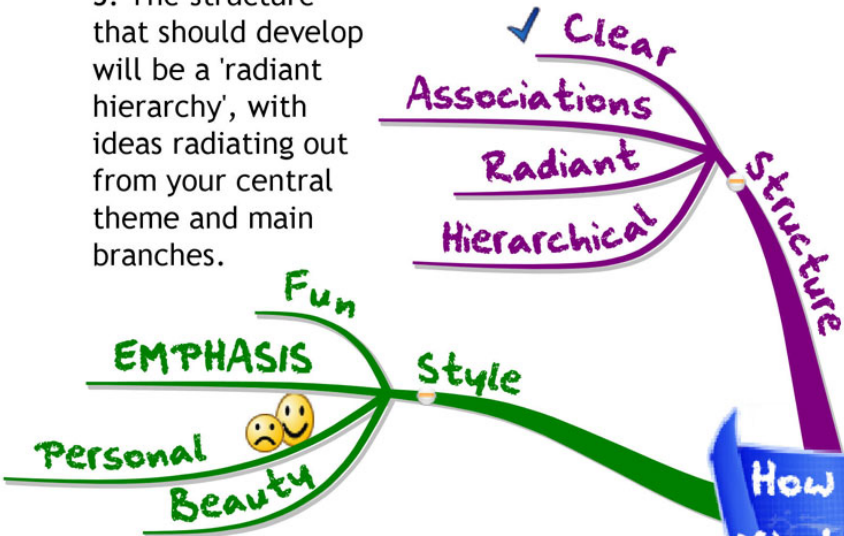
Why not play games like 'Just a Minute'. Give your child 1 minute to talk about a revision topic of their choice without hesitation, deviation, etc.



# Creating a Mindmap



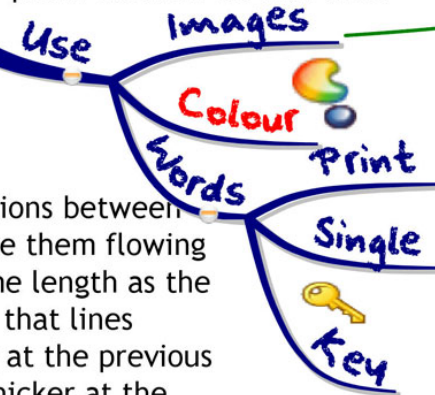
5. The structure that should develop will be a 'radiant hierarchy', with ideas radiating out from your central theme and main branches.



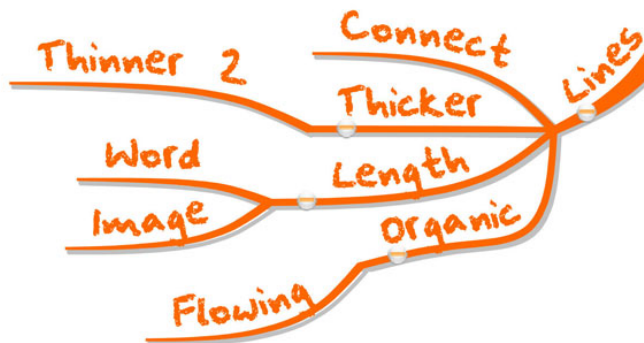
1. Start at the centre of a blank, landscape page, ideally with a colourful image to represent your subject.



2. Use words and pictures throughout your map. Wherever possible use single KEY words, printed along a line. Each word or picture sits on its own line.



4. Experiment with different ways of linking and emphasising different aspects. Use highlighters, codes and arrows as necessary.



3. The lines make the associations between ideas as clear as possible. Make them flowing and organic, each line the same length as the word or image. Always ensure that lines connect to the end of the line at the previous level. Typically lines will be thicker at the centre and thinner further out.





# How can parents help?

- Wherever possible provide a quiet dedicated space to revise.
- Check that a revision timetable is in place and that it allows for enough rest time.
- Ask your daughter to explain to you what she is doing (not just are you revising?)
- Ensure that distractions are minimized (mobile phones etc.).
- Students may **say** that having music, etc. on helps them; this isn't necessarily true (but does work for some).
- Ensure that your daughter has enough sleep and has regular meals.
- Check her school revision material.
- **Provide reassurance**
- Wellbeing – remind them of techniques we have used during wellbeing Wednesdays
- Remind your daughter that support is available in school (Form Tutor, Head of Year, PSA etc)





# What Resources are Available to my Daughter?

- Her class notes.
- Revision guide in digital format:
  - Year 7 Revision Team.
  - Hard copy available for £4 via ParentPay.
  - Letter was sent at the beginning of this term
  - Still time if you would like to order one
  - Please note this is at cost
- Online revision tools





# After the exam



- They will be tired
- Sometimes exam stress does not show initially, they might be worried about getting the results
- Reassure your daughter – she revised and tried her hardest
- Try not to guess how the exam went – discourage chatting to others about it
- They can fixate on things they do not know – ignore this and acknowledge there will be lots that she did get right

# Q&A

If there are any urgent questions relating to revision, please do email me:

[Rachel.hoyles@ursulinehigh.merton.sch.uk](mailto:Rachel.hoyles@ursulinehigh.merton.sch.uk)

