



Hungerhill Study Skills

Developing tomorrow's leaders **today**





Contents

Student name

Tutor group

Page 4	Rationale
Page 5	Learning techniques
Page 6	Command words
Page 7	Strategies <ul style="list-style-type: none"> Retrieval clocks Knowledge organisers Flash cards Mind maps Flow charts
Page 14	Organisation and wellbeing
Page 18	Looking out for yourself
Page 19	Notes

01 Rationale

The Hungerhill Study Skills booklet is a toolkit of revision strategies to support you with retrieval of information across your subjects. Revision/recycling of your learning should become a habit before completing home learning tasks and to prepare for assessments.

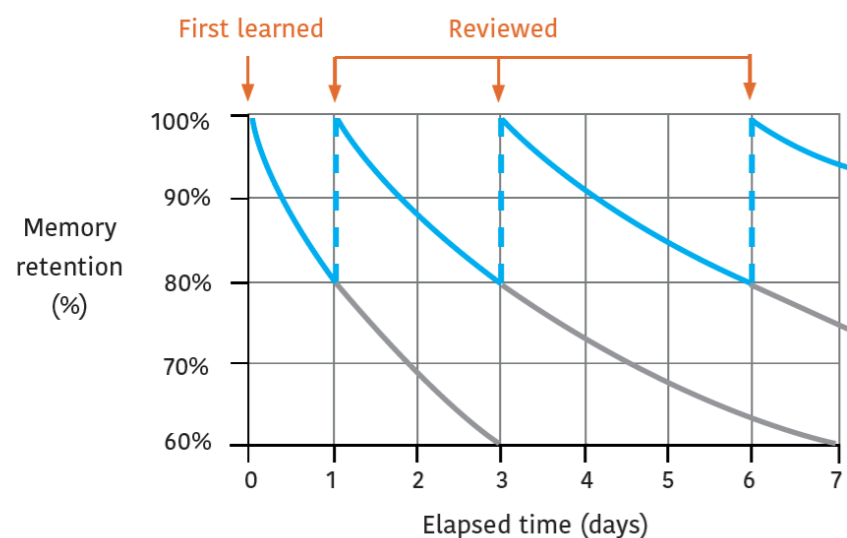
By using the information in this booklet, alongside completing retrieval home learning tasks, the goal is to develop your independence and equip you with the tools to retain information and improve your performance in assessments.

“Retrieval practice is where we focus on getting the information out.”

Through regular retrieval practice and trying to recall information, our memory is strengthened and forgetting is less likely to happen. By forcing ourselves to pull our knowledge “out” and

work out what we know, we can then work on filling any gaps.

Ebbinghaus’ forgetting curve shows that when you first learn something, the information disappears very quickly and you lose most of it in the first couple of days. It also shows that the more times you revisit and review learning, the better you will remember it and commit it to long term memory. That’s why using the strategies in this booklet should help you make accelerated progress and recall everything you have learned.



02 Learning Techniques



What does the research say?

In studies on student learning, it was found that the most popular revision techniques used by students (highlighting, copying and reading through notes) are the least effective learning techniques! The most effective techniques are shown below: you could try them all and find one that works best for you or use a combination.

Learning Technique	Definition	What does this look like for me?										
Spaced Practice	Spreading out learning/ revision activities over time	<ul style="list-style-type: none"> Start planning early for assessments / exams and set aside a little bit of time every day. Five hours spread out over one/two weeks is better than the same five hours all at once Divide up your revision or home learning into short, manageable chunks of time. Aim for 20 - 30 minutes per session 'Cramming' is not effective and can be stressful 										
Interleaved Practice	Planning a study schedule that mixes different kinds of problems or material within a single study session	<ul style="list-style-type: none"> Mix and combine multiple subjects and topics in one study session Here is an example of what this would look like for maths: <table border="1" style="margin: 10px 0;"> <thead> <tr> <th>Mon</th> <th>Tues</th> <th>Wed</th> <th>Thurs</th> <th>Fri</th> </tr> </thead> <tbody> <tr> <td>Algebra Geometry</td> <td>Ratio Stats</td> <td>Stats Algebra</td> <td>Ratio Chemistry</td> <td>Algebra Stats</td> </tr> </tbody> </table> Interleaving has been shown to be more effective than blocked practice (studying one topic very thoroughly before moving to another) leading to better long-term retention 	Mon	Tues	Wed	Thurs	Fri	Algebra Geometry	Ratio Stats	Stats Algebra	Ratio Chemistry	Algebra Stats
Mon	Tues	Wed	Thurs	Fri								
Algebra Geometry	Ratio Stats	Stats Algebra	Ratio Chemistry	Algebra Stats								
Dual Coding	Combining words and visuals such as timelines, diagrams and graphic organisers	<ul style="list-style-type: none"> Involves you, the learner, drawing images, graphs, diagrams or timelines to support your revision notes Use your class materials (e.g. notes in your exercise book) to find or create visuals that link with the information. Compare & combine the visuals with the words Make sure your images/diagrams are relevant. Be careful when using photos as too many background images can distract you from the main points 										
Elaboration	Explaining and describing ideas with many details. Elaboration also involves making connections among ideas you are trying to learn	<ul style="list-style-type: none"> Ask further questions and make links to help you connect new information with what you already know Ask yourself questions about a topic to dig deeper. The more information you have about a specific topic, the stronger your grasp and ability to recall Take two ideas or concepts & think about the various ways they are similar and how they are different 										
Practice Testing	Testing yourself using various methods, to see how much you can recall	<ul style="list-style-type: none"> The learning process starts in school and with home learning, but you might have to do some extra work at home to ensure you understand a topic before you start revising it Once you have revised a topic, then it is time to test yourself. You could start with quick fact recall questions then go on to practice exam questions If there's anything you realise you still don't understand, then go back to the start and learn/revise it again. If you need further help, you can always see your teacher as well 										

03 Command Words

Analyse	Examine something in detail and try to explain or interpret it.
Annotate	Add to a diagram, image or piece of text to illustrate or describe features rather than just identifying them which is labelling.
Assess	Consider different options/arguments/factors and weigh them up to each a conclusion about their effectiveness or validity.
Calculate	Work out the value of something.
Compare	Give a point-by-point identification of similarities and differences.
Define	This means what is meant by ... give the precise meaning of a term or concept.
Describe	Provide an account in detail of an event/individual/concept etc.
Discuss	Set out both sides of an argument & reach a conclusion, including evidence.
Evaluate	Consider different options/factors and reach a conclusion about their importance/impact/value/worth.
Examine	Consider carefully and provide a detailed account of the topic.
Explain	Provide a detailed description or interpretation of a term/concept etc.
Identify	Point out and name from a number of possibilities.
Illustrate	Refer to a specific case study or example (not illustrate as in draw).
Label	Point out specific features on a diagram, image or piece of text.
Justify	Explain why your selected choice/judgement is better than other options.
Summarise	Sum up the main points/arguments. This can be similar to outline.



04 Strategies

Retrieval Clocks

What Is a Retrieval Clock?

- A way of blocking key topics into sections – often 12 (like a clock face)
- Links to time – allocates a set amount of time (e.g. 5 minutes) to each area of the topic – this helps with time management
- Chunks the information so you can focus on small areas of a topic, leading to a better and deeper understanding
- Allows for better recall of information and organises thinking – all of this helps when you begin constructing answers

How Do We Use Retrieval Clocks?

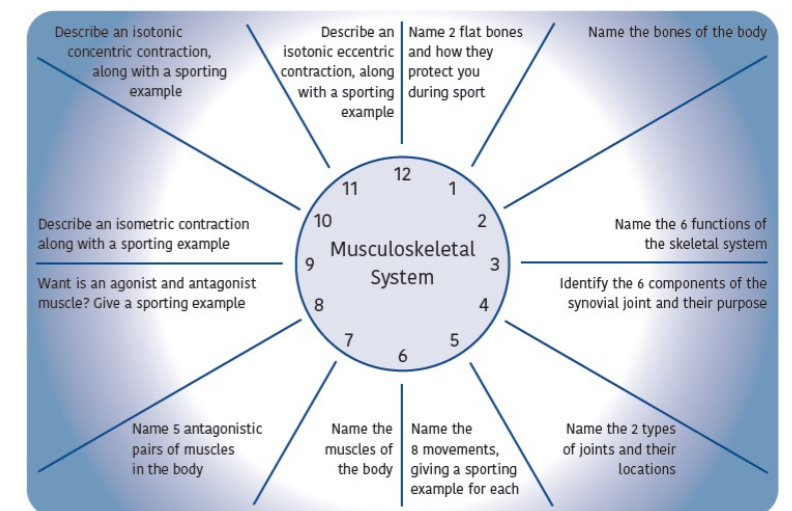
- Work around the clock during your allocated revision time – cover each section in 5 minutes
- Complete the task in each section – this could be an equation in maths, a definition in geography or answering a question in science



- Build your own retrieval clock based on your weaker areas or to suit your learning style (this could be the creation of acronyms, bullet pointing or questioning)
- Have a friend/parent/carer question you on each section following revision periods

Common Pitfalls with Using Retrieval Clocks

- Spending too long on each section: just like in an assessment, manage your time carefully to get round the whole clock in the time you have allocated for yourself, but still ensuring you give full answers
- Not checking your answers: you need to check your answers against an answer sheet if you have one or using a resource such as a revision guide. You can then correct any information you got wrong or missed out, so you are learning from any mistakes



04 Strategies (continued)

Knowledge organisers

What is a knowledge organiser?

- A document that is usually no more than 2 sides of A4
- Is based on a subject or topic and groups information into manageable chunks
- Incorporates: essential facts, definitions, written sections, diagrams/images
- Can be designed based on personal preference – colours/pictures/text
- Reduces large topics into a concise format

How do we use knowledge organisers?

- The breaking down of a large topic allows for focus on key facts/summaries
- Provide a visual 'map of information' that can be stored ready for recall at the required time

- Create links between components within the topic
- Develop the ability to analyse/evaluate different aspects of the topic

Common pitfalls with using knowledge organisers

- Once you have your completed knowledge organiser, what will you do with it? Simply reading the information isn't the best way to remember it. Try covering up sections and attempting to write out what you can remember, then check against the original section and make a note of the parts you forgot. Repeat until you can remember everything
- If you are making your own knowledge organiser, try not to make each section too crowded as this will make it harder to read, engage with and remember

THEME	Key Words	Key Characters	Key Quotes and Analysis	Context/Writers purpose - why write about them?
Poverty	Misanthropy Philanthropy Social Negligence Social Responsibility Oppression	Ignorance and want Cratchits Miners Ghost of Christmas Present Scrooge	MINERS - 'they live in the bowels of the Earth' Bowels = waste of society, beneath others, represents the oppression of the poor.	Frustrated with the social divide. Angry about the exploitation of the poor by the rich.
Family				
Redemption				
Greed				
Supernatural				



CHARACTER	Key Words	Key Themes	Key Quotes and Analysis	Context/Writers purpose - what do they represent in wider society?
Spaced Practice	Misanthropy Covetous Miserly	Redemption Poverty Greed	'covetous old sinner' 'hard and sharp as flint' (START) VS. 'merry as a schoolboy' 'happy as an angel' (END) Covetous = taking from others, greedy, money over people Sinner = reference to immorality Schoolboy = Angel =	Represents the greedy, selfish wealthy
The Cratchets				
Fred				
Marley's Ghost				
Ghost of Christmas Past				
Ghost of Christmas Present				
Ghost of Christmas Yet to Come				

Flash Cards

What Are Flash Cards?

- A 2-sided card with information on both sides – a question on one side and an answer on the other
- Flash cards are often used to memorize vocabulary, historical dates, formulas or any subject matter that can be learned via a question-and-answer format
- Flash cards can be virtual (part of a flashcard software), or physical

How Do We Use Flash Cards?

- Create, or buy, a deck of flash cards for your chosen subject with a question on one side and the answer on the other. You may use a revision guide to ensure you cover all key aspects of the topic
- The question side of the card is the prompt. Answer the question and then turn the card to check the answer
- Research suggests answering the question out loud is most effective and helps to commit information to the long-term memory
- Answering a question wrong means further/more frequent work is required in that area
- You may wish to work with a peer or have parents/carers work through your flash cards and ask questions.

04 Strategies (continued)

Flash Cards

Common pitfalls with using flash cards

- Using the whole deck every time you are revising: as described below, once you know the easier questions/answers, put them to the side so you are focusing on the more difficult ones. Revisit the trickier cards more often than the easier cards
- Answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly

Strategies for Effective Flash Card Use

- Spaced Repetition: Increasing time intervals between each review of a flashcard in order to exploit the psychological spacing effect
Which means...
...newly introduced and more difficult flashcards are shown more frequently while older and less difficult flashcards are shown less frequently.
- People may adopt a technique to manage this e.g. establishing 3 decks of cards based on how secure knowledge is in that area. The least secure are visited more frequently until the card can be switched to another pile.

Examples:

<p>Measurement</p> <p>weight</p>	<p>$Fg = m \times g$</p> <p>The gravitational force (Fg) which acts on an object on/near the surface of a planet/moon</p> <p>☆ Example</p>
<p>How tall is Mount Everest?</p>	<p>8,848 metres above sea level</p>
Front	Back



Mind Maps

What Is a Mind Map?

- A diagram used to visually organise information
- Branches allow the user to establish/show relationships between key information
- Mind maps generally start from a key topic in the centre of your page that develops outwards and includes sub-topics and further details
- Mind maps can help map out a thought process that can be recalled during assessments

How to Create and Use a Mind Map

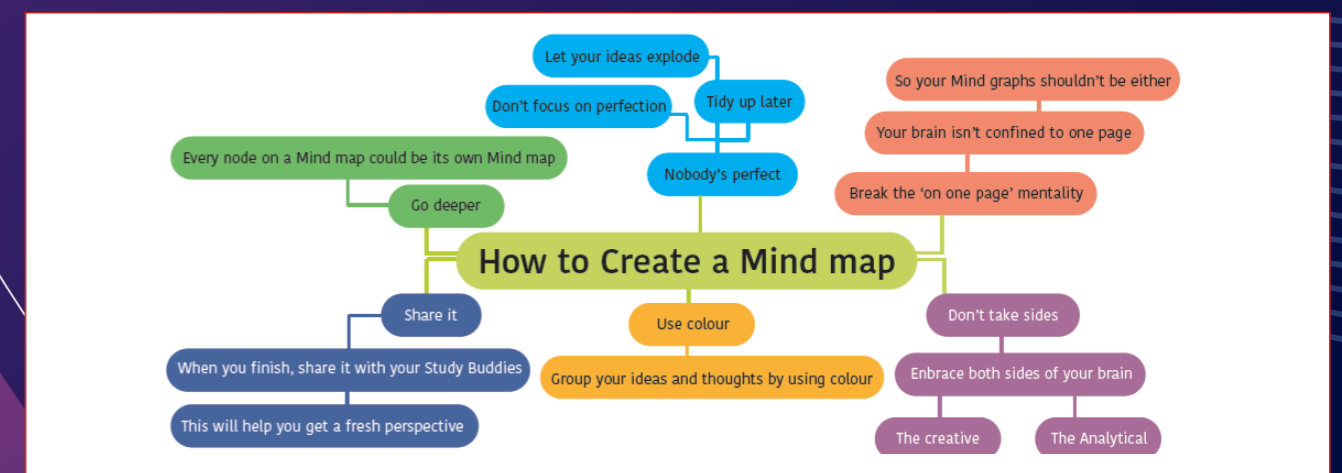
- Select the topic on which you wish to create a mind map and have ready your class notes/resources
- Place the main topic in the centre of your page and identify sub-topics that will branch off
- Branch off your sub-topics with further detail but try not to fill the page with too much writing
- Utilise images and colour to help topics stick in your memory

- Place your completed mind maps in spaces where you can see them frequently
- Try re-creating your mind map, from memory, to test your knowledge of the subject

Common Pitfalls with Using Mind Maps

- Including too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, you lose the point of the mind map and will find it harder to visualise the information when trying to recall it
- Just putting individual words at the end of each branch: you must make sure everything you write is in a short phrase or sentence, so it means something, even better if it is connected to another branch with a sentence along the branch to link the two ideas

Examples:



04 Strategies (continued)

1. Start at the centre of a blank, landscape page, ideally with a colourful image to represent your subject.

2. Use words and pictures throughout your map. Wherever possible use single KEY words, printed along a line. Each word or picture sits on its own line.

3. The lines make the associations between ideas as clear as possible. Make them flowing and organic, each line the same length as the word or image. Always ensure that lines connect to the end of the line at the previous level. Typically lines will be thicker at the centre and thinner further out.



4. Experiment with different ways of linking and emphasising different aspects. Use highlighters, codes and arrows as necessary.

5. The structure that should develop will be a 'radiant hierarchy', with ideas radiating out from your central theme and main branches.



Flow Charts

What Is a Flow Chart?

- A type of diagram which shows a process from start to finish
- Uses words and/or images to organise information and show what happens when
- Show how different stages or events are linked together, so they are really useful for subjects that include sequences or processes

How to Create and Use a Flow Chart

- Start at the beginning! Order is very important so pre-plan the order of the processes before you put pen to paper
- Work downwards, highlighting the main steps as you go along
- You can also add short key points about each step in a different colour to the side to jog your memory

Common Pitfalls with Using Flow Charts

- Too much text: as with knowledge organisers and mind maps, try to limit each step to one or two sentences so the flow chart is clear and easy to read/revise from
- Unclear or muddled order: plan the steps before you construct your flowchart, this is part of the learning process and will ensure the final version is clear and in a logical order



Examples:

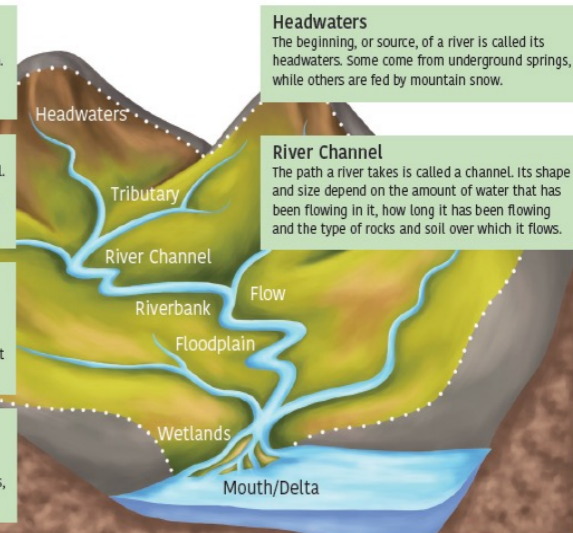
Tributary
A tributary is a river or stream that feeds into another river, rather than ending in a lake or ocean. If a river is large, it is likely fed by a number of tributaries.

Flow
A river's flow is the amount of water in the channel. The flow often changes throughout the year, with many rivers running high during rainy seasons, and running low during the dry summer months.

Riverbank
The land immediately along the river is the riverbank. Riverbanks are constantly changing, sculpted by the flowing river. The trees and other vegetation on a riverbank provide important habitat for birds and other wildlife.

Floodplain
A floodplain is a flat, low-lying area along the river that gets covered with water when the river overflows. Building in floodplains can be dangerous, because of the risk of frequent flooding.

Mouth/Delta
The end of the river, where it meets a lake or ocean, is called the mouth, or delta.



Wetlands
A wetland is a low-lying area where water covers the soil for much of the year. Also known as a swamp, bog, or marsh, a wetland provides habitat to a wide variety of plants and animals.

05 Organisation and Wellbeing

Revision Planning

Time Management During Assessment Blocks

Managing your time is a skill that you will have been developing for many years. This will play an essential part in maximising revision/retrieval time but also maintaining balance in your life over the school year. Factors to consider when planning your time during assessment periods:

- Begin with your commitments – these could be social activities with friends, exercise or time with family. We need these aspects, and they should not be overlooked or compromised
- Add any additional learning – this could be after school sessions or private tutoring

- Add your revision slots – be specific on what subject you will cover. Aim to chunk revision into no more than 30–40-minute slots with a break after each session. Remember, regular short blasts are better than prolonged sessions where you lose focus
- Plan for the unexpected – having ‘reserve’ time will avoid unnecessary stress/worry if you miss a revision session

This will happen, so plan for it!

Weekly Revision Planner							
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8.00am							
8.30am	Form	Form	Form	Form	Form		
8.55am	Lesson	Lesson	Lesson	Lesson	Lesson		
9.55am	Lesson	Lesson	Lesson	Lesson	Lesson		
11.10am	Lesson	Lesson	Lesson	Lesson	Lesson		
12.10pm	Lesson	Lesson	Lesson	Lesson	Lesson		
1.10pm							
2.10pm	Lesson	Lesson	Lesson	Lesson	Lesson		
3.10pm	Additional Maths	Additional Maths	Additional Maths				
4.00pm							
5.00pm							C-Family time
6.00pm						C-Family time	C-Family time
7.00pm						C-Family time	C-Family time
8.00pm							
9.00pm	Rest	Rest	Rest	Rest	Rest	Rest	Rest



Once your timetable is populated with lessons and learning, you will need to add your commitments. You can add these as ‘C’ followed by the activity, e.g. ‘C- gym session’.

Weekly Revision Planner							
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8.00am							
8.30am	Form	Form	Form	Form	Form		
8.55am	Lesson	Lesson	Lesson	Lesson	Lesson		
9.55am	Lesson	Lesson	Lesson	Lesson	Lesson		C-Football match
11.10am	Lesson	Lesson	Lesson	Lesson	Lesson		C-Football match
12.10pm	Lesson	Lesson	Lesson	Lesson	Lesson		C-Football match
1.10pm							
2.10pm	Lesson	Lesson	Lesson	Lesson	Lesson		
3.10pm	Additional Maths	Additional Maths	Additional Maths				
4.00pm							
5.00pm							C-Family time
6.00pm	C-Gym session				C-Family time		C-Family time
7.00pm			C-Gym session		C-Family time		C-Family time
8.00pm							
9.00pm	Rest	Rest	Rest	Rest	Rest	Rest	Rest



05 Organisation and Wellbeing

Add your revision sessions – these could be drop-in sessions at school, independent study time or revision with peers. Be specific about how each chunk of revision time will be used – to do this use 'R' followed by the activity, e.g. 'R - English'. Colour coding each subject will help you see how much time you are allocating to each subject.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8.00am		R-English		R-Maths	R-Science		
8.30am	Form	Form	Form	Form	Form		
8.55am	Lesson	Lesson	Lesson	Lesson	Lesson		
9.55am	Lesson	Lesson	Lesson	Lesson	Lesson	R-Science	C-Football match
11.10am	Lesson	Lesson	Lesson	Lesson	Lesson	R-Maths	C-Football match
12.10pm	Lesson	Lesson	Lesson	Lesson	Lesson	R-English	C-Football match
1.10pm						R-History	Reserve
2.10pm	Lesson	Lesson	Lesson	Lesson	Lesson		Reserve
3.10pm	Additional Maths	Additional Maths	Additional Maths				Reserve
4.00pm							Reserve
5.00pm			R-History				C-Family time
6.00pm	C-Gym session	R-Maths		R-English	C-Family time		C-Family time
7.00pm	R-Science	R-History	C-Gym session		C-Family time	Rest	C-Family time
8.00pm	Reserve	Reserve		Reserve			
9.00pm	Rest	Rest	Rest	Rest	Rest		Rest

This is your practice template. Use the previous information to complete your weekly revision planner.

Weekly Revision Planner							
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8.00am							
8.30am							
8.55am							
9.55am							
11.10am							
12.10pm							
1.10pm							
2.10pm							
3.10pm							
4.00pm							
5.00pm							
6.00pm							
7.00pm							
8.00pm							
9.00pm	Rest	Rest	Rest	Rest	Rest	Rest	Rest

Notes





Hungerhill Lane, Edenthorpe, Doncaster DN3 2JY

Tel 01302 885811

Email admin@hungerhillschool.com

www.hungerhillschool.com

