



PENKETH HIGH SCHOOL

# KEY STAGE 3

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## STUDENT GUIDE



## Study Skills & Revision Toolkit

Everything you need to know from your teachers at Penketh High School to be successful with your classwork, homework, and exams.

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# Why you need this book

The idea of this study skills and revision book is to give you all the information you need to make sure you are always well prepared for all exams you do at Penketh High School whether you are in Year 7 or Year 11.

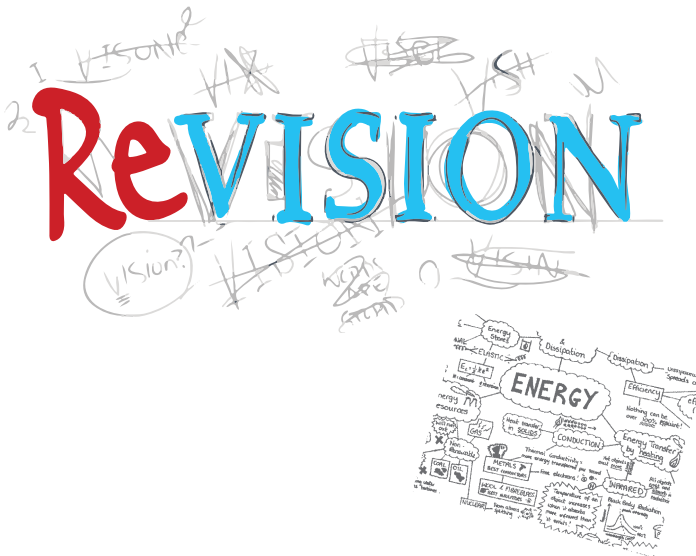
Revision is a skill that needs to be taught, practiced, and mastered and this book can help you do that.

Your teachers at Penketh want the very best for you and one way you can secure a bright future is to leave with the very best set of results that you are capable of. A good set of exam results do not make you a better person and lots of people have been successful without good grades – but it is much harder!

You need to think of your exam results like keys on a key chain. The more keys you have, the more doors you can open right? So start adding to your key chain today!

Nobody is born being able to revise or pass exams, they are hard work for everyone and working hard is the key. You may think that some people are naturally intelligent or just 'clever'. That is not enough to get good results. It is the person that is willing to work hard and make sacrifices that will achieve.

I promise that if you can always say you are the hardest worker in the room you will achieve great things and this book might just help you with that!



# Homework!

Do we really need to do homework???

The short answer is YES! And here's why.....

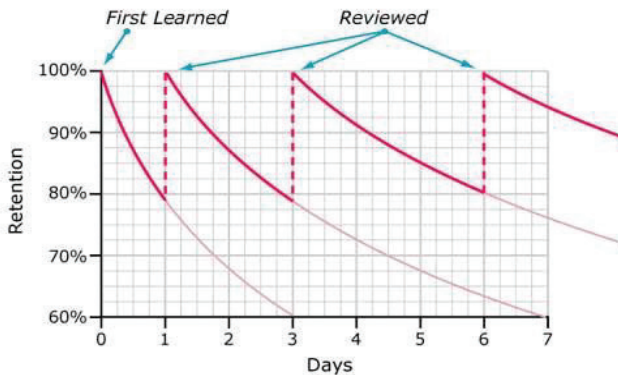
A key part of learning and demonstrating your understanding is to have the building blocks readily available in order to construct answers, arguments or solutions to problems.

These building blocks are the bits of knowledge that you need to be familiar with across each unit, module and subject area.

Your lessons in school are well planned and interleaved (which means you keep coming back to topics) to ensure that we revisit subject content across each key stage in order to build that knowledge piece by piece.

This helps you to cement this knowledge into your long term memory so that when you need to access it in a test or exam it is there waiting for you.

Typical Forgetting Curve for Newly Learned Information



The school's homework plan is designed to support this knowledge retention and retrieval with a view to making sure that you can all make the most out of classroom learning by having the knowledge available to tackle classroom activities more effectively.

The purpose of the homework we will set you will make sure you can all;

- Continue learning away from the classroom
- Consolidate learning
- Develop independent learning skills
- Have opportunities to work with parents and demonstrate your understanding at home

There are three different types of homework you can expect to get:

### 1. Knowledge Organisers;

You will be provided with a knowledge organiser for the units that you are working on in class in each subject. Knowledge organisers are documents that contain powerful knowledge, key facts and key vocabulary that you can and should learn to aid retrieval and application of knowledge during classwork or assessments. In order to maximise the use and the impact of the organisers all pupils will receive guidance on activities that you can undertake to make the best use of knowledge organisers. These are activities that you can undertake as independent learning or whilst engaging with your parents that can serve as extra activities beyond what your teachers specifically direct you to do, for example;

- You can read through this work independently or explain the information to your parents, learning this information will help consolidate your understanding.
- You can convert the information into flash cards (**Mr Farrar's Top Tip!!!**) mind-maps or to post-its on display that you can review regularly.
- Parents can test your knowledge, spellings or definitions.
- You can make your own glossary, noting the definitions and see how many you get right
- Record a reading of the knowledge organiser and listen to this around the house, in the car etc.
- Parents can read the knowledge organiser out to you or ask you to fill in the gaps.

Subject teachers will use “Do now” and other assessment opportunities to test your understanding of the key knowledge across the term. Similarly, knowledge organisers also available in subject unit booklets in class, can be used to support you in class too.

Your teacher may ask you to do a quiz on teams linked to the knowledge organiser so make sure you make the very most of the information you have to get top marks!

For those of you new to the school this may seem a little strange because you need to more independent. There will never be a time where you don't have homework because you can always be learning this key information to make you an even better student than you already are!

### 2. Pre-reading;

As a school we are really investing time and resources in you to develop your literacy skills as we know that the ability to operate as an “expert reader” supports your ability to perform well in class and in exams.

Apart from a dedicated reading curriculum, it's essential that we provide opportunities to read about the specific topics and subjects that you study so that you can engage with subject specific content and vocabulary whilst extending your wider understanding of the content and links between areas.

One key feature of the reading strategy in terms of homework will be around pre-reading, providing you with text to engage with at home to inform your understanding before you complete the lesson in school. This will make sure you get the most out of your lesson that day.

The purpose of pre-reading is to build knowledge of the subject prior to the lesson, support language preparation ahead of the lesson and perhaps spark an interest in the content prior to undertaking the lesson. There are number of benefits to pre-reading that include improved interest and comprehension.

If you just take one thing away from this paragraph it is this; the better you are at reading the better you will do in exams and that is a fact!

### 3. Other homework

Other, more practical subjects might focus on the use of knowledge and of practice to consolidate knowledge. This might mean a different approach to homework, for example, in Maths pupils undertake a stepped booklet of practice questions that represents their current working level.

Departments may also set additional homework tasks as appropriate – for example, pre-reading as mentioned above, or activities that are appropriate to the delivery of the curriculum at any given point.

### Frequency and notification

Homework tasks should be set weekly for each class in each subject and departments will have their own approach to setting homework. Your homework should be recorded on Arbor each week so that you and your parents can keep a track of assignments that have been set and the deadlines for completion.

The notification that you and your parents get will be on the Arbor app, the actual homework and/or knowledge organisers will live on your class page on Teams so it is important to make sure you know your login details. The best thing to do is have the Arbor app and Teams app on your phone so you always know what is expected and when whilst at home.



# Reading

There is no doubt that being a good reader is a huge advantage in life. A recent study has linked your ability to read to your success in your GCSE exams in Year 11. The findings show that while there is a significant connection between reading ability and success in all GCSE subjects, the link between good reading and good grades is actually higher in maths than in some arts subjects like English literature and history.

What that tells us is that reading not only makes you a better English student, it also, and crucially, makes you a better mathematician, a better scientist, generally a better student all round.

At Penketh we know that reading is absolutely crucial which is why we have invested so much into what we offer you. From reading whole novels in form time to the reading curriculum lessons you have, everything is carefully chosen to give you the best opportunities to be better readers.

Then there is all the reading you do in lessons, all the articles and texts you see in your History booklets, in Geography, Science, Languages.....the list goes on and on.

We even set aside time to introduce you to new words and what they mean and also when you would use them.

## What can you do to give yourself an even better chance?

To really maximise your reading ability you need to read engaging, appropriate and challenging texts. Mrs Curties has made lots of reading lists on the website [Love Reading4Schools](#) and if you click on this link you reach this page:

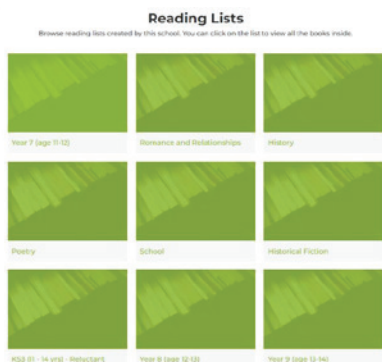
School Page Password \*

Your Email Address \*

The password is P3NK3TH

Just type your own email address in and set up your account in 3 simple steps

This takes you to this page:



Here you will find lists of suitable books and you can read an extract of nearly every book to see which ones really grab your attention. Mrs Curties will update these lists throughout the year and make sure that you have access to the very best and most suitable books for your age and also for your reading age

Picking up a book and reading it is just about the best thing you can do to make sure you pass all of your exams with flying colours!

# Revision Techniques

## 7 study techniques

THAT WORK FOR ANY SUBJECT

### 1. Condensing



- useful for information-heavy, essay based subjects
- Reduces temptation to mindlessly copy everything down

HOWTO: CHALLENGE YOURSELF TO SUMMARISE A PARTICULAR CHAPTER / TOPIC / PAGE WITHIN A LIMITED SPACE, SUCH AS A SIDE OF A4, OR A CERTAIN NUMBER OF SENTENCES. REPEAT AND SEE HOW FAR YOU CAN CONDENSE THE INFORMATION

- Use here to remember information & understand difficult concepts!



### 2. Flashcards



- Great for remembering definitions, dates, facts etc.
- If stuck, give yourself a few minutes to think about the answer before checking
- MAKE THEM YOURSELF OR USE A WEBSITE SUCH AS QUILT

### 3. Memory maps

- This is essentially taking notes without any guidance

HOWTO: Write down a few lines on a plain sheet of paper. THEN, SET A TIMER AND WRITE DOWN AS MUCH AS YOU CAN AROUND EACH HEADING, MAKING LINKS AND NOT USING ANY RESOURCES. ALTERNATIVELY, DO THIS W. OUT A TIMER AND SIMPLY WRITE 'TO FAILURE' (when you can't remember anything else)



\* ADD VISUAL ELEMENTS TO FACILITATE MEMORISATION!

### 4. (Pretend to) teach someone

→ THIS IS THE ULTIMATE TEST OF YOUR UNDERSTANDING

- If none of your friends / family willing to be volunteers, simply pretend to teach a class or an audience.
- Try to find a person who is unfamiliar w. your subject / topic

### 5. Practice questions and essays

- APPLY YOUR KNOWLEDGE AS MUCH AS POSSIBLE. Get your hands on past papers / questions and practice in exam conditions when you can.
- Get someone else to mark your work OR practice now when doing it yourself.



### 7. Visualisation / association

- Associate difficult concepts with familiar objects around or words.
- THE JOURNEY: assign facts, arguments etc to different points in a real or imagined journey

- FACILITATES RECALL OF ABSTRACT INFORMATION

### 6. Pomodoro technique

- developed by Francesco Cirillo
- work for 25 minutes; 5 minute break



REPEAT x4 BEFORE TAKING A LONGER BREAK (25-60 minutes)

- Try this if you struggle w. procrastination and getting stuck on hard task

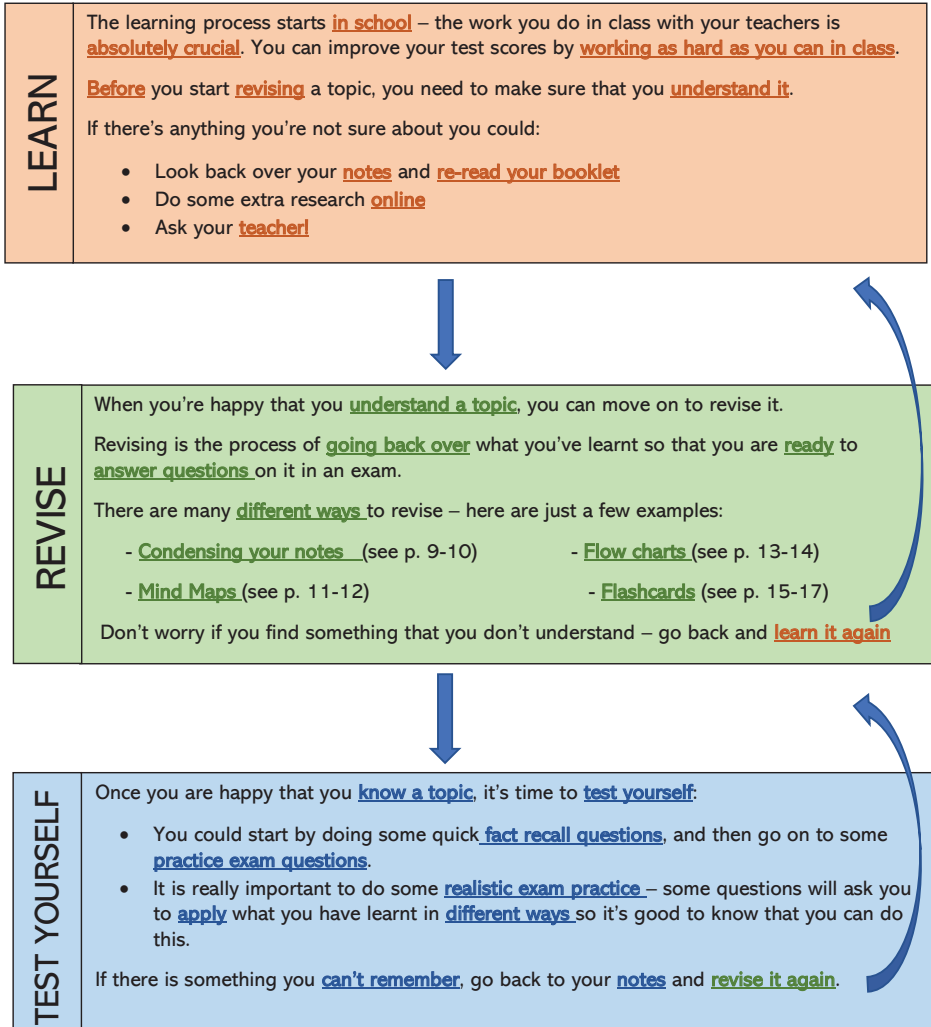
\* Remember to check against your hard resources if needed!





# Learn, Revise, Test Yourself

This process is super important. You can't revise what you don't understand, or practise what you don't know, so don't skip out any steps. There is no shortcut to success!



# Condensing your Notes

Now you know how to get started, it's time to get cracking. The first step is to get your notes into order – you can't learn every word you've ever written so you need to condense them

## START with your NOTES

1. You'll need to start off with some **high-quality** notes, including:
  - You **notes** from **class** (booklets or exercise books)
  - Text books
  - **Revision sheets** from your teacher
2. **Read over** them and make sure you've **understood** what you've read – simplifying a topic into **key points** won't help you if you don't understand the original notes



## Condense them into your OWN WORDS

1. You need to **simplify** and **summarise** your notes into **key points** so they're easier to revise from.
2. Aim to get **each topic** onto a **single page**. **Cut** the **waffle** and pick out the **good stuff**!
3. Try to **reorganise** the material in some way e.g. by **grouping** it differently or **linking** topics together
4. How you present your notes might depend on the subject. For example, you could make:
  - Labelled diagrams in Science
    - Timelines for History
  - A page of key quotes for English
  - A table of formulas and rules for Maths
5. Condensing topics makes your revision **interactive** – it's better than just re-reading your notes again. Plus you're more likely to remember your **own words** than something someone else has written.

## Don't make these MISTAKES

The following things have been **proven** to **not work** and are actually a **waste** of your **valuable time**

1. Only reading your class notes or textbooks – **this does not work** and you **don't retain** any of the **information**
2. Copying out all of your notes into a **new notebook** – this can **take hours** and makes you think you are revising well because you are busy and it looks nice! **It doesn't work**

One proven way to condense your notes is to use the Cornell Method – (follow this hyperlink to an article about the correct technique of using [Cornell Notes](#))

To use the Cornell Note Taking method, you need to first divide your single A4 page into three or four sections. There can be an optional small section at the top of the page for the title, and there should be a similarly sized space at the bottom, where they can summarise your notes.

The rest of the page should be divided into two vertical columns, with the left-hand column taking up around 30% of the width and hence the right-hand column taking up the remaining 70%.

**HOW TO TAKE NOTES USING THE CORNELL METHOD**  
by @Inner\_Drive | innerdrive.co.uk

**CUE COLUMN**  
Key words  
Ask questions  
Prompts for revision

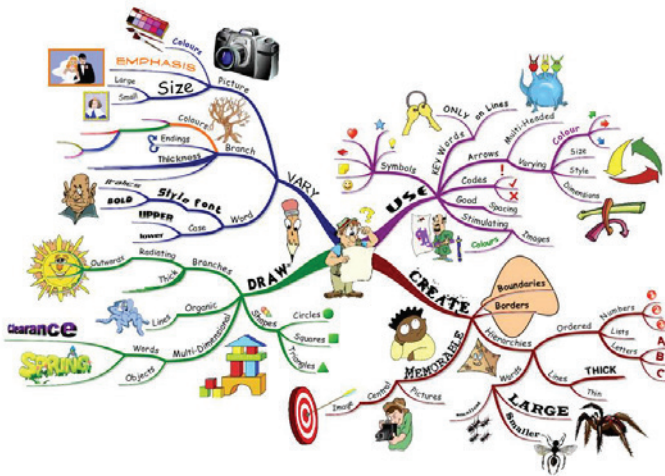
**NOTE COLUMN**  
Make notes  
Summarise concepts

**SUMMARY**  
Review what you learnt

The infographic illustrates the Cornell Method on a blue background. It shows a diagram of a note page divided into three sections: a narrow orange 'CUE COLUMN' on the left, a wide green 'NOTE COLUMN' in the middle, and a wide orange 'SUMMARY' section at the bottom. Blue arrows point from the text labels to their respective sections in the diagram. The diagram also contains handwritten text in each section: 'Section' in the cue column, a list of bullet points in the note column, and a short paragraph in the summary section.

# Drawing Mind Maps

I'm sure you all know what a mind map is but here is a short [VIDEO](#) on how to create an effective mind map for revision purposes. The biggest advantage of a mind map is its ability to be on just one sheet of A3 or A4 so you can constantly test and review what you know.



You can use them **THROUGHOUT YOUR REVISION**

Mind maps are really useful for subjects where there are lots of links between ideas e.g. History or English. They are less useful for learning a list of formula or key vocab, you would use flashcards for that.

## At the start

Use your notes and other resources to **draw a mind map** of a topic – it's a great way of revising key information.

## During revision

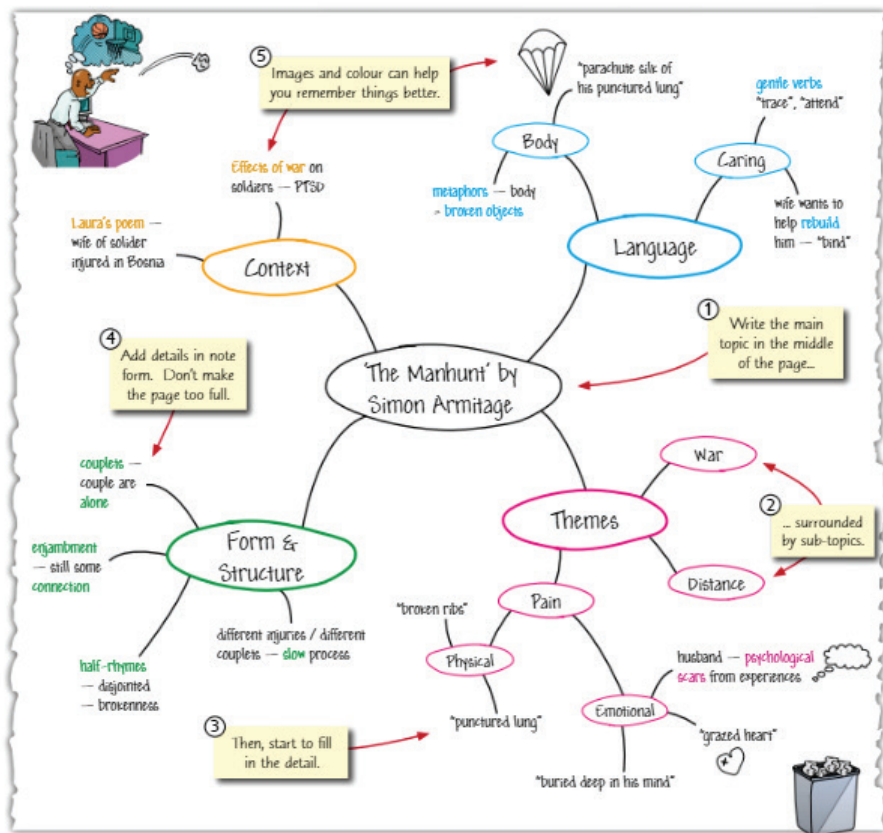
You could pin your completed mind maps up in your revision space so that you see them regularly.

## To test yourself

Draw a mind map of a topic from memory, then look at the original one and fill in anything you forgot in a different colour – this shows you what you still need to revise.

**EXAMPLE:**

Here is an example of a mind map for the poem 'The Manhunt' by Simon Armitage. It isn't complete, but it gives you an idea of where to start.

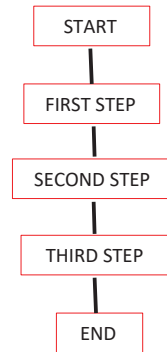


# Making Flow Charts

Flow charts are really useful for when you need to remember things that are in a specific order or sequence.

## Flow charts take topics **STEP BY STEP**

1. Flow charts are a type of **diagram** that show a **process** from **beginning to end**.
2. They **organise information clearly** – you can see both **words** and **images** to show what happens when.
3. It's tempting to spend ages making your flow charts look perfect but as long as they are clear and **easy to use**, they don't need to be fancy.



## **START** at the **START**

1. It might sound obvious, but **order** is really important in **flow charts**.
2. Write the **first step** in the process at the **top** of the page and **work downwards**.
3. Flow charts highlight the **main steps** in a process, but if it helps, you can add **key points** about the different steps to jog your memory – keep them **short** and **to the point** though.

## They are really useful for **LOTS OF SUBJECTS**

Flow charts show how different stages or events are linked together, so they're useful for subjects that include sequences or processes.

Here are a few examples of when you might use them:

History – a **timeline** of the events that saw Hitler take power in Germany

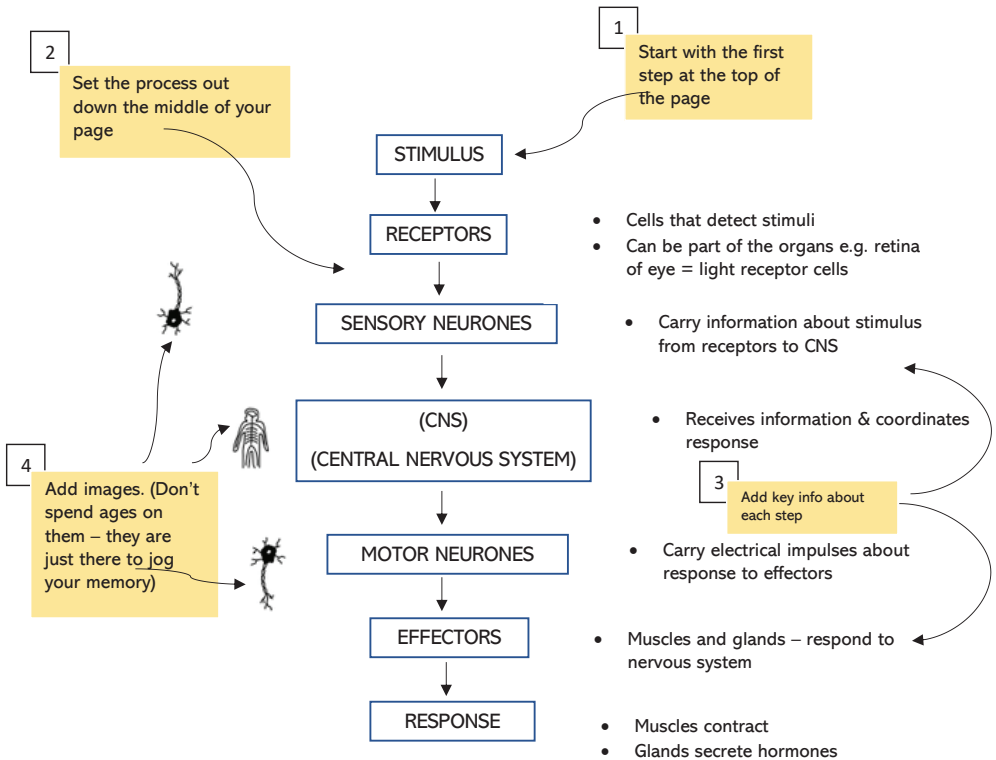
Chemistry – to set out the **required practical**

Geography – to present the different **stages** of erosion

Biology – to show how **food** passes through the **digestive system**

## EXAMPLE:

This is an example of a flow chart you could make for Biology, showing how the *Central Nervous System responds to stimuli*. It doesn't show everything about the whole topic but it shows you how to get started.



## Using Flash Cards

### Flash Cards are a great REVISION TOOL

- 1) Flash cards are small cards with a question or prompt on one side, and the answer or information on the other side.
- 2) They're a great way to test yourself and find gaps in your knowledge.
- 3) Flash cards are useful for learning stuff like:
  - Important dates in History
  - Language vocabulary
  - Key words and definitions
  - Formulae
  - Labelled diagrams



Flash cards aren't so good for learning things like processes and more complex information, but they can make sure you know the 'nuts and bolts' of knowledge needed in your exams.

- 4) There are lots of flash cards available online but it's a better idea to make your own. Working through your notes and picking out information is part of the process of revision

Another great way to use flash cards is by filling one side with example questions about a topic, and the other side with the answers. This can be useful after you've revised a topic and want to test yourself on it. We always have a stockpile of flash cards in reprobographics at PHS! Just knock on the door and ask!

### Use them to TEST YOURSELF

Here are a few top tips on how to use your flash cards effectively:

- 1) Say your answers out loud – this forces you to answer the questions properly
- 2) Test yourself until you get them all correct – make a pile of any cards you get wrong and go over those ones over and over again (see page 16 for more detail on this)
- 3) Make sure you test yourself both ways – e.g. you need to know vocab translations from English to French and from French to English.
- 4) Ask someone else to test you – it removes the temptation to check the other side yourself before answering.



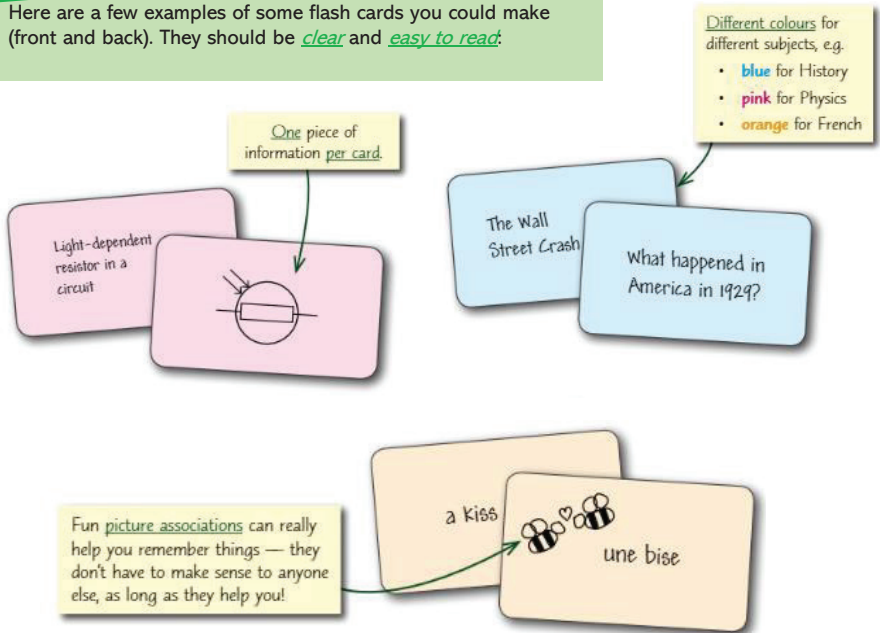
## Flash Cards are **EASY TO MAKE**

Anyone can make good flash cards – here's how:

- 1) Write a **question or prompt** on **one side** of the card
- 2) Add **colour** and any **quick pictures** that might help you recall the information
- 3) **Complete the other side** with the **answer** or **piece of information**
- 4) Keep your flash cards **simple** and stick to **one** piece of information **per card**
- 5) Use them to test yourself **daily, weekly and monthly!**

### EXAMPLE

Here are a few examples of some flash cards you could make (front and back). They should be **clear** and **easy to read**:



Flash cards are the **easiest** and **most efficient** way to revise **anytime** and **anywhere!**


Flash cards are so useful because they are **pocket sized** – you **can take them anywhere and test yourself** on the go, really making the most of any time away from your desk or dining room table. Perfect on **journeys in the car** I'm sure your parents will love that!!


Follow this hyperlink to an article about the correct technique of using [FLASHCARDS](#)


This is the very best way to make sure you are remembering more content as the weeks go by. You can test yourself, you can revise with friends, you can get parents or siblings to test you. As time goes by you will remember more content and spend more time on the things you don't know.

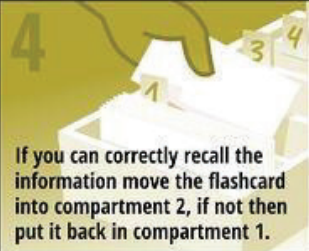
## USING FLASHCARDS TO REVISE

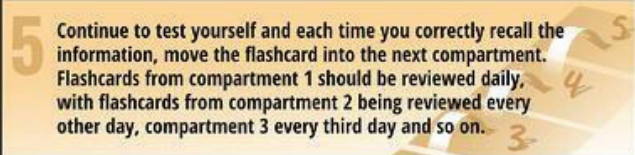
by @inner\_drive | www.innerdrive.co.uk


- 

**1** Split a box into 5 different compartments and label them 1 to 5.
- 

**2** Place all your flashcards in compartment 1.
- 

**3** Test yourself on a flashcard
- 

**4** If you can correctly recall the information move the flashcard into compartment 2, if not then put it back in compartment 1.
- 

**5** Continue to test yourself and each time you correctly recall the information, move the flashcard into the next compartment. Flashcards from compartment 1 should be reviewed daily, with flashcards from compartment 2 being reviewed every other day, compartment 3 every third day and so on.
- 

**6** Eventually, all your flashcards will have been transferred to compartment 5 and the information they contain stored in your long-term memory.

# Revision Top Tips

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REVISION

MON	TUE	WED	THU
Maths	English		
Biology			
History			

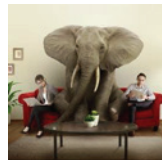
1.  
2.  
3.  
4.  
5.



PENKETH HIGH SCHOOL

# Motivation and Procrastination

Let's address the elephant in the room – you'd probably rather be doing anything other than doing that homework or revising for an exam (or even reading about how to revise like you are right now!) But thinking about how revision can help with your future goals may (just may) make it all seem a bit less terrible!



## Knowing **WHY** You're Revising Can **MOTIVATE** You

- 1) Think about *why* you want to do well in your exams. It may be:
  - to get a **better score** in a subject than last time
  - to try and **move up** to a **different set**
  - to **prove to yourself** and others that you can do it
- 2) Whatever your goal, it's best to **start** revising as **soon as possible**
- 3) Be **positive** about revision – it can be tough, but it will **really help** when the exams arrive
- 4) Focus on **your goals** and **don't compare yourself** to other people.
- 5) Do it now for your **#futureself!** Remember that you need to make sure the 16-year-old version of you is ready to attack those exams at the end of Year 11 so if you get in the habit now you will be really helping yourself out!

### Five *Top Tips* For Staying Motivated

1. Set **small targets** with **rewards** (*see page 21*)
2. Remind yourself of your **long term goals**.
3. Plan **a big treat** for after **your exams**.
4. Use a **topic planner** so you can see the **progress** you have made.
5. If you're **dreading** a particular topic, start with some **easier topics first**.



## Procrastination **Wastes Valuable Time**

- 1) Procrastination means **putting off a task** that needs doing
- 2) You need to **avoid procrastination** to make the most of your revision:
  - Turn off your **phone, TV, XBOX** and other distractions
  - Give yourself **regular breaks** – it will help you keep **focussed** when you're revising
  - Break up your revision into **small chunks** so it is not an endless slog!
  - **Start** with something **small** – this will ease you into focussing on your work.



# Organisation and Planning

Some things are best when you dive straight in – revision is not one of those things. Making a plan means you can spend more time revising and less time worrying you've forgotten something important.

## PLANNING Will Make You Feel In CONTROL

Spend time on a *solid revision plan* but don't spend so long that you don't have time to revise

### Reasons to Plan

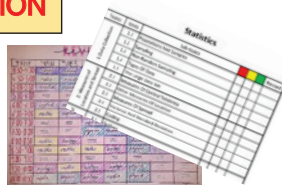
- You know you *have time to cover everything*
- You *won't forget* any topics
- You can *prioritise* early exams or tricky subjects
- It *reduces stress*
- It's *more efficient*

### What Happens Without A Plan

- You'll *waste time* deciding on what to revise each session
- You might *not* allow *enough time* to revise everything
- You *can't easily check* what you've already revised
- You may *forget* some topics

## TIMETABLES Can Help You Plan Your REVISION

A revision timetable and topic planner will help you schedule your revision and see how you're progressing. You can find handy versions ready to fill in at the back of this book from page 44



## Being ORGANISED Will SAVE TIME

- 1) Organise your *notes and books* for each subject to make it easier to *find information*.
- 2) Write a *to-do list*, then *prioritise* which tasks need to be done first.
- 3) Make sure you have all the *stationery you need* (lots of paper, pens, a calculator etc.) so you can crack on with your revision, without a fuss



# Setting Targets

Knowing what you want to achieve in each revision session is important – it keeps you on track.

## Make Targets **SMALL** and **REALISTIC**

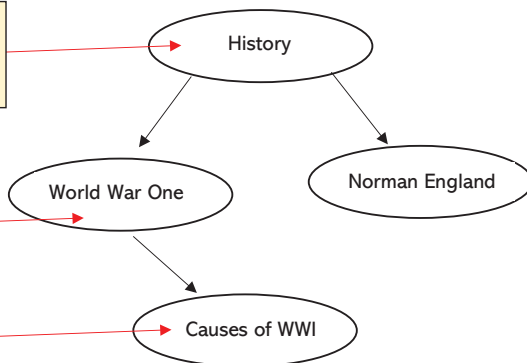
### EXAMPLE:

Imagine you are revising History. Here's how you could set targets for your revision session.

A target to revise all of History is too large – split it into smaller chunks so it's easier to track your progress

This is still too big – it's too much to revise in one go.

Set yourself manageable targets, e.g. by the end of today I will learn the causes of World War One



## **TIME FRAMES** Can Help You to be Efficient

- 1) Setting a time frame to achieve your targets helps with *motivation*.
- 2) You need to be *realistic* though. For example:

- Two weeks for fractions – this is *too long* on a *small topic*
- An hour for all of Science – you'll either have *too little time* or *rush* through it.

- 3) Generally, it's better to give yourself *slightly more* time than you think you'll need.

## **REWARD** Yourself For **HITTING TARGETS**

- 1) An incentive could *encourage* you to work hard to hit your targets.
- 2) You might plan a reward for finishing a *tricky topic* or doing a *set number of sessions*
- 3) Your rewards should be *simple* and *help you relax* – e.g. some TV, phone time or time with friends
- 4) Plan a *large treat* for after your exams as something to really *look forward to*.

# **Your Study Environment**

To be productive, it's important to know what environment you work best in. Some of you may need to lock yourself away in your room, some of you may need friends to work with, others may work better in a library etc.

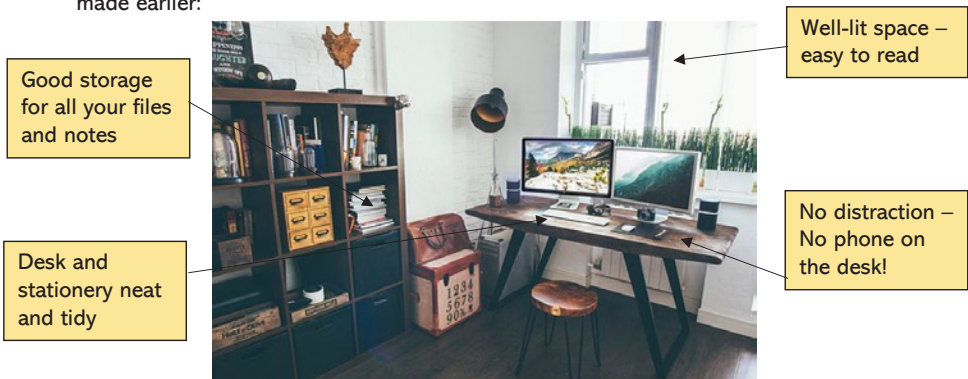
## **DIFFERENT PLACES** work best for different people

There's no one right place to do your homework or revise. Based on how you *work best*, you'll find some places make you feel *more productive* than others:

Library	Bedroom At Home	Friends
<p>Lots of books about subjects you're revising</p> <p>Access to the internet and a PC for research</p> <p>Fewer distractions than at home or with friends</p> <p>It may be busy and hard to get a desk</p> <p>It can involve travelling time</p>	<p>You can set up your study space as you want</p> <p>You can shut yourself away for privacy</p> <p>It's easy to get snacks and drinks</p> <p>You may get distracted by your family</p> <p>TV and games are easy to distract yourself with</p>	<p>You can discuss revision problems with your friend</p> <p>You and your friend can test each other</p> <p>You and your friend could distract each other</p> <p>You may become disheartened or stressed if your friend seems to know more than you.</p>

## **A TIDY STUDY SPACE** is important!

You'll find it easier to work well if your study space is free of clutter. Here's one we made earlier:



## Coping with Stress

Exam periods can be stressful and it's normal to feel some nerves when you have an exam approaching. Luckily there are ways to cope so stress doesn't affect your revision or your health

### Exams are stressful for **EVERYONE**

1. You **won't be alone** in feeling under pressure about exams – it's likely **your classmates** are also finding this time stressful.
2. A **small** amount of stress can actually be **good** for you – it can **motivate** you to do better or help you **focus** on overcoming a difficult situation
3. However, **too much** stress can **negatively** impact your **health**. It's important to **recognise the signs** of stress so you can do something about them

Signs of Stress include:

- A **loss of appetite**
- Sudden **weight loss** or gain
- Feeling **anxious**
- Difficulty **concentrating**
- Feeling **emotional**
- Struggling to **sleep**

### There are ways to **HELP** with stress....

1. Go outside for **exercise** and **fresh air** – it will help clear your head
2. Set aside time to **meet up** with your **friends** when you're not revising
3. Give yourself **relaxation time** – listen to music, watch TV or go for a walk
4. Keep up with your **hobbies** and do activities that you enjoy
5. **Eating** and **sleeping well** can also help with reducing stress (**see page 27**)

11:45am – 12:45pm  
12:45pm – 1:30pm

<b>Lunch</b> - with Molly and Jack	Maths - algebra
--	--------------------

### Talk about how you're feeling

Talking to **friends and family** can really help you air out your anxieties and come up with a way to deal with your stress. If you don't feel comfortable talking to people you know, please come and talk to **your teachers**. We can really be useful you know. Plus we have lots of contacts with **support services** who you can talk to confidentially.

### ...and ways to make it **WORSE**

1. Don't **revise late** into the evening – this will affect your sleep and make you tired.
2. Not taking **adequate breaks** will make your revision less effective. (**see page 29**)
3. Don't set **unrealistic targets** or you'll always disappoint yourself.



## Looking after your wellbeing

It is normal to feel a bit worried about exams, exam stress can cause you to feel [anxious](#) or [depressed](#), and this might affect your [sleeping](#) or [eating habits](#).

If you [recognise](#) any of these [feelings](#), or are [worried](#) that exam pressure is [taking over](#) your life, you are not alone, and there are things you can do, here are some tips from Young Minds:



Let your trusted friends and family know if you are struggling

so they can be there to support you, encourage you and offer a listening ear. You don't have to go through this alone. Keeping it all in will only make things worse in the long run, so don't be afraid to open up.



Ask for help. Think about all the practical support you need

and be honest with yourself about it. You are allowed to ask for help. Talk through your concerns with your teacher/tutor who can let you know what support your school, college or uni can offer you. They will have spoken to lots of students before who are going through similar things.



Try finding a study group, or start your own

Working through problems with other students can be a nice way to keep your social life going and boost your morale.

## *The importance of self-care*

Self-care is the little things we can do to **look after our mental health**. If you are **worried** about your exams, you might find it hard to find time for self-care. While it is important to revise, if you don't take time to take care of yourself and find time to do the little things that you enjoy doing, you will **find it harder** to do your revision. Make sure you factor in self-care as part of your revision plan, **you deserve it!**



### Self-care is the little things we do to look after our own mental health

The important thing with self-care is not what it looks like, but what it does for you and how it makes you feel. When it comes to self-care it's not one thing, it's your thing.

If you are **struggling** with the **pressure** of exams, it is important that you **speak up**. There are lots of avenues of support available to you. You can speak to **any member of staff**, this could be your form tutor, Head of Year, PD Coach, Mr Farrar or a teacher you have a good relationship with. You can also speak to Mrs Smith our Designated Mental Health Lead or any other member of staff you feel comfortable with. If you are unsure who to speak to or do not feel confident to do this in person you can email [worrybox@penkethhigh.org](mailto:worrybox@penkethhigh.org)

If you do not want to speak to staff then you can **speak with parents, carers or friends and family**. Also remember there are lots of great **support services** in the area and online too such as **Kooth**, **Young Minds** and **Shout**. You can find a full list of wellbeing apps and websites on the school webpage under "Safeguarding, "Mental health and wellbeing."

# 33 Self-Care Ideas

to nurture yourself

- Take a walk
- Read your favourite book
- Workout
- Nap
- Take a bath
- Watch your favourite movie/show/Netflix series
- Go out for brunch
- Buy yourself flowers, a cactus or succulent
- Get a manicure, pedicure or facial
- Journal
- See a show or concert
- Spend time with someone special
- Go to an art gallery or museum
- Meditate
- Sing
- Bake donuts
- Say no
- Shut down technology and take a social media break
- Do something crafty
- Diffuse essential oils or light some candles
- Spend time with animals
- Go to a farmer's market and make a nourishing meal
- Phone/Skype/Facetime a friend
- Play
- Make an awesome playlist and have a dance party
- Enjoy the sunshine/rain/stars
- Make a pot of tea
- Colour
- Go to your favourite coffee shop and have the best warm beverage
- Hang out in nature or near water
- Learn an instrument (or practice that one you used to play)
- Go for a bike ride
- Breathe

[dancingthroughlifeblog.com](http://dancingthroughlifeblog.com)

# Sleep and Diet

If we're honest these are two of the greatest things in life – snoozing and food! Getting a healthy amount of both of these things will keep you in peak condition whether you're revising or working hard in class. It will also make it easier for you to take in new information.

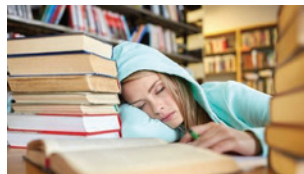
1. *Don't skip sleep* to revise!

Sleep helps you process what you've learnt.

Without enough sleep that information will be lost!

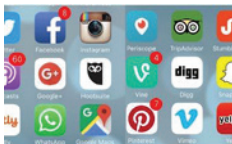
2. Do something *relaxing* before bed!

Avoid caffeine, (and don't even get me started on energy drinks) strenuous exercise in the evenings and don't be looking at your phone immediately before bed.



3. Keep your *phone away* from your bed!

Those snapchat group message notifications are just too tempting to look at when you are trying to get to sleep



4. Eat plenty of *fruit and veg!*

Yes, even broccoli!! (Honestly you'll grow to like it!) The nutrients in these foods are crucial to your development.

5. Don't *skip meals!*

It makes it really difficult to concentrate. Think of your body like a car and your food as the petrol. If there is no petrol in the car it's not going anywhere is it!?

6. Get plenty of *protein!*

Oily fish is the absolute best such as salmon, mackerel and tuna. Protein is a key building block for your brain and body and can also be easily found if you are vegetarian or vegan!

7. Only have *sweets and chocolates* as an occasional *treat!*

The sugar crash you get from these items can be a real motivation killer and you need to keep this train going!!!



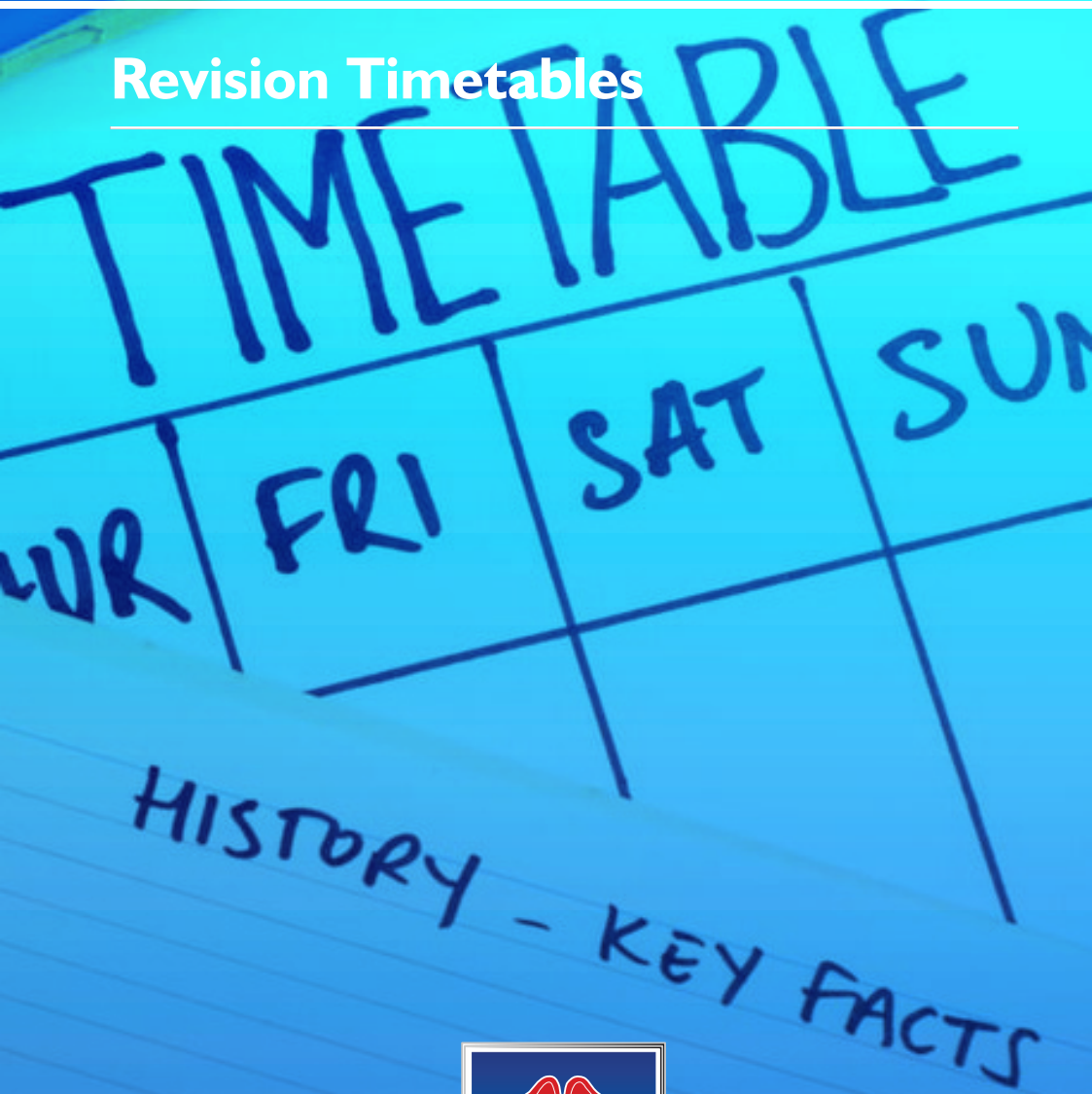
8. Drink lots of *water!*

Try for a minimum of 2 litres per day – have you ever seen a plant that hasn't been watered??



# Revision Timetables

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**PENKETH HIGH SCHOOL**

# How to make a revision timetable

The last part of this book is a revision planner. It will help you get organised and as ready as you can be for all your homework and revision.

Your revision planner and timetable can be found on pages 47 and 63 of this book. There are spaces for you to fill in all of your exams, other commitments and planned revision sessions.



## 1) WRITE DOWN when all your EXAMS are

- The first step is to fill in the [Exam Timetable](#) on page 44
- You should refer to this [regularly](#), so you can see at-a-glance which exams you've got coming up. It will help you [stay focussed](#)

**EXAMPLE**

**Exam Timetable – Term 2**

Subject	Paper	Date	Time
Maths	Paper 1 – non-calc	May 15 <sup>th</sup>	9am
Biology	Paper 2	May 17 <sup>th</sup>	1pm
French	Listening	May 22 <sup>nd</sup>	1pm
English	Lang 1	May 23 <sup>rd</sup>	9am
History	Paper 3	May 26 <sup>th</sup>	9am

## 2) BREAK each SUBJECT DOWN into TOPICS

- Fill in the [Subject Checklists](#) on pages 47-62 for each of your subjects (see below)
- Use the [knowledge organiser](#) and [revision lists](#) that you will get from your teachers
- Put a [tick](#) in the [correct column](#) to show how [confident](#) you are with each topic. Throughout your revision, [update](#) the table and watch those ticks turn from [red to green](#).
- Make sure you do enough revision and practice so that you are [happy](#) with each [topic](#)

Don't worry if you're unsure about a lot of your topics at first. The whole point of revision is that you get more confident as you go on

**EXAMPLE**

**Subject Checklist: Biology**

TOPIC			
Cells	✓		
Microscopy		✓	
Cell Differentiation and Specialisation	✓		
Stem Cells			✓
Chromosomes and Mitosis	✓		
Binary Fission			✓
Culturing Microorganisms			✓

### 3) Start filling in your REVISION TIMETABLE

- Start by filling in all your commitments and the things you like to do. You can't **revise all the time** and you need to have some **down time**
- **Go through** your revision timetable and add in things like  
*Clubs and regular exercise*      *Holidays and Birthdays*  
*Time with Friends and Family*      *Hobbies and pass times including X-BOX/Netflix*
- It is also a good idea to **keep some time free** in your plan in case something **unexpected** comes up. There may be things that you can't plan for, so if there's a few **gaps**, it'll make it easier to **adapt**.

***Revision Timetables***

Month:				Weeks to go:	
Time:	4pm	5pm	6pm	7pm	8pm
Date:					
Monday	GYM	GYM			
Tuesday			At Dad's for tea		
Wednesday					
Thursday				Swimming	

### 4) ADD YOUR SUBJECTS

Decide **how much time** you'll need to spend on each subject by thinking about:

- Which you find the **hardest**
- Which has more **stuff to learn**
- Which exams **come first**

**Add your subjects** into the timetable you should do **2 per night** in the week and **3 sessions** on a Saturday and Sunday.

Remember that revision sessions should be **45 minutes in length** maximum followed by a **15 minute break**.

Make sure you allow **enough time** for each subject and **space them out** over the time you have to make sure you cover all bases.

## Revision Timetables

**EXAMPLE**

Month:				Weeks to go:	
Time:	4pm	5pm	6pm	7pm	8pm
Date:					
Monday	Gym	Gym	Maths		Biology
Tuesday	English Lit	History	At Dad's for tea		
Wednesday	Chemistry		Geography		

Colour-coding your timetable makes it clear what subject you are doing and when.

Also don't put Science – make it clear if you are doing Biology, Chemistry or Physics. The same for English Lit and Lang

### 5) ADD YOUR TOPICS

- For each subject, look at the topics in your topic planner – think about which you should prioritise and do those first
- Aim to include topics multiple times to give you a chance to revise them thoroughly and make sure that they stick!
- Make sure you leave plenty of time and space for all of your topics.

## Revision Timetables

**EXAMPLE**

Month:				Weeks to	
Time:	4pm	5pm	6pm	7pm	8pm
Date:					
Monday	Gym	Gym	Maths Factorise		Biology Stem cells
Tuesday	English Lit Romeo	History The great depression	At Dad's for tea		
Wednesday	Chemistry Required Practicals		Geography Brazil		

Adding topic details under each subject really takes your revision to the next level!



## **Are you ready to revise?**

Right, before we move on we want to make sure you get this timetable idea! So before you run off all excited to make your shiny new timetable just spend a few minutes checking that you get all the steps to success.

### **CHECK** your Timetable

- Run through the checklist below and compare each point with your timetable
- If there's anything missing, go back and fill it in
- Tick each point if you are happy

- 1) Have you included all your exams for every subject?
- 2) Have you added topics under your subjects?
- 3) Have you double checked the dates of your exams?
- 4) Does your timetable cover a mixture of subjects each day?
- 5) Have you planned in regular breaks?
- 6) Have you included things that you enjoy?
- 7) Have you left a few gaps in case you need them?

### **STICK** to your Timetable but.....

It's all well and good making a great timetable, but it's no use unless you follow it.

One final and important tip is this:

If you miss a session or even a whole day DO NOT TRY AND CATCH UP! It doesn't work, you end up with too much to do and the whole thing falls down and you stop revising.

Instead of trying to catch up just be honest with yourself. Why did you miss the session? How can you avoid that next time?

Then just move on to the next day with a renewed determination to succeed.



# Resources

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## Teachers Top Tips

The next few pages are from your teachers at Penketh High School.  
We asked your teachers what does a good student do?  
How do they do well in tests?  
How do they get the most out of their lessons?

Here are some top tips from lots of your subject teachers to give you an edge in lessons, when you are doing your homework and also on tests.



**PENKETH HIGH SCHOOL**

# ENGLISH

Read for 30 mins a day (or at least every other day); choose a book or text that is going to interest & challenge you - maybe an article from an online magazine or newspaper about a subject of your choice.



Extend the punctuation you are confident using. Choose 5 of the 11 punctuation marks from the BBC Bitesize KS3 Punctuation resource <https://www.bbc.co.uk/bitesize/topics/zr6bxye> and commit to learning how to use them.



Improve your spelling - read the BBC Bitesize KS3 Spelling 5 learner guides (<https://www.bbc.co.uk/bitesize/topics/zbm> [v2sg](https://www.bbc.co.uk/bitesize/topics/zbm)) and take the tests at the end!



Widen your understanding of reading poetry <https://www.bbc.co.uk/bitesize/topics/zqsvbq4> on the BBC Bitesize KS3 English Understanding Poetry page - find out about all the different forms of poetry there are.



Go online at <https://penketh.weebly.com/> where you will find a range of different activities for all year groups to dip in and out of to improve your knowledge in English. Go on... be that English expert!

# FOOD TECH

Practice washing up at home!

This is a key life skill and it will prepare you for your lessons, for later in life and also help out the people you live with.

Win-Win!



Try new foods and recipes using the skills you have learnt in food technology lessons

Can you recreate your dish at home?



Learn and use your weights and measures you have been shown in food technology.

Nothing ruins a good recipe like bad weighing!



Practice the Key practical skills like peeling and chopping safely with an adult at home

The more you practice the better you will get!



Complete your homework to review your knowledge from your lessons in food technology

It's one thing to remember in class straight away but can you hold that information?

# GEOGRAPHY

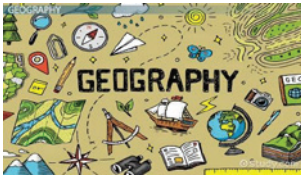
Do you know your continents and countries?  
Do you know the difference between continents, regions and countries?  
Locational knowledge is really important – it lets us know where we are!



Learn the difference:

Physical geography is to do with the natural world such as mountains and rivers

Human Geography is anything to do with people like population or tourism



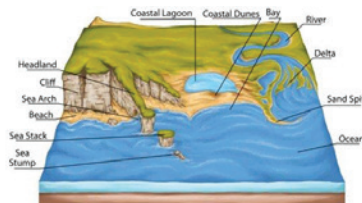
Learn and practice directions

Describing the location of cities, countries and features on a map using compass directions is much more powerful than saying 'it's on the left!'



Can you use grid references?

You need to master 4 figure grid references and then to be super accurate try six figure references to zoom in on a specific location.



Know your graphs

Graphs are used to show patterns and help us draw conclusions.

You need to decide which graph is best to represent your data in the best way.

# HISTORY

Knowledge organisers to make flash cards for quizzing

Knowledge Organisers are always in your booklets and on Teams



History isn't just for the classroom. Visit museums, castles, art galleries. Local places such as the Albert Dock in Liverpool is filled with History just waiting to be discovered.



Sources are important in History. Use the 5 W's to determine how reliable the source is  
**Who** made it?  
**What** info is in it?  
**Why** did they make it?  
**When** was it made?  
**Where** did it come from  
Always question the reliability of sources!



Chronology is crucial!

Chronology is much more than remembering dates and periods of time. You need to know **WHAT** happened, **WHEN** it happened but also **WHY** it happened. This is how you will build great Historical knowledge



Historical information can be found everywhere. No matter what time period you are studying in school you will be able to find lots of videos on You Tube to explain things as simply or in as much detail as you need.

# MATHS

Complete weekly homework to a high standard

The step booklet questions come up time and time again so the more you do the more you'll improve



Learn your times tables!

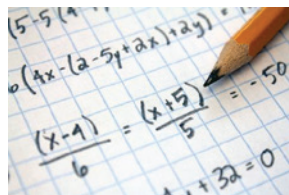
You'd be amazed just how much difference knowing your tables makes to so many areas of maths

Get people at home to quiz you on them.



Memorise facts and formulas by making flash cards

There's a common theme here!! Flashcards for the win!!



[vle.mathswatch.co.uk](http://vle.mathswatch.co.uk)

21BrownJ@penketh

(This is only an example!)

Password = Penketh



Use revision lists to target topics

You will always have a revision list before any exam you do in Maths so use it wisely!



# MFL

Regularly use the flashcards you make to keep older knowledge fresh in your mind and make connections between topic areas.

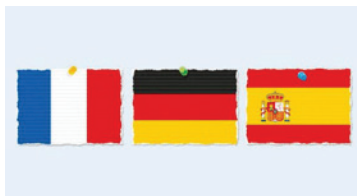


Spend a decent amount of time doing your Languagegenut homework.

If after getting a score, you feel you can do better, then try again!



Participate in class and don't worry about making mistakes or about what other people think.



Show resilience when tackling grammatical concepts such as tenses or types of clauses.

It's not too difficult, it just takes time.



Ask questions if there's something you don't get.

No question is silly, but you will miss out if you don't ask.

# PE

Ensure that you are fully organised with your full PE kit ready for the activity you are currently completing in PE.



Try your best!

Come to PE with your best attitude ready to learn and try to improve in all activities covered in the PE curriculum (even if it's not your favourite sport!)



Ask your teacher for help if you are unsure of a certain task, technique or tactic.



Ensure you communicate with your fellow pupils properly so you can complete skills and tasks to the best of your ability when working in groups.



Take part in as many PE related enrichments as you possibly can!

You never know what you'll like or what you'll be good at till you give it a go!

# RE

Watch the news, read the newspapers, find out what's going on locally, nationally and internationally, build an awareness and listen to the different points of view/perspectives on them, this will help you build your own world view.

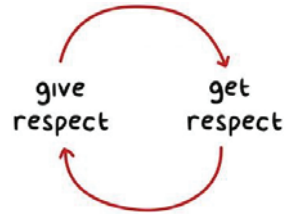
## RELIGIOUS EDUCATION

When answering a question (written or verbal), think about why to hold that opinion and explain the reasons - it's important to say why, provide justification.

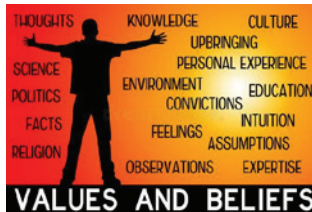


Remember that RE is about opinion as well as fact.

RE is one of the only subjects that you can enter into a really good debate in so use this as an opportunity to explore those dual curriculum skills



Remember religious teachings and texts were in some case written thousands of years ago but still hold messages some people choose to live by, but they don't have to be taken literally and can be interpreted and applied to how people live their lives in a number of different ways.



Remember the importance of other people's points of view and personal beliefs.

Sometimes they won't be the same as yours but need to be respected.

# SCIENCE

Know your boiling tube from your beaker! Learn the names and diagrams of the different pieces of apparatus - it will really help when you have to write a method.



Interact with your revision guide - practice the questions, write flashcards for the key words. These are not books to 'keep nice' they should be used!

Practice identifying the controlled variables every time you do an investigation. These are the things you keep the same.



Know your body organs! Learn the names, the position, and the function (job) of your organs.



Teach a friend - if you think you have learned a topic really well, teach it to a friend. It will help you to remember it as well as helping your friend!

# Exam Timetable – Term 1

Subject	Paper	Date	Time



# Exam Timetable – Term 3

Subject	Paper	Date	Time




# Subject Checklist: Maths

We've started this topic planner for you because we're nice like that! Just grab your maths revision list and finish this off. Then tick or cross the red, amber or green traffic light for how you feel about each topic. You can do this for each of your subjects, it really helps to see where you need to do extra work.




TOPIC			
Multiples , Factors and & Primes			
Fractions			
Decimals			
Percentages			
Rounding & Estimating			
Powers & Roots			
Expanding Brackets			
Factorising			






# Subject Checklist: \_\_\_\_\_

TOPIC			




# Subject Checklist: \_\_\_\_\_

TOPIC			




# Subject Checklist: \_\_\_\_\_

TOPIC			

# Subject Checklist: \_\_\_\_\_

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## Subject Checklist: \_\_\_\_\_

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# Subject Checklist: \_\_\_\_\_




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**Subject Checklist:** \_\_\_\_\_

TOPIC			




# Subject Checklist: \_\_\_\_\_

TOPIC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>




# Subject Checklist: \_\_\_\_\_

TOPIC			




**Subject Checklist:** \_\_\_\_\_

TOPIC			




## Subject Checklist: \_\_\_\_\_

TOPIC			

## Subject Checklist: \_\_\_\_\_

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**Subject Checklist:** \_\_\_\_\_

TOPIC			

## *Revision Timetables*

Month:				Weeks to go:	
Time: Date:	4pm	5pm	6pm	7pm	8pm
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					



## Revision Timetables

Month:				Weeks to go:		
Time: Date:	4pm	5pm	6pm	7pm	8pm	
Monday						
Tuesday						
wednesday						
Thursday						
Friday						
Saturday						
Sunday						

## Revision Timetables

Month:				Weeks to go:	
Time: Date:	4pm	5pm	6pm	7pm	8pm
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## Revision Timetables

Month:				Weeks to go:		
Time:	4pm	5pm	6pm	7pm	8pm	
Date:						
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## **Revision Timetables**

Month:				Weeks to go:	
Time: Date:	4pm	5pm	6pm	7pm	8pm
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## Revision Timetables

Month:				Weeks to go:		
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## Revision Timetables

Month:				Weeks to go:	
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Month:				Weeks to go:	
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Sunday					



## Revision Timetables

Month:				Weeks to go:		
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Month:				Weeks to go:	
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## Revision Timetables

Month:				Weeks to go:	
Time:	4pm	5pm	6pm	7pm	8pm
Date:					
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## *Revision Timetables*

Month:				Weeks to go:	
Time: Date:	4pm	5pm	6pm	7pm	8pm
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					









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