



# Practising Further Revision Techniques

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# Do Now

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On a MWB, answer the following questions then discuss with your tutor.

1. What were the four retrieval activities that you used to revise in yesterday's session?
2. What was your favourite one and why?
3. Which one did you find the least helpful and why?
4. What would you still like to know more about when it comes to revision?



# Aims of Today's Session

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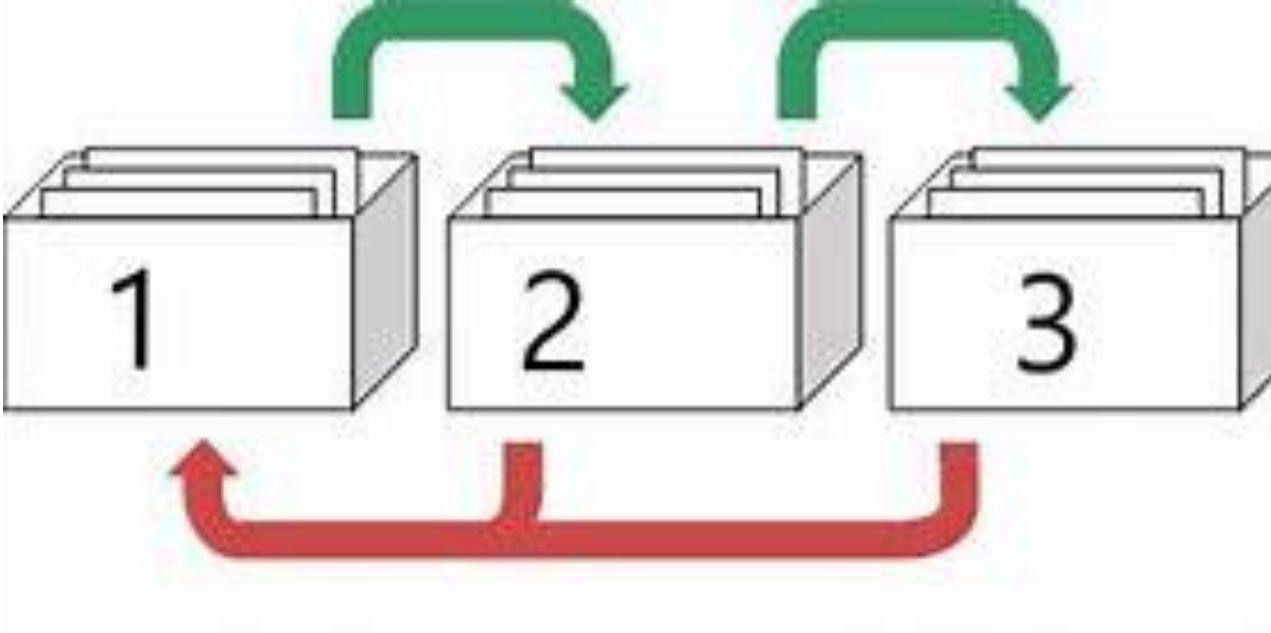


By the end of today's revision session, you will have:

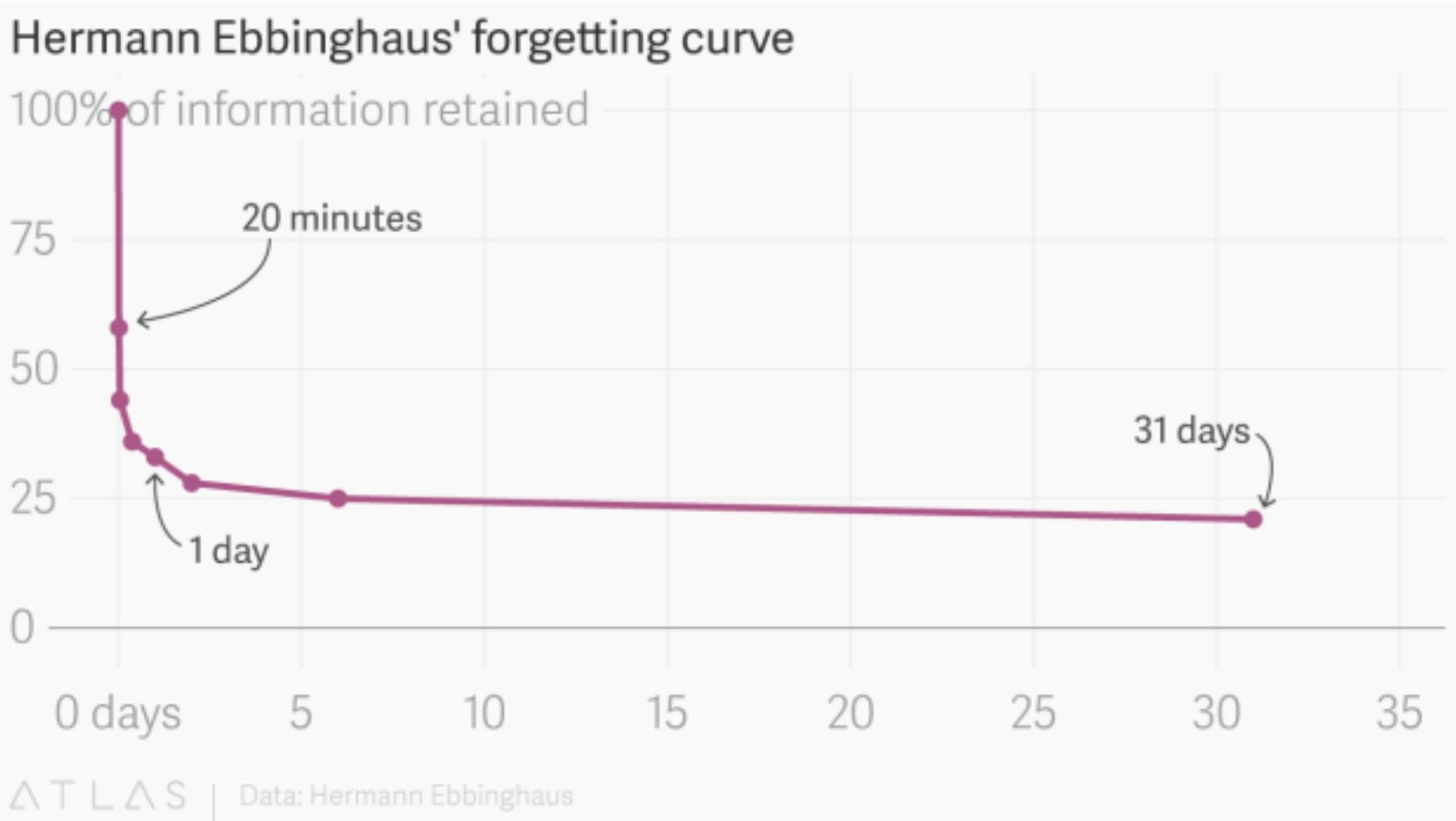
1. Practised the Leitner Flashcard revision method.
2. Practised the Cornell Notes revision method.
3. Planned out a revision schedule for the first two weeks of this half term.
4. Chosen a different revision method for each revision slot on your new two week schedule.



# Leitner Flashcard Method



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## How to make effective flashcards

Lots of people make the mistake and do not create effective flashcards. Here are some simple tips so you can avoid these common mistakes:

- Make your own flashcards.
- One question and one answer per card.
- Use pictures/diagrams and words.
- Use mnemonic devices.



# Leitner Flashcard Method

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BOX 1  
Every day

BOX 2  
Tuesday & Thursday

BOX 3  
Friday



# Leitner Flashcard Method

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# Leitner Flashcard Method



1. I answered a flashcard **correctly** from Box 1. Where do I put it now?

Box 2

2. I answered a flashcard **incorrectly** from Box 1. Where do I put it now?

Box 1

3. I answered a flashcard **correctly** from Box 2. Where do I put it now?

Box 3

4. I answered a flashcard **incorrectly** from Box 2. Where do I put it now?

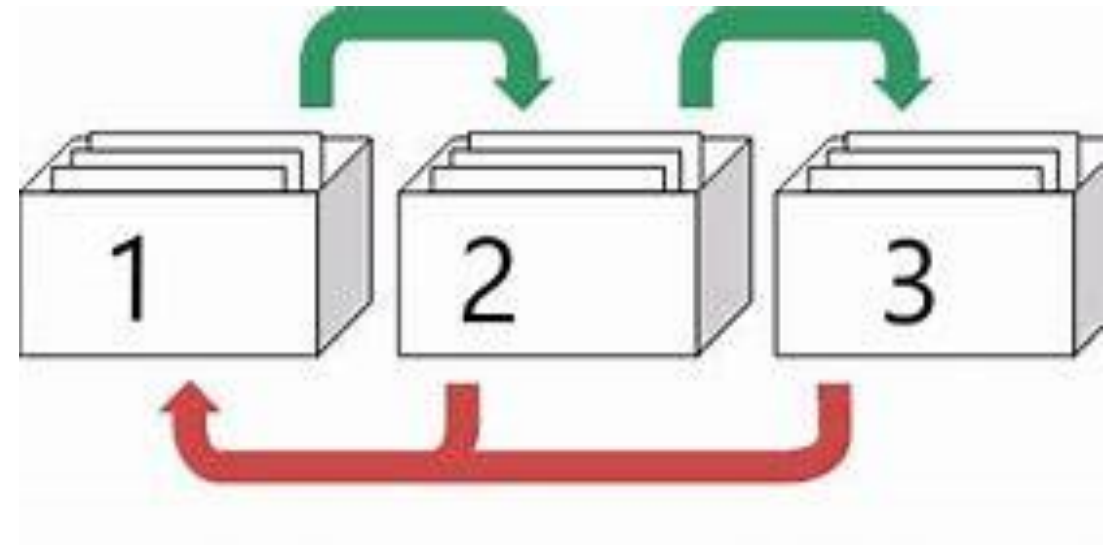
Box 1

5. I answered a flashcard **correctly** from Box 3. Where do I put it now?

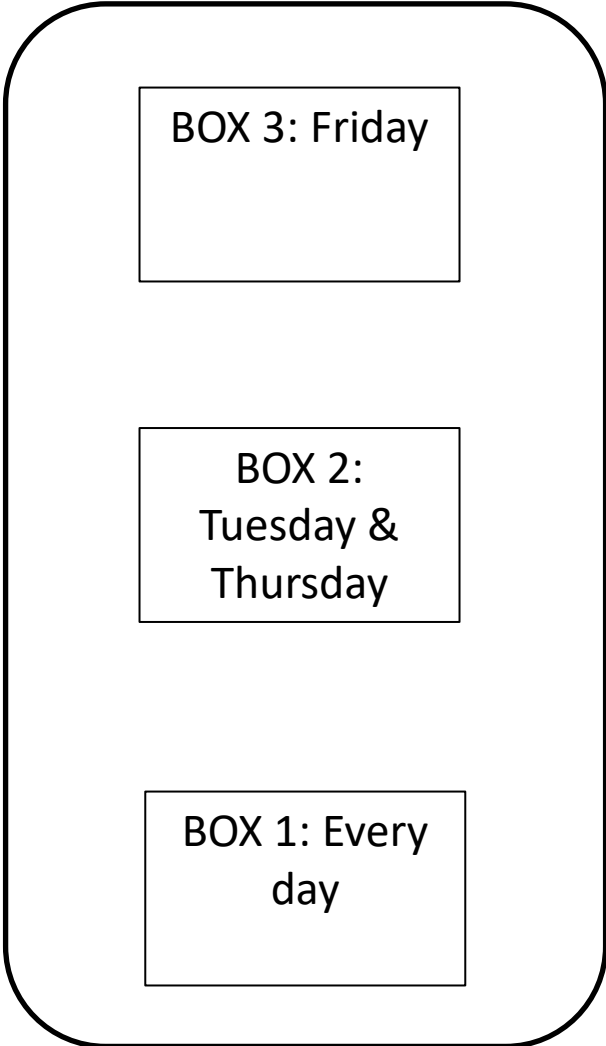
Box 3

6. I answered a flashcard **incorrectly** from Box 3. Where do I put it now?

Box 1



# Leitner Flashcard Method



# Cornell Notes Method



## THE CORNELL NOTE TAKING METHOD

BEST FOR

Understanding key ideas  
and relationships



SUMMARY  
2 INCHES

CUES 2.5 INCHES	NOTES 6 INCHES
<ul style="list-style-type: none"><li>● <b>Cues</b></li></ul>	<ul style="list-style-type: none"><li>● <b>Notes</b></li></ul>
<ul style="list-style-type: none"><li>● 2 <b>After Class</b> <i>Main ideas, prompts &amp; questions.</i></li></ul>	<ul style="list-style-type: none"><li>● 1 <b>During Class</b> <i>Main points and details from class</i></li></ul>
<ul style="list-style-type: none"><li>●</li></ul>	
<ul style="list-style-type: none"><li>●</li></ul>	
<b>Summary</b>	
<ul style="list-style-type: none"><li>● 3 <b>After Class</b> <i>Summary of the lesson, highlighting</i></li></ul>	
<ul style="list-style-type: none"><li>●</li></ul>	



# Cornell Notes Method

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# Cornell Notes Method



## Cornell Two-Column Notes

Keywords:

Notes:

### Types of Matter

Solids

I. Solids

- A. Have a definite shape
- B. Have a definite volume

Liquids

II. Liquids

- A. Do not have a definite shape
- B. Have a definite volume

Gases

III. Gases

- A. Do not have a definite shape
- B. Do not have a definite volume

Summary:

(Insert summary of lecture after class.)

**PHYSICS**

**MOTION**

**KEY POINTS**

- speed =  $\frac{\text{distance}}{\text{time}}$
- Velocity =  $\frac{\text{distance}}{\text{time}}$
- Acceleration =  $\frac{\text{change in velocity}}{\text{time}}$
- speed = scalar
- velocity = vector (has direction)
- Deceleration = negative acceleration

Distance time graphs = sw far over how long

Velocity time graphs = w far & how quickly or how long.

**AVRAGE SPEED**

→ when an object moves in a straight you can calculate the speed using its distance & time.

**Velocity**

→ You can calculate acceleration of an object from its change in velocity and time taken

$a = \frac{v-u}{t}$

→ velocity has the same equation as speed, but it isn't the same. → velocity has direction as well as speed.

**DECELERATION**

→ deceleration is negative acceleration when an object slows down. e.g.  $-5 \text{ m/s}^2$

**VELOCITY TIME GRAPHS**

- A. the velocity
- To find
- constant acceleration
- constant velocity
- constant deceleration

steady speed  
stationary  
speed returning to start  
A distance time graph shows how far someone travels over a period of time.

**Summary**

- speed is distance over time and has no direction
- velocity has both speed and direction. The same equation is
- Acceleration is when an object speeds up. Acceleration is change in velocity over time
- Deceleration is negative acceleration, therefore always has negative sign.
- Velocity time graphs show distance and speed over a period of time. NEVER STATIONARY
- Distance time graphs the distance over a period of time.

## CORNELL NOTES

### GUATEMALA

Key Ideas

Notes

- 4 neighboring countries
  - Central America
  - borders Mexico, Belize, Honduras, El Salvador
- has 3 regions
  - Regions formed by mountain ranges
  - Divided east to west
  - Pacific Coast, Petén, Highlands
- mountains & volcanos
  - 2 primary mountain ranges
  - 37 volcanos (4 active)
  - volcanoes cause earthquakes

Guatemala shares borders with 4 other countries. Mountain ranges divide Guatemala into 3 geographical regions.

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# Cornell Notes Method

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There are many different ways of taking notes in school or at the university. Some prefer to take a structured approach and use an outline method to take notes, some may prefer a visual way and draw mind maps, some may even use no structure at all. However, there is **one note-taking technique that is superior to others** in many cases and science has proven that it is not only more efficient but also makes it a lot easier to review notes, for example when preparing for an exam.

The technique we're referring to is called "**Cornell Note Taking**". It is a system for taking, organizing and reviewing notes and has been devised by Prof. Walter Pauk of Cornell University in the 1950s.

## How to Take Cornell Notes

It requires very little preparation which makes it ideal for note taking in class. The page will be divided into 4 — or sometimes only 3 — different sections: Two columns, one area at the bottom of the page, and one smaller area at the top of the page. The idea behind this is very easy. All actual notes from the lecture go into the main note-taking column.

The smaller column on the left side is for questions about the notes that can be answered when reviewing and keywords or comments that make the whole reviewing and exam preparation process easier.

When reviewing the notes, a brief summary of every page should be written into the section at the bottom.

Besides being a very efficient way of taking great notes in class, Cornell note taking is THE perfect tip for exam preparation.

Here's why:

The system itself encourages you to reflect on your notes by actively summarizing them in their own words. Often, this can already be enough to remember study notes and to successfully pass an exam.



# Planning your Revision Schedule



	MON A	TUES A	WEDS A	THURS A	FRI A
<b>SUBJECT</b>	English	Maths	Science		
<b>FOCUS</b>					
	MON B	TUES B	WEDS B	THURS B	FRI B
<b>SUBJECT</b>	English	Maths	Science		
<b>FOCUS</b>					



# Summary

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In summary then, today we have:

1. Practised the Leitner Flashcard revision method.
2. Practised the Cornell Notes revision method.
3. Planned out a revision schedule for the first two weeks of this term.
4. Selected a different revision method to use for each revision slot on your revision schedule over the next two weeks.

