



'Academic excellence, spiritual development  
and social awareness through Christ.'

**Blessed Robert Sutton  
Catholic Voluntary Academy**

# Revision Templates

## A Strategy for Revision



**St Ralph  
Sherwin**  
Catholic Multi Academy Trust



## PiXL Revisit – a strategy for revision.

The increased complexity and content of the newly reformed GCSE and A Level exams means that effective revisiting is essential if our students are to achieve academic success.

As teachers, our capacity is already stretched to limit, ensuring that content and skills are covered during curriculum time. Our evenings are often busy with intervention and therapy sessions to consolidate knowledge and to prepare students as fully as possible for the rigour of their exams. We teach, challenge, assess, feedback, and intervene in the hope that our guidance will get them through. However, there is a time every year when we must leave our students to their own devices. We must let them go... armed only with their revision guides, some general advice and some well wishes.

Our main concern, for some pupils, is whether they will actually revise enough in the time they have left. Our second concern is whether the methods they use to revisit will be effective. We certainly don't want our students expending energy and time studying in a way that produces no fruit.

So how can we ensure our students are working effectively outside of the classroom? What does good revisiting look like? The newly reformed exams mean that students will have to recall greater amounts of facts and knowledge quickly. While rote learning and regurgitating content doesn't lead to deep thinking, we know that **firstly** the information needs to go in, through memorisation of key facts. Fundamental knowledge needs to be embedded, even imprinted on the minds of students to facilitate quick and easy recall. **Next** students need to deepen their knowledge through higher-order thinking as information learned and processed through higher-order thinking processes is remembered longer and more clearly than information that is processed through lower-order, rote memorisation. **Finally**, students need to retrieve, demonstrate, apply and test their learning.

PiXL Revisit is a simple revisiting method that ensures students are preparing for external exams in an effective way. It is based on the three key stages explained above and is arranged around a 10 week cycle.

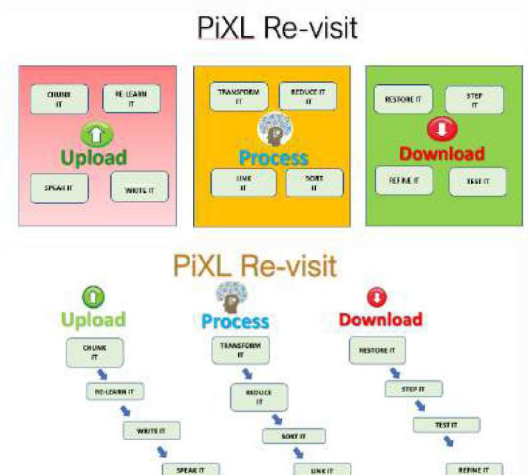
- Stage 1 - **Upload** - Embedding the knowledge.
- Stage 2 - **Process** - Deepening the knowledge.
- Stage 3 - **Download** - Demonstrating the knowledge.

The strategy comes with a clear and simple methodology as well as revisiting templates to organise the learning. A learning schedule is also provided which can be dictated by the teacher or planned by the students.

This pack contains templates we have produced to embed the "Thinking Hard" devices and use them in the PiXL Revisit Strategy. It also includes a calendar to enable our students to be more independent in their revision. This is most effective when used by individual subjects to ensure that revision is targetted and precise. In the pack we have also included *BLANK* sheets and sheets with instructions.

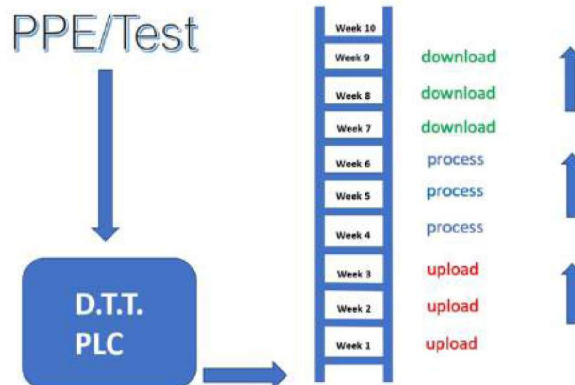
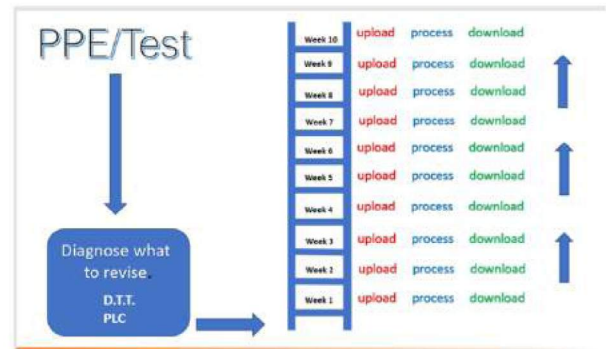
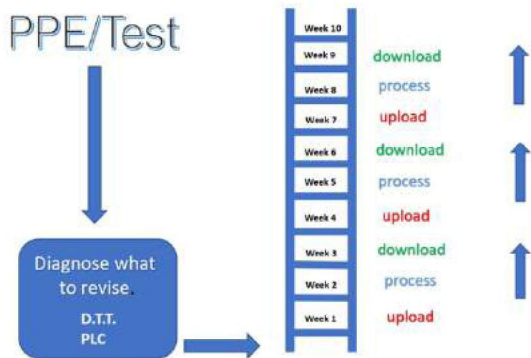
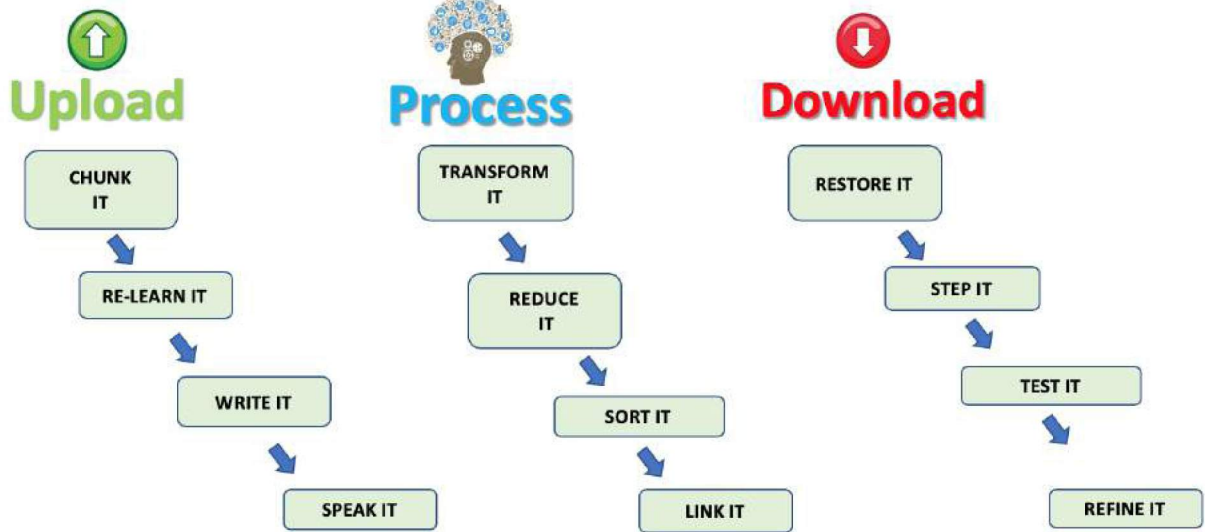
The methodology of PiXL Revisit is described in more detail in the breakout slides. We hope this is useful in enabling students to *engage with* and *think deeply* about the material they are revisiting and by doing this embed it into their memory.

The PiXL Thinking Hard Team





# PiXL Re-visit

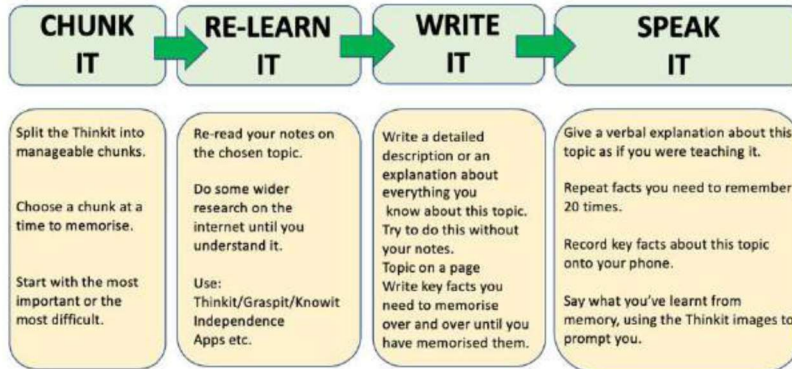


Ideas of different methods that PiXL Re-visit can be used over a number of weeks.



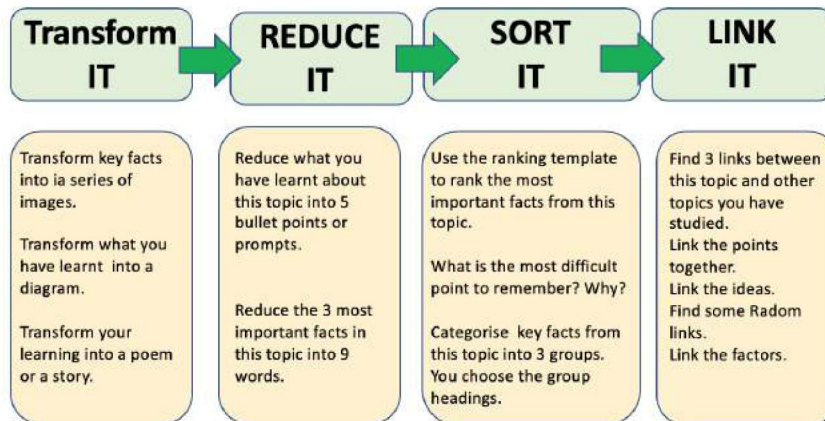
Upload

## PiXL Re-visit



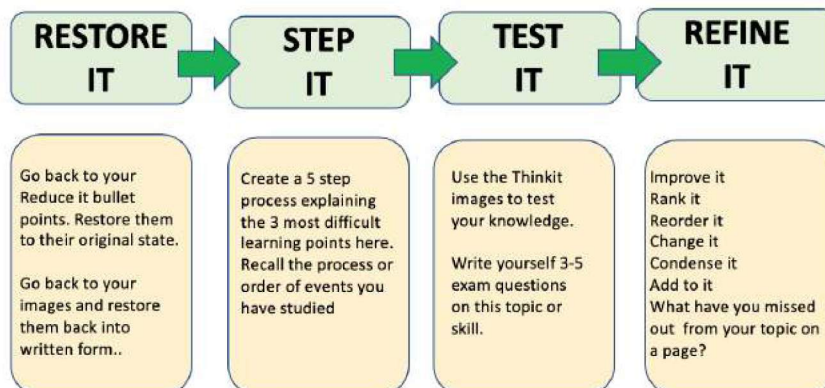
Process

## PiXL Re-visit



Download



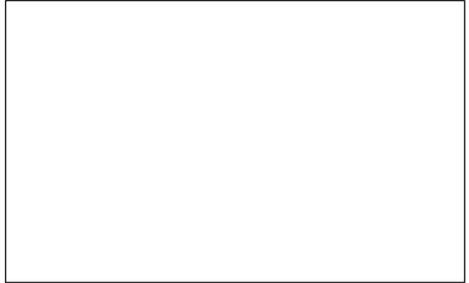



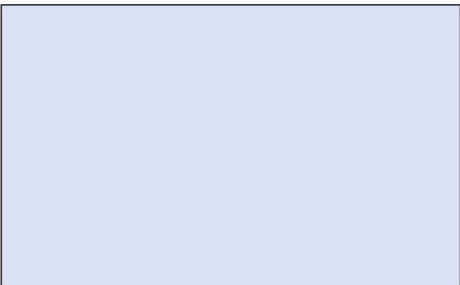
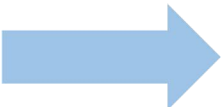

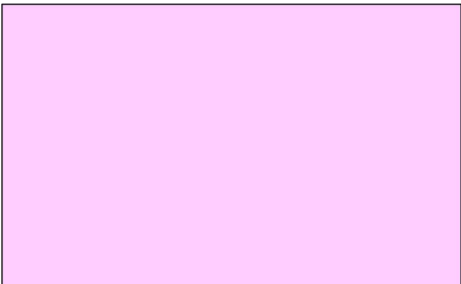


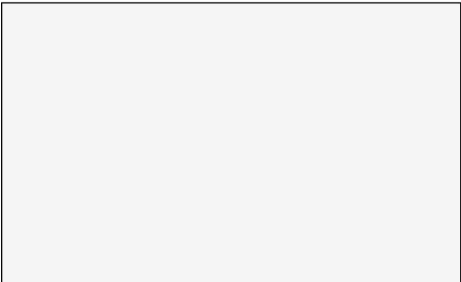

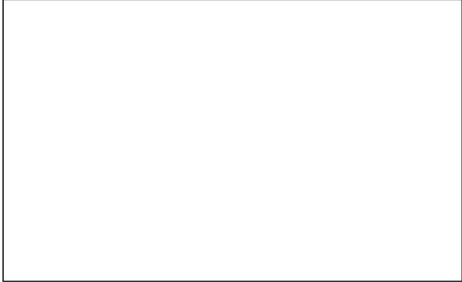
## PiXL Re-visit





## PiXL Revisit: Reduce and Transform

Unit / Topic:

1.   
2.   
3.   
4.   
5.   



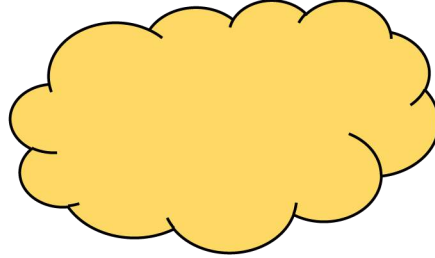
## PiXL Revisit: Prioritise - Significance and Importance

Unit / Topic:

Notes:

1.

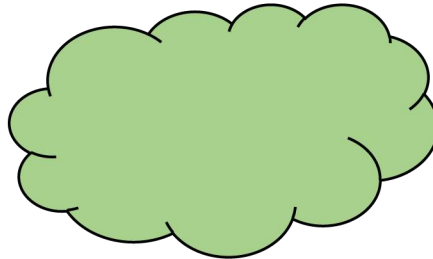
Key Facts, Dates, Words,



Number of Priority:

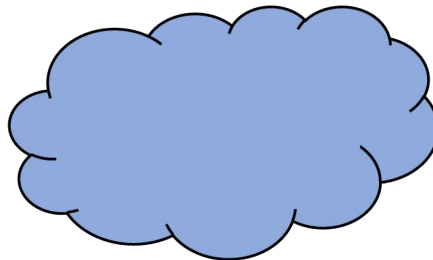
WHY?

2.



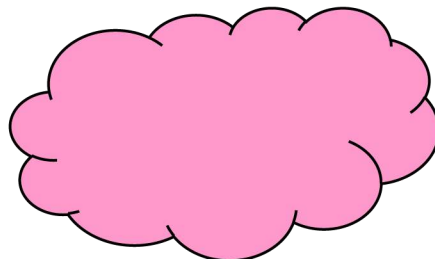
WHY?

3.



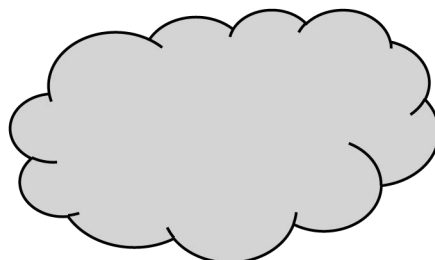
WHY?

4.



WHY?

5.



WHY?



## PiXL Revisit: 3 x 2 Testing

Unit / Topic:

### Last Lesson

Key facts:

1.

2.

### Last Week

Key facts:

3.

4.

### Last Year

Key facts:

5.

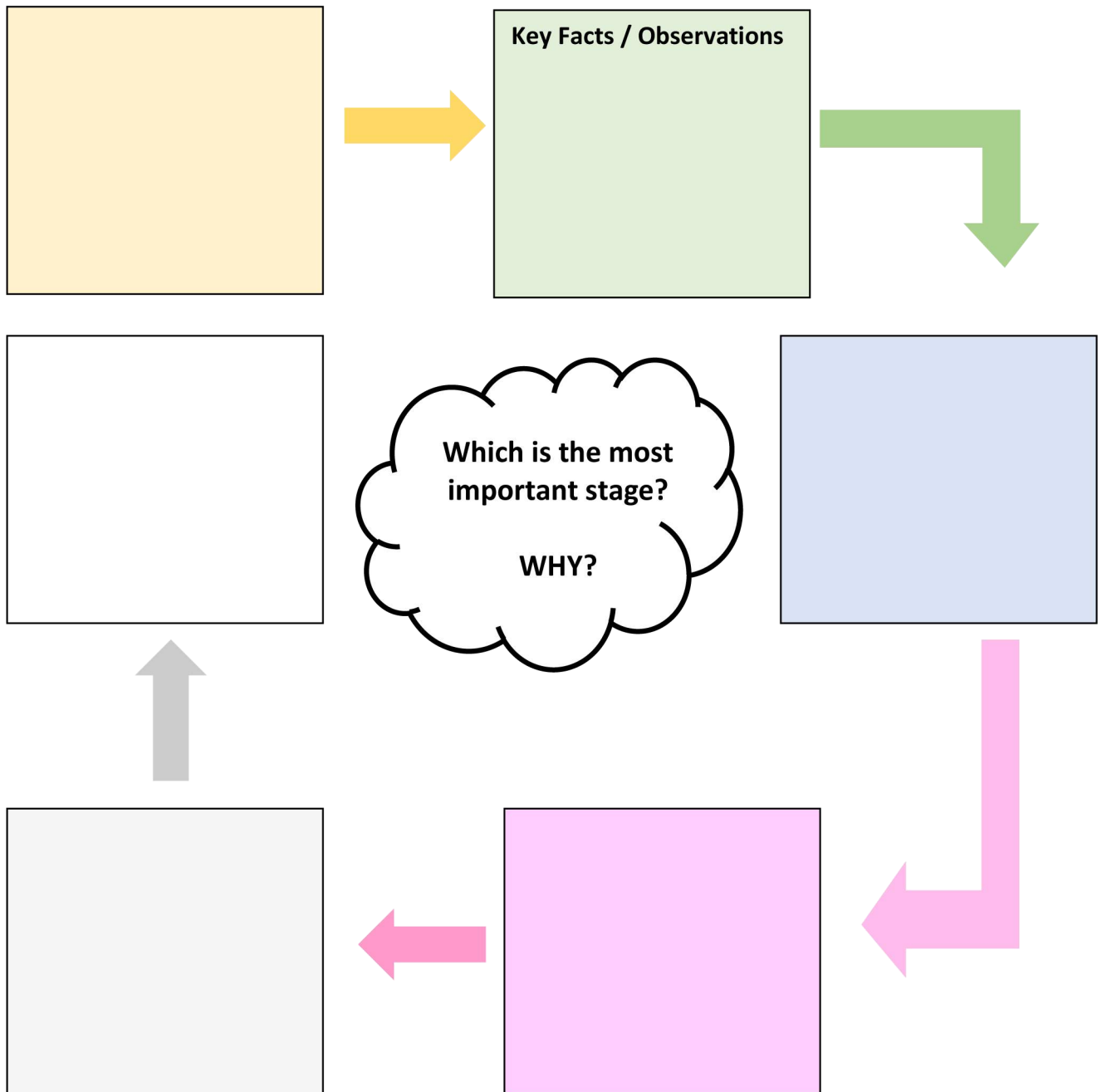
6.

One topic to revise next:



## PiXL Revisit: Process and Categorise Steps and stages explained

Unit / Topic:







10

## PiXL Revisit: Chunk It

Unit / Topic:

Chunks of learning of this / topic / area

\* You could start with the most important or the most difficult to learn

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.



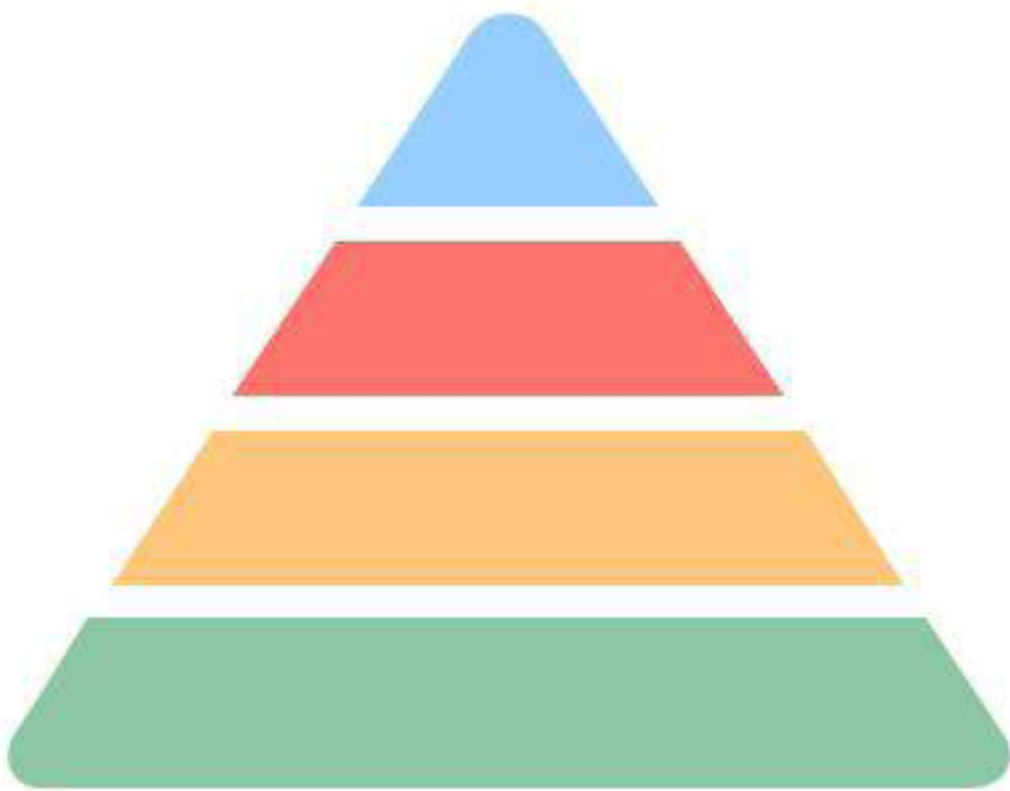
## PiXL Revisit: Ranking Triangle

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

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

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

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



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## PiXL Revisit: Thinking Hard Model

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

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

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

Take a section of the text and do the following:

1) **Prioritise:** Underline the three most important sentences here. Rank 1-3, briefly explain number 1. Cross out the least important sentence

2) **Reduce:** Reduce the key information into 12 words

3) **Transform:** Transform this information into 4 pictures or images (no words allowed)

4) **Categorise:** Sort this information into three categories. Highlight and think of a suitable title for each category.

5) **Extend:** Write down three questions you'd like to ask an expert in this subject.



## PiXL Revisit: 'Boxing Up' Activity

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

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

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

Read the text and then put your thoughts in to different boxes so that you have 'boxed up' the text.

Box 1 – 3 things I did not know

Box 2 – 3 things I understand better now

Box 3 – 3 things I already knew





## PiXL Revisit: Quizzing

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

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

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

Read the text and come up with **10** questions to ask someone about the text.

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



## PiXL Revisit: Transforming

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

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

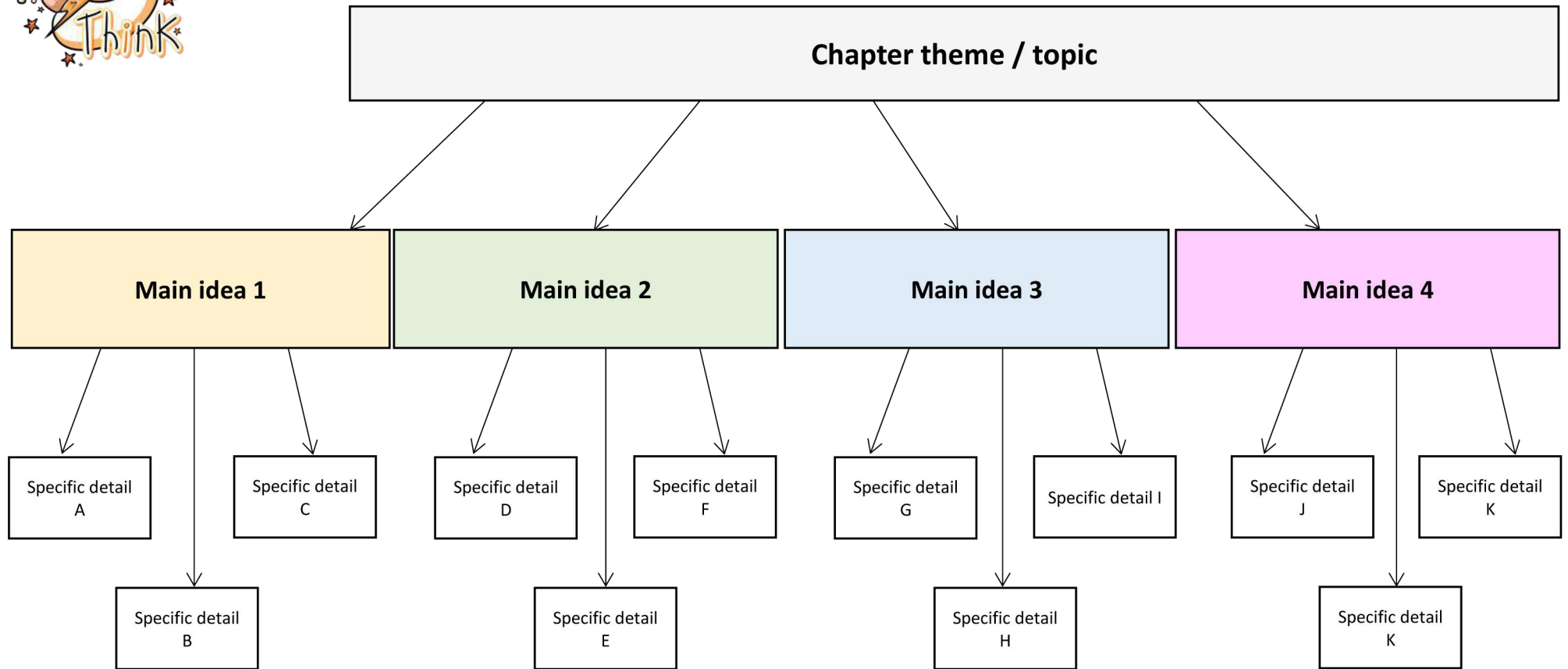
**Class:** \_\_\_\_\_

Turn the material you have read into up to 6 pictures – one per paragraph or one per key piece of information. The pictures must represent the information so that they can act as a reminder of what the text said. Underneath each picture, explain your thinking.

<b>1.</b>	<b>2.</b>	<b>3.</b>

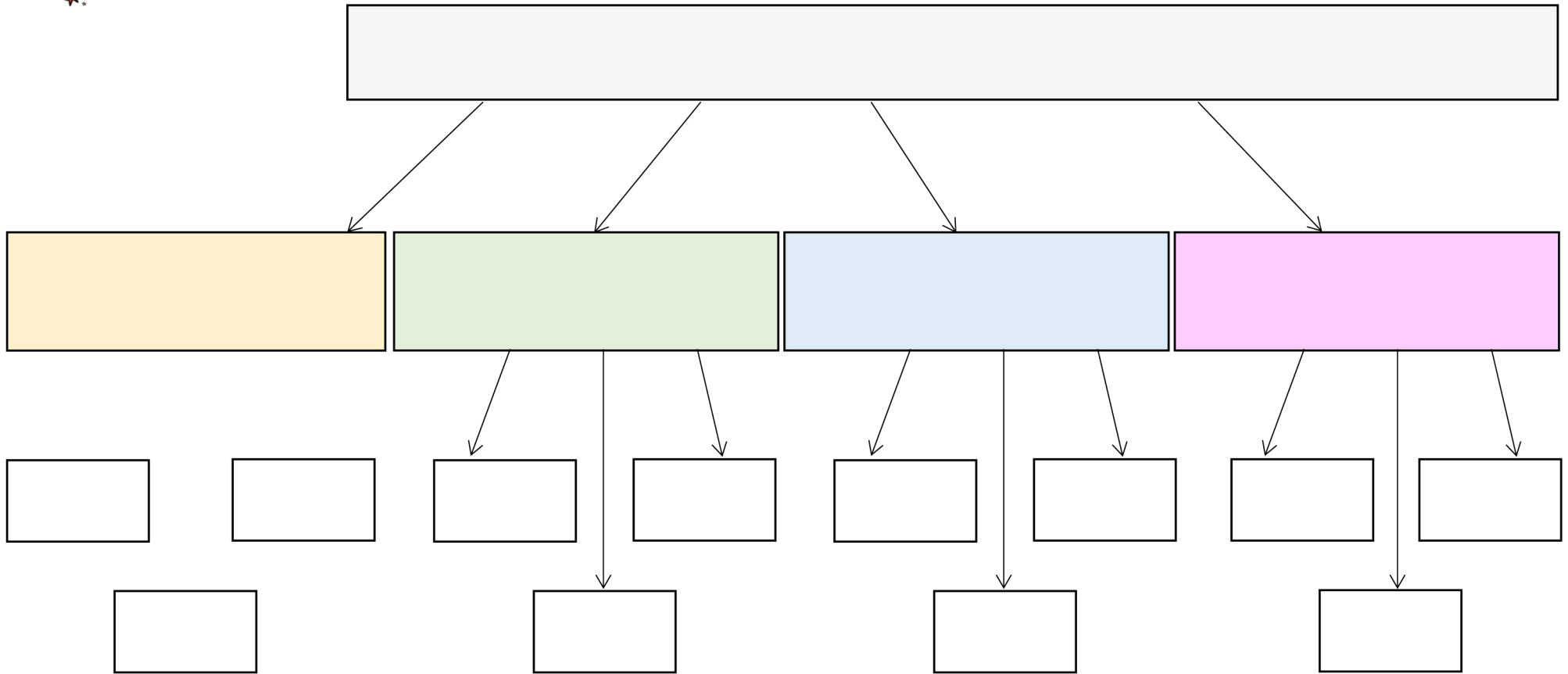
<b>4.</b>	<b>5.</b>	<b>6.</b>

**Now restore your pictures back into its original form.**



Taken from the article: 'What Will Improve a Student's Memory?' By Daniel T Willingham ([http://www.aft.org/sites/default/files/periodicals/willingham\\_0.pdf](http://www.aft.org/sites/default/files/periodicals/willingham_0.pdf))





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## PiXL Revisit: Transform

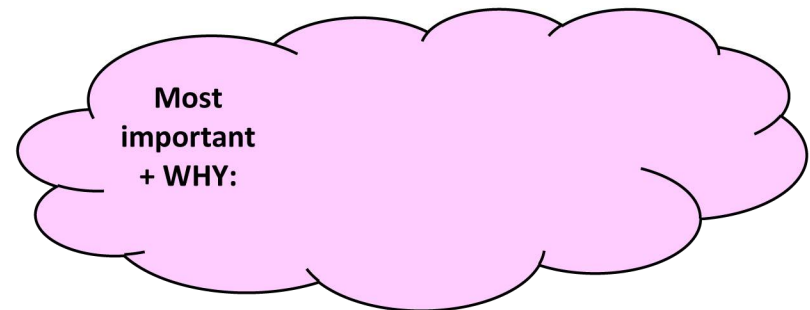
Unit / Topic:

PICTURE/ SOURCE/ INFO/ RESOURCE



### Key Points

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





## PiXL Revisit: Examine It

### NOTES

Topic:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Key Words    Key Dates    Key Facts    Key Quotes    Key Formulae

### Exam Question



## PiXL Revisit: Flexibility of thinking Connection Map

Title

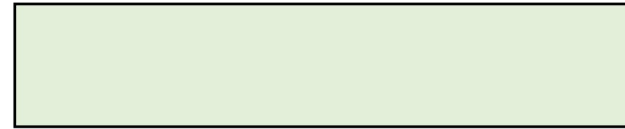
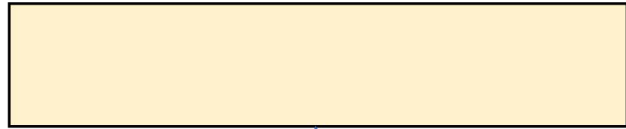


## PiXL Revisit: Flexibility of thinking Connection Map

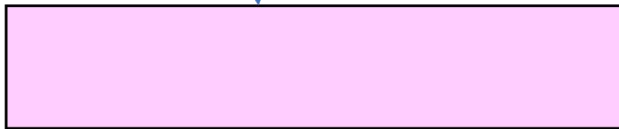
Title

Place the information/  
factors/knowledge in the  
boxes. Add as many  
boxes as you want to.

Draw lines linking the  
boxes. The darker  
/stronger the line the  
stronger the link.



On the line give reasons  
for the links - explain the  
LINK /importance or  
significance.



You could also add  
formula/dates/facts/quotes  
near or on the line to  
exemplify knowledge





## PiXL Revisit: Experiment on a page

Experiment Title:

### Process / Method

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

Experiment Diagram

Label

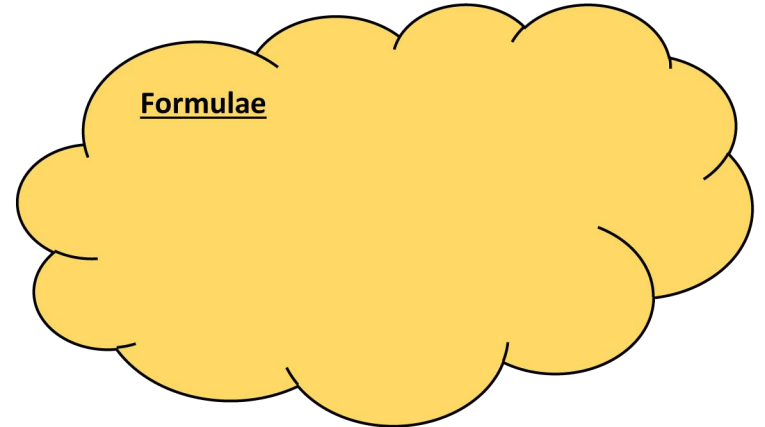
Label

Label

### Results

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Formulae

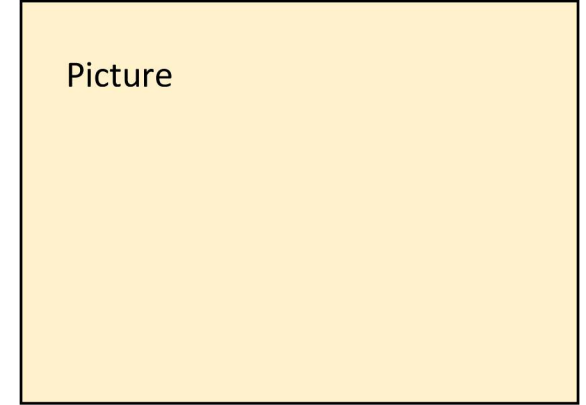
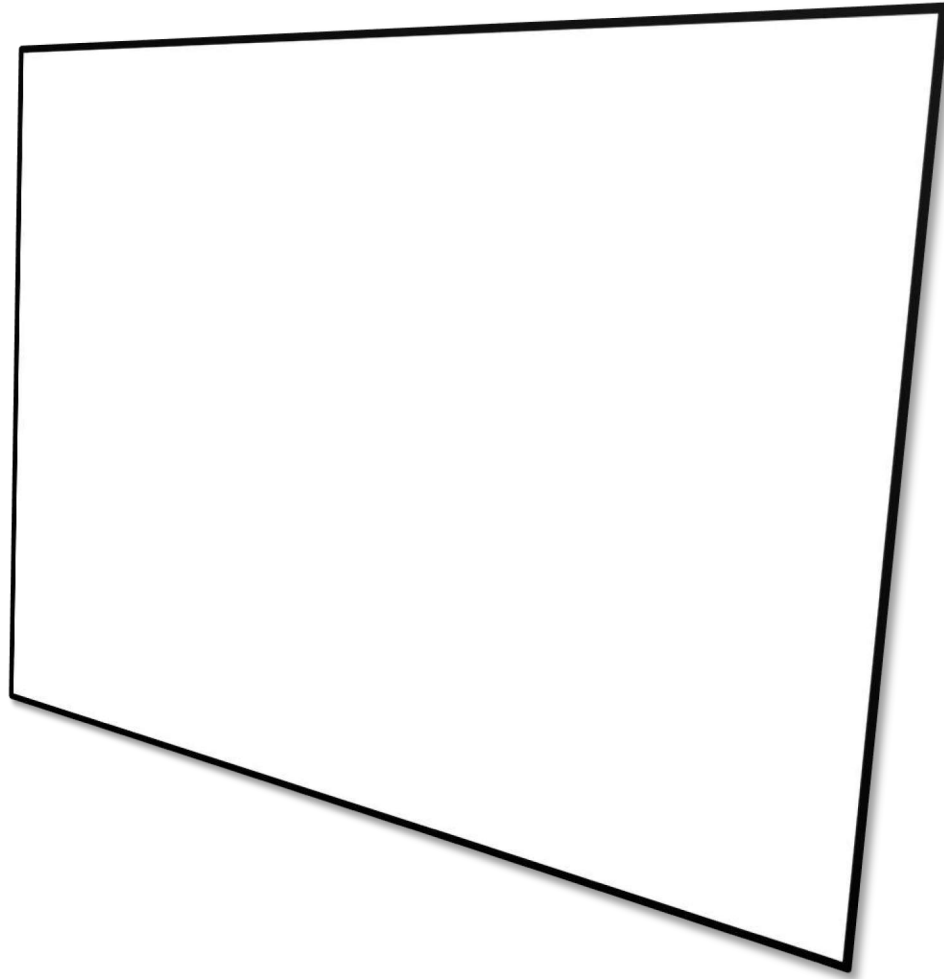




## PiXL Revisit: Transform

Unit / Topic:

NOTES:





## PiXL Revisit: Reduce to 6 points

Unit / Topic:

### Information

R  
E  
D  
U  
C  
E



### Reduce to 6 points

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.



### Reduce to 3 key points

- A.
- B.
- C.

### Information

P  
R  
I  
O  
R  
I  
T  
I  
S  
E



### Prioritise (most important)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.



**WHY?**





# PiXL Revisit: Chunk It Revision Timetable

March - April

Monday	Tuesday	Wednesday	Thursday	Friday																														
<p>21<sup>st</sup> March</p>     <table border="1" data-bbox="69 566 443 622"> <tr> <td>Not sure</td> <td>OK</td> <td>Great!</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table> <p>I must recap:</p>  <p>Page number:</p>	Not sure	OK	Great!				<p>22<sup>nd</sup> March</p>     <table border="1" data-bbox="495 566 869 622"> <tr> <td>Not sure</td> <td>OK</td> <td>Great!</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table> <p>I must recap:</p>  <p>Page number:</p>	Not sure	OK	Great!				<p>23<sup>rd</sup> March</p>     <table border="1" data-bbox="920 566 1294 622"> <tr> <td>Not sure</td> <td>OK</td> <td>Great!</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table> <p>I must recap:</p>  <p>Page number:</p>	Not sure	OK	Great!				<p>24<sup>th</sup> March</p>     <table border="1" data-bbox="1346 566 1720 622"> <tr> <td>Not sure</td> <td>OK</td> <td>Great!</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table> <p>I must recap:</p>  <p>Page number:</p>	Not sure	OK	Great!				<p>25<sup>th</sup> March</p>     <table border="1" data-bbox="1771 566 2145 622"> <tr> <td>Not sure</td> <td>OK</td> <td>Great!</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table> <p>I must recap:</p>  <p>Page number:</p>	Not sure	OK	Great!			
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## PiXL Revisit: Chunk It Revision Timetable April

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# PiXL Revisit: Chunk It Revision Timetable April

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# PiXL Revisit: Chunk It Revision Timetable

May

<p>2<sup>nd</sup> May</p> <table border="1" data-bbox="69 563 443 619"><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table> <p>I must recap:</p> <p>Page number:</p>	Not sure	OK	Great!				<p>3<sup>rd</sup> May</p> <table border="1" data-bbox="495 563 869 619"><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table> <p>I must recap:</p> <p>Page number:</p>	Not sure	OK	Great!				<p>4<sup>th</sup> May</p> <table border="1" data-bbox="920 563 1294 619"><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table> <p>I must recap:</p> <p>Page number:</p>	Not sure	OK	Great!				<p>5<sup>th</sup> May</p> <table border="1" data-bbox="1346 563 1720 619"><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table> <p>I must recap:</p> <p>Page number:</p>	Not sure	OK	Great!				<p>6<sup>th</sup> May</p> <table border="1" data-bbox="1771 563 2145 619"><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table> <p>I must recap:</p> <p>Page number:</p>	Not sure	OK	Great!			
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# PiXL Revisit: Chunk It Revision Timetable

May

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## PiXL Revisit: Chunk It Revision Timetable      May - June

<p>30<sup>th</sup> May</p> <p><b>Recap everything you need to for Paper x.</b></p> <table border="1" data-bbox="76 592 450 644"><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table> <p>What do you need to re-cover?</p>	Not sure	OK	Great!				<p>31<sup>st</sup> May</p> <p><b>Recap everything you need to for Paper x.</b></p> <table border="1" data-bbox="501 592 875 644"><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table> <p>What do you need to re-cover?</p>	Not sure	OK	Great!				<p>1<sup>st</sup> June</p> <p><b>Recap everything you need to for Paper x.</b></p> <table border="1" data-bbox="927 592 1301 644"><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table> <p>What do you need to re-cover?</p>	Not sure	OK	Great!				<p>2<sup>nd</sup> June</p> <p><b>Recap everything you need to for Paper x.</b></p> <table border="1" data-bbox="1352 592 1727 644"><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table> <p>What do you need to re-cover?</p>	Not sure	OK	Great!				<p>3<sup>rd</sup> June</p> <p><b>Recap everything you need to for Paper x.</b></p> <table border="1" data-bbox="1778 592 2152 644"><tr><td>Not sure</td><td>OK</td><td>Great!</td></tr><tr><td></td><td></td><td></td></tr></table> <p>What do you need to re-cover?</p>	Not sure	OK	Great!			
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## PiXL Revisit: Chunk It Revision Timetable June

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