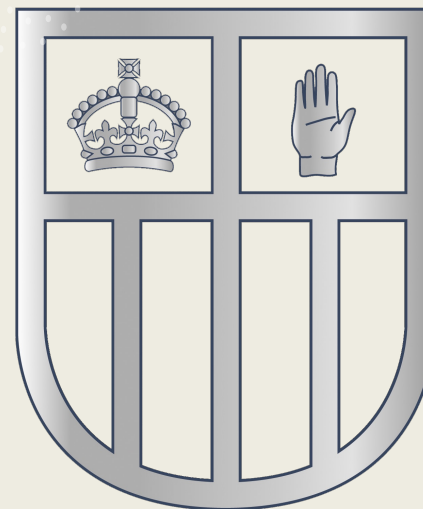


# Belfast Boys' Model School

## Retrieval Practice Resources



So, **YOU** want to know how to revise...

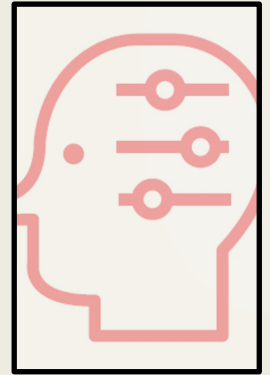
Use the resources to help you:

- Ask a Teacher
- Work with a friend or family member
- Work on your own

**Teachers will also work on these with you in class**

## **Individually/ with a friend/ with someone at home**

- Independent Study
- Revision Clock
- Take 5
- List It
- Revision Grids
- Reduce and Transform
- Prioritise: Significance and Importance
- Choose a topic/Book/ Chapter
- Transform
- Flexibility of Thinking Connection Map
- Ranking Triangle
- Chunk It
- Brain Dump
- Retrieval Grid



## **Teacher-led: In class**

- Vocabulary Grid
- Quizzing
- Plenary Placemat
- Retrieval Practice Placemat
- Revision Challenge Grid
- Brain Dump
- Walkabout Bingo
- Throwback Thursday/ Flashback Friday
- Retrieval Raffle



# WHAT DOES INDEPENDENT STUDY LOOK LIKE?

## After the Lesson (30 mins)

### REVIEW YOUR NOTES



- Highlight key terms and definitions.
- Identify the main points of the lesson.
  - Identify any evaluation points

### CHECK YOUR UNDERSTANDING



- Identify the terms you can't define.
- Identify any learning you don't know/understand

### CHECK YOUR TEXTBOOK



- Use your textbook or flipchart notes to look at what you don't get to see if that clarifies it.

### ADD TO YOUR REVISION CARDS



- Make revision notes on the content you covered in today's class.

### POST IT NOTE REMINDERS



- Make a note of the parts you are not sure on to remind you to ask your teacher in the next lesson.

## After the Learning (60 mins)

### REVIEW YOUR NOTES



- Compare to the spec to see if you have any gaps in your notes.

### FILL IN ANY GAPS YOU HAVE.



- Use the flipchart notes or textbook to fill in any gaps that you have in your notes.

### ADD TO YOUR REVISION NOTES



- Make sure that your revision notes are up to date.

### CHECK YOUR UNDERSTANDING



- Complete the short quiz with a Geography buddy to test your knowledge.

### ASK FOR HELP



- See your teacher for help with anything you are not sure on or don't understand.

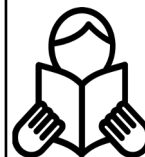
### SUMMARISE THE LEARNING



- Summarise the topic on to a revision sheet. E.g. reduce and transform, ranking triangle, connection diagram.

## At the End of the Unit (90 mins)

### REVIEW YOUR NOTES



- Compare to the spec to see if you have any gaps in your notes.

### FILL IN ANY GAPS YOU HAVE.



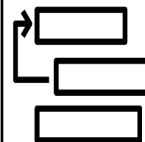
- Fill in any gaps you have in booklets.
- Fill in any gaps in your past paper questions.

### APPLY TO AN EXAM QUESTION



- Plan out the exam style questions in your booklet
- Put in as much detail as you can.

### PRIOTISE THE TOPICS



- Use your prioritisation matrix to organise the topics according to your level of confidence in each learning phase.

### ASK FOR HELP

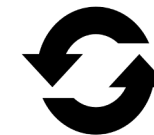


- See your teacher for help with anything you are not sure on or don't understand.

## OTHER Tips



Complete an hour each week focusing on the topics you struggle with most.



Keep going back to topics, revision activities and notes to see what you can remember



Make links and cross reference between topics.



Be aware of what is happening in the world

## REVISION TECHNIQUES

Create a list of 5 keywords from last lesson and explain how they all link together.



Create a mind map of key terms and phrases from last lesson.



Create 5 multiple choice questions based on last lesson.



Create 5 true or false questions based on last lesson.



Choose 5 important keywords about the current topic and explain why you chose them.



Summarise what you learnt last lesson in 4 lines or less.



Create 5 revision flashcards based on last lesson.



Create an assessment style question based on last lesson and a student friendly mark scheme.



Create a list of 5 keywords that link this topic to your previous topic.

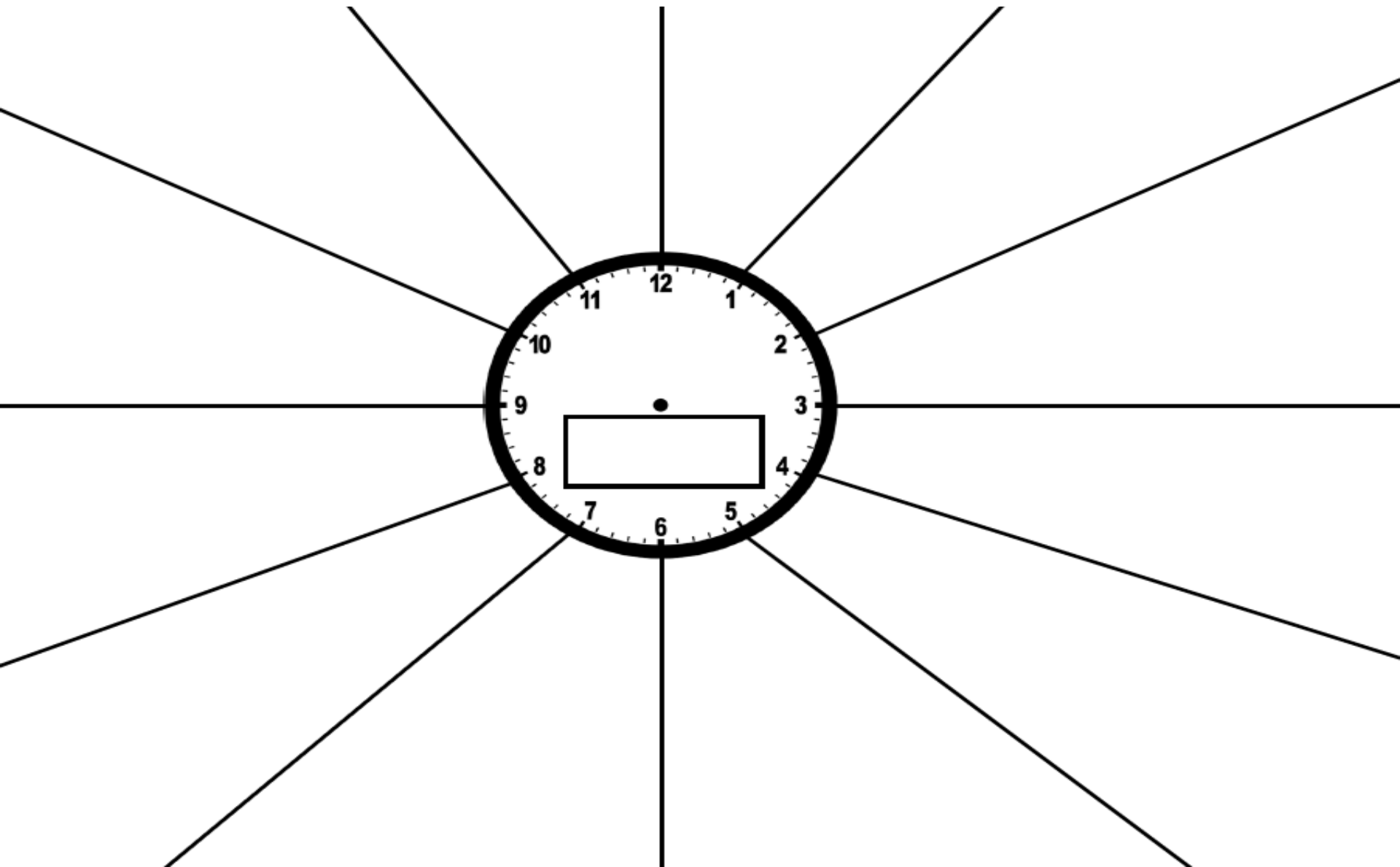




# REVISION CLOCK



**Instructions:** Break the topic down into 12 manageable sections. Spend **5** minutes making notes on each section. Add the name of the topic/unit of work to the centre of the clock.

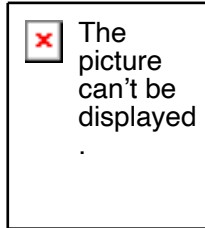




# COPS AND ROBBERS



**Your own knowledge  
and recall...**



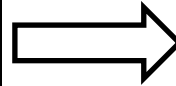
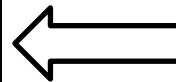
**Information you have  
stolen from your peers...**



# RETRIEVAL RELAY RACE



**Instructions:** In the first box **write as much as you can remember** about our topic. In the second box one of your peers must write what they can recall about our topic **but they cannot repeat any of the information from your first box!** The third box needs to be completed by someone else but again this must include new information and the same for the final box.

A large, empty rectangular box with a black border, intended for the first participant to write their initial thoughts on the topic.A large, empty rectangular box with a black border, intended for a peer to write their own recall of the topic without repeating the first box's content.A large, empty rectangular box with a black border, intended for a third participant to write new information about the topic.A large, empty rectangular box with a black border, intended for a final participant to write new information about the topic.



# TAKE 5



**INSTRUCTIONS:** Showcase your case study knowledge by writing 5 facts about it. Try to include key facts and figures

5 Key Facts and Figures about: \_\_\_\_\_

1: \_\_\_\_\_

2: \_\_\_\_\_

3: \_\_\_\_\_

4: \_\_\_\_\_

5: \_\_\_\_\_





# LIST IT



1. List as many keywords as you can connected to our topic
2. List as many key facts as you can linked to our topic
3. List as many key facts as you can from a previous topic
4. List as many case study key facts as you can
5. List as many causes of ? as you can
6. List as many consequences of ? as you can

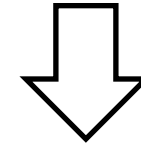



# REVISION GRIDS



**Instructions:** Fill in square with key words from a topic. Cut out the grid and stick it across a double page (or print on A3). Draw an icon to represent the contents/key term in the box. Using resources such as your exercise book and textbooks, write an overview of each key term on the outside of your sheet.


See example below for river processes.



Suspension	Long profile	Cross profile
Saltation 	Traction	Lateral erosion
Solution	Solution	Vertical erosion
Attrition	Abrasion	Hydraulic action



# REDUCE AND TRANSFORM



**Instructions:** summarise the key concept/processes in the boxes on the left. Once you have completed that, transform the information into diagrams/images. Use as many boxes as you need.



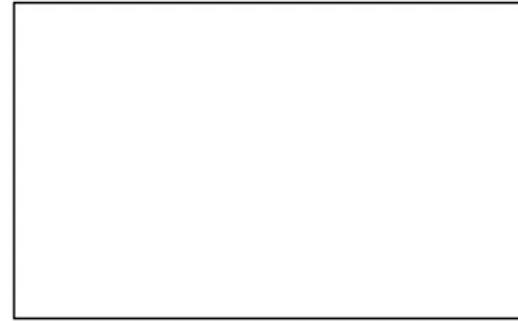


Unit / Topic:

Your visual memory is stronger than your written memory.

## Reduce and Transform

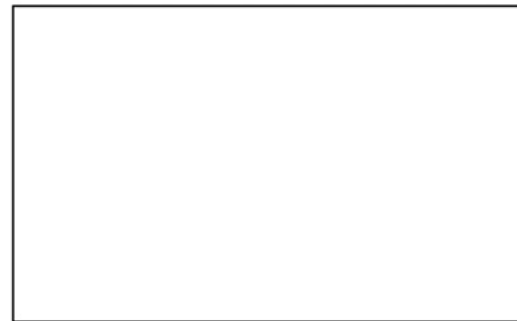
1.



2.



3.



# Prioritise - Significance and Importance



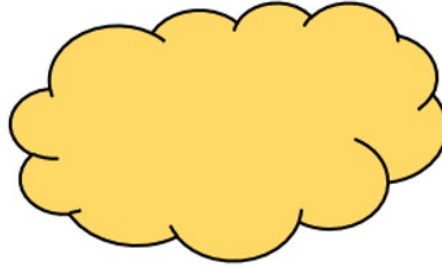
Unit / Topic: \_\_\_\_\_

**3. Identify** key facts, places, dates, words, quotes.

**Notes:**

1.

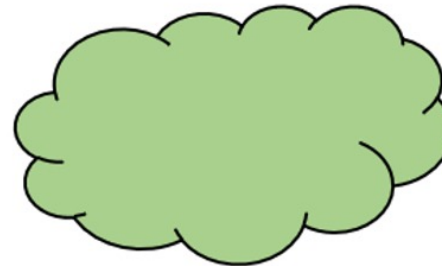
**Key Facts, Dates, Words,**



**Number of Priority:**

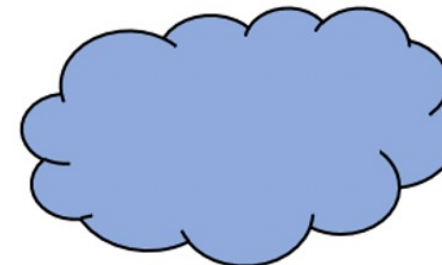
WHY?

2.



WHY?

3.



WHY?

**1. Prioritise:** pick out the key points for a topic.

**2. Summarise** the key points (write in the boxes).

**4. Rank it:** Write a number in the box to show rank order.

**5. Justify:** give reasons for your order of priority.



**1. Choose a topic/book/chapter.**

Chapter theme / topic

**2. Identify the main themes.**

Main idea 1

Main idea 2

Main idea 3

Main idea 4

Specific detail  
A

Specific detail  
C

Specific detail  
D

Specific detail  
F

Specific detail  
G

Specific detail  
I

Specific detail  
J

Specific detail  
K

Specific detail  
B

Specific detail  
E

Specific detail  
H

**3. Pick out the details that link to the main ideas:**  
these could be, quotes, places, dates, facts, key words.

Lots of exam questions will expect you to develop your points and use evidence.



## Transform

Unit / Topic:

PICTURE/ SOURCE/ INFO/ RESOURCE

**1. The source:** find a graph, map, photo or piece of text that links to the topic you are revising.

**2. Zone it:** identify the key parts to the source and circle them.



### Key Points

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

**3. The key points:** use your zones to make sure you write about all elements of the source. Write a key point for each.

**4. Prioritise:** state which is the most important and why.

Most important  
+ WHY:

In lots of exams you will be asked to “use figure/source ...”



## Flexibility of thinking Connection Map

Title

**1. The key points:**  
these could be  
places, formula,  
dates, facts, quotes  
or concepts.

**2. Making links:** draw lines to link  
the boxes, the darker the line the  
stronger the connection.

**3. Making links:** on the  
line, give reasons for  
the links - explain the  
LINK/importance or  
significance.

Often the questions which are worth the  
most marks require you to make  
connections. So revise these connections.





## Ranking Triangle

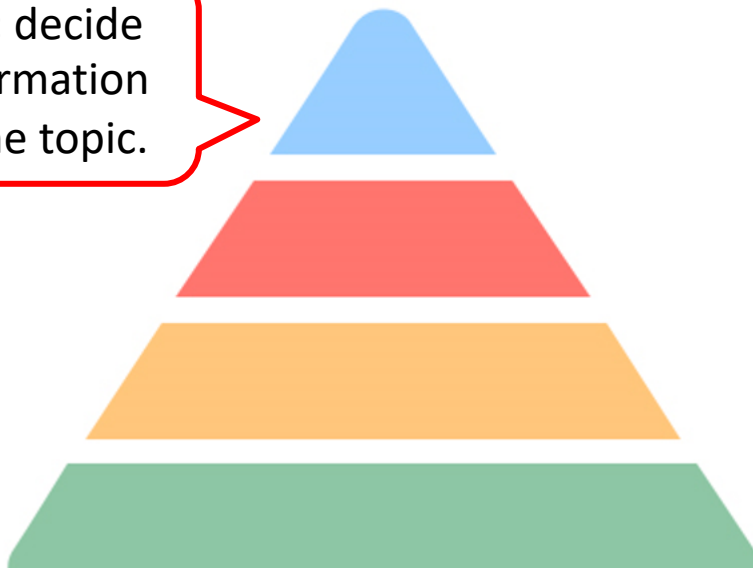
Name of Topic: \_\_\_\_\_

Name: \_\_\_\_\_

Class: \_\_\_\_\_

The most important information goes at the top and then the least important at the bottom. Make sure you justify WHY you think it the most/least important.

**1. Identify:** decide on key information linked to the topic.



**2. Prioritise:** put the most important at the top of the triangle and the least important at the bottom.

**3. Justify/make a judgement:** give reasons for your order.

Often the questions such as “evaluate” “assess” or “to what extent” need you to think about the most and the least to get the highest marks. A **JUDGEMENT** is needed.



# CHUNK IT!



**Instructions:** Chunk the learning from your case study. You could start with the most important or the most difficult to learn.

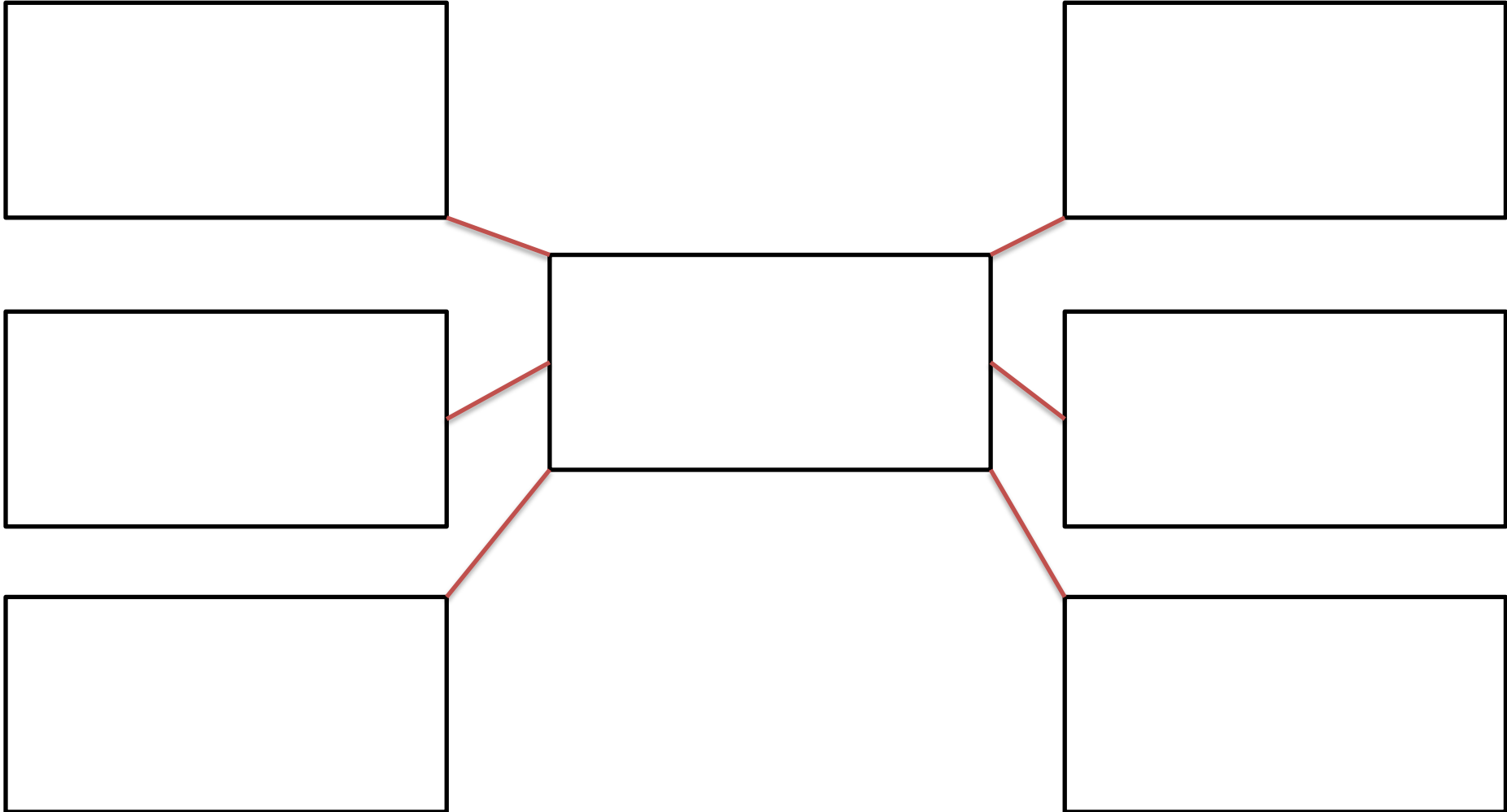
1
2
3
4
5
6
7
8
9
10



# BRAIN DUMP!



**Instructions:** Write, draw a picture, create a mind map on everything you know about a topic. You are allowed 5 minutes for this task. Once finished, check your book/notes and add in the things you forgot.





# RETRIEVAL GRID



**Instructions:** Using your retrieval grid worksheet, select one of the boxes and write down everything you can remember from memory.

**Geography example provided**

Volcanoes	Earthquakes	Constructive Plate Boundaries	Convection Currents
Structure of the Earth	Destructive plate boundaries	Measuring Earthquakes	Conservative Plate Boundaries
Liquefaction	Long Term Response to Indian Ocean Earthquake, 2004	Impacts of Indian Ocean Earthquake, 2004	Short Term Response to Indian Ocean Earthquake, 2004



# VOCABULARY GRID



**Vocabulary Learning grid Instructions** – Roll dice twice and come up with key words connected to our topic beginning with...

6	A	J	I	D	F	B
5	H	K	B	W	R	I
4	Y	J	O	F	S	U
3	L	C	A	M	T	N
2	G	O	V	P	C	D
1	R	Z	S	E	S	T
	1	2	3	4	5	6



# QUIZZING!



**Instructions:** Read over the topic you have been given and come up with 10 questions to ask someone about it.

	Question	Answer
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		



# PLENARY PLACEMAT



## Plenary placemat

Today I learnt that .....

Before this lesson I already knew...

A keyword from today's lesson is .....

I found out several things on the topic of.....  
Firstly, I found out that.....  
Furthermore, I found that.....

Talk to your partner, going through each of the sections. Get ready to share your answers with the class

The most important thing I found out today is .....

The part of the lesson I enjoyed the most was .....

The skills I used in today's lesson were.....  
I could also use these skills in .....



# RETRIEVAL PRACTICE PLACEMENT



What key words did you use or learn in the last lesson?

Explain a key concept or idea from last week in your own words?

State 3 key facts from the last lesson

Ask your partner 3 questions based on what you have learned so far in this topic?

Discuss with your partner what we were studying in last weeks lesson.

**NO NOTES**  
**ALLOWED**





# QUIZZING!



**Instructions:** Read over the topic you have been given and come up with 10 questions to ask someone about it.

	Question	Answer
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		



# REVISION CHALLENGE GRID



**INSTRUCTIONS:** Answer the questions on the challenge grid. The more you can answer the more points you can gain. Winner gets a prize!


2 marks

3 marks

4 marks

5 marks

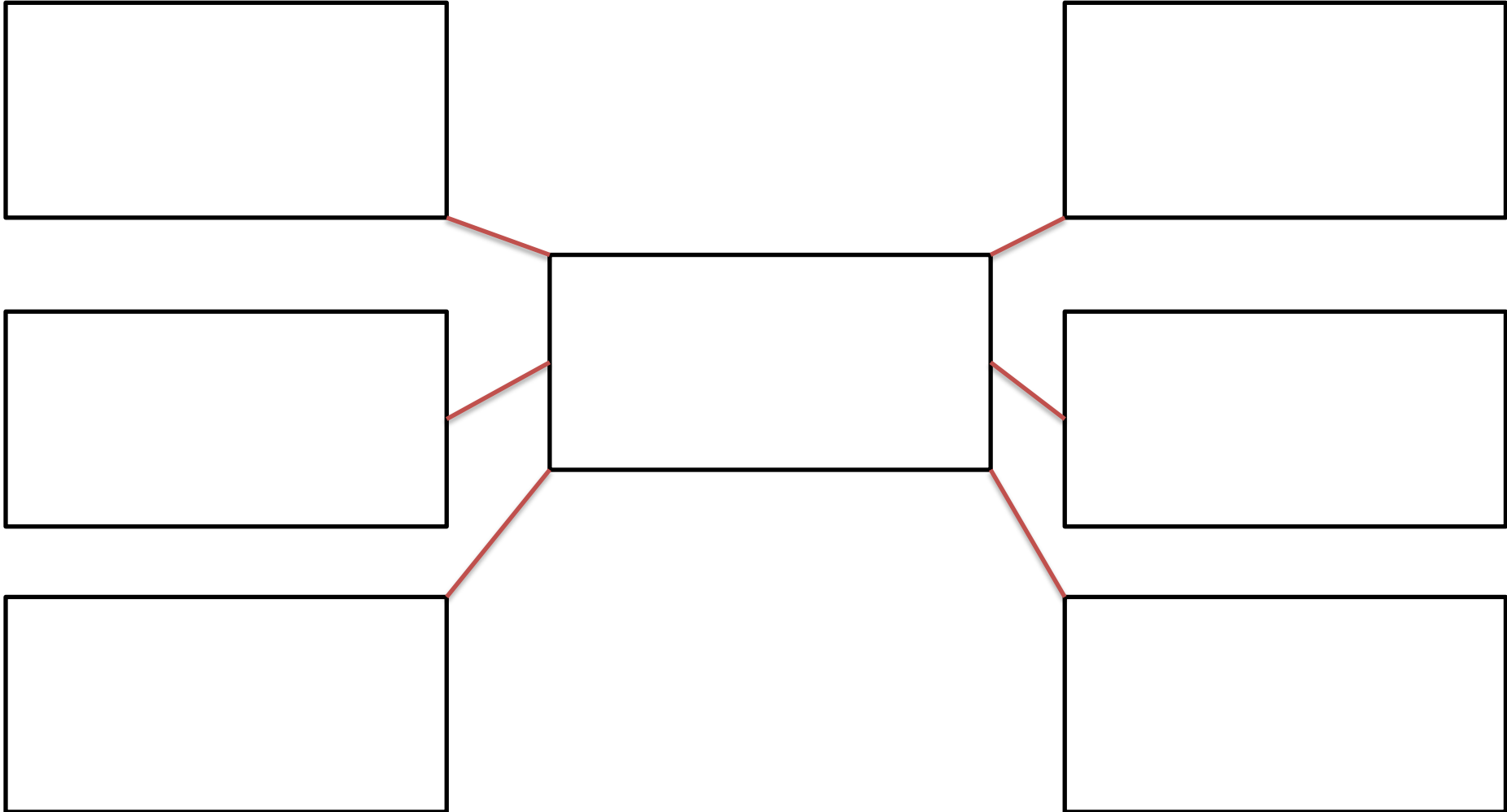
6 marks



# BRAIN DUMP!



**Instructions:** Write, draw a picture, create a mind map on everything you know about a topic. You are allowed 5 minutes for this task. Once finished, check your book/notes and add in the things you forgot.





# WALKABOUT BINGO



**Instructions:** Using your bingo worksheet, walk around the class and ask your peers if they know the answers to any of the questions. Make sure you record your answer and the name of the person who gives you it.

Q: A: <b>Name:</b>	Q: A: <b>Name</b>	Q: A: <b>Name</b>	Q: A: <b>Name</b>
Q: A: <b>Name</b>	Q: A: <b>Name</b>	Q: A: <b>Name</b>	Q: A: <b>Name</b>
Q: A: <b>Name</b>	Q: A: <b>Name</b>	Q: A: <b>Name</b>	Q: A: <b>Name</b>
Q: A: <b>Name</b>	Q: A: <b>Name</b>	Q: A: <b>Name</b>	Q: A: <b>Name</b>
Q: A: <b>Name</b>	Q: A: <b>Name</b>	Q: A: <b>Name</b>	Q: A: <b>Name</b>



# THROWBACK THURSDAY /FLASHBACK FRIDAY



**Instructions:** Create a series of questions based on your learning this week. You should also include the answers to your questions.

You are going to fold your A4 page in half. Write the questions down one half of the page and the answers on the other half of the page.

We will revisit those questions next week and ask your peers the questions to test your learning.



# RETRIEVAL RAFFLE



**Instructions:** Take a raffle ticket as you enter the classroom. Using the information displayed on the board, find the number you have a complete a 'brain dump' writing down as much information as you know about the question/key word.

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16



Why revise in this way?

... because in an exam it is unlikely to say *“write all you know about...”*

It is more likely to say *“evaluate...”* or *“assess...”*

So revise in a way that means you have done your thinking already.

The more you “do something” with the information, the more effective your revision will be.