



# Woodkirk Academy

&  
The Sixth Form @ Woodkirk Academy

## Retrieval Practice

### Introduction

Knowledge is **power**! But too much information can overload our brains! There are things we can do to increase our capacity to remember things and help our memory to be even better.

To help you really understand and remember all your new learning it is important to revisit it. The more you do this the easier it becomes. Tying shoe laces, brushing your teeth and riding a bike are things that most of you do without thinking about it, the same can be achieved with your learning. The reason you do those things without thinking is because you have revisited and done them so many times!

**Activity:** Try This

**Task:** Draw a 20p coin as accurately as you can. No googling or looking at a coin is allowed! Some of you may have watched this being done in a 'Spaced Learning' assembly.

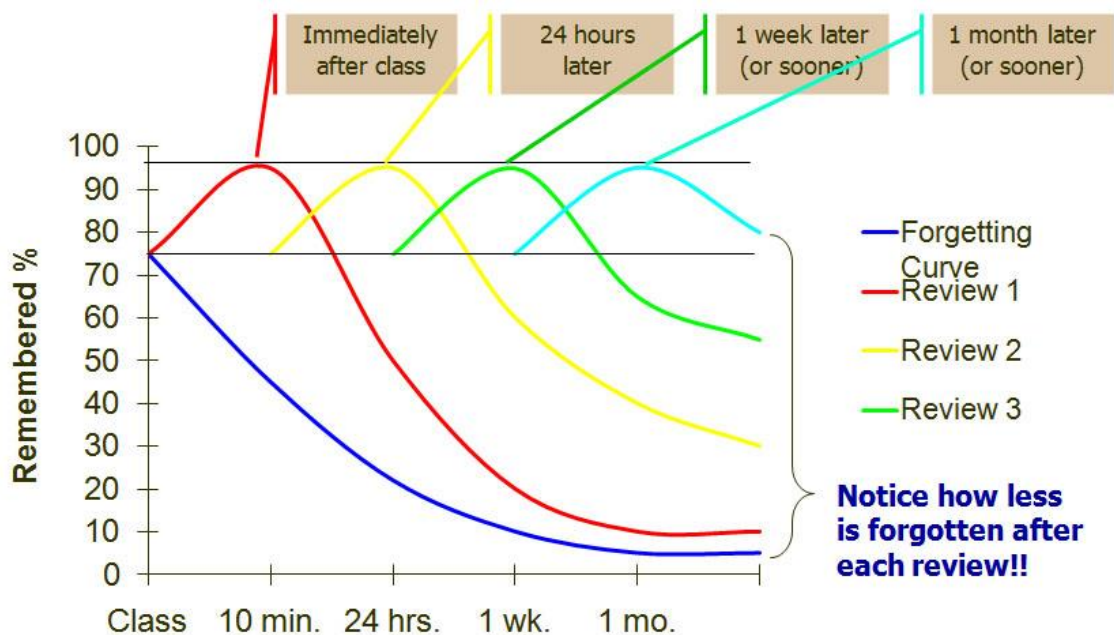


This task is known as **RETRIEVAL PRACTICE**. This is a strategy where we focus on getting information out! It is the act of trying to recall information without having it in front of you.

## Forgetting Curve

So why is this important? Look at the graph below. This shows you how much you forget after learning something. So when you have learned something for the first time, immediately after you have learnt it you can explain it but look what happens if you don't revisit it after one week or a month. This graph shows us that if we revisit information we forget less and remember more!

### Overcoming the Curve



Some quick and easy tasks to try

eat. sleep. revise. And repeat.

The easiest and most common way of revising is the **look, cover, say** method. This involves looking back over your learning, covering it up then saying aloud or writing down everything from memory. Have a go at some of the other strategies below to increase your knowledge and boost your memory!

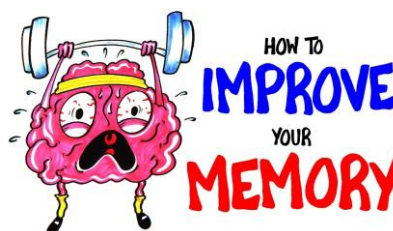
## 1. Give me 5!

Can you write down and explain five things from a topic/subject from memory, e.g. things you can recycle.

OR

List It

In 10/20/30 minutes, list as many key words/facts/events/causes/consequences or themes as you can.



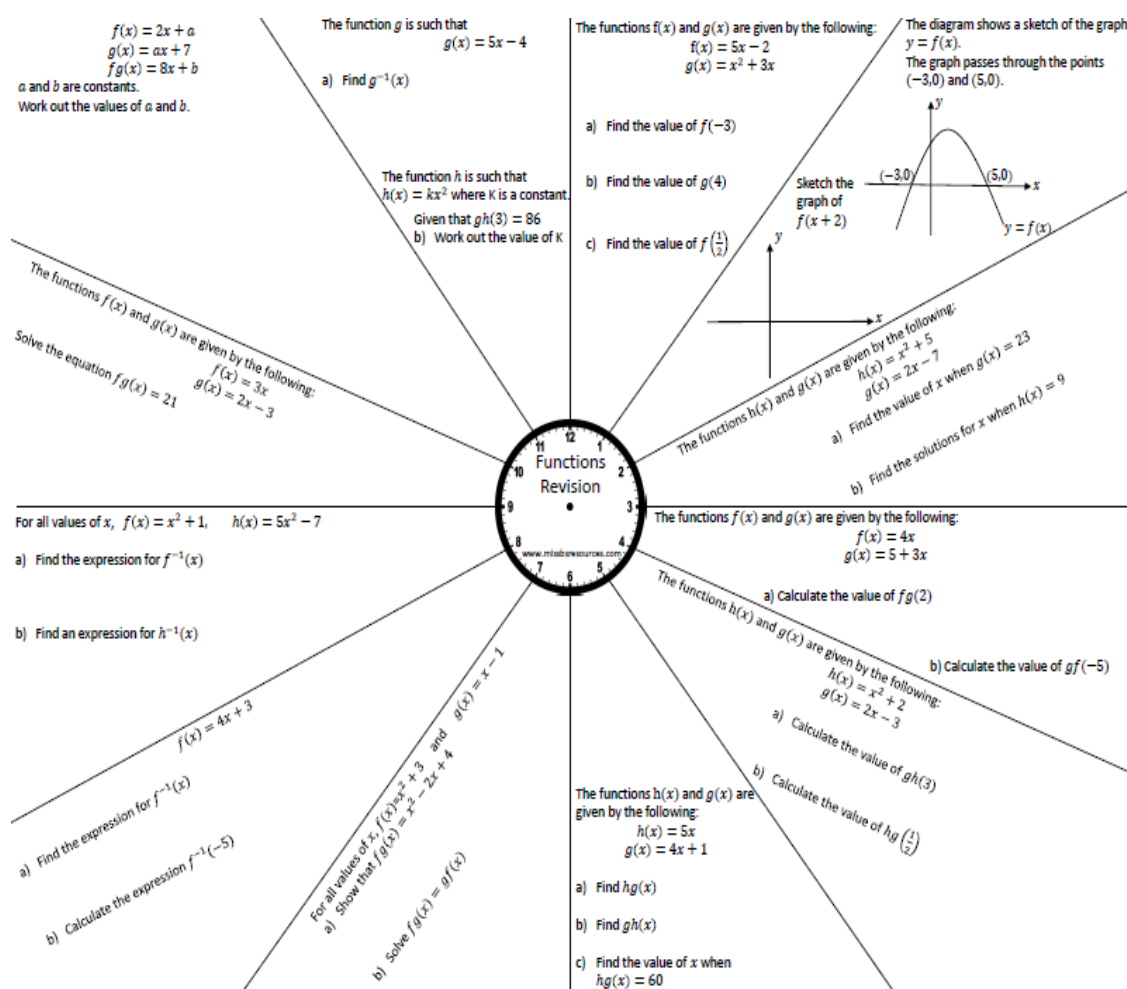
## 2. Brain Dump

Think of a topic in one of your subjects and time yourself. How much can you remember from memory?

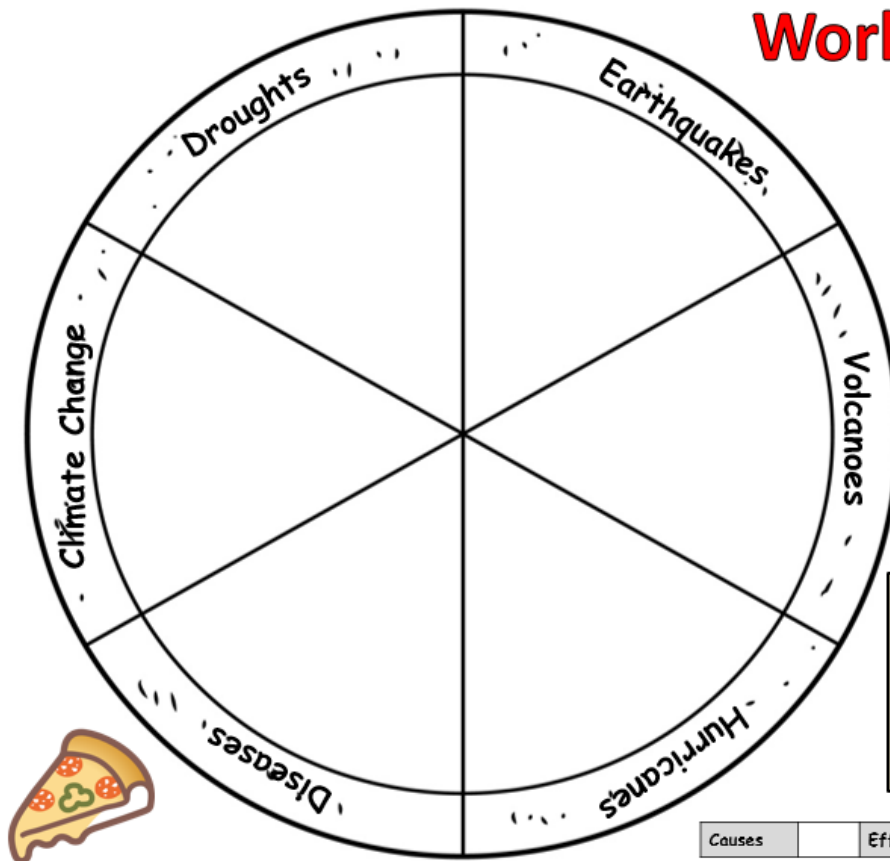
OR

## Revision Clocks/Pizza

Divide the page into 12/6 equal parts (like a clock). You have 5/10 minutes to write in each clock segment. These can be pre-populated by your teacher or left blank for you to complete. Look at the examples below to help you.



# World at Risk Revision PIZZA!



**Activity:** Organise your information toppings into the correct slice of pizza. Each slice represents a risk previously studied.

## Aim High

Can you organise each information topping within each slice of pizza? Organise into causes, effects and responses.

Causes		Effects		Responses	
--------	--	---------	--	-----------	--

## 3. Quizzes

Those of you who have internet access may use Kahoot or quizlet to test your knowledge of key ideas. Quizzes help you to identify what you know and what you don't so it shows you what you need to revisit.

Click the link to look at an MFL example:

<https://www.youtube.com/watch?v=cMKo65jKVhU>

This follows the look, cover, say, write, check method mentioned earlier.

**OR**

Write you own quiz and test yourself.

## 4. Active revision – Flip and Fold

You will need A4 paper.

- Take a full page and write all the information you need on a topic.
- Fold your paper in two and make a mind map to include key ideas.
- Fold it in half again and write down a maximum of 8 key words or facts.
- Flip your page and draw/doodle symbols or visuals for those key words or facts.



## 5. Taboo

Describe a key word/concept without saying the taboo words on the card.

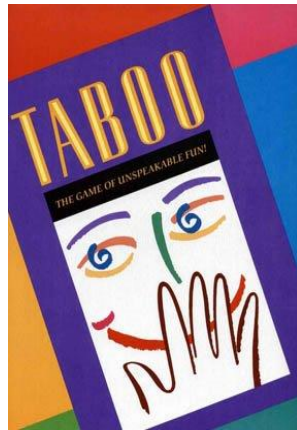
Here's an example.

Key word = TEACH

Taboo words (those you are not allowed to use in your description)

= School, students, job.

This really makes you think about the essential key words for your subjects.



## 6. Flash Cards – Leitner System \*

[How to study flashcards using the Leitner system - YouTube](#)

You will need 3 envelopes/boxes/plastic wallets.

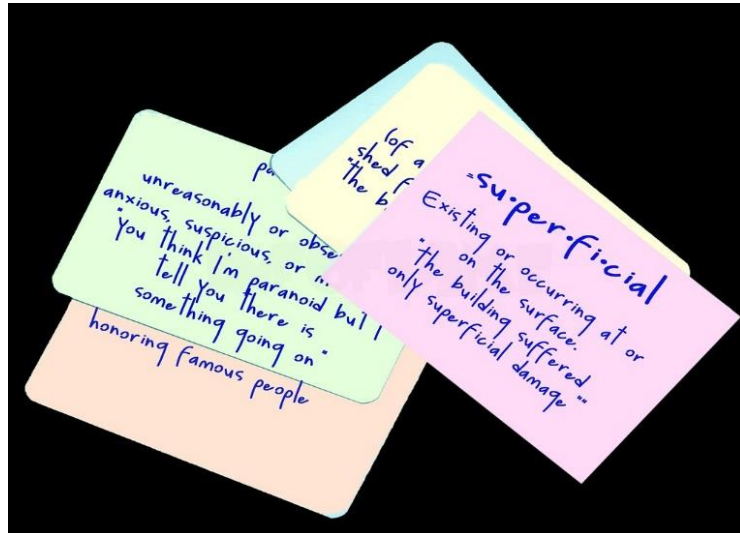
Write a set of flash cards with definitions of the key words for one or more of your subjects. Use the essential key words for your subject you were given in September.

Write them up on flash cards (this can be paper cut into squares or card).

The key word goes on the front and the definition on the back.

- (i) On Monday, attempt to define all the key words. Any you get correct, go to Box/envelope 2 (Tuesday and Thursday box), but any you get incorrect go back to Box/envelope 1 (every day box).
- (ii) Day 2 onwards – If you get a word incorrect the word(s) remain in Box/envelope 1. If you get it correct you can move to Box 2. When you can answer those in Box 2 correctly you can move to Box 3 (Friday box).





## 7. Retrieve/Record

Video yourself on your phone talking about a topic/subject. When you revisit/watch, identify any gaps.

## 8. Cornell Note Taking

For those subjects that require note taking, this is a useful strategy for organising your thinking and helps you to remember more. The idea is to split your page/paper into three boxes for main concepts, key words & questions and a summary.

Cornell Notes		Name Date Class Period
• Main Idea	• Key words & ideas	
• Key	• Important dates/people/places	
• Question	• Repeated/Stressed Info	
(after notes are completed)	• Ideas/brainstorming written on board / overhead projector	
	• Info from textbook/stories	
	• Diagrams & Pictures	
	• Formulas	
Summary of your notes in your own words		

OR

Try flow charts, timelines or organise your work and aid recall.

# William Shakespeare

## Timeline

