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Revision Ideas

Flash cards



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Flash cards are one of the most effective ways of revising key knowledge. There are different ways of using flash cards. Here are some examples:

- Cue and answer
- Active recall
- Leitner system

<https://www.youtube.com/watch?v=C20EvKtdJwQ>



Cornell note taking



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- <https://www.youtube.com/watch?v=ErSjc1PEGKE>

Cornell Notes Topic/Objective: Identify significant literary devices that define a writer's style and use to interpret work.		Name: Class/Period: Date:
Essential Question: How does Langston Hughes' poem, "Mother to Son", advise the reader to overcome difficulty and keep from giving up in life?		
Questions: ① What is the significance of the speaker in the poem? ② How does a poet's choice of speaker affect the mood/meaning of a poem? ③ How does Hughes use vocabulary to contribute to and convey his message?	Notes: ① Speaker - * voice that communicates a poem's ideas, actions, descriptions, & feelings - similar to narrator - can be unknown or specific (like character) ② Imp. - Poet's choice of speaker - contributes to the poem's mood/meaning - who speaks is as imp. as what is said - different points of view regarding same event (ie. parent, child, elderly person) - the person telling the story gives point of view and affects the message told ← P.O.V. ③ Writer's/poet's style - Vocab - helps to understand meaning "crystal stair" = luxuries (metaphor) - compares 2 things ie. "Life for me ain't been no crystal stair." "reachin'" - replace letter at end of word (dialect) "Cause" = because → slang ver. lang. used by group of people	
Summary: The speaker/voice in the poem is important because it communicates the ideas/feelings of the poem. Who the poet chooses as the speaker identifies the point of view and affects the message/meaning. Hughes uses vocabulary and style to convey the message that life is hard when Mother says "Life for me ain't been no crystal staircase."		

Cornell Two-Column Notes	
Keywords:	Notes:
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.)	

CUES WRITTEN SOON AFTER CLASS ANTICIPATED EXAM QUESTIONS MAIN IDEAS OR PEOPLE VOCABULARY WORDS USED FOR REVIEW & STUDY	NAME, DATE, TOPIC, CLASS NOTES TAKEN DURING CLASS • MAIN POINTS • BULLET POINTS • DIAGRAMS/CHARTS • ABBREVIATE • PARAPHRASE • OUTLINES • LEAVE SPACE BETWEEN TOPICS
	CORNELL NOTE-TAKING METHOD
	2 1/2"
	6"
2"	SUMMARY WRITTEN AFTER CLASS. BRIEF SUMMARY HIGHLIGHTING THE MAIN POINTS IN THE NOTES ON THIS PAGE. USED TO FIND INFO LATER.

Revision in lessons

- Recall
- Retrieval
- We model how to revise in your lessons – use these techniques at home as well



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4 Methods of Retrieval Practice

@ImpactWales

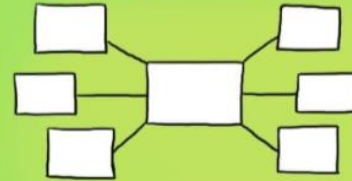
Before you start put away all your books & classroom materials.

Retrieval Practice Examples

- * Exit Tickets
- * Starter quizzes
- * Multiple choice quizzes
- * Short answer tests
- * Free write
- * Think, pair, share
- * Ranking & sorting
- * Challenge grids

BRAIN DUMP

Write, draw a picture, create a mind-map on everything you know about a topic.



Give yourself a time limit, say 3 minutes, then have a look at your books & add a few things you forgot.

QUIZZING

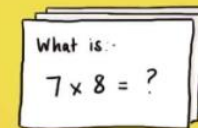
Create practice questions on a topic. Swap your questions with a partner & answer.

Question - What is a metaphor?

- ☐ A comparison using 'like, as, than'.
- ☐ A comparison where one thing is another.
- ☐ A comparison with a human attribute.

FLASHCARDS

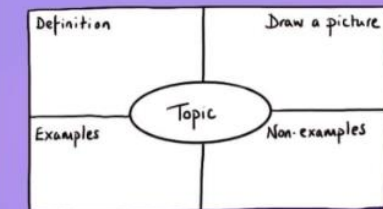
Create your own flashcards, question on one side answer on the other. Can you make links between the cards?



You need to repeat the Q&A process for flashcards you fail on more frequently & less frequently for those you answer correctly

KNOWLEDGE ORGANISERS

Complete a knowledge organiser template for key information about a topic.



You can use knowledge organisers to learn new vocab & make links in between subjects or ideas.

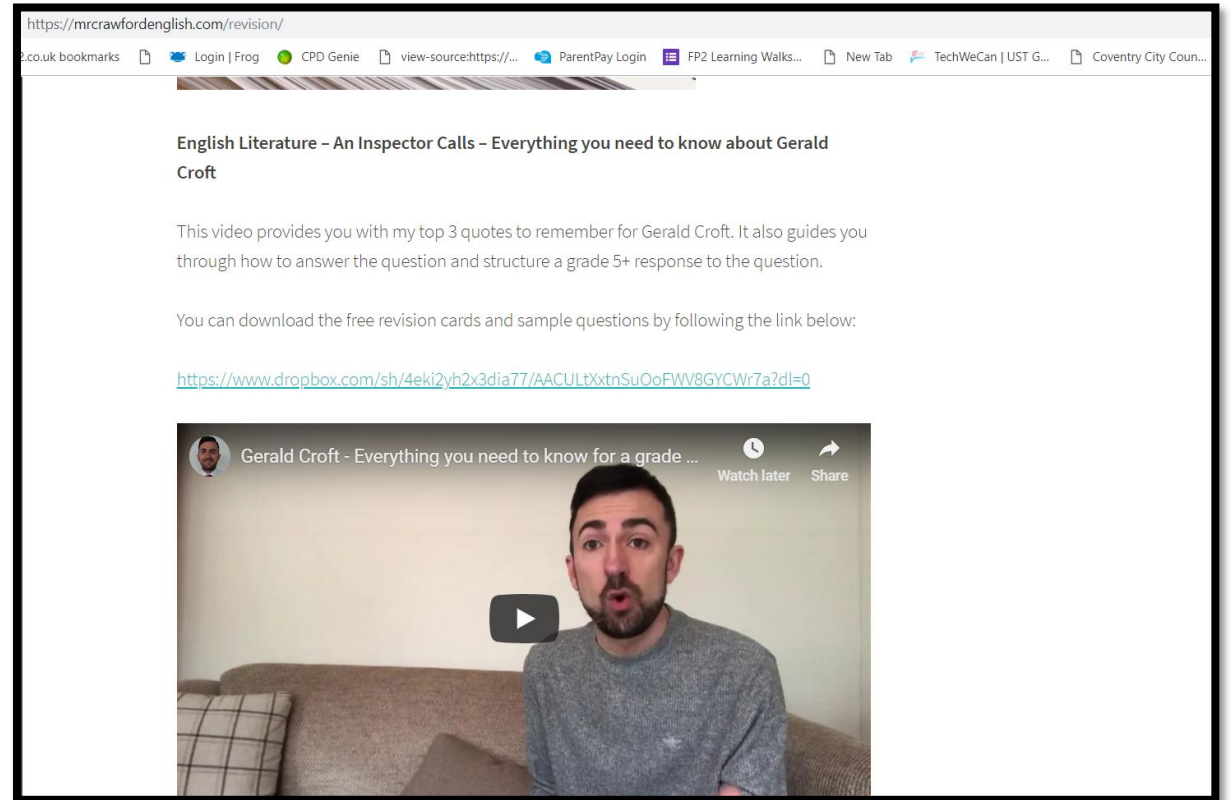
After you have retrieved as much as you can go back to your books & check what you've missed. Next time focus on that missing information

Videos and Podcasts



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- Create your own
- Share ones already made
- Search Youtube or ask for recommendations from your teachers



Grade 5 in 5 mins – Mr Crawford (English)

Just a minute



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- Talk for a minute on the given term/topic – no pauses, no hesitations. Slips or repetitions or micro pauses lose a 'life' – three strikes and you're out.
- This works because if you can elaborate on a topic and explain it well, you have retrieved it from memory – a good revision act – as well as likely consolidating it too. You can do this in small groups with others studying the subject or with family members where you have to tell them about a topic in 1 minute.





Medicine Top Team

Select the 11 people you think have made the most significant contribution to this topic.

Write their name on their shirt, colour code it to the correct time period, write their most significant date on the back of their shirt, and a keyword to remind you why they are important. Then explain what they did that makes them so significant.

Most important contribution ↑

Watson & Crick

1960 - Discovered the Human Genome Project

Watson and Crick came up with ideas that could help prevent genetic diseases.

Genetic Diseases

Florey & Chain

1945 - Shared a Nobel Prize in Physiology or Medicine

Florey and Chain developed ideas by Alexander Fleming to kill bacteria.

Penicillin

Edward Jenner

1802 - Royal Jennerian society was set up to promote vaccination

Jenner created the first vaccination, which was for small pox.

Vaccination

Andreas Vesalius

1543 - His book, On the Fabric of the Human Body was published.

Ended the stigma surrounding the exploration of the human body.

Anatomy

Gutenberg

1440 - Printing Press was invented

Ended Allowed ideas to be spread and began the end of the Church's control

Publications

King Charles II

1667 - First journal, Philosophical Transactions was published.

Funded the Royal Society which helped new ideas spread.

Royal Society

Pasteur Louis

1809 - After Dr Hahn Javalé showed his trainees y found the first microbe magic bullet.

First found a chemical compound that attacked microbes

Magic Bullet

↑ Most important contribution

Hippocrates

1250 - 1500 - The founder of medicine since believed in his theories.

Believed that no God created or controlled disease and sickness in a healthy lifestyle.

Diet

James Simpson

1817 - Simpson first demonstrated the properties of Chloroform on humans.

The first person to demonstrate chloroform as an anaesthetic.

Chloroform

Robert Koch

1882 - Identified the specific microbes that caused TB

Developed germ theory and found specific microbes which caused disease

Germs

Joseph Bazalgette

1859 - (almost) London was connected to a sewer network

Created a sewage system in order to help stop cholera and poverty

Sewer

Medieval

Renaissance

Industrial

Modern

Medicine Thinking Quilt	The NHS	1250 – 1500	Astrology	Dissolution of the monasteries 1536	Thomas Sydenham	The Church	Alexander Fleming	The Royal Society 1660	DNA
Penicillin	Epidemic	Florey and Chain	Transference	Aseptic	Lord have mercy upon us	Lifestyle campaigns	13 th , 14 th , 15 th centuries	Florence Nightingale	4 Humours
rapid	no	rapid	no	rapid	no	significant	no	significant	Partial
300 mistakes	Apothecary	Salvarsan 806	Anatomical theatre	Mars, Jupiter and Saturn	Enlightenment	Physician	Dogs and cats killed	Anthrax, TB, typhoid, cholera	Printing press
rapid	Partial	significant	partial	no	significant	partial	no	significant	rapid
Great Plague 1665	Chloroform	Lifestyle factors	Miasma	X-Ray	Clean Air acts 1956, 1968	Quarantined for 28 days	Robert Koch	Antibiotic	Germ theory 1861
no	significant	significant	partial	rapid	significant	significant	rapid	rapid	significant
Smallpox	The US Government	'English Hippocrates'	King Charles II	Joseph Bazalgette	Wise women	Antiseptic	Herbal remedies	Inoculation	Zodiac charts
rapid	significant	partial	partial	significant	partial	rapid	significant	significant	no
Light fires	Leeches	Change4Life	18 th and 19 th centuries	Edward Jenner	Anatomy	James Phipps	Outsiders	Fabricius and valves	20 th and 21 st centuries
no	partial	significant	significant	rapid	significant	significant	no	partial	rapid
2 nd Public Health Act 1875	Pest, plague, pox houses	World War 2	Spontaneous generation	Pomander	Joseph Lister	Keyhole & robotic surgery	Posies of herbs	Radiotherapy	Hippocrates
rapid	significant	partial	no	no	partial	rapid	no	rapid	partial
Volcano or earthquake	Prayer and Flagellation	Anaesthetic	Watson and Crick	Hi tech machines	1900 – present	Cowpox	Queen Victoria, 1853	Clean streets of waste	The Great Stink 1858
no	no	significant	rapid	rapid	rapid	rapid	partial	significant	no
Galen	Sweat disease out	Gutenberg	Barber surgeon	'Notes on Nursing' 1859	Smallpox vacc. Compulsory 1852	Carbolic acid	1500 – 1700	GP	Smoking tobacco
no	no	rapid	partial	significant	rapid	significant	significant	rapid	no
John Snow	Theatres closed	16 th and 17 th centuries	The Theory of Opposites	Spot map	Prontosil	Supernatural	Seeds in the air	Punishment from God	Smoking, alcohol, diet
significant	partial	significant	no	significant	rapid	no	no	not	Partial
Regimen Sanitatis	Bloodletting, purging	Vaccination	Magic Bullet	Ban public meetings	James Simpson	Dissection	Paul Ehrlich	1st Public Health Act 1848	Laissez Faire
partial	partial	rapid	rapid	partial	significant	significant	significant	partial	no
Living a Christian life	Louis Pasteur	Microbes	Human Genome Project	Urine chart	Quarantined for 40 days	Health Act 2006	Bubonic Plague	Cholera	'On the Fabric of the Human Body' 1543
no	partial	significant	rapid	no	partial	significant	no	no	significant
Supernatural	1700 – 1900	Andreas Vesalius	Gerhard Domagk	Anti-Vaccine society 1866	Black Death 1348 – 1349	Edwin Chadwick 1842	William Harvey	Pilgrimage	Burning barrels of tar
no	significant	rapid	significant	no	no	significant	significant	no	no

TASK 2: Identify which boxes match the time periods.	Medieval	Renaissance	Industrial	Modern
TASK 3: Decide which aspect they belong to.	Causes (C)	Treatment (T)	Prevention (P)	
TASK 4: Make a judgement about the progress made.	No progress	Partial progress	Significant progress	Rapid progress
TASK 5: Decide which factors influenced progress.	Individuals	Science/Technology	Government	The Church

Revision clocks



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- Use a blank template and fill in on a specific topic. What can you fill in from memory and what can you add after from subject resources
- Cover and test yourself or get someone to test you on the information displayed. Can you remember more each time?

