



REVISION

Matters

Issue 3: March 2026

SUPPORTING YOUR CHILD WITH THEIR REVISION

Effective revision is 'active' revision.

- Active revision is any activity that actively engages the brain in retrieving (remembering), applying, and manipulating information.
- In short: "what can you remember **without** looking at your notes?"
- Active revision feels hard at first, however the act of **trying** to remember trains the brain to be more effective.
- Just as a gym session improves muscle strength, active revision improves brain strength.

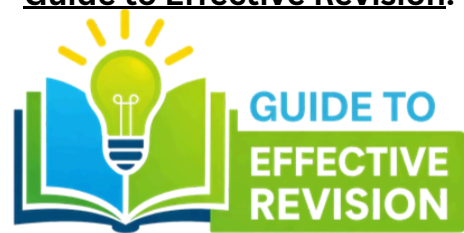


Top 'active' revision techniques

According to research, the most effective ways to revise are:

- **Retrieval practice:** using mind maps, Cornell notes, quizzing or flashcards to recall knowledge from memory.
- **Spacing:** spreading out revision over time and avoiding 'cramming'.
- **Elaboration:** using 'how' and 'why' questions to explain topics to others.
- **Dual coding:** using images to trigger memory.

Find step-by-step guidance in our [Guide to Effective Revision](#).



How do I revise for..?

This is a question we hear a lot and, over the past few months, we've been working with students to make sure they not only know **what** to revise for each subject, but also **how** to revise effectively.

Over the next few pages, you'll see some top tips for tackling different subjects. If your child is worried about a subject that isn't featured, encourage them to speak with their teacher. We are all here to help!

Things you can do to help

Use notes or flashcards to test your child - make sure they try to recall the answer before you tell them; even if they get it wrong.

Be the student - ask your child to teach you about.....any of the topics they're revising. The act of explaining it to you will help them to organise the information in their brain.

REVISING FOR...

SCIENCE & MATHS

SCIENCE

Consolidate Learning

Pick a topic. Check & refresh your current knowledge using:

- Flash Cards
- BBC Bitesize / Revision Guides
- Knowledge Organisers / Mind Maps
- Video lessons
- Quizzes on online platforms e.g. EduCake

Challenge Understanding

Complete past paper questions for this topic:

- These can be done open book, closed book or a combination of both
- Mark schemes are just as important – use them to recognise key vocabulary / concepts not understood and identify misconceptions which need correcting
- Do not award yourself pity marks. If you did not use the correct vocabulary, you do not get the mark

Reflect - Parents/Guardians to support with these conversations

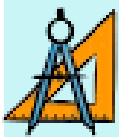
- How confident are you on this topic?
- How successful were you on the questions?
- For the questions you got wrong - do you know why? If not speak with your teacher.

For the questions you got wrong - **go back to step 1 - consolidation**

Repeat

At a later date, repeat this process for the topic to build your long term memory and retrieval success.

Repeat whole cycle for each topic. This helps you to chunk your learning, reduces pressure on your cognitive load and keeps revision manageable little by little



MATHS

Following the recent Maths mocks, each student has received a colour coded list of topics to prioritise based on the results from their exam.

The topics are all linked to SPARX codes that students can use to revise.

PRIORITISE REVISION BY FOCUSING ON RED TOPICS

For help, come to Sparx Club, Wednesday lunchtime: G101.

Questions	Topic	Score	Spark Code
1	Solving equations with two or more steps	3 / 3	U325
2	Factorising the difference of two squares	3 / 3	U963
3	Percentage change with a calculator	3 / 3	U671
4	Finding fractions and percentages of amounts with a calculator	4 / 4	U916, U349
5	Term to term rules	3 / 3	U213
6	Sharing amounts in a given ratio, Angles in quadrilaterals	3 / 3	U577, U732
7	Finding unknown sides in right-angled triangles	3 / 3	U283
8a	Finding the volume of cylinders, Calculating with density	1 / 4	U915, U910
8b	Calculating with density	0 / 1	U910
9	Expected results from repeated experiments	0 / 3	U166
10	Angles in polygons	1 / 1	U427
11a	Calculating experimental probabilities	3 / 3	U580
11b	Calculating experimental probabilities	0 / 1	U580
12a	Sample space diagrams	3 / 3	U104
12b	Sample space diagrams	0 / 1	U104
12c	Sample space diagrams	1 / 1	U104
13	Graphs of direct and inverse proportion	1 / 1	U238
14	Angles in polygons, Sharing amounts in a given ratio, Angles on parallel lines	1 / 4	U427, U595, U826
15	Fractions of amounts with a calculator, Solving direct proportion word problems	1 / 3	U916, U721
16a	Shape problems involving coordinates, Parallel and perpendicular lines	0 / 3	U889, U898
16b	Calculating midpoints	0 / 2	U933
17a	Venn diagrams	3 / 3	U476
17b	Venn diagrams, Tree diagrams for dependent events	3 / 3	U476, U729
18	Drawing histograms with unequal class widths, Interpreting histograms	3 / 4	U814, U983
19	Graphs of exponential functions	0 / 2	U229
20	Angles in segments and cyclic quadrilaterals	1 / 3	U251
21a	Constructing inverse proportion equations	3 / 3	U138
21b	Constructing inverse proportion equations	2 / 2	U138
22a	Velocity time graphs, Estimating areas under non-linear graphs, Speed	0 / 4	U611, U882, U151
22b	Estimating areas under non-linear graphs	0 / 1	U882
23	Equations of circles and tangents	0 / 2	U567
24a	Substituting into iterative formulae	2 / 2	U434
24b	Finding approximate solutions to equations using iteration	1 / 1	U168

REVISING FOR...

ENGLISH LITERATURE AND LANGUAGE

ENGLISH LITERATURE

Build flexible knowledge

For each text you are studying, create:

- Character maps (how characters change)
- Theme summaries (guilt, conflict etc)
- Plot maps with moments linked to themes
- Key quotations linked to themes
- Context 'nuggets' (not history lessons!)

TIP: Revise themes not questions.

Test your knowledge

- Using flashcards, Cornell notes or quizzes, test your knowledge of the texts.
- Write your own questions based on your knowledge of the themes in the texts.
- Ask parents or friends to test you.

TIP: Don't just recite quotes - make connections between characters and themes, or between poems in the anthology.

Apply your knowledge

- Create 10 minute essay plans to turn your knowledge into effective arguments.
- Identify the question focus → three main points in response → GST → topic sentences for three paragraphs → killer conclusion linked to writer's intentions.

TIP: Focus on the BIG idea or message that the writer has for us.

Practise your skills

- Practise writing introductions and detailed individual paragraphs to meet the assessment objectives
 - topic sentence (linked to question): **A01**
 - pattern of evidence: **A01**
 - detailed and developed analysis: **A02**
 - concluding sentence(s) (linked to writer's intentions): **A03**.

TIP: Check model answers or ask your teacher for feedback.

Know the papers inside out

- What is the focus of each question?
- What skills are being assessed?
- How many marks are available?
- How much time should you allocate?
- **Know the difference** between language and structure for Paper 1.
- **Know the difference** between inference and analysis for Paper 2.

Know your subject terminology

- Revise key terms associated with:
 - Language (e.g. simile, personification)
 - Structure (e.g. perspective, juxtaposition)
- More importantly, consider common effects of methods e.g. sibilance = sinister? (snake-like) or soothing (shh sound) or sound-effect (sand, snow etc)

Build a writing toolkit

- Arm yourself with flexible tools you can use in any response, e.g.
 - Interesting sentence openers
 - Rhetorical phrases and devices
 - Vocabulary banks for certain moods (mystery, suspense, sadness etc)
 - Strong verbs and adjectives
 - Planning strategies
- Check common spellings & punctuation.

Practise in short, focused bursts

- Complete short, repeatable 'drills' rather than whole papers, and time yourself.
- Practise skim-reading texts for reading speed.
- Focus on one question (skill) at a time. e.g. Language analysis.
 - Zoom in on words or images. Pick the best 3.
 - Why THAT word? What does it suggest?
 - What's the mood it creates? Alternatively?
- For Paper 2, practise identifying comparisons across two texts & possible reasons for these.
- For Q5, create 10-min plans for a range of tasks.
- Use online mark schemes or ask your teacher for feedback, then re-write to improve.

ENGLISH LANGUAGE

REVISING FOR...

GEOGRAPHY OR HISTORY



Geography

1. Know what to revise

Paper 1

(Physical Geography)

- Challenge of Natural Hazards
- The Living World
- Physical Landscapes in the UK (Coasts & Rivers)

Paper 2

(Human Geography)

- Urban Issues and Challenges
- The Changing Economic World
- The Challenge of Resource Management

Paper 3

(Geography Applications)

- Prerelease Issue Evaluation
- Fieldwork skills
- Our fieldwork investigation

2. Check out these resources

BBC Bitesize: Fill knowledge gaps

Revision World: Past papers

Educake: Set unlimited quizzes

STJ SharePoint: (Student log in)

3. Get extra help

- Ask your teacher to review practice questions
- After-school exam practice: Thursdays in G118 from 3:15pm.
- Teachers will set Educake quizzes every week.

History

1. Know what to revise

Paper 1

- Medicine through time

Paper 2

- Cold War Superpower Relations
- Early Elizabethan England

Paper 3

- Weimar and Nazi Germany

2. Revise efficiently

- Create mind maps of key topics
- Find revision placemats, timelines and “how to answer” guides on the **History Sharepoint site**.
- Quiz yourself using **Educake**
- Use **BBC Bitesize** to fill in knowledge gaps.
- Ask yourself “how” and “why” style questions to practise elaborating your responses.
- Practise using sources to develop skills in inference.

3. Get extra help

- Ask your teacher for help.
- Revision sessions are after school on Tuesdays at 3:15pm



REVISING FOR...

P&R, TEXTILES, MUSIC & LANGUAGES

Philosophy and Religion

Know the exam specification

- Be familiar with the full AQA Religious Studies A specifications for both Christianity and Islam Beliefs and Practices and Themes A, B, D and E.

Build your knowledge

- Understand and use a wide range of vocabulary
- Explain key concepts clearly. For example, reconciliation, pacifism and capital punishment.
- Learn and use a range of relevant quotations and use them to support answers.

Develop exam technique

- Understand exam question techniques - you must know how to approach each type of question.
- Complete guided revision tasks set by your P&R teacher

Languages

- Check class charts regularly and complete the specific revision tasks set for you by your teacher. (Active Hub reading and listening exercises, revision ppts...)
- Learn key verbs in the past, present and future tenses.
- Self quiz and then ask someone to test you.
- Make vocabulary learning part of your daily routine - 10 minutes a day will have a real impact.
- Be proactive about this. You could use post-it notes, make online revision flashcard etc. Ask someone to test you.
- Practise your conversation answers.
- Practise little and often and out loud to yourself.
- Learn Role Play vocabulary and language for describing a photo (Speaking exam)



Textiles

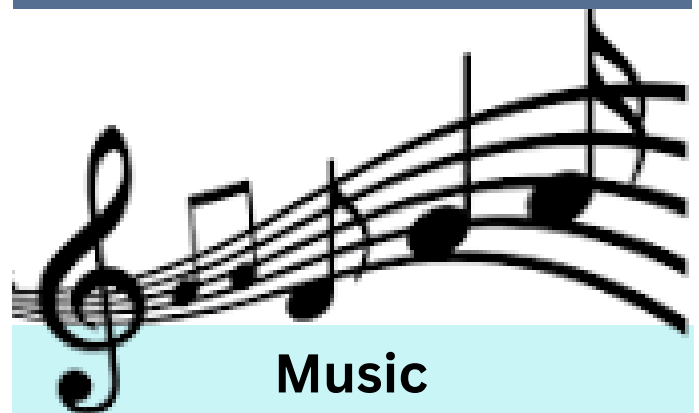
1. Know the technical principles, for example:

- design and technology and our world
- smart materials
- electronic systems and programmable components
- mechanical components and devices
- materials

2. Use the revision resources on 'Teams' to access interactive revision guides and online learning

3. Learn what the command words in each question mean:

Give / State / Name
Describe / Outline
Explain / Justify
Evaluate / Analyse



Music

Create a playlist of each area of study and listen to each topic as much as possible. You cannot do too much extra listening for the Listening & Appraising exam!

SLEEP MATTERS

WHY GOOD SLEEP IS CRITICAL FOR EXAM SUCCESS

Top tips for getting better sleep

Build a consistent routine

- Go to bed and wake up at roughly the same time every day (even at weekends).
- Don't nap during the daytime.
- Stop using phones, tablets, and laptops at least 30–60 minutes before bed and keep phones away from the bed overnight.

Plan revision earlier

- Avoid heavy studying late at night.
- Schedule the most difficult subjects earlier in the evening.

Watch caffeine and sugar

- Avoid sugary snacks, coffee, and strong tea in the afternoon.
- Cut out 'energy drinks' altogether.

Make the bedroom sleep-friendly

- Keep the room cool, dark, and quiet.
- Use the bed for sleep, not studying.

Get active during the day

- Get daylight exposure in the morning.
- Include physical activity during the day.

Avoid the "All-Nighter"

- Prioritise sleep over last-minute cramming.
- Remember: sleep improves concentration, memory, and recall during exams.

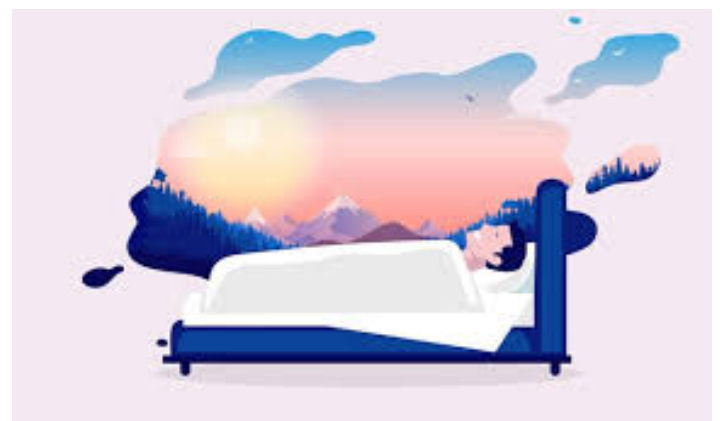
Even one extra hour of sleep can improve focus, mood, and memory, making revision time more effective.

We all know the importance of getting a good night's sleep. Without it, we might feel sluggish, irritable or unfocused. Getting good quality sleep in the run up to exams is especially important.

Unfortunately, our teenage years can be the most challenging when it comes to getting decent sleep.

Teenagers need more sleep than adults (8 - 10 hours a night is the optimum for most teenagers) but their body clocks are naturally programmed to become tired later in the evening and feel alert later in the mornings. This, combined with typical lifestyle choices like gaming or scrolling on devices (both of which produce unnatural light sources which interfere with the production of sleep hormones), means that your child may not be getting enough, good quality sleep.

As exams approach, there is also the temptation for students to study or revise later into the evening. Whilst it's important to put in the time to revise, doing so at the expense of sleep can be counter-productive.



TERM 5 REVISION PROGRAMME

HOMEWORK CLUB RUNS MONDAY - THURSDAY AFTER SCHOOL IN F223

MONDAY

Maths Paper Society	After school	G136
---------------------	--------------	------

TUESDAY

GCSE Music Revision	Lunchtime	G140
GCSE Art and Photography Exam Prep	Lunchtime	F230
English Literature	After school	F222
English Language	After school	F220
History Revision	After school	G117 / G115
Food NEA 2 Catch Up	After school	G112
Textiles NEA Support	After school	G102
DT	After school	G102

WEDNESDAY

Art and Photography GCSE Extra Session	Lunchtime	F230
Science Revision - Required Practicals	Lunchtime	L004
KS4 Bright Sparx - Maths HWK club	Lunchtime	G101
GCSE Computer Science	Lunchtime (Week 2 Only)	F234
Food Theory Revision	Lunchtime (Week 1 Only)	G103
GCSE PE Revision & Coursework	After school	F239

THURSDAY

Geography Revision	After school	G118
--------------------	--------------	------

FRIDAY

Spanish Speaking	Lunchtime	F213
------------------	-----------	------

LUNCHTIME STUDY DROP-INS

The following rooms are available for quiet study / subject-specific support at lunchtimes

Week 1

Week 2

Day	Subject	Room	Teacher	Day	Subject	Room	Teacher
Monday	General	F237C	J Spicer	Monday	General	F237C	J Spicer
	English	F201*	AJS/NHO		English	F201*	AJS/NHO
Tuesday	General	L004	L Wilkins	Tuesday	General	F223	C Walker
Wednesday	General	G182*	S Ottaway	Wednesday	General	G182*	S Ottaway
	Maths	G101*	S Wales		Maths	G101*	S Wales
	Geog.	G119	J Kilbey				
Thursday	General	F208	F Gaskell	Thursday	General	F208	F Gaskell
	English	F218	L Eddy		English	F217	K Room
	Spanish	F213	L Mesa		Spanish	F213	L Mesa
Friday	General	G163	T Willis	Friday	General	G163	T Willis
	English	F221	S Davison		English	F216	N Butchart

= Computers available for revision only