

# Revision strategies and support in and beyond the classroom.

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## Introduction

There are lots of websites with ideas for students on revision strategies and how to structure their revision. However, with the exam season rapidly approaching, course content nearly if not already taught, and a focus on revision in lessons over the forthcoming weeks, I thought it would be useful to try and compile ideas for teachers with regards to planning revision activities for both in and beyond the classroom.

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Some of these ideas are for activities which could be adapted and used in lessons whilst others are for creating revision resources which could then be shared with students via email, the school network or online (for example on blogs) to help them with revision beyond the classroom.

Some of these strategies will be well tried and tested already amongst many staff, others may be things you haven't tried before. Revision strategies and ideas can easily be adapted to suit different subjects and it would be great to use this opportunity to share good practice across subject areas as we have a lot to learn from each other. The aim therefore is for this to be a 'live' document which can be regularly updated with suggestions of strategies that have worked well for you which others might be able to use.

**This document has been updated for the 2016 revision / exam season** - it is designed to be a collaborative document please do email any suggestions for other ideas to include and share to [rchambers@stivoschool.org](mailto:rchambers@stivoschool.org). This document is being shared with the wider teaching community online to try and share and benefit from as much good practice as possible with as many people as possible. Ideas can also be sent via twitter to [@RobGeog](https://twitter.com/RobGeog).

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# PART 1

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## Revision Strategies for use with students in the classroom

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### Learning Vocabulary / Key terms and Definitions

- Glossary Sheets with key terms
- Self check glossary sheets for students – some with definitions and blanks for the key term or vice versa with key terms and blanks for definitions (these can be shared online for students to print as they wish)
- Taboo – students have to define key terms without using certain words

### Simple ways of Revising Case Studies

- **Spider Diagrams** – with different branches for different aspects of a case study
- **Categorising aspects of case studies** – e.g. environmental / social / economic / positive / negative – e.g. using highlighters or different coloured pencils etc.
- **Case study cards** – paper or card cut to A5/A6 can prove useful for encouraging students to condense information and create summary case study cards for revision.
- **Post-it – ‘trigger words’** – encouraging students to break down ‘the essence’ of a case study or concept into 4 or 5 ‘trigger words’ on a post stick – this could be stuck on top of a case study card but would help students break down and memorise content more easily.
- **Applying case studies** – case study cards with the case study on one side and on the other where it fits into the specification and example questions in which it can be used in. Students can use this to test each other and to develop their knowledge of which case studies can be used in which situation.

### Using Past Paper and Mark Schemes

- All subject areas will have their own way of making use of past papers, class tests, homeworks, identifying particular questions when revising particular key concepts etc.. Making use of mark schemes and sharing these with students is also really useful for revision and helping students develop their exam technique and identify what the examiner is really looking for.

- Peer and Self-Assessment using mark schemes for questions completed in class or homework. In ICT this is used particularly with A'level students who are asked to prepare answers or will use model answers (pre-prepared and not 'perfect'), during or at the end of a Unit of Study. In class, students will be given the exam mark scheme to assess the answers, either self-assessment, peer assessment or collectively. Students are also encouraged to consider and review all possible alternative answers suggested by the Exam Board, discuss them and incorporate into revision notes.

Peer assessment can of course also be made use of well throughout a course to ensure the development of understanding by incorporating exam style question as homework the week before an end of unit test/exam. These questions are then peer assessed, enabling staff to identify areas where improvement is required to help students progress in their learning before their actual test/exam.

- Going over homework questions together using mark schemes shown on PowerPoints is often more valuable than simply marking work and giving it back to students as they actually get to understand what is being looked for in the answer.
- Practice Questions using word banks to help students understand why are required in an answer. The word bank may include key terms, processes, examples which students should use in answering a particular question - the challenge is how to then incorporate these in an answer which remains focused on the question.
- Working on precision in answers (English) – a detailed exam guide to each question is used to give suggested openings to answers, vocabulary banks for some specific questions and tips for success.
- Improving performance across a whole paper through timings (English) – foregrounding timings helps encourage students to develop their own timings for each question. In a guidance booklet for students, the boards timing, according to the tariff for that question is given. Students know this but can adapt it to their own strength to use it to 'move time' from one part of an exam to another according to speed/ability in different parts of the exam.
- Create advice cards for answering particular styles of questions which could be given out for students to have on desks when practising questions. For example - could include useful openers or connectives or reminders such as Point / Describe / Explain / Link etc. (will depend on subjects and style of questions as to the specific advice you give - but where there can be some 'formulaic' approach - this can help students.

## The 5 W's

- **What** happened **When** did it happen **Why** did it happen **Where** did it happen **Who** was affected – this strategy can be particularly useful in subject areas where case studies are being learnt and can provide a useful framework for students and prompts to help them remember the key ideas.

## Using Model Answers:

- **Writing model answers to give to students** – students asked to identify strengths / where marks are allocated or to use highlighters to identify particular aspects within the answer – e.g. where explanation or analysis is given (depending on the command word) or where place specific detail is used.
- **Developing Exam Technique for a certain style of questions:** Different subjects and qualifications will have different 'styles' of questions but getting students to focus on developing exam technique for commonly used questions is an important part of the revision process.

The example given below is given to students to develop exam technique for 6 mark questions in the Geography paper. The right hand column would be folded underneath before being given to students so that they cannot see it. There are three answers given to an exam questions – in the left hand boxes students assess the answers, giving a mark and identifying strengths and weaknesses. This is then discussed as a class and the right hand side unfolded to reveal the teachers commentary on each of the answers.



**EXAM TECHNIQUE - 6 mark questions**

1. Look at the following question and the 3 answers given. How many marks would you give each and why?



How many marks would you give each and why?	Choose a volcanic eruption or an earthquake that you have studied. Explain the effects of the volcanic eruption or earthquake on people and the environment (6 marks)	What marks <b>WERE</b> awarded and why?
<p>How many marks would you award?</p> <p>Why?</p>	<p><b>Answer 1</b></p> <p>A large earthquake hit the island of Haiti in 2010. Many people died as a result of the earthquake and others were made homeless. Many buildings were destroyed. Many hospitals were also damaged. Transport routes were damaged.</p>	<p><b>Answer 1. - Level 1 - 2 marks</b></p> <p>There are only simple DESCRIPTIVE statements and could really be about any earthquake Always read the command word carefully AND - Rule of thumb - take the name of the earthquake out - could you still tell what earthquake your answer is based on?</p>
<p>How many marks would you award?</p> <p>Why?</p>	<p><b>Answer 2</b></p> <p>A large earthquake measuring 7 on the Richter scale hit the Caribbean island of Haiti in January 2010. 220,000 people died as a result of the earthquake and 1.5 million were made homeless. Amongst the dead were city leaders, politicians and the Archbishop of Port au Prince. Many buildings collapsed including the Presidents Palace, Port-au-Prince cathedral with many slum areas in Port-au-Prince. Hospitals, the port and airport were also severely damaged. The environment was also severely affected, with large amounts of debris from the earthquake. There was large amount of debris from the earthquake and sewage disposal problems.</p>	<p><b>Answer 2. - Level 2 - 4 marks</b></p> <p>This is a much stronger answer. There is excellent place specific detail with several specific points about the effects which brings it to Level 2 and both people and environment are considered <b>BUT</b> - this remains descriptive and the question clearly asks for the effects to be explained!</p>
<p>How many marks would you award?</p> <p>Why?</p>	<p><b>Answer 3</b></p> <p>A large earthquake measuring 7 on the Richter scale hit the Caribbean island of Haiti on Tuesday January 12 2010. 220,000 people died &amp; 1.5 million were made homeless. as a result of the earthquake. Amongst the dead were city leaders, politicians and the Archbishop of Port au Prince. Many deaths were caused by the collapse of buildings, including the Presidents Palace, and many slum areas in Port-au-Prince were badly damaged due to poor building construction with many people trapped or crushed under the debris. The damage to hospitals and the severe lack of doctors meant that many died from injuries that may otherwise have been treatable, for example broken limbs. The effects on people were made worse, as relief workers were held up by damage to the port and airport runway. The environment was also severely affected, 50% of building in Port-au-Prince collapsed leaving massive amount so rubble. Slopes, already destabilised by deforestation were left prone to landslides following further destabilisation by shockwaves. Debris from the earthquake led to trash filled beaches and polluted waterways. Sewage disposal problems made the issue worse, with the spread of disease such as malaria and dysentery claiming more lives.</p>	<p><b>Answer 3. - Level 3 - 6 marks</b></p> <p>A strong answer which accesses L3 with full marks awarded.</p> <ul style="list-style-type: none"> <li>- effects on people &amp; environment well explained</li> <li>- excellent use of place specific detail related to the effects</li> </ul>

Now try answering this questions... "Describe and explain the causes of an earthquake or volcano that you have studied" (6 marks)

REMEMBER

- use a highlighter when you read the question
- identify & make sure you understand the command word
- PLACE SPECIFIC DETAIL giving a clear sense of place is essential for reaching full marks!

This is used particularly to highlight common mistakes – e.g. where an answer seems very good but missed the focus term, e.g. the question may have been on physical factors and the answer focuses on human factors, or to identify strengths in an answer such as the use of place specific detail. On the basis of this activity students are then given another question to answer as a follow up taking on board what they have learnt from the activity.

- **Using examples of good past STUDENT answers** – Our history department have incorporated examples of good past student answers for each question type in their revision guides. This enables current students to engage with WWW/EBI annotation tasks linked to mark schemes on realistic exam length answers. Each year, practice exam answers written by current students, are photocopied, typed up in June/July, and put into the revision booklet for the next cohort.

### Active Revision Strategies

- **Revision Speed Dating** – works best if classroom set up for one-one encounters (i.e. sitting opposite each other). At each table one person has a card – could have a Question, a name of a case study, a key term etc.. Then they have 2 minutes per table – e.g. “tell me what you can remember about the Haiti earthquake...” “how do greenhouse gases cause global warming” etc. The ‘date’ has to talk to the person about it or answer the question (depending on the task). If they don’t know the cardholder can explain the concept – if neither know – then the teacher can intervene.
- **Thinking Maps** - [http://thinkingmaps.com/pdfdocs/4\\_25\\_13\\_CommonCore\\_noPrintersMarks.pdf](http://thinkingmaps.com/pdfdocs/4_25_13_CommonCore_noPrintersMarks.pdf) helps to scaffold students thinking to support deeper level of understanding of concepts (useful in particular for looking at things like cause and effect, analysing, describing etc.
- **Silent Debate** - Large blank piece of paper with a key question or case study in the middle, students add suggested answers / arguments / facts – not allowed to talk to each other or ask why someone has written what they have but they are allowed to add questions to the sheet (thanks to @tutor2u for this). (example and more details here <http://www.pedagoo.org/silent-debating/>)
- **Taboo** – students work in pairs – sit back to back – have to describe image / define word for other student without using that word /referring directly to what is on the sheet.
- **Pictionary** - particularly in subjects such as geography where students may have to identify particularly landforms or features.

- **Categorisation** – useful for topics where things can be categorised – e.g. 15 consequences of tourism – students have to put the cards into categories – e.g. economic, environmental, social. Then they identify an example to go with each consequence. These could be stuck down on A3 and the case studies / examples added around them.

- **Sequencing** – useful for looking at processes or concepts where a sequence is involved. Students could be given cards with short statements on (shorter the better) – work in pairs – begin by sequencing – stick on paper in correct sequence – then annotate around / add detail to describe / explain the process and link the points together.

- **Group or Paired Mind Maps** – students working together on sugar paper or large A3 sheets – name of a case study in the middle – between them have to come up with as many points as they can remember as possible – generate discussion and gives a collaborative edge to revision (can also provide some support for weaker students)

- **Guess who? (or could be Guess what?!)** – can work for various subjects and amended for various different topics. On a card could be a fact or figure or a process or landform or whatever is appropriate. Students work in pairs – one has to ask questions (with only yes / no responses allowed) to guess what is on the card. Alternatively the student could set out to describe what is on the card without using what is actually on the card. Or for a fast paced case study revision activity – on each card could be a key fact from a case study and the pairs have to work through the cards as quickly as possible with one stating the fact and the other identifying the matching case study.

- **Peer-Peer Challenge** – students given 10-15 minutes to write their own questions on cards (they have to write the answers on the back as well) – and then in groups test each other.

- **Revision Dominoes** - these can easily be created using Microsoft Word to produce a simple template – they could be key terms matching key definitions, or key facts matching the relevant case study or even images with the matching feature etc.

GCSE REVISION DOMINOES – Rivers / Hydrological Cycle				
<p><b>START</b></p> 	Water moving downwards through the soil into the rocks below (Transfer)	The area of land drained by a river and its tributaries	When surface water soaks down into the soil (Transfer)	Process of river erosion by which particles are reduced in size as they hit against each other
<b>Confluence</b>	<b>Interception</b>	<b>Watershed</b>	<b>Tributary</b>	<b>Throughflow</b>
The point at which a tributary joins the main river channel.	When water droplets collect on trees and plants (Store)	The boundary between two drainage basins (a ridge of high land)	A small river feeding a large river channel	The movement of water laterally through soils (Transfer)
<b>Gorge</b>	<b>Levee</b>	<b>Saltation</b>	<b>Discharge</b>	<b>Lag Time</b>

*(These can also be generated with a programme known as Tarsia <http://www.mmlsoft.com/index.php/products/tarsia> – originally designed for maths teachers but equally useful for a range of other subjects and either hexagonal or rectangular 'jigsaws' can printed for students to match up. Fairly easy to create although text is quite small.*

- **Pass the Bomb / Use of Timer** - can be played in a variety of ways working in a group – perhaps of 6-8 – students given cards with a definition on or a key term – they have to state the definition or the key term and then pass on the cards to the next person in the group to do the next one – along with a timer (or could have 'bomb' timer on board) – the aim being to aid an edge of pace to the revision and practise working under pressure!
- **Countdown Anagrams** – use for key terms – could be done as a whole class challenge with a series of anagrams under timed conditions – the aim being particularly to focus on ensuring students are able to spell key terms correctly to avoid losing marks through SPAG.
- **Snap for case studies** (thanks to @BrookLaura) – cards with case study names and facts on – students to shout snap when the facts match the case study – could be a 5 minute paired or small group activity followed by writing an answer to an exam question using that particular case study and practising applying the case study detail to match the focus of the question.
- **Mnemonics** - creating mnemonics to memorise content which involves stages in a particular order.
- **Active Learning Challenges** - lots of different strategies, one could be working in pairs or small groups to learn a case study. Information on case studies displayed on a wall - one member of pair has 1 minute to go and remember as much as they can and come back and create a spider diagram using the information whilst the other in the pair has 1 minute with the case study they come back and add information which has been missed out - then team up with another pair and identify any missing information - they could then be given an exam question to answer using this information.
- **Revision Grids** (idea from **William Emeny** - originally used for maths - but easily adapted by other subjects - an example showing the basic idea can be found here <http://www.greatmathsteachingideas.com/2012/04/26/revision-grids-level-4/>). These consist of creating a grid of 20 cells on a page with each cell containing a revision question. These could be used as straightforward worksheets for individual or paired work or could be used for games such as '4 in a line' - played in pairs - the challenge is for students to get a question right to put a counter on it - with the aim

of getting 4 in a line. Alternatively if they are all numbered you could use a random name selector or random number selector on the board to pose questions around the class.

- **Jeopardy** (with thanks to @stmarysGEOG) - students work in teams and write 3 questions per team and write answers in large format (all on separate sheets) - answers are blu-tac'd to the board - then can be played in a number of ways - e.g. teacher reads out the question and students have to grab the correct answer from the board to score a point for their team; another way would be students have to write a question which would match the answer etc.

- **Key Word Jenga** (thanks to Jo Debens @GeoDebens for the ideas below)

*The game can be run in a number of ways some examples are:*

1) Use coloured dots or coloured blocks - students given a theme - e.g. a case study or a key topic - when students take out a block - whatever the colour they have to give an appropriate response - e.g. red = fact; green = cause, yellow = impact or whatever is appropriate for what is being revised.



2) Students work in a group (about 4-6 ideally). One student is the quiz master and has the list of keywords. On rotation, a word is called out and a student has to remove one of those keyword pieces and then define the word out loud. Another student has the proper definition and acts as the checker. If the player defines correctly, move on to the next go. If not, they may ask for help or attempt again. Keep going until the structure collapses!

3) Alternatively. Students are still in groups. You are the quizmaster general. Games are being played by the groups concurrently. You read out a definition or description of a word, being as vague or specific as you wish, and students can work on their own or discuss as a group to define and choose the correct word and then remove it.

4) Fact Jenga - label pieces - Teacher reads out a case study - student has to remove an associated fact.

5) Write a question on each Jenga block which the students have to answer when they remove one.

*Jenga blocks can be purchased cheaply from ebay or even poundland*

- **Snowballing** (with thanks to @M\_A\_Walton) – e.g. learning for learning a labelled diagram – each student draws a diagram of the feature / process without label (and adds name to sheet). Scrunch into a ball, throw up in the air, collect new ball and add label – then repeat. If it is a 5 mark question – could be done 5 times – then returned to original owner – and go over or add more labels if required. Could be adapted for lots of different situations – e.g. encouraging students to learn case studies – title of case study in middle of page – then each time student opens up the ball – they have to add a fact or figure related to the case study.
- **Peer Revision Test** (with thanks to @M\_A\_Walton) – students write 3 questions and answers related to a topic – the teacher then collates these into a ‘class set’ revision test – then peer mark when completed.
- **Heads Together** (thanks to Graham Prior - @tutor2u\_Graham)  
Students are put into groups of 4. They then number themselves 1 – 4. Advise the class that you are going to ask them a series of progressively more challenging questions that all pupils will be expected to answer and that they will not know who will be called on to answer the question.

The teacher then asks the first question and says 'Heads Together'. Each group then needs to discuss the answer to the question and all of them must be able to verbalise it (this makes it an excellent differentiated revision activity). Then, the teacher calls out a number between 1 and 4. If the teacher calls 4 then all the number 4's must put their hand up.

The teacher then chooses one of the number 4's to answer the question. The teacher then asks the remaining number 4's if they agree with the answer and if they would like to add any further information. Ask the next question and repeat.

What is so good about this activity is that all the pupils learn from each other as they all need to be able to answer the question as no-one knows who is going to be asked the question. This also makes this activity good for collaborative learning.

Another way of running this is that the teacher picks a number 1-4 and that student has to deliver the answer to another group who give them a mark e.g if the question is out of 6 they could give 1-6 marks. Teacher then picks on one student from whole class to give answer (you could miss this out) but gives students clarity on final appropriate answer.

- **Word Loop** (MFL) – this can help learn key high frequency words (good in languages for reading and listening – but also very applicable in other subjects for key terms and definitions). Students have dominoes (e.g. created to link key word with definitions or in languages, a word in English with its counterpart in the target language). The task is timed as one student reads out their words and the next student has to identify and read the follow on word (or definition). Students can swap dominoes and see if they can repeat / improve their time.
- **Running Dictation** (used in MFL) – small texts are placed at one end of the room and students must relay this text in teams to others at the end of the room. The text must then be recreated. Variations of this include, having to substitute all words for synonyms / selected (highlighted) words for synonyms. Could be easily adapted for other concepts that students need to learn – e.g. recreating diagrams in Geography / Science or adding detail to a case study etc.
- **5W's – 5 commands** (good for revising case studies - Geography) - students are given the name of case study - they have to summarise it under the headings of the 5Ws (where appropriate) – *what / when / why / how / who* and write down how they would use that case study in the context of 5 different possible command words (e.g. explain, evaluate, assess, describe, justify etc. – you can increase the number / complexity of command words depending on ability).
- **Key Word Development** (Geography) – each student is given one key word – they have to then brainstorm around it to develop it as much as they can in relation to the different contexts it could be used in an exam question showing links to other key concepts which it can be linked to.
- **Exam Question Round-Robin** (Geography) – An exam question is written on the board – students have 2-3 mins thinking time to start to consider the key ideas / concepts to be included – then using the 'pose, pause, pounce, bounce' concept, go round students which each student asked to add a point to develop the question – with very short prompts to follow on from previous point – e.g. "example? Why? How? Justify? – to encourage students to 'unpack' their answers fully for higher mark questions.

- Key Term - Alphabet Dice** (thanks to @MissBConner) - a useful technique for a quick activity to encourage students to be practicing making good use of key terminology. Working in groups students simply roll the dice and take it in turns to choose one of the letters rolled and have to give a key term (could be associated with a particular topic or from the whole course) and define it. If they can't think of one - their partner or if in groups, another member of the group gets to 'steal' and have a go. Can be made competitive to give it more focus or simply just naming as many as possible.



*(alphabet dice can be purchased cheaply on e-bay - currently £2.99 for 5)*

- Modelling** - students love using Playdoh - appeals particularly to students with a kinesthetic learning style - this could be used for subjects such as science / geography or subjects where students can re-create concepts or model landforms etc.. using playdoh. (can get cheap alternative to playdoh from places like poundland)

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**Washing line revision** - useful in subjects where timelines, sequencing of stages, processes or key facts need to be learnt. The different stages can be printed on paper - and using string and pegs (poundland?) students can re-order these - can then generate questioning associated with this - and potentially then the class complete an exam question using the finished sequence.

- Lucky Dip** – lucky dip bag with sweet with question on – if can answer question – goes to audience if they get it they get the sweet.

- SOLO Hexagons** for topic revision / case study revision - using pictures or key terms link the key ideas to develop understanding on topics. These can be cut and stuck on sugar paper and arrows and annotations added to help students create links and develop their understanding. These could also be good for generating discussion and planning out essays with regards to ordering and making links between key



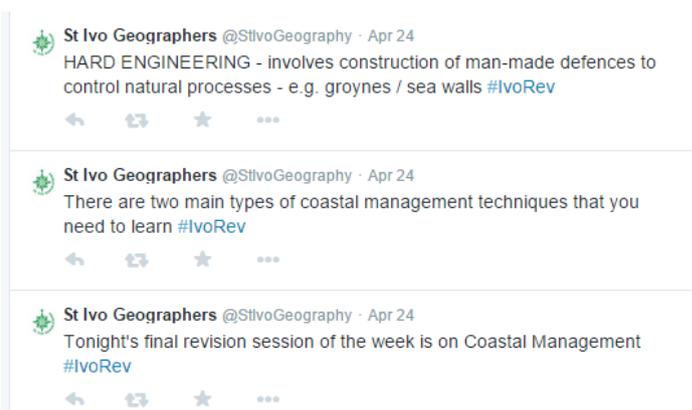
concepts. thanks to @Logue\_Ed for initial idea.

- **Group Brainstorms** - students work in groups of 4 - using large rolls of paper (e.g. wall lining paper) to work collaboratively to revise a topic through the creation of a giant mind map. Set different groups - different topics - then move round to add to other groups ideas.
- **Revision Pairs** - either student or teacher generated questions and answers - placed face down - in small groups students have to take it in turns to match the questions and answers.

## Other Techniques

- **Use of Podcasts** (History/Geog) – a few departments in our school are using these to build familiarity with course knowledge. Our History department has found these are a popular option, especially amongst boys, for learning lots of content. These can be shared online through a website or blog or simply shared on the school network and accessed by students at home via HAP.
- **Use of Schoology** (Science) – This can be used to help support revision at home and put together the best online learning resources into one package. Our science department have been using this as a way of compiling useful revision videos on YouTube which cover key concepts. They have embedded the videos into a schoology page and added questions to go with each video as well as other links to useful revision websites. It is proving successful and under the administrator account you can monitor use. This is useful if students get stuck on past papers as they can re-directed to the videos which re-teach topics. Schoology is easy to use and setup is free. All students need to do is make a login account and type in an access code.
- **Use of Twitter** (Geography)  
Some departments are starting to make use of twitter to support students - although it is important to follow the advice and ICT policy of your own school.

Our Geography department have been focusing specifically on the use of twitter to support revision with Year 11 students. The department has run nightly 'GeoTweet' revision sessions in short 15 mins bursts of short tweets which focus on a particular part of the course.



**Social Media**  
 The Geography Department actively use Twitter and Facebook to support our teaching and learning. Our main department twitter feed @StIvoGeography is used to highlight the latest Geographical news stories, links to new resources and department news - the main feed is embedded below. We also have a protected twitter feed specifically for our A'level Geographers @StIvoGeogAlevel. Facebook also enables us to celebrate the work of the department and our students whilst also keeping up-to-date with the latest geographical news stories.

Social media is now a part of everyday life and our aim is to promote its responsible use. There are various useful online guides for parents and children on keeping online interactions, positive, productive and above all safe.

We would like to remind students that the minimum age requirement for setting up their own Twitter or Facebook account is 13.

Tweets by @StIvoGeography

St Ivo Geographers @StIvoGeography  
 Year 12 - great for your Flooding work... Planting more trees can reduce UK's flood risk, research shows  
 gu.compi4h1by1sv

Planting more trees can reduce UK's flood risk, research shows  
 "Natural defences can reduce flood height in towns by up to 22%, and should be used alongside conventional defences, say scientists  
 theguardian.com

St Ivo School Geography Department added 2 new photos - at St Ivo School.  
 March 19 at 5:22am

Preparing for tomorrow's 'Great Big Geography Fairtrade Breakfast'...

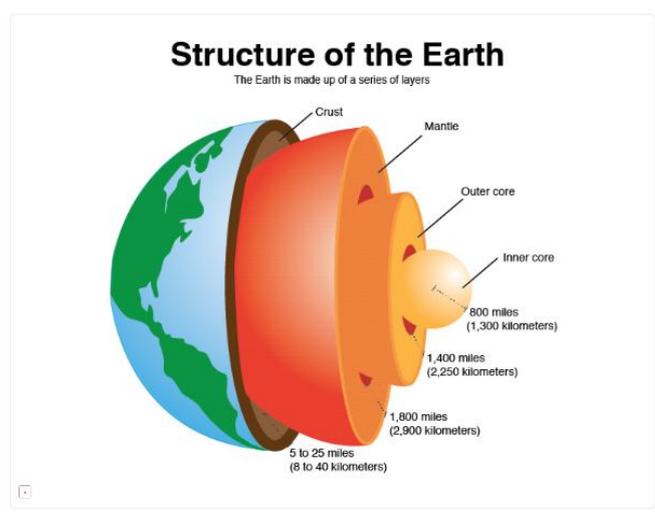
We are aware that not all students have or want twitter and some parents have misgivings about social media such as this. Therefore we have also embedded the twitter feed in our GCSE blog and department website so that students do not have to join twitter, anyone can still follow the revision if they want to - it is open to all.

Tonight's focus is on understanding tectonic plates and the processes and landforms associated with the different types of plate boundary.

In order to maximise the use of this and being realistic that many students won't be able to look at the time the tweets are sent, we have also been making use of Storify (<https://storify.com/>) which is an excellent tool for collating the tweets together in one summary document. You can also enhance your 'revision summary' by easily adding photos, youtube video clips etc....

These can then be archived so students can access them at any time up until the exam – examples can be found here:  
<https://geobytesgcse.wordpress.com/revision/geotweet-revision-summaries/>

This simply provides another way for some students to revise and short quick summaries as 'bite-size' style revision which can be useful nearer the time or for students who struggle to break down 'denser' text in revision guides.



St Ivo Geographers @StIvoGeography

The earth's crust is divided into a number of sections know as tectonic plates which move due to convection currents in the mantle #IvoRev

7:00 PM - 15 Apr 2015

St Ivo Geographers @StIvoGeography

These convection currents occur due to hot molten rock rising from lower in the mantle, spreading & carrying plates with it #IvoRev

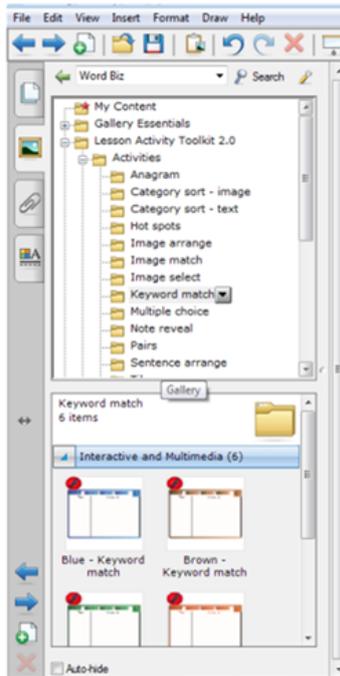
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## PART 2

### Producing Revision Resources

#### 2.1 Using SMART Notebook or IWB tools to support Revision.

##### REVISION QUIZ TEMPLATES FOR USE ON THE IWB



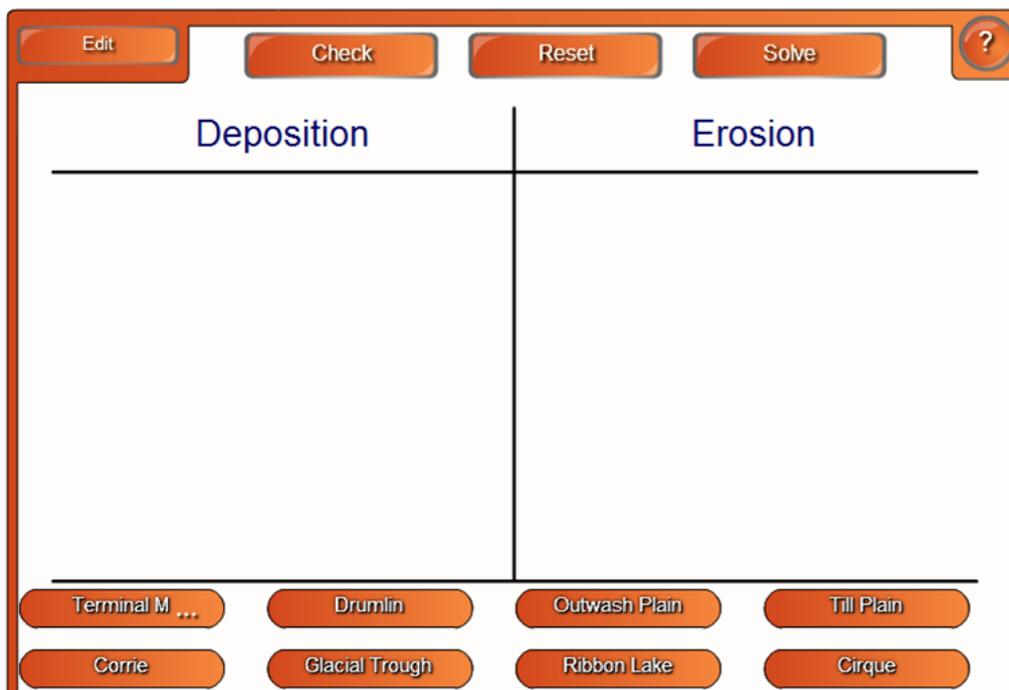
The Lesson Activity Toolkit (second button down) - has a wide variety of templates for creating easy revision materials for use on the IWB in lessons

##### For example:

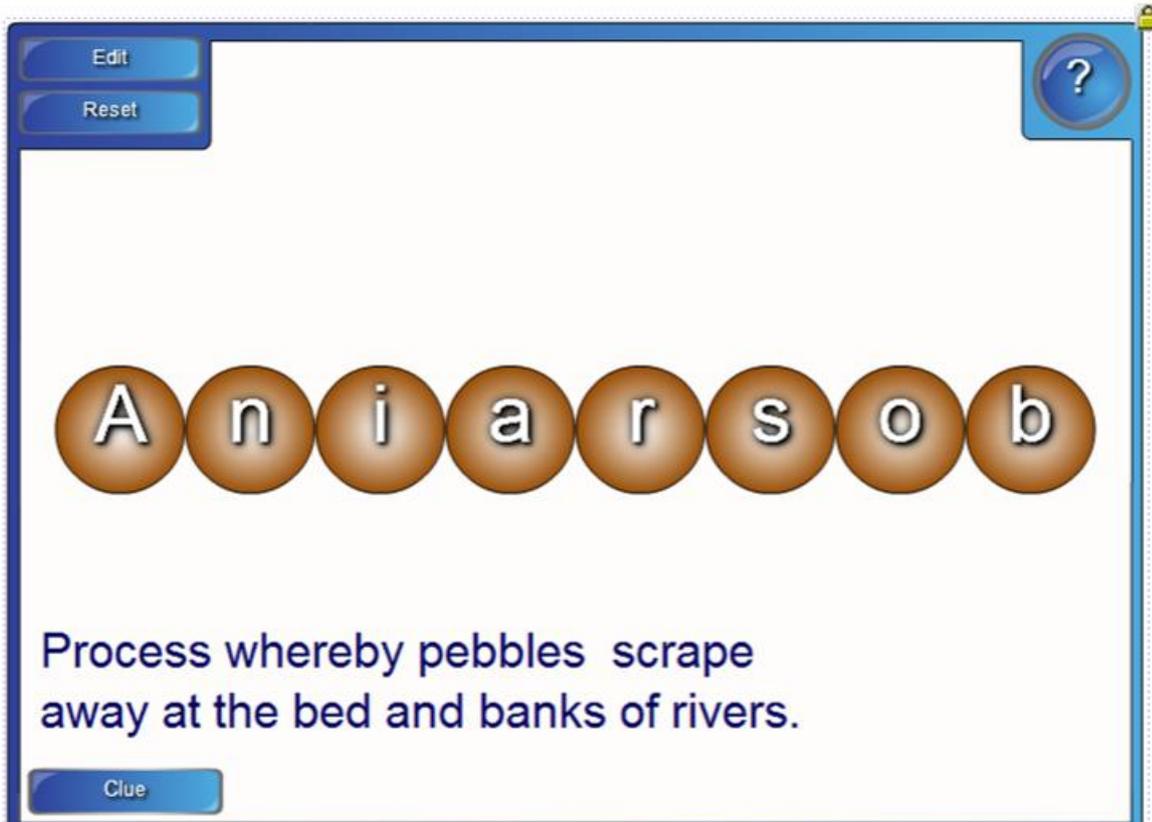
- \* Key Terms
- \* Spelling of Specialist Vocabulary
- \* Sequencing
- \* Matching key terms and definitions
- \* Multiple Choice
- \* Categorisation

*The templates for the activities shown here can all be accessed from the Lesson Activity Toolkit on SMART notebook.*

**CATEGORY SORT** - great little starter / plenary where students have to be able to categorise - e.g. here "Which of these glacial features are formed by deposition and which by erosion?" There is also an optional template to do this with images.



**Anagrams - Key Terms** - also helps students practise correct spellings!



Game interface showing an anagram of the word "Abrasion". The letters are arranged in a row of eight brown circles: A, n, i, a, r, s, o, b. The clue is "Process whereby pebbles scrape away at the bed and banks of rivers." Buttons for "Edit", "Reset", and "Clue" are visible.

Edit

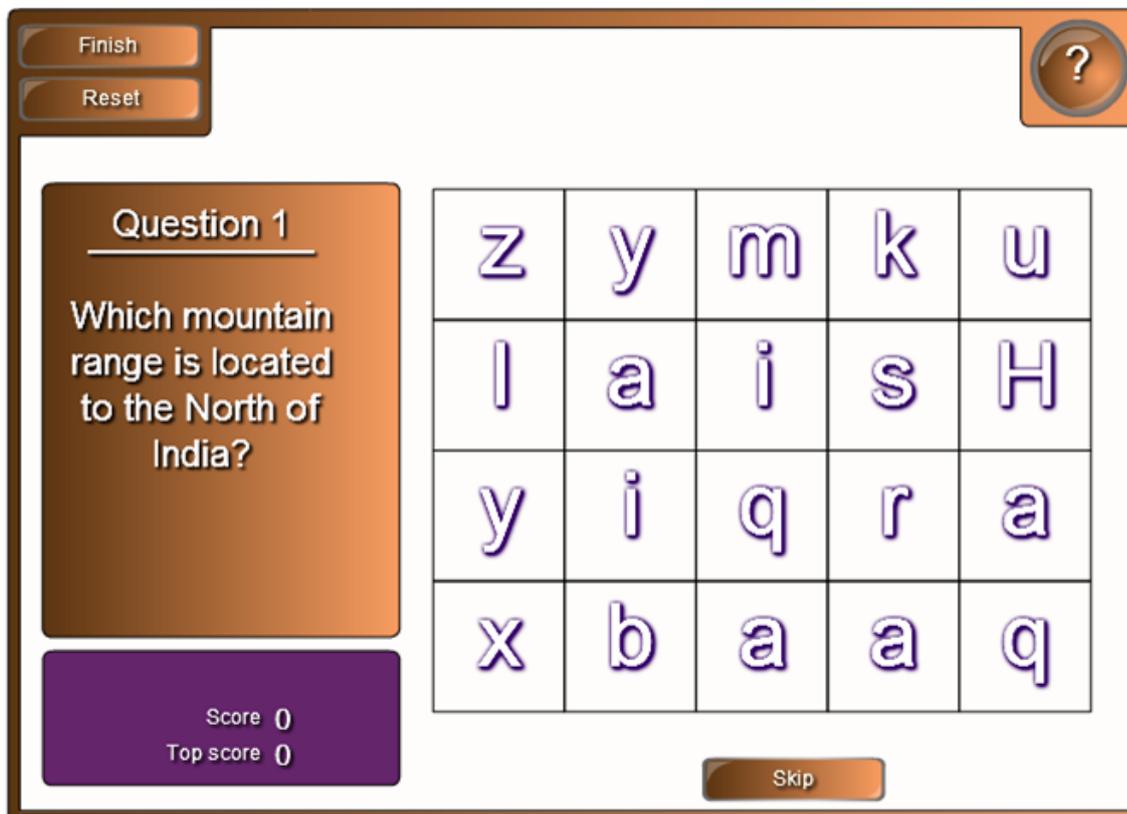
Reset

A n i a r s o b

Process whereby pebbles scrape away at the bed and banks of rivers.

Clue

**Word Biz - Quiz game** - again good for key terms and in particular development of spelling - ensuring words spelt correctly.



Game interface for a quiz question. The question is "Which mountain range is located to the North of India?". The answer grid contains the letters: z, y, m, k, u; l, a, i, s, H; y, i, q, r, a; x, b, a, a, q. Buttons for "Finish", "Reset", and "Skip" are visible. Score and Top score are both 0.

Finish

Reset

Question 1

Which mountain range is located to the North of India?

z	y	m	k	u
l	a	i	s	H
y	i	q	r	a
x	b	a	a	q

Score 0  
Top score 0

Skip

**Sentence Arrange** - useful for sequencing - e.g. testing concepts or processes in science or help in looking at ways of structuring ideas in an exam answer etc.

Edit
Check
Reset
Solve
?

Molten magma is formed which rises to the surface

Both shallow and deep focus earthquakes may be experienced when pressure ▲  
▼

The oceanic crust is denser than the continental crust and therefore is ▲  
▼

Two plates move together due to convection currents

Magma erupts as lava through a vent in the surface creating a volcano

As the oceanic crust is subducted it melts due to friction and heat from within

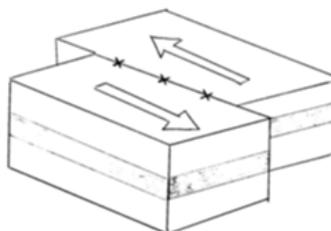
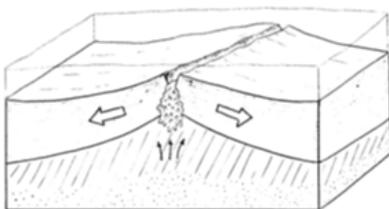
During subduction the movement is uneven and pressure builds up between ▲  
▼

And of course the good old fashion general SMART notebook tools are very useful for creating simple revision materials – e.g. drag and drop for sequencing

### Using the IWB to support Revision Activities - sequencing

#### Divergent and Conservative (Transform) Plate Boundaries

Which of the statements below describe what happens at each of the boundaries?



Crust is neither created nor destroyed

As plates move past each other, the movement is not smooth and a "stick-slip" motion results as the plates tend to stick as they pass by each other

There is no volcanic activity, however, violent earthquakes occur here

Two crustal plates move alongside each other due to convection currents

Pressure builds and is suddenly released as plates spring apart, releasing seismic waves

Magma rises to fill the gap, creating new crust

As plates move apart, pressure causes fracturing of the crustal rocks and a gap and ridge form

As magma continues to build up, eventually volcanic islands form as break surface of the ocean

Two plates move away from each other due to convection currents

Iceland is an example of a volcanic island formed along the mid-Atlantic ridge (experience eq's and volcanoes)

IWB annotation tools can be used to help develop exam technique / interrogate exam answers / essays as a class. (Remember you do NOT have to use SMART notebook to use some of these tools! They can be used in PowerPoint, Word, SMART notebook etc.)

Explain the processes and features at a Convergent plate boundary (5 marks)

*How many marks would you give this? Can you suggest improvements?*

At a convergent plate boundary two plates are moving towards each other. The oceanic plate moves under the less dense continental plate, forming an oceanic trench. As the plate goes down it melts. This molten magma rises to the surface and erupts as lava, creating a volcano.

3

Processes

Landform

At a convergent plate boundary two plates are moving towards each other as a result of convection currents in the mantle. The denser, oceanic plate is subducted under the less dense continental plate, forming a deep oceanic trench. As the plate descends it melts due to heat from friction and the interior of the earth, forming molten magma. This molten magma rises to the surface and erupts as lava, creating a volcano. Where two oceanic plates converge, the resulting volcanoes form a chain of volcanic islands in the ocean known as an island arc (e.g. Japan). Where two continental plates converge, folding and faulting occurs forming fold mountains (e.g. Himalayas)

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## 2.2 ClassTools.net <http://www.classools.net/> (created by Russell Tarr @russeltarr )

Classools.net is a superb website with many free tools which can be used to create learning activities useful for revision which can be used either in class or made available (through weblinks) for student to use for revision at home.

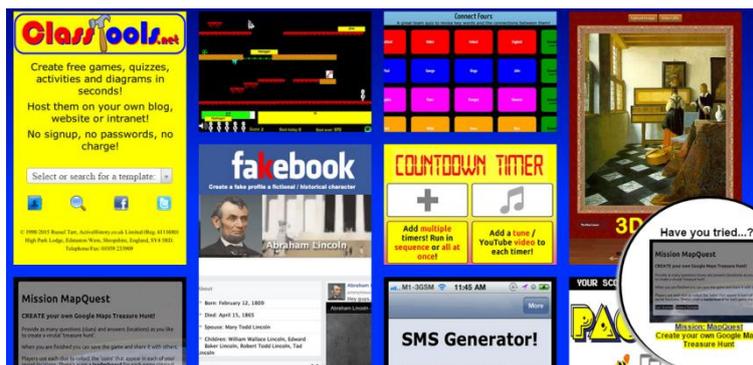
No technical knowledge is required – you simply have to type in the information you want and the generator will do the rest!

***There are lots of different useful examples which can be used and it is well worth exploring but here are just a few examples with a few ideas:***

### Connect Fours <http://www.classools.net/connect/>

Great for use on the IWB and for revising key words and connections between them.

Simply add four 'sets' of four clues which will be displayed randomly as 16 'clues' students then have to match the words into categories and identify the connection between them. Could be used in lots of different ways, including identifying key facts which go with certain case studies or where key terms go into categories naturally – e.g. types of landforms.



### Solo Hexagons Generator <http://www.classools.net/solo-hexagons/>

A tool enabling quick generation of hexagons which can then be used by students to help categorise and link factors together. (links well to SOLO taxonomy <https://classteaching.wordpress.com/2013/05/23/using-solo-taxonomy-to-develop-student-thinking-learning/> )

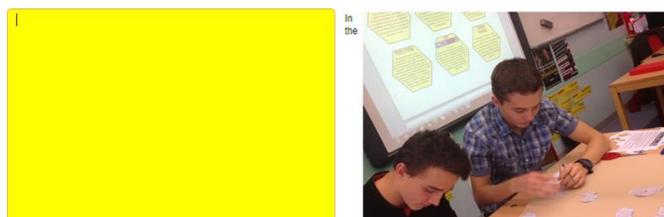
The idea is that students link as many hexagons as they can together and explain each link – could be really useful for revising case studies – identifying trigger terms and encouraging students to be able to explain the links between them – great for reviewing and revising topics.

#### SOLO Hexagons Generator!

SOLO Hexagons allow students to identify links between factors very effectively. Students categorise and link factors together for deeper understanding of the relationship between factors.

#### How to use this tool

Input your phrases into this box, with each one on a new line (maximum: 30). Click 'submit' to get your hexagons!



## 'Telescopic Topic' <http://www.classtools.net/telescopic/>

Creating collapsible lists great for revision – can be used with a class as a whole or shared via a blog or online source for students to use at home.

The example opposite is a History example and can be found here

<http://www.classtools.net/bullets/my/21/NdGePceR.php>

- great for creating summaries of topics – which students can use for revision and would be a great way of covering a summary of ideas during class, helping students to identify the structure of topics or a way of self-testing themselves if used at home.

### What Caused the Cold War?

- + 1. Ideological factors?
- 2. Historical events?
  - + Evidence of Western Aggression
  - + Evidence of Soviet Aggression
- 3. Wartime Conferences - Yalta and Potsdam?
  - Agreements / Successes
    - + Division of Germany
    - + United Nations
  - + Disagreements / Failures
- 4. The Atomic Bomb?
  - + Explanation for war not becoming "hot" – an interesting approach...
- + 5. Churchill – the Iron Curtain Speech?
- + 6. Stalin - Salami Tactics?
- + 7. Truman – Truman Doctrine / Marshall Aid?
- + 8. Berlin Blockade
- + 9. Formation of NATO / Warsaw Pact

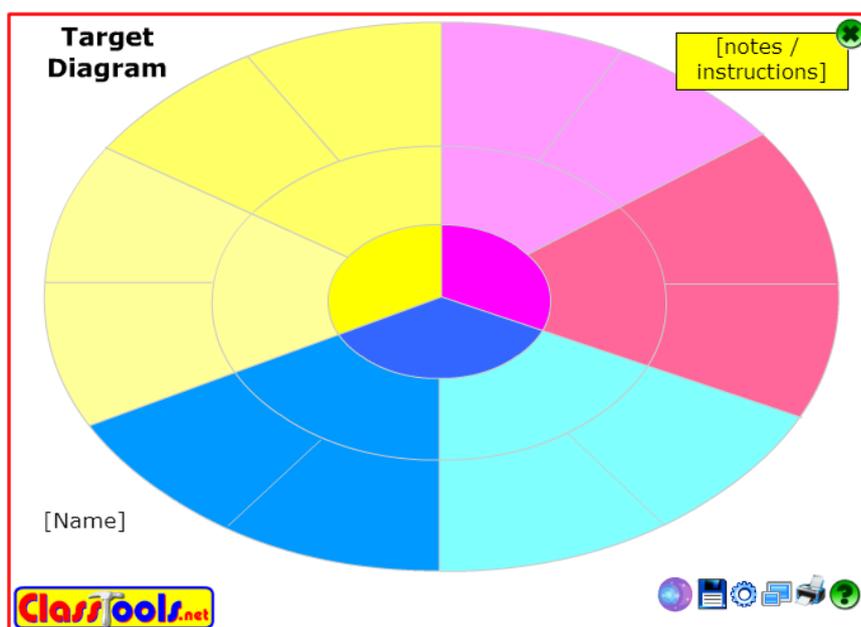
### Target Diagram

<http://www.classtools.net/education-games-php/target>

Categorise and sub-divide to provide useful summaries for revision – could be used by students to organise their ideas during revision or by staff to create revision resources to support students.

This could also be used as a

great way of getting students to plan out an essay - into the different sections and the key ideas / examples that could be used.



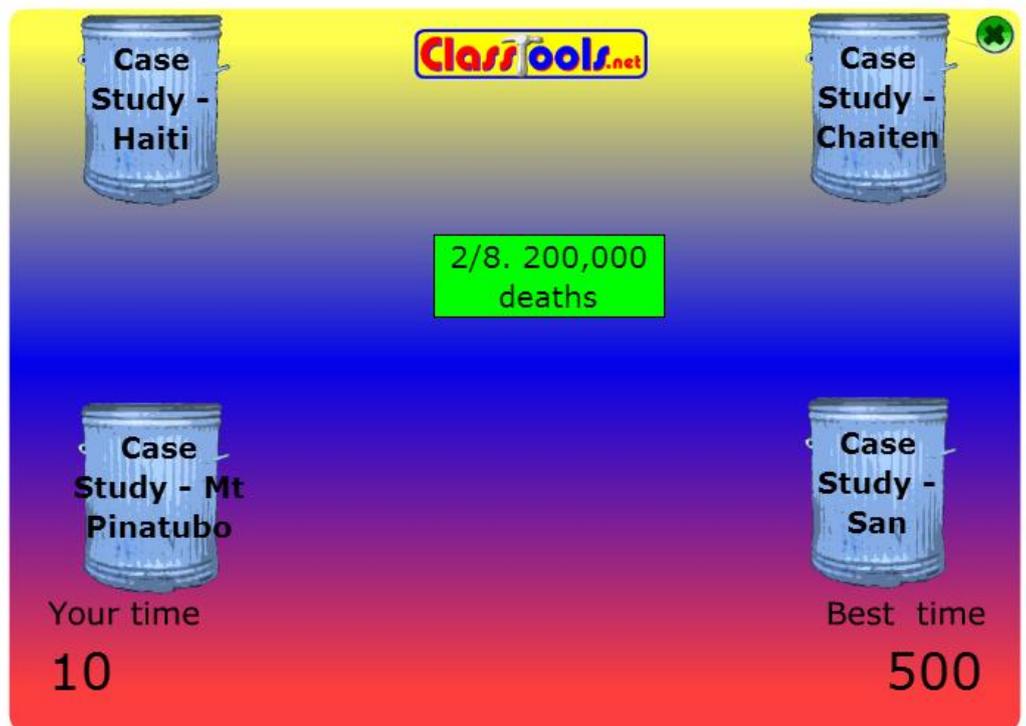
## Dustbin Game Generator <http://www.classtools.net/education-games-php/dustbin>

Great for creating an activity for students to revise case studies.

In the example opposite there are four case studies (You can have between 2-4 bins for students to sort answers into). I have entered place specific detail for each which appear in centre and students have to match them to the correct case study.

This could be applied to various different subjects to revise various key ideas.

Again – once these have been created you can save these to either use as a class or for students to access online (via a blog or VLE or simply by accessing the school network).

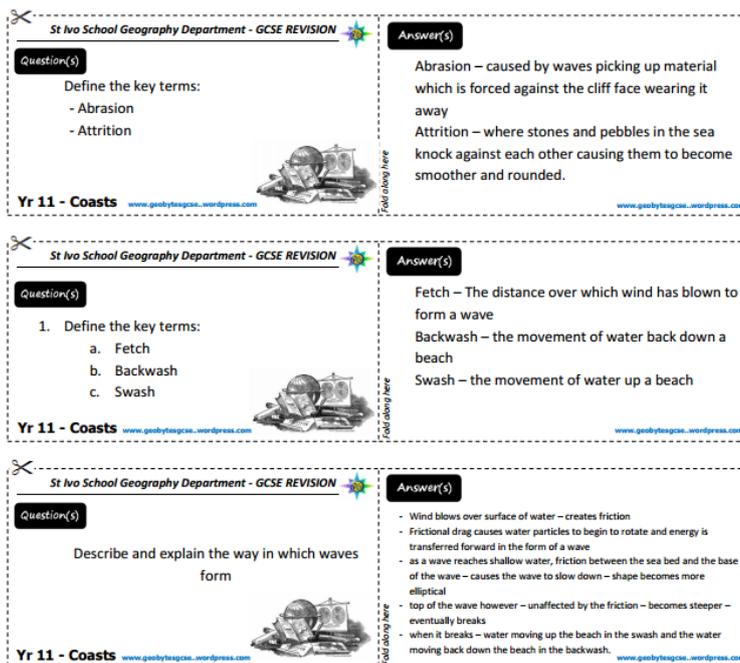


## 2.3 Flashcards / Revision Cards

These can easily be created in word and templates could be created and shared with students to encourage them to create their own.

As an example, in Geography we have created a series of revision cards with questions on one side and answers on the other which students can download, cut out, fold in half and use for revision. They have been well received and are very easy to create using a word processor and easily shared by converting to a .pdf and making available to students online (see opposite).

There are also a number of ICT resources to support both staff and students with this. There are apps which students can be use to create flashcards and there are also a couple of websites below (Examtime and Getrevising.co.uk) where staff (or students) can create study quizzes and flashcards that can then be shared with others.



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**Quizlet** <https://quizlet.com/> - very useful tool - can be used on computer or mobile devices. Staff or students can create flashcard sets which can also be shared. The tool allows different modes, familiarise, learn and test and in test mode responses are med.



**Flashcards++** (app) <https://itunes.apple.com/gb/app/flashcards++/id378786877?mt=8> - an app for iOS to help memorise from flash cards – you can create own flashcards and share with others. You can listen to cards (text to speech) or record your own audio.



**Examtime (free)** <https://www.examtime.com/> – has an excellent set of tools to support revision and studying, including tools for mind-mapping, flashcards, quizzes notes etc. There are also useful notes and resources on study tips.



**Getrevising.co.uk** <http://www.getrevising.co.uk> – free learning tool for staff and students. Create own study quizzes and flashcards – can be created by students and teachers and classes can be set up to share these with others. Can be used on iPhones / iPads and android.



## 2.4 Mindmaps

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These are a great way for students to revise and break up longer information into shorter bitesize elements which help to show the conceptual links between key ideas. Equally they are useful for teachers to use for creating summaries of topics to help students visualise a whole topic and how the different aspects are linked.

For some students creating mind-maps by hand is the best option so that the focus is on the creation of the mindmap rather than on learning how to use technology, however for technology savvy students who prefer other ways of learning there are lots of great ways of creating mindmaps online to support study. Some particularly useful tools which are good for both students and staff are:

**Mindmapping with examtime** <https://www.examtime.com/mind-maps/>

As part of Examtime's integrated revision toolkit a benefit of this is it enables other elements to be integrated into the 'nodes' of the online mind map including flashcards, quizzes etc.. so provides a great way for students to organise their revision.



**Mindomo** <https://www.mindomo.com/> - useful tool for both students and staff. Teachers can use this to produce mind maps to simplify / summarise more complex information – for example helping students to break down an exam specification into the various component parts to facilitate revision. You can create 3 maps for free with the free account but beyond that this is a paid resource with a pricing structure for education.



**Xmind** <https://www.xmind.net/> – a free download (open source) although a paid for pro version is available – a good mind mapping tool and results can also be saved to Evernote making access across devices easier.



**Coggle** – easily produce mindmaps to present more complex information which can then be shared with others.



### Useful links:

How to mind map for study success <http://learningfundamentals.com.au/blog/how-to-mind-map/>

7 Mind Mapping uses for Students: <http://thinkbuzan.com/articles/view/7-mind-mapping-uses-for-students/>

Top Revision Tips: Using Mind Maps <http://blog.tutorhub.com/2014/01/13/top-revision-tips-using-mind-maps/>

## 2.5 Using the iPad to support Revision

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In the classroom, tackling past papers and then marking answers through self and peer assessment is an important part of the learning process. If managed 'sensitively' this can also be done well as a whole class activity to look at and identify the strengths and weaknesses of answers. Explain Everything

(<https://itunes.apple.com/gb/app/explain-everything/id431493086?mt=8>) is a great app for use on the iPad to support this.



Whilst students are working on answers you can identify answers / pieces of work that students produce which would be good to share with the class. Using the iPad's camera function, photographs of work can be taken directly in Explain Everything. Using AirServer these can then be shown directly onto the IWB.

The iPad could then be given to a student or the teacher could facilitate this through class discussion and the annotation tools in Explain Everything could be used to start analysing the strengths and weaknesses of the answer and identifying where marks can be allocated. Screenshots can be taken of the annotated answer and where appropriate / feasible (e.g. with smaller groups such as A'level groups) these could then be emailed round to students.

## 2.6 Content Generator Quizzes: <http://www.contentgenerator.net/>

Games and Quizzes are great for revision and Content Generator enables you to create games and quizzes without having any technical expertise, you just focus on writing the questions –the generator does the rest. These can be put to good use on the IWB for whole class use or shared with students online for independent revision.

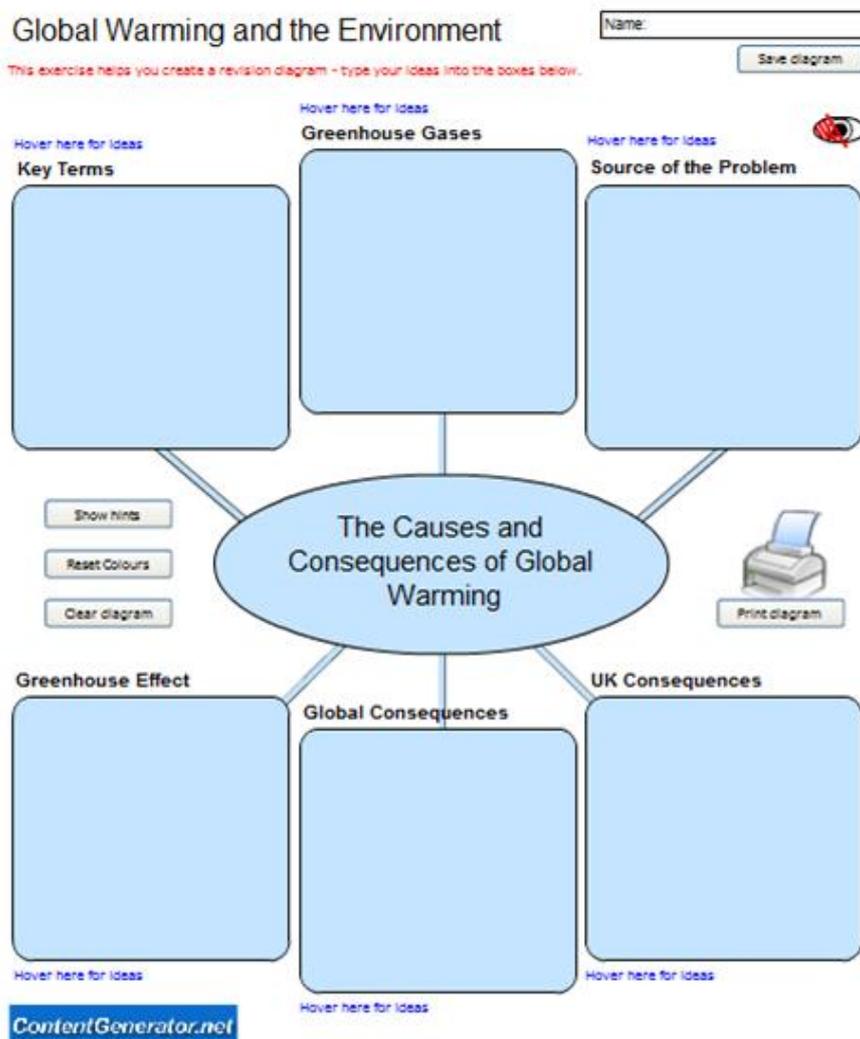
### Examples include:

1. Fling the Teacher
2. Interactive Diagram Generator
3. Penalty Shootout Generator
4. Walk the Plank Generator
5. Match Up Generator
6. Multiple Choice Generator
7. Half a Min
8. Practice Papers



The generators are very simple to use and will allow you to create a flash file (which can be embedded directly into a SMART notebook page as a useful starter or plenary. You can also generate it as a flash file embedded within a webpage and this will enable you to make them available to students via Projects and HAP for revision purposes.

The Interactive Diagram Generator is particularly good for encouraging students to structure revision on key topics – you can set up the structure which they can they complete and then they can print the outcome. Here is an example I set up for Global Warming.



## 2.7 Quick Key - quick formative assessment to identify areas requiring revision

Assessment of pupil progress in Quick key

<http://get.quickkeyapp.com/> enables quick assessment by using your mobile or tablet as a scanner which instantly marks students answers saving you time grading the papers which can be used instead to provide feedback and support student progress by identifying and tackling areas of weakness in knowledge and understanding.



This allows you to focus your time on the students and doesn't require students to have access to technology as the answers are completed on paper! With regards to revision, this could prove a useful tool for the start of a lesson or sequence of lessons on revising a particular concept and could provide useful data on areas of the topic which students may be struggling with in particular.

You simply need to sign up on the website for a free account. Once your account is set up you can start adding students. This can be done manually or by importing student lists, for example as a .csv file. Once you have imported students you can then create classes and allocate students to the relevant classes.

You are then ready to create a Quiz – this can be up to 30 questions. You can insert your question and make it clear on your quiz, which of the answers is the correct one (i.e. multiple choice).

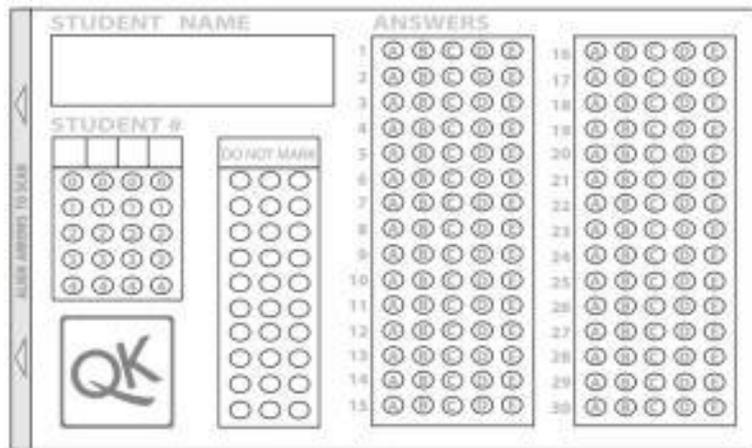
In terms of running the quiz / progress check you can read the questions out to the students and the options or have them on powerpoint slides. In our department I have opted to create a quiz format sheet which has the questions by the side and the possible answers by the questions (where I am not using all the possible multiple choice options boxes are blanked out). See example opposite.

Students simply fill the answers in on the 'exit ticket' (below) which can be downloaded from the site. For ease I have incorporated this into the base of our quiz sheets.


HUMAN CASE STUDY QUESTIONS


Question	A	B	C	D
<b>ECONOMIC CHANGE</b>				
1 What is the current unemployment rate in China?	25%	30%	55%	70%
2 China clay extraction in Cornwall is the case study for?	Primary Sector Industry	Secondary Sector Industry	Tertiary Sector Industry	Quaternary Sector Industry
3 Where is the Toyota car plant based?	Lichfield	Hatfield	Wolverhampton	Burtonston
4 Govt are keen to have Toyota in UK & Derbyshire County Council offered to buy what stake in Toyota?	£15million	£20million	£25 million	£30million
5 David Lloyd Health Club, Hatfield is located within walking distance of where? To attract potential clients from.	City of Hertfordshire	Rolls Royce Factory	Microsoft Office	Port of Par
<b>SETTLEMENT</b>				
6 Lynton/Ostons (Hampshire Coast) was the case study for what in Settlement?	Deindustrialisation	Change in site	Change in function	Brownfield site development
7 The population of the Western Isles has been in decline since	1990	1978	1999	2004
8 What industry collapsed in Bradford in the second half of the twentieth century?	Car Manufacturing	Textiles	Agricultural	China Clay
9 What size brownfield site has been redeveloped in Vaux?	7 Acre	3 Acre	9 Acre	13 Acre
10 Life expectancy in Cairo has increased from -	41 (1960) to 70 years in 2010	37 (1960) to 45 years in 2010	48 (1960) to 75 years in 2010	24 (1960) to 58 years in 2010
<b>POPULATION</b>				
11 Which of these describes the distribution of Chinas Population Densities?	East – Low P.D NW – Medium P.D West – High P.D	South - Low P.D East – Medium P.D NW – High P.D	West - Low P.D NW - Medium P.D East -High P.D	
12 UK Average Population Density is?	98 people per km2	243 people per km2	367 people per km2	700 people per km2
13 When was the One Child Policy introduced in China?	1983	1979	1982	1987
14 When was the '3 or more' policy introduced in Singapore?	1983	1979	1982	1987
15 22% of the land area of Scotland is in Scottish Highlands. What % of Population is here?	2%	7%	17%	5%

Each student is allocated an ID number which they must add to their exit ticket. Once students have completed their tests, you can use the QK app on your phone or tablet to quickly scan each paper and the marks will be allocated to the relevant student. A set of 30 students can be marked in less than 2 minutes!



As the answers are marked within seconds students can be given feedback almost immediately and you are able to quickly identify areas which students struggle with and require more revision or where particular intervention might be needed for certain students.

As well as for revision, this is a useful tool for year round progress checks and results are saved for each students for each task so you can easily build up a continuous record of assessment – useful for a quick snapshot of student progress in between more extended end of unit tests.

There are various options for exporting your results and you can also analyse your results e.g. by sorting according to mark (highest to lowest etc.)

Once you have created your classes and quizzes they are located easily on the Quick Key dashboard. You can easily re-use and assign quizzes to different classes and in our department we are working together to build a bank of department Quick Key assessments.

**Further information:**

A guide on how to create an assessment using Quick Key guide can be found here <http://www.geography.learnontheinternet.co.uk/QKresources/quikkeyguide.pdf>

**Video Summary -** <https://www.youtube.com/watch?v=o-KEk6w9o-U>

## 2.8 Using Student Response Systems

If you have access to a computer room or smaller groups with their own mobile devices (may work better with A'level groups) you can make use of some of the free interactive response systems that are available.

### **Socrative** <http://www.socrative.com/>



Real time questioning and results immediately aggregated and the resulting visualisation of results can help teachers quickly identify areas students need to focus on. User Guide available here: <http://www.socrative.com/materials/SocrativeUserGuide.pdf>

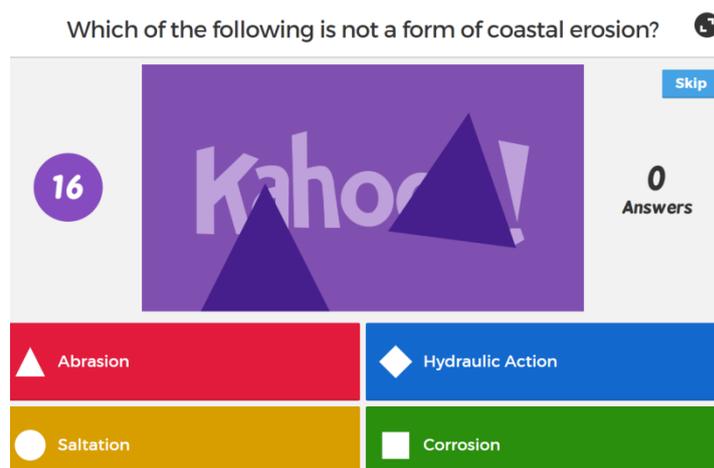
### **Kahoot** <http://getkahoot.com>



Create learning games (called Kahoots) in minutes. They are made up of a series of multiple choice questions and you can easily add videos, images and diagrams to questions in order to increase engagement.

#### **There are 3 options:**

**Quiz** - enables you to create multiple choice quizzes useful for revision - you can randomise the questions. For students to access - they simply go to kahoot.it and enter the PIN Number (which is a unique number given for each quiz you produce) and a nick name. You can review all the questions and answers one at a time - and this then shows scores for each student.



**Discussion** - enables you to set a question and students select a particular answer (doesn't have a correct answer - but says how many people have chosen a particular answer - therefore can then discuss why people might have chosen one answer over another).

**Survey** - can create polls - to gather information on students information - could be used as an assessment tool or simply as a discussion tool (e.g. why did so many people choose a particular option).

It is also possible to use 'public quizzes' which are shared by others (this would enable you as a department to create quizzes which can be shared with other staff).



## **PingPong**

<https://itunes.apple.com/gb/app/pingpong-spot-networking/id734147693?mt=8>



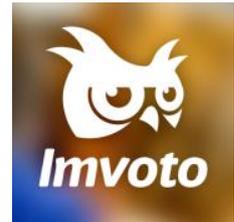
A great little free app with lots of potential! Questions can be created on the spot and students access the 'ROOM' through use of a simple room code. Questions are set and realtime responses given. Questions can be multiple choice, true or false or up to 40 character responses or annotated diagrams can be sent by students. The app can be linked to Evernote to export responses. It has a very simple interface and seems to do 'as it says on the tin' rather than having lots of extras but that is probably one its benefits!

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**Imvoto** – <http://www.imvoto.com/imvoto/> A useful system

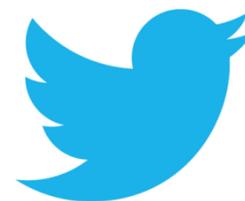
enabling immediate assessment of learning to enable teachers to quickly intervene where required to help students progress, tackle misconceptions and move learning on. You can easily write your own questions to assess your class, and students can use a variety of devices to take the assessments, mobiles, tablets or desktops. Questions can also be differentiated depending on student responses.

A particularly useful aspect of this tool is that as well as writing your own questions you can share your questions and also discover and use other teachers questions. Another benefit is the ability to include a range of media in your questions, including audio, video, images or LaTeX.



## 2.9 Twitter

Whilst not all students have twitter (and students have to be 13+), an increasing number use twitter as a social media tool and this has potential to be used as another revision tool – particular for ‘drip feeding’ bite-size chunks or sharing links to resources or websites etc. that students might find useful. Some departments already have twitter feeds e.g. @StIvoGeography These can be quite quick and easy to maintain.



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Any departments using twitter should however make sure their school policy with regards to twitter / social media. Whilst some twitter feeds can be public, if you intend to use it for other purposes e.g. to share a trip picture (if this is in line with school policy) then you would need to create a protected feed so only students that you grant access to can see them.

Students could be encouraged to use Twitter lists to organise tweets sent out by departments to ensure that they see updates. You could also make use of a particular hashtag for posts for particular year groups e.g. #IvoGCSErev. Tweets could consist of case study reminders, key terms and definitions, links to online resources etc.

Storify <https://storify.com/> can be used to collect tweets together - e.g. all tweets related to a particular topic area. Examples of how this can be used can be seen here <https://geobytesgcse.wordpress.com/revision/geotweet-revision-summaries/>

## 2.10 Podcasts

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With most students having access to some kind of technology for playing .mp3 files (ipods, smartphones, computers etc.) this is a great way of extending student's learning outside of the classroom. They can be used to reinforce learning at school and home and can also help to promote personalised learning. Podcasting can also be used as an opportunity to provide support for SEN students. Podcasts can be created by students as well as teachers although if students create podcasts do follow e-safety rules and ensure students either use a pseudonym or only reveal one piece of personal information (e.g. first name).

### **So what could you create as a podcast?** (both teacher/ student perspective)

- Revision Materials (going over particular concepts, create case study podcasts, exam technique podcasts).
- Quizzes (series of questions read out) - followed by answers for self checking
- Traditional Podcast style
- Case study summary
- Teaching exam technique through critic of revision questions / model answers.
- Book Reviews
- Recording Interviews with subject specialists
- Vocabulary Tests
- Poetry
- News reports (Journalism)
- Radio Show
- MFL - for language development

For many more ideas have a look at this:

[www.podiumpodcasting.com/pdfs/podiumTopTipsGuideWEB.pdf](http://www.podiumpodcasting.com/pdfs/podiumTopTipsGuideWEB.pdf)

### **Planning your podcast** - what works well / ideas for podcasts and existing examples

Be very clear on what the focus of your podcast is, the most successful podcasts are those which are scripted and planned out before you start recording. It also helps to give your podcast a title which is spoken clearly at the beginning and if it is a long podcast break it into separate sections each with its own theme.

It helps to have your notes laid out in front of you or electronically on the computer screen to reduce any background noise of shuffling / moving paper when recording.

### **Creating simple Podcasts with apps**

To create simple podcasts you can make use of simple iPad apps which will create mp3's.

Examples include:

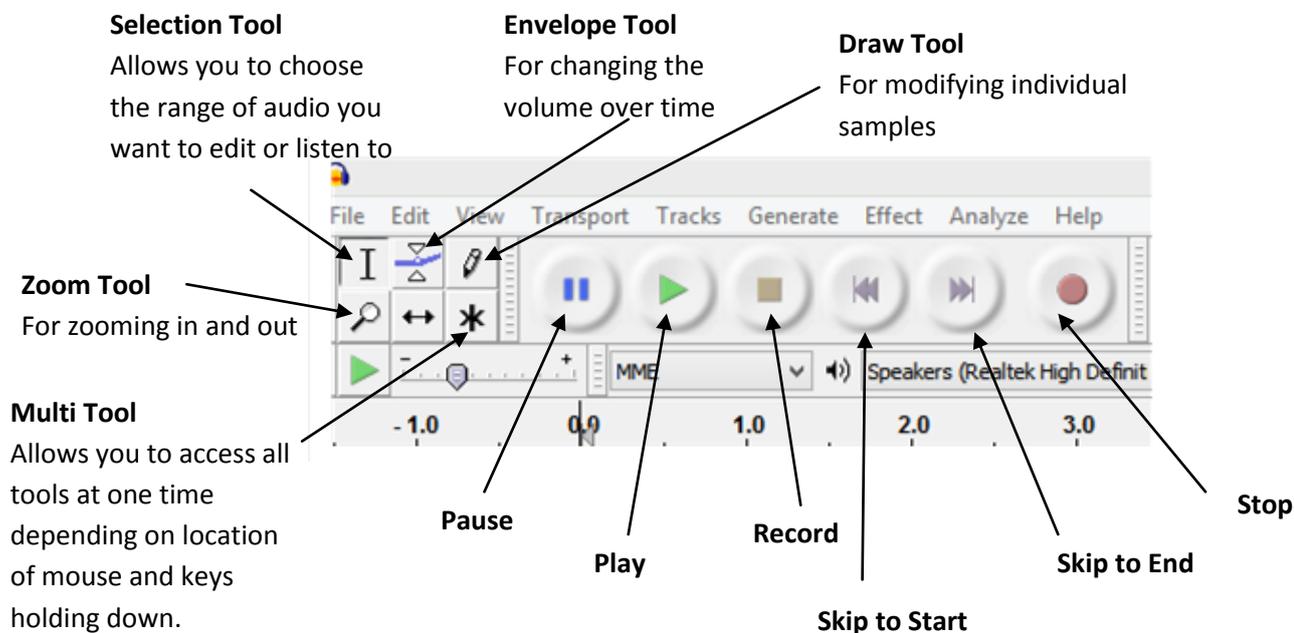
Opinion Podcasts - Record, Edit and Share <https://itunes.apple.com/app/opinion-record-podcasts-edit/id926260308> (free but £2.99 inapp upgrade for unlimited recording)

Voice Recorder HD (£1.49) <https://itunes.apple.com/gb/app/voice-recorder-hd/id373045717?mt=8>

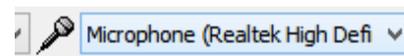
Voice Record Pro (Free) <https://itunes.apple.com/gb/app/voice-record-pro/id546983235?mt=8>

## Producing a podcast - recording a podcast using a PC or laptop and a microphone

Audacity - free multi-track recording software - enables you to record various sections of audio and overlap them (so can introduce sound effects if you wish). <http://audacity.sourceforge.net/>  
Audacity can be found on the school network - go to Projects - ICT - Audacity.



1. Make sure you have connected your microphone to either the USB or 3.5mm port depending on the type of microphone.
2. Launch Audacity (Projects – ICT – Audacity)
3. Make sure you select your microphone from the toolbar / drop down list
4. Click the **Record** button and speak into the microphone - if the mic is working you will notice waveforms appear (don't worry if you make mistakes - pause and start a sentence again - you can then cut and trim your track when you edit i).
5. Click the **Stop** button
6. Click the **Play** button to listen to the recording.



Tony Vincent (<http://learninginhand.com/>) suggests a number of Do's and Don'ts when recording:

### **DO.....**

- Enunciate clearly
- Speak at normal volume
- Practice!
- Reduce background noise
- Pause recording to take short breaks
- Smile when speaking

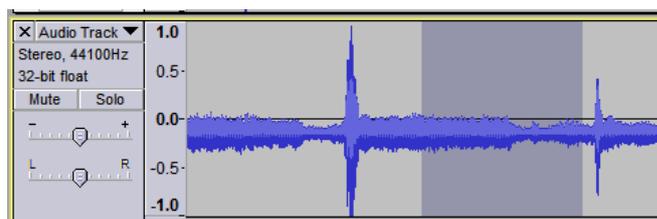
## DON'T

- Talk too quickly
- Drop the ends off of words
- Try to sound like a radio D.J.
- Pop 'p's into the microphone
- Get too close to the microphone
- Touch the microphone or its cord

## **Editing your podcast** - using audacity software to edit your podcast (e.g. shorten / add clips together / remove mistakes / add sound effects)

### **Deleting sections of your recording:**

When playing back your podcast it is easy to edit out any mistakes in your recording. To select bits of your recording to edit simply click hold and drag along the part of the track you want to edit - this will select it. Then simply click **delete** or **backspace** and this will delete the selected part of the recording.



### **Cleaning up your sound:**

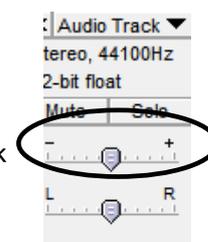
If you have any pops or clicks in your recording you can easily get rid of these - zoom into the area where the pop / click is - this should be clearly visible with the high amplitude sound wave. Select the click, then click on Effect (toolbar) and Repair.

**There are other tools you can play around with including changing pitch to disguise or alter a voice (see options in the Effects section of the toolbar).**

### **Fade in and Out:**

You can fade your podcast in and out by selecting a few seconds either at the beginning / end of the track as required and then selecting Effects (along the toolbar) and either Fade in or Fade out as appropriate

**Add Sound Effects:** There are lots of free sound effects and other sound files that you can download (see list at end for example). Audacity will import any audio that is in a standard audio format. To add a sound effect simply click on **Project** at the top and then **Import audio**. You will then need to browse to where you have saved the sound file you wish to add. Your sound file will be added as a second audio track which mean you can select, cut and paste it exactly where you want it to appear. If you are adding a music / soundtrack as background to an audio track you will need to adjust the volume level of the added track. To do this simply drag the **volume slider** at the side to lower the volume to a satisfactory level. You can check this by simply clicking **play** and trying the audio.



### ***MAKE SURE YOU ARE PODSAFE!***

When adding music / sound effects - make sure you are using **podsafe audio**, i.e. that which can be legally used without breaching copyright. Some music is licensed under creative commons to be freely used within such projects (although you must check the details of each license - as some come with certain restrictions). Free sound effects have been listed in the resources section at the end and there are also links to music licensed under the Creative Commons here

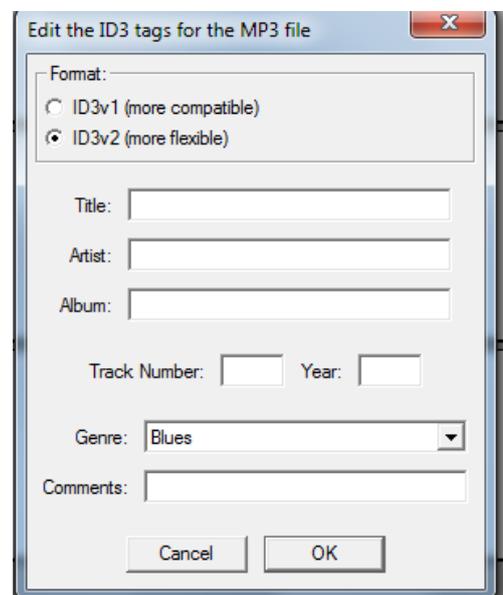
<http://creativecommons.org/legalmusicforvideos>

## **Publishing your Podcast** - *publishing your podcast in mp3 format (for use on ipods and other mp3 players)*

You firstly need to save your project, by clicking **File** and then **Save Project As**. This will save your project as an Audacity file which means you can open it and re-edit it whenever you wish. However this type of file can ONLY be opened by Audacity and this does NOT create a usable podcast which can be distributed for playing in other programmes - you will need to click on **File** and then **Export**. You can then choose to save your podcast as an .mp3 or a WAV file. I would suggest you export it straight to .mp3 – however itunes will convert .wav files to .mp3.

### ***Adding Information to your .mp3's***

When you go through the process of exporting to .mp3 – once you have given your file a name and clicked save, a box will appear for you to add label information to your .mp3 (this will generate the text that will describe your podcast when it is played on an .mp3 player / on a computer. (see box to the right).



## **Sharing your Podcasts**

If you have your own department blog / website you can share podcasts with your students, or add them to a department area on the school network.

## **Supporting Resources**

### **Recording:**

- **Audacity** - <http://audacity.sourceforge.net/> (free software) - open-source audio editing and recording software program ( for Windows, Mac OS X, Linux, and BSD platforms). Great for editing and post-processing podcasts.
- Video Tutorial - using Audacity (Basics) [http://www.youtube.com/watch?v=X1lPvBY\\_ri8](http://www.youtube.com/watch?v=X1lPvBY_ri8)

On a MAC you could also make good use of GarageBand to record, edit and publish podcasts.

### **Sound Effects / Sound Files to add to podcasts:**

- Flash Kit <http://www.flashkit.com/soundfx>
- FreeSound - collaborative data base of creative commons licensed sound effects / sound files <http://www.freesound.org/>
- SoundJay <http://www.soundjay.com/>
- Find Sounds (a search engine for findings sounds / sound effects) <http://www.findsounds.com/>
- PacDV Free Sound Effects <http://www.pacdv.com/sounds/>
- AudioMicro <http://www.audiomicro.com/free-sound-effects>
- <http://www.stonewashed.net/sfx.html>

### **Articles and Websites about Podcasting**

- Podcasting in Education (Wiki) <http://podcasting-in-education.wikispaces.com/>
- Introduction to Educational Podcasting <http://teachdigital.pbworks.com/w/page/19791094/podcasting>
- Podcasting Development Resources [http://learntech.ties.k12.mn.us/Podcast\\_Resources.html](http://learntech.ties.k12.mn.us/Podcast_Resources.html)
- Podcasting for Schools - the basics (The Guardian) <http://education.guardian.co.uk/appleeducation/story/0,,1682639,00.html>
- Poducate me <http://poducateme.com/>
- Podcasting (Learning in Hand) <http://learninginhand.com/podcasting/> - **free 35 page booklet can be downloaded from here \*\*\*\* (Recommended)**

### **YouTube Video Tutorials related to podcasting**

- Recording an Audio mp3 podcast with Audacity <http://www.youtube.com/watch?v=jXUJyV6hVHk>
- How to create a podcast <http://www.youtube.com/watch?v=-hrBbczS9I0>
- Easy Podcast Using Audacity <http://www.youtube.com/watch?v=EL-Qbb4XsJw>

## 2.11 Useful Tool for 'clipping' images for use in Revision Resources

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The 'snipping tool' is an invaluable tool available on Windows for taken clipping parts of or whole images which then can be used to create revision resources quickly and easily, for example clipping parts of a mark scheme to insert into a PowerPoint within seconds, or snipping part of an essay or typed exam answer for analysing as a class in PowerPoint or Smart Notebook. The benefit of this over print screen is you can select the exact part that you wish to screenshot.



I can highly recommend this for quickly compiling resources (do however be careful to consider copyright / fair use).

You may find the snipping tool on your PC by going to Start > All Programs > Accessories > Snipping Tool

If not you can access it by *C:\Windows\SnippingTool.exe* - double click on SnippingTool.exe and it will open it for you and it will then become accessible for you in the start bar – from here if you want to have it easily accessible at any time simply drag it to the taskbar at the bottom.

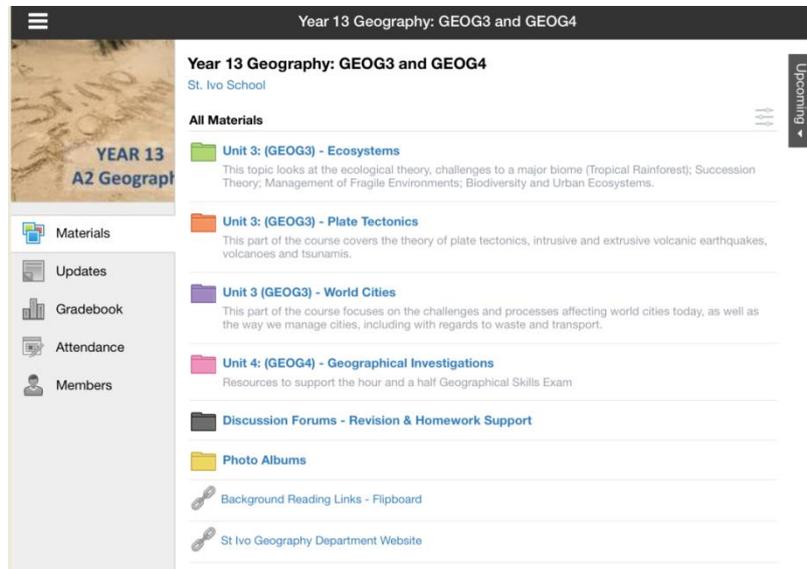
## PART 3 - Schoology creating an online course to share resources.



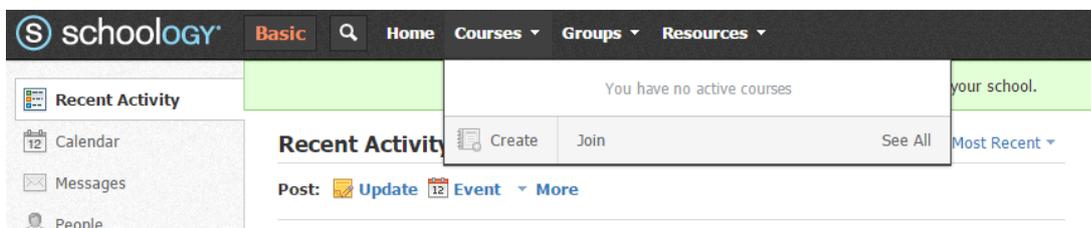
Schoology is a free system which allows staff to quickly and easily create, manage or simply share content and resources. Students are given an access code to login and join a particular course - for example Year 13 Geography.

It is very simple for students and staff to join up and create an account and sign up to the relevant courses.

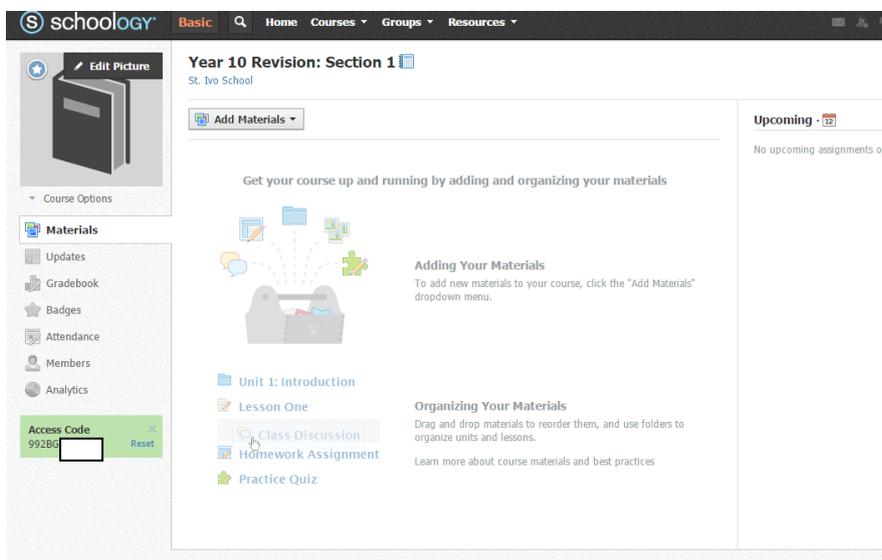
To sign up, simply go to <https://www.schoology.com/> and click on Sign Up, select Instructor. Follow the instructions by selecting Country where teach and put in the school name or postcode to ensure that you join your school network if one already exists (it may be best to speak to the person in charge of ICT /online learning at your school before you do this)..



Once you have signed up and verified your account (usually by clicking an email link) you can easily create a course by clicking on courses and then create.



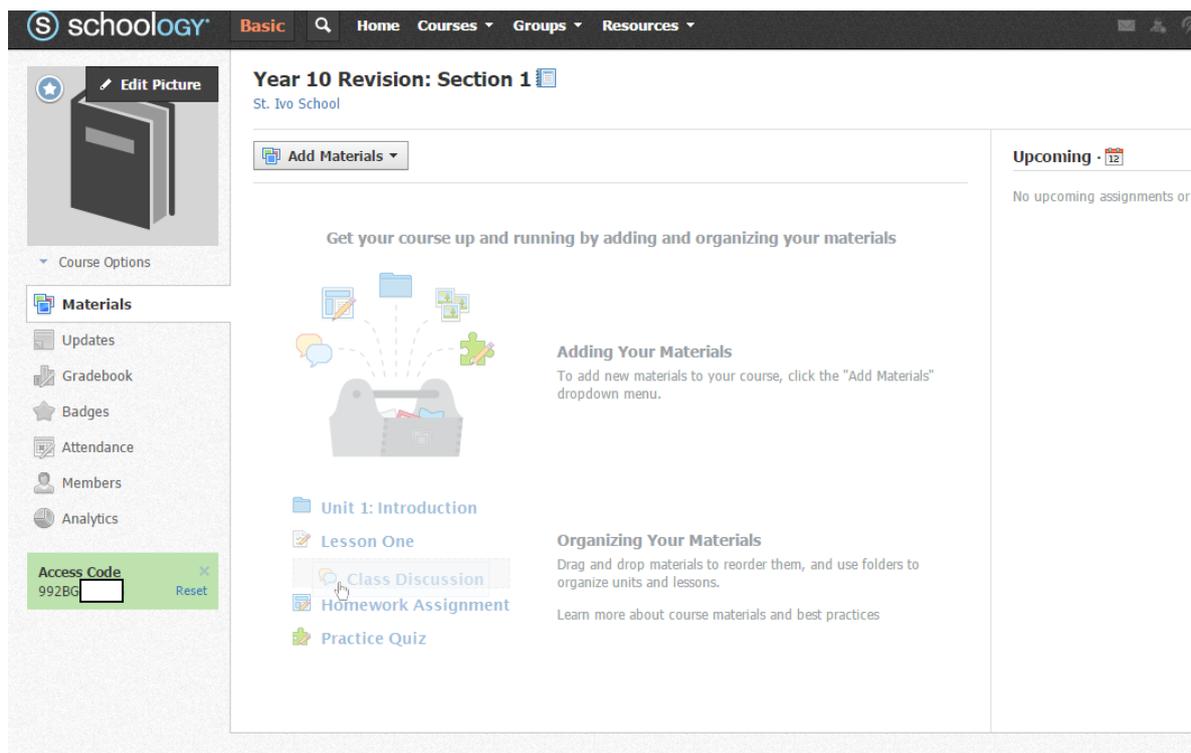
You are then ready to start adding content



Simply click on materials and select what it is you want to add - you can add Folders and then content within them and it is easy to move content between folders to organise the resources.

You can add:

- Simple tests and quizzes (there is an easy function for creating multiple choice / short answer quizzes)
- Add Files (PowerPoints, PDFs, Word Documents etc.)
- Add web links
- Add discussion forums
- Add Pages (enabling you to write your own 'web page' with integrated content)
- Add Media Album (enabling you to add photographs etc.)



Your course page will have an access code - this is the code you need to provide students with for them to join your course.

**Best Practice** - students should be encouraged to set their privacy settings for their email etc. to No-One - they can do this by clicking the arrow next to their name on the right hand side of the top bar and then clicking privacy.

**Collaboration:** You can set other staff as admin for a course - so for example, if you have a KS4 revision course - any member of your department teaching KS4 could add materials so it becomes a collaborative tool.

**Members:** By clicking on "Members" you will see a list of those students / staff who are part of the course - you can also click on "Require approval" if you wish to grant students access on an individual basis for more control (you are emailed when someone requests to join).

**Analytics** - there is an analytics section which enables you to see which students have used it and approx use times.

## PART 4

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### Revision Advice for Students

This final section provides some useful information and resources which can be shared with students with regards to advice for revision.

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#### **Revision Organisation:**

For students who maybe struggling with organisation there are some online tools which maybe useful.

**Revision Ace** – a useful app for organising revision schedules, setting revision reminders and revision targets <https://itunes.apple.com/gb/app/revision-ace/id585061436?mt=8>



**PocketMod** – create a pocket size revision planner - templates include monthly and weekly calendars and a task list really useful for revision. <http://www.pocketmod.com/>



**RevisionWorld** – a tool for creating and printing revision schedule as well as lots of revision resources for students. <http://www.revisionworld.com/>



#### **Online Revision Resources:**

Get Revising - Smart Study tools and revision resources - <http://getrevising.co.uk/>

The Student Room <http://www.thestudentroom.co.uk/>

S-cool - Revision website <http://www.s-cool.co.uk/>

Revision World <http://www.revisionworld.com/>

Revision Centre <http://www.revisioncentre.co.uk/>

BBC GCSE Bitesize <http://www.bbc.co.uk/schools/gcsebitesize/>

Examtime <https://www.examtime.com/en-GB/>

# Revision Advice for Students

**How can I revise?** A common question but no-one can actually tell you how to revise - everybody has their own preferred way of learning.

*There are however lots of different strategies that you can try, and you may wish to use several of these to help you as you revise.*



**1. Get Organised** - You need to break your work down into its constituent parts. Break it down into the relevant units and then identify the separate topics.

Make sure you have a summary checklist of what you need to learn for each topic –if you are not sure – ask your teacher!

Make sure you have any relevant revision guides and keep your revision notes / resources organised by topic area.

Create a realistic revision plan (factor in all your subject areas and when you are going to revise what subject - also plan in some 'you time' and things to look forward to. You need to work backwards - look at the dates of your exams and work out how many weeks you have before the exams and then plan out your revision.

**2. Active Revision** - Revise using your preferred learning style - there is no-one way to revise, we all have our own way of doing it. However, just sitting and reading your notes over and over will not be productive - you need to actively engage with your revision as well.

- **READ INTELLIGENTLY** - take a sub-topic - spend 5 minutes reading your notes or looking at the revision guide summaries. Then close your books and brainstorm down what you can remember. Look back and identify any key points you missed. A few days later try again but without looking at your notes first. This way you are actively learning and building up your knowledge - it is far more productive than just sitting and reading your notes.
- **MIND MAPS** - use sub-topics to create branches for each topic and from here map out the key ideas associated with them - try and keep points short and memorable. Use highlighters / coloured markers to colour code or make things more memorable so that they stand out in your mind.
- **REVISION CARDS** – you can easily create your own revision cards for topics – if you have questions on one side and answers on the other so you can ask friends / relatives to test you.

St Ivo School Geography Department - GCSE REVISION

**Question(s)**

Describe the main changes in global climate since the end of the last ice age.

**Answer(s)**

Temperatures have increased by 6°C since last ice age

- There have been fluctuations with warmer and colder periods
- 8,000-4,000 years ago – 2 warmer periods with cold spell in between
- 1450-1850 – Little Ice Age
- Since 1960s rapid increase in temperature

Year 11 - Challenges to the Planet [www.geobytesgcse.wordpress.com](http://www.geobytesgcse.wordpress.com)

Four along here

- **PODCASTS** – some podcasts may be available for your subject area but you can also create your own simple podcasts using any audio recording device (maybe available on smartphone / tablets). Listening to information again at any time can help the learning process.

- **FLASH CARDS** - create key term flash cards - key term on one side, definition on the other to help you learn these.
- **CONDENSE NOTES** - create revision cards or summarise and condense notes onto one piece of paper to make them easier to learn.
- **TEST AND RECAP** - get someone to test you, this could be parents, friends, relations - why not get together with some friends in your group every now and again to have a study session where you test each other!
- 

### **3. Think!**

As well as actively learn facts and details you must think through and understand the material you are revising. The key to success is being able to apply what you have learnt to exam questions, this requires good understanding! If you don't understand something, check your revision guide and read it over again. If you still don't understand send your teacher an email or pop and see us and ask for help - that is what we are here for!

### **4. Case Studies**

As well as the topics that you need to cover, make sure you have a list of case studies that you need to learn. Remember, one of the keys to success in the case study answers is making good use of place specific detail so learning case study detail is important. Creating case study cards can help you break things down into easy to remember chunks - identify 6 - 8 key facts or figures that will help you make points related to the case study in the context you are learning it.

### **5. Key Terms**

Learn your definitions for key terms precisely - these are easy marks to pick up and can help you maximise your marks. Make sure you also learn the spellings of key terms - remember there may be SPAG marks some of your exam papers - again easy marks to gain but also easy marks to lose! Your teachers may be able to give you relevant glossary / key word sheets and of course you can create your own.



### **6. Use Past Papers**

Developing exam technique is essential. Many students develop an excellent knowledge and understanding but in exams just write everything they know rather than answering the actual question set and consequently don't achieve as highly as they should. Practicing past papers gives you the opportunity to practice applying your knowledge so make good use of past papers. These may be available online from the exam board or if not simply ask your teacher.

Try and actively make use of questions when you are revising. Perhaps look at a question, revise the content, then have a go at the question. Think carefully about command words and focus terms and hand in any questions you would like marked or ask for a mark scheme. Using the mark scheme yourself can be really useful for getting to grips with what the examiner is looking for. Make sure you look at any model answers your teachers have given you as well.

## **6. Improve your memory**

There are ways to improve your ability to remember place specific detail, definitions:

- **repetition** - build in a regular brief review of material covered so you don't forget things
- **association** - link information into meaningful associations - e.g. link it to existing information or develop 'mental cues' which help you recall the material in the future
- **mnemonics and rhymes** - create memory aids which allow you to remember things - e.g. for remembering the seven stages of the Butler model (little rhymes or sayings which begin with the first letters of the stages).
- **Visualisation** - pictures can really help - associated pictures with words or names you need to remember.

Sleep and Exercise are also important! Don't stay up all night on the computer! Plenty of sleep is important for your memory capability. Physical exercise also helps to increase blood flow to the brain! So go for a run or play that game of footie or netball!

**7. Review what you have learnt** - Keep reviewing material you have learnt during your revision programme. By revisiting information you have learnt four or five times over a period of weeks your retention of the information will be much better!