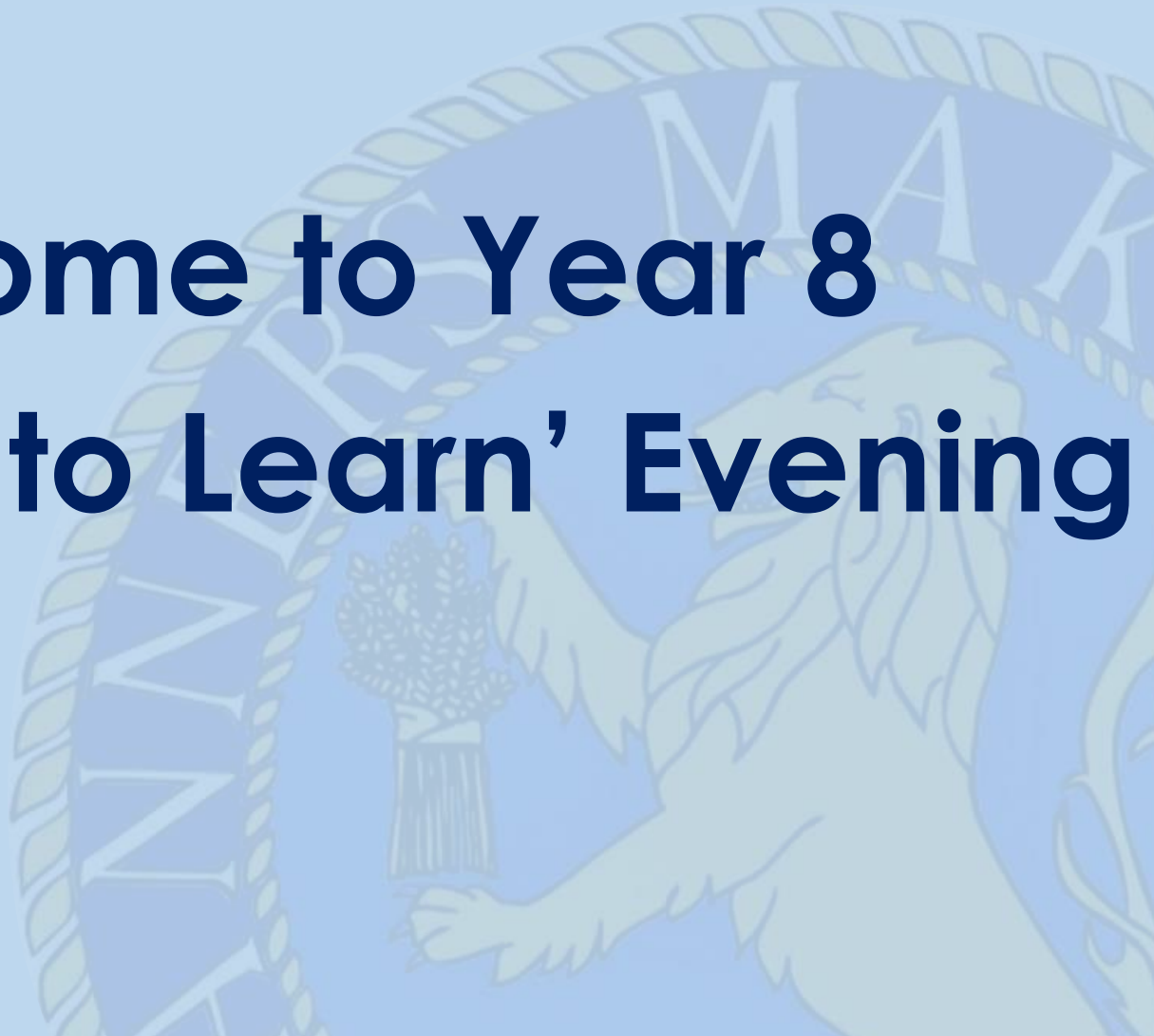




Welcome to Year 8

‘Learning to Learn’ Evening

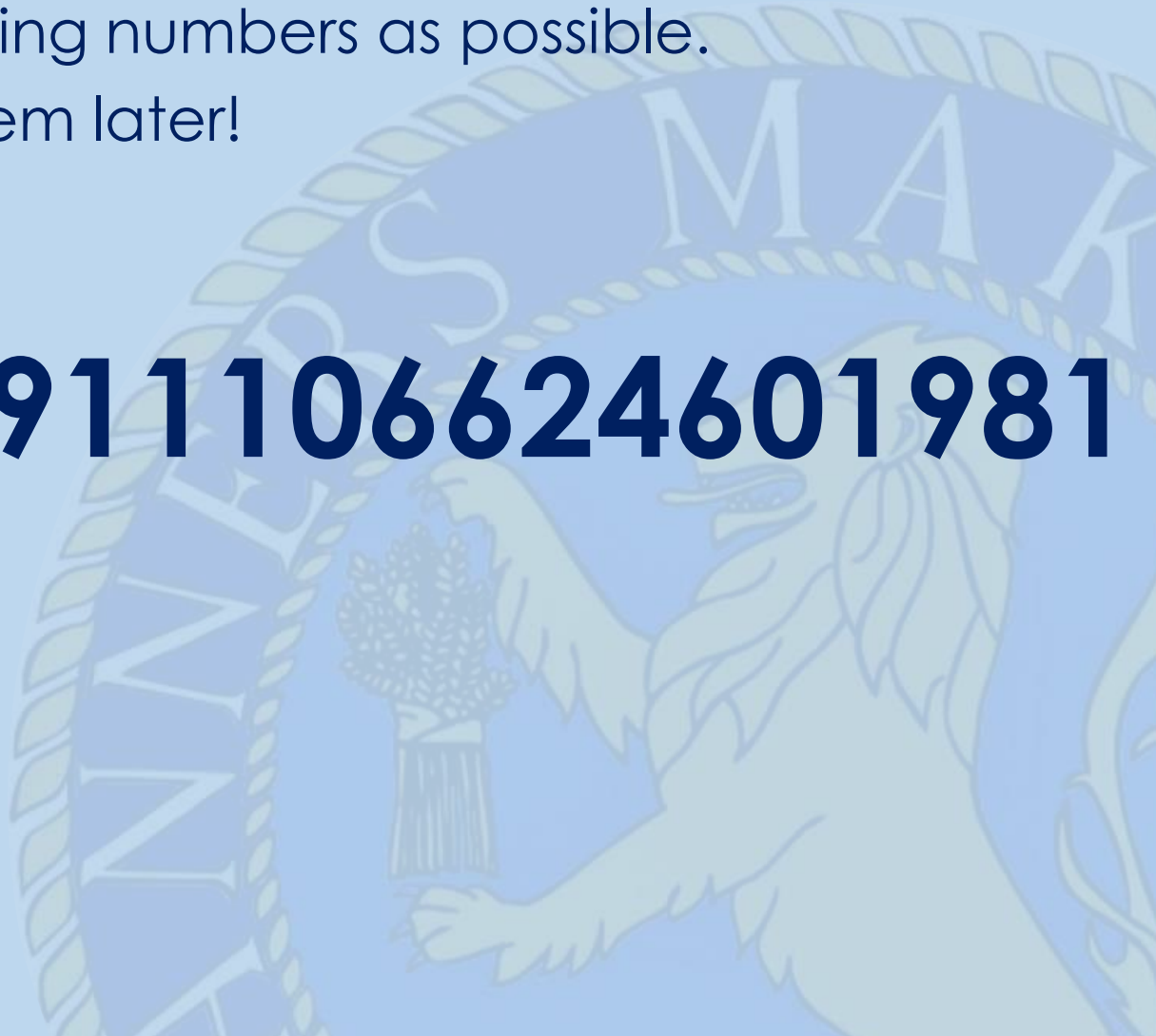




Y8 Learning to Learn

While you're waiting for everyone to arrive, try to remember as many as the following numbers as possible. You'll be tested on them later!

11899942911106624601981



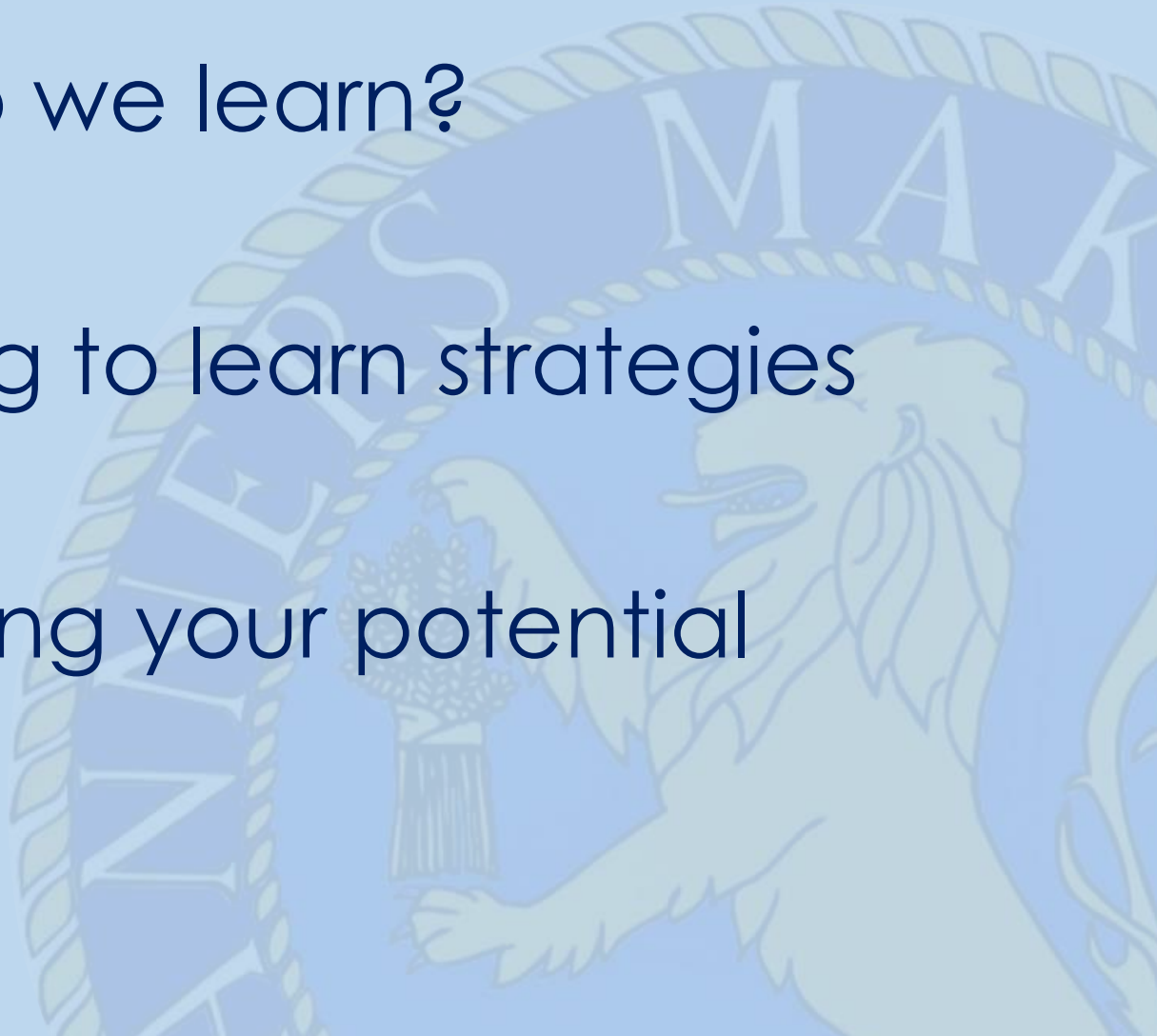


Y8 Learning to Learn

Part 1: How do we learn?

Part 2: Learning to learn strategies

Part 3: Achieving your potential





How do we learn?

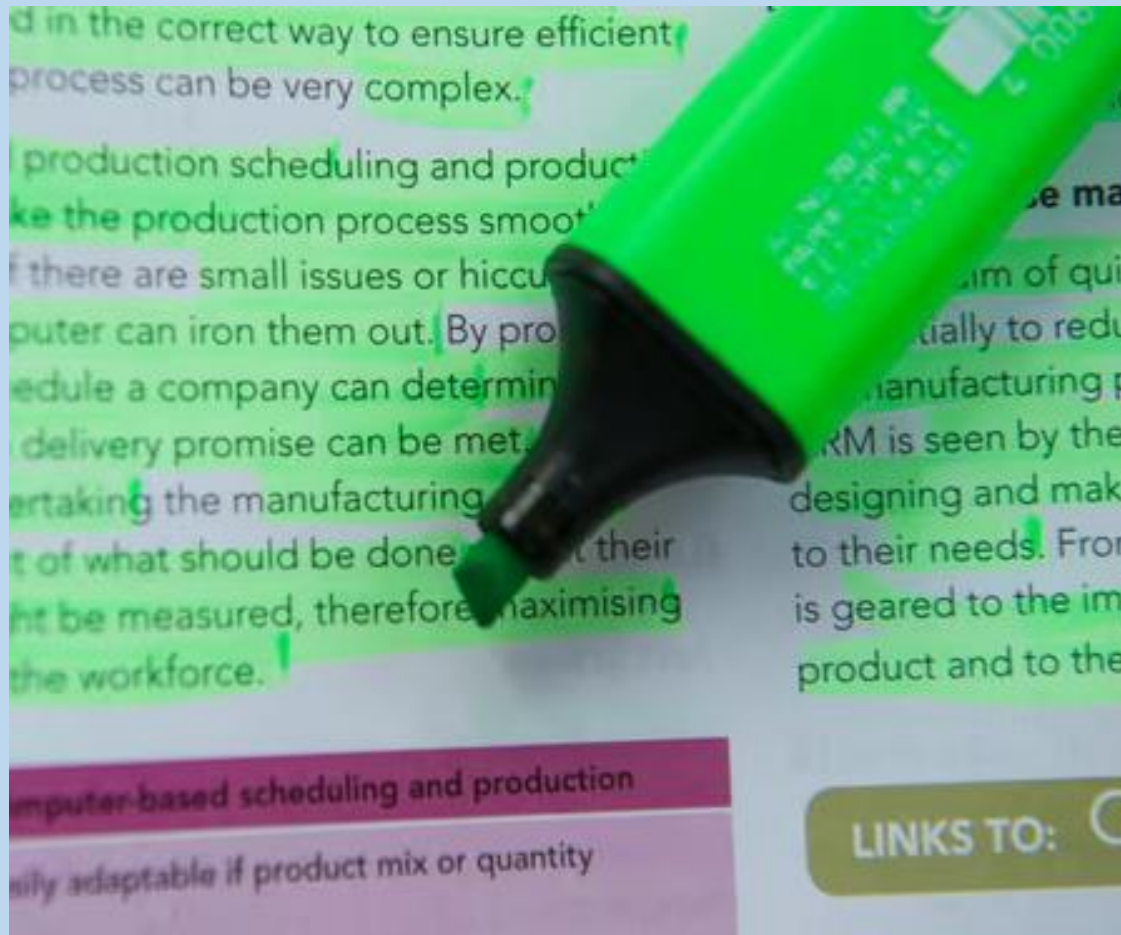
Parents and carers... does this look familiar?





How do we learn?

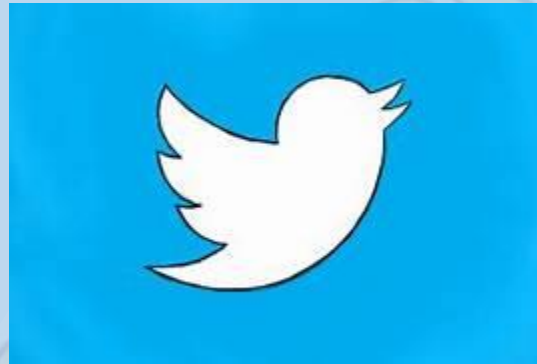
How about this?



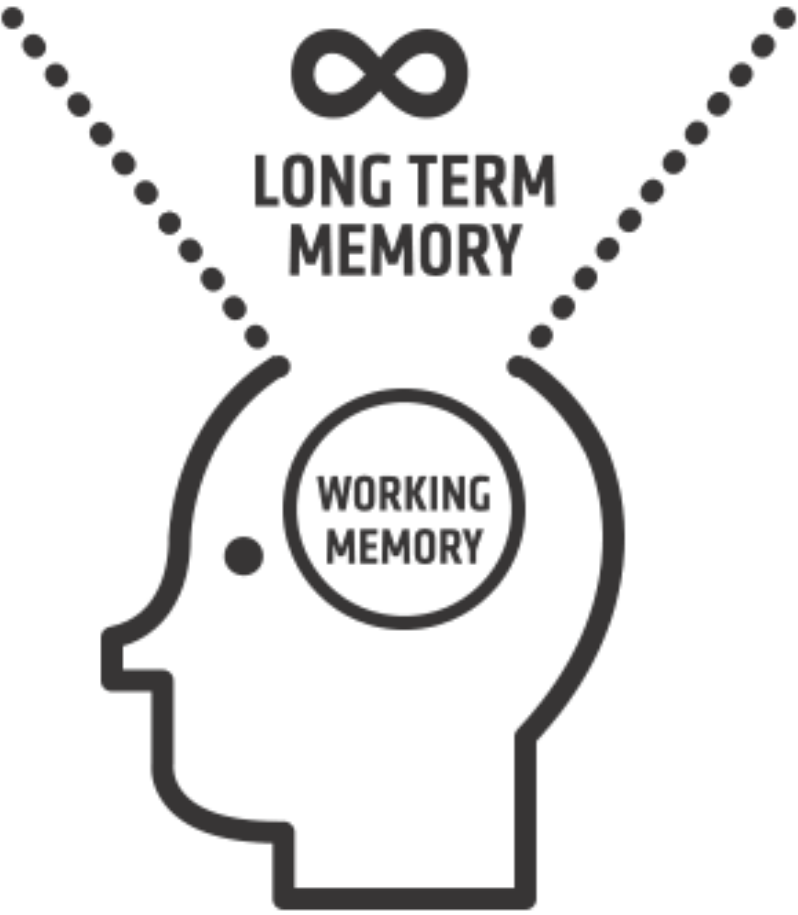


How do we learn?

What's changed?



WILLINGHAM'S SIMPLE MEMORY MODEL





How do we learn?

While you're waiting for everyone to arrive, try to remember as many as the following numbers as possible. You'll be tested on them later!

Can you remember the
number?



How do we learn?

While you're waiting for everyone to arrive, try to remember as many as the following numbers as possible. You'll be tested on them later!

11899942911106624601981

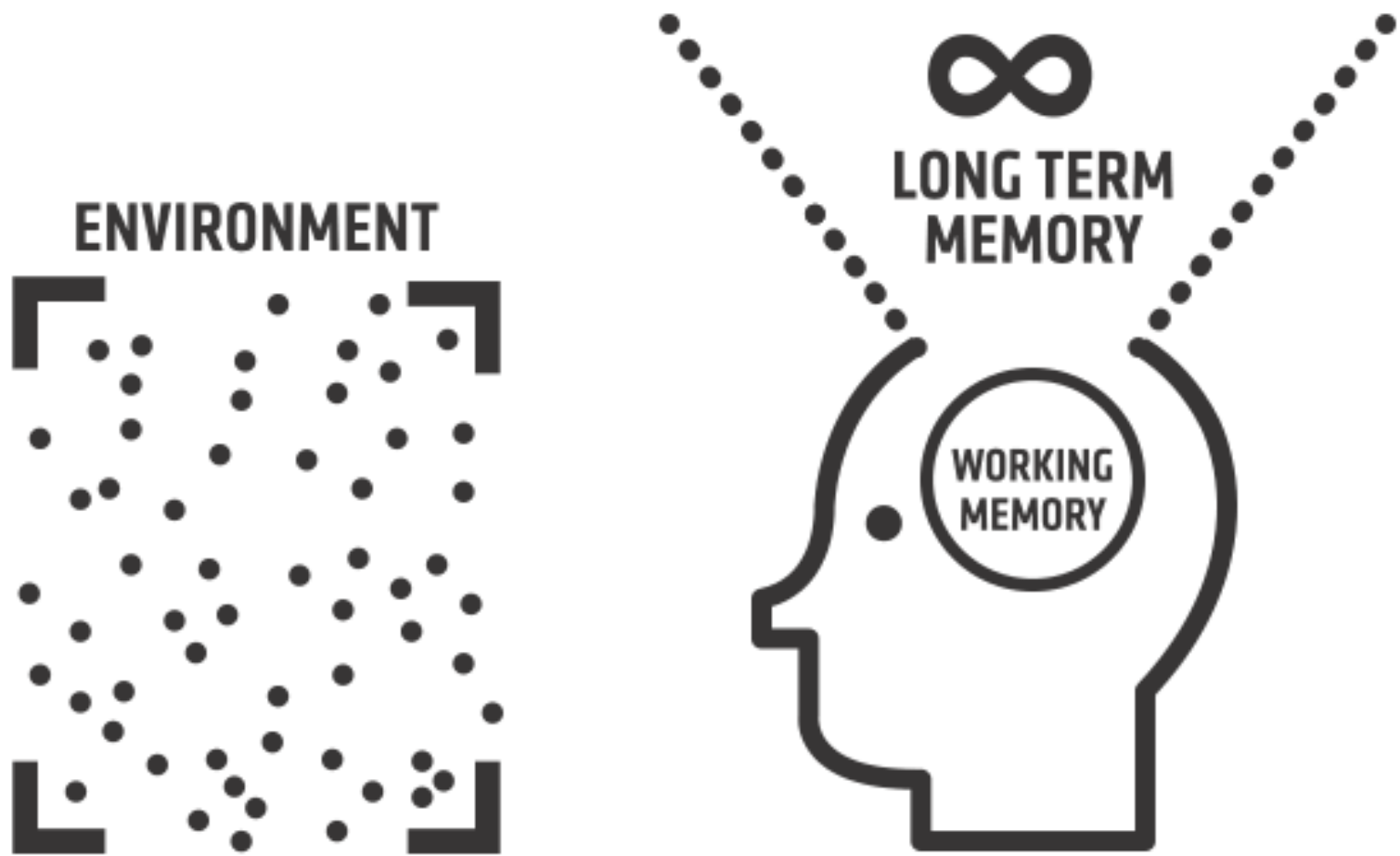


How do we learn?

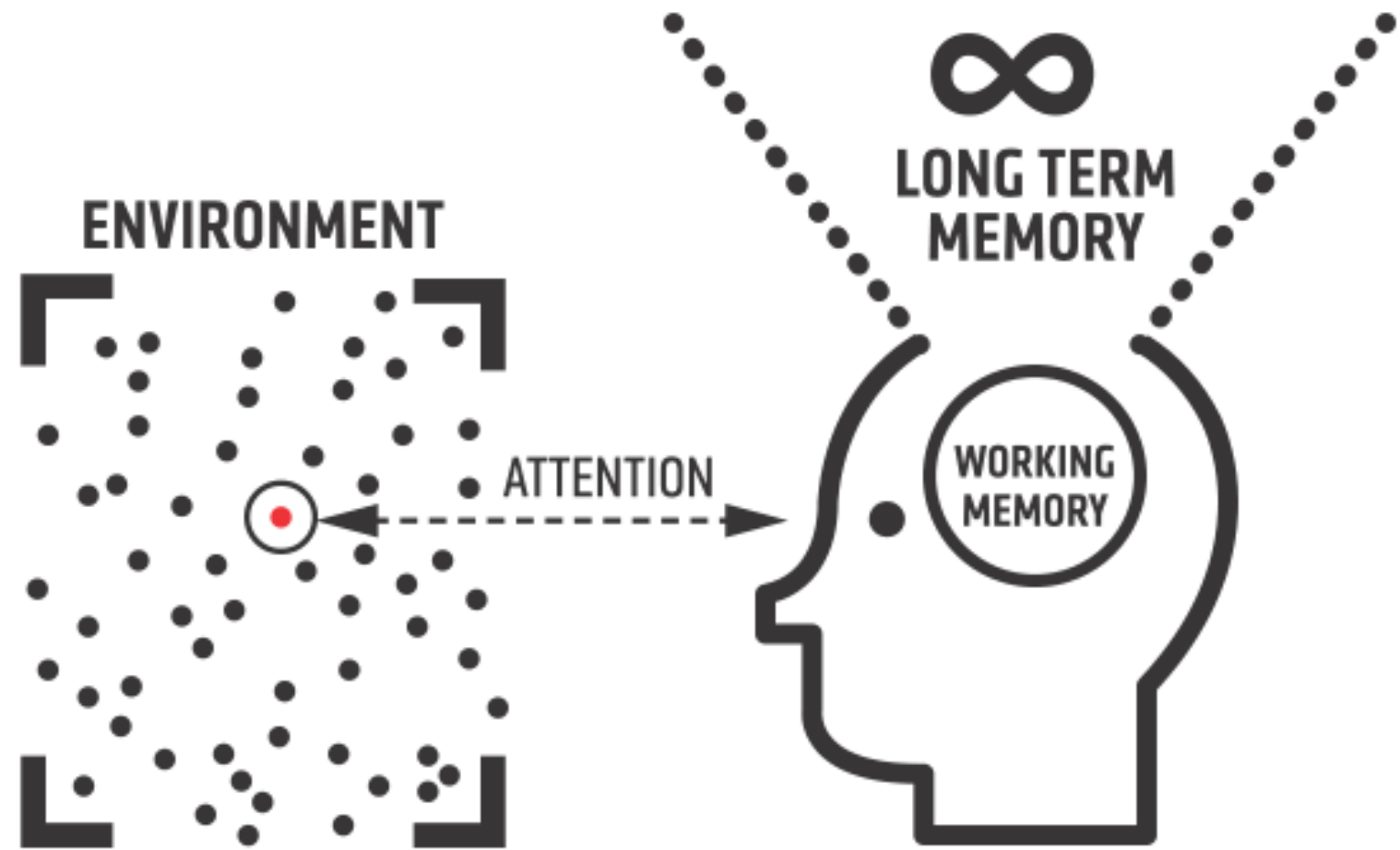
While you're waiting for everyone to arrive, try to remember as many as the following numbers as possible. You'll be tested on them later!

1 1 8 9 9 9 4 2 9 1 1 1 0 6 6 2 4 6 0 1 9 8 1

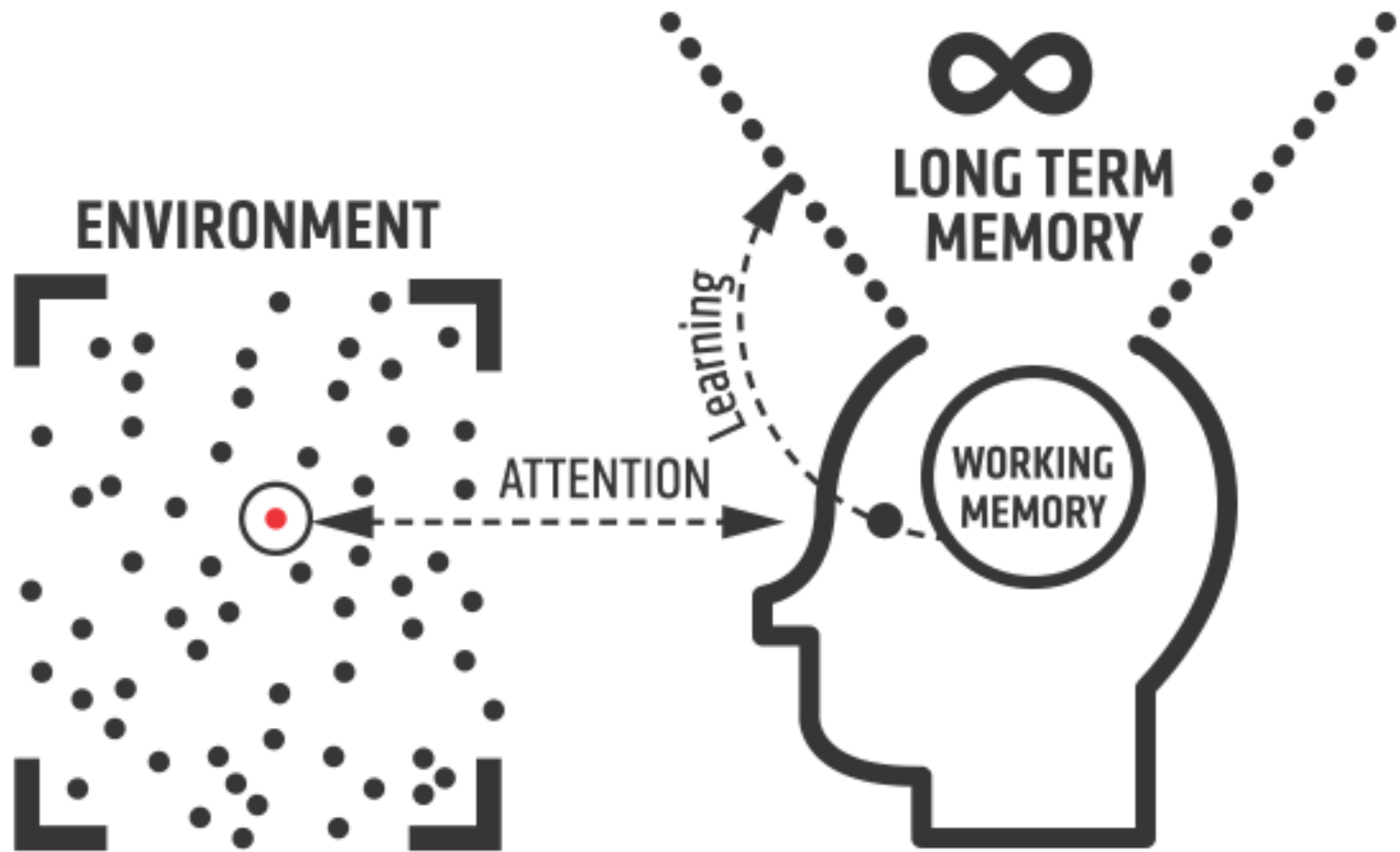
WILLINGHAM'S SIMPLE MEMORY MODEL



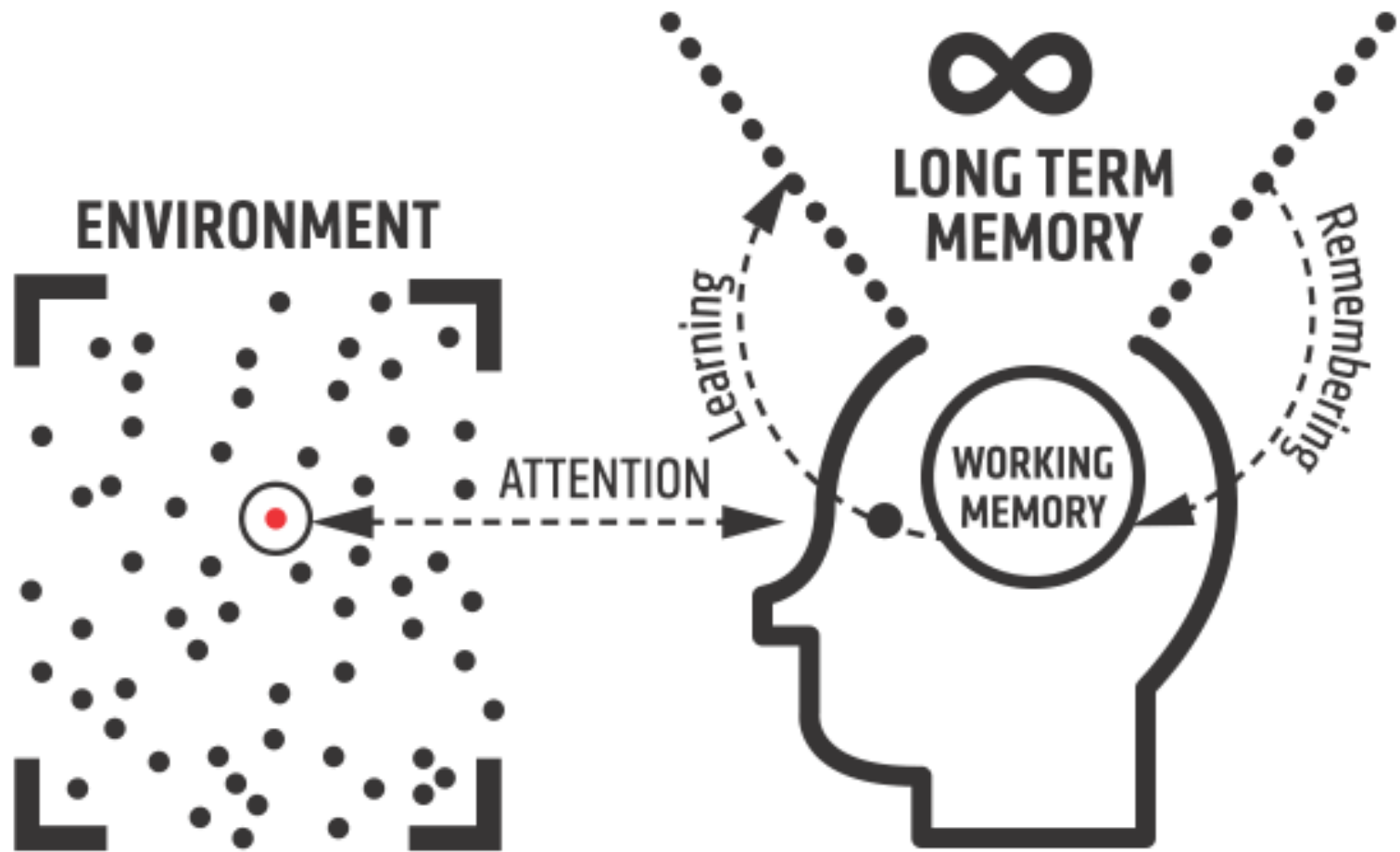
WILLINGHAM'S SIMPLE MEMORY MODEL



WILLINGHAM'S SIMPLE MEMORY MODEL



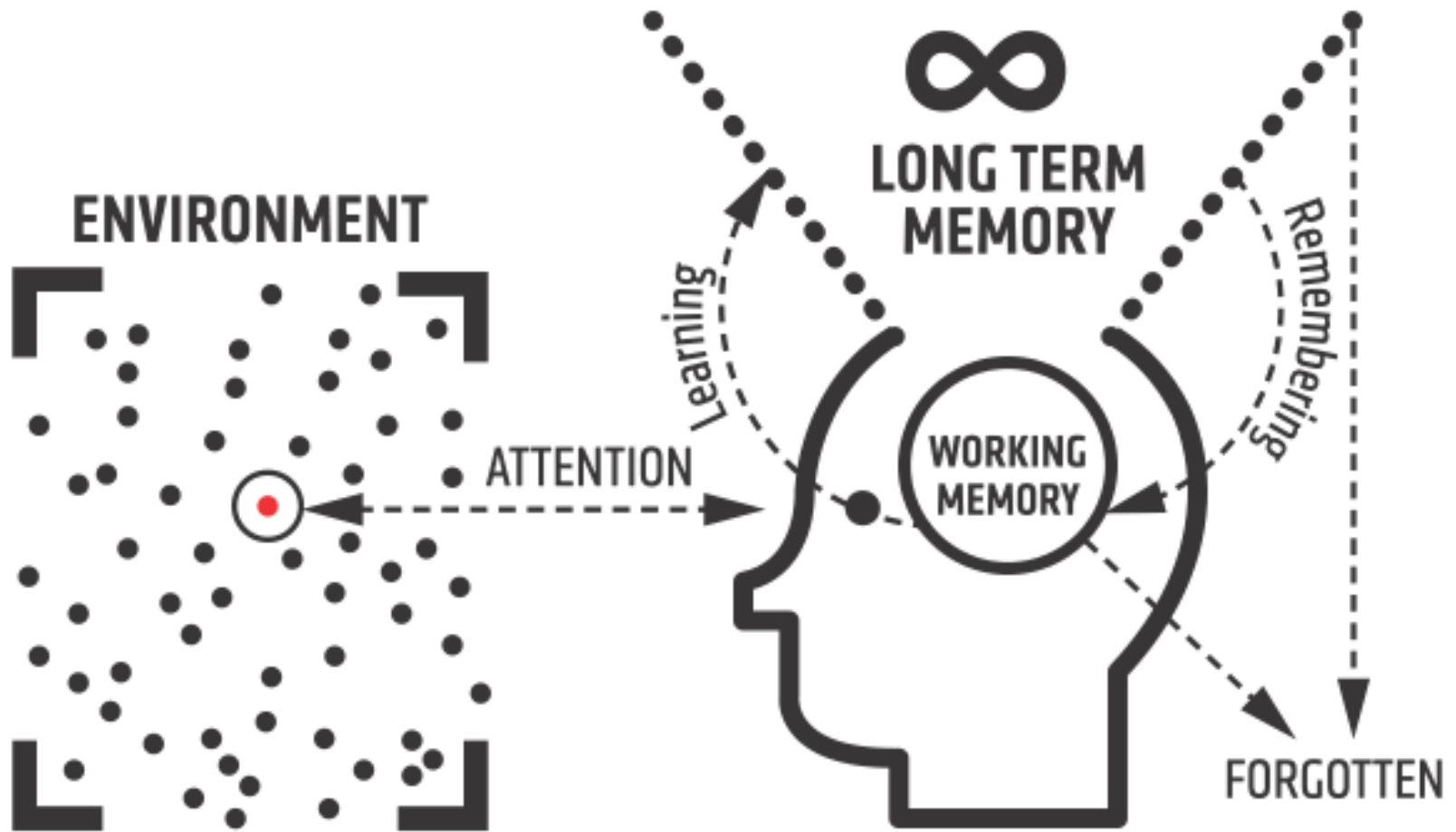
WILLINGHAM'S SIMPLE MEMORY MODEL





How do we learn?

WILLINGHAM'S SIMPLE MEMORY MODEL





How do we learn?

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Can you remember the
number?



How do we learn?

While you're waiting for everyone to arrive, try to remember as many as the following numbers as possible. You'll be tested on them later!

1 1 8 9 9 9 4 2 9 1 1 1 0 6 6 2 4 6 0 1 9 8 1



How do you revise?

Do you know
the facts?

Do you
understand
them with such
confidence
that you can
apply that
knowledge?

All revision should contain an
element of **Challenge**

AQA

SPECIMEN MATERIAL

GCSE
CHEMISTRY

Higher Tier Chemistry 2H

H

Specimen 2018

Time allowed: 1 hour 45 minutes

Materials
For this paper you must have:

- a ruler
- a calculator
- the periodic table (enclosed).

Instructions

- Answer **all** questions in the spaces provided.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information

- There are 100 marks available on this paper.
- The marks for questions are shown in brackets.
- You are expected to use a calculator where appropriate.
- You are reminded of the need for good English and clear presentation in your answers.
- When answering questions 03.3 and 04.2 you need to make sure that your answer:
 - is clear, logical, sensibly structured
 - fully meets the requirements of the question
 - shows that each separate point or step supports the overall answer.

Advice
In all calculations, show clearly how you work out your answer.





Why challenge?

- You know what you know
- You know what you don't know

Without challenge?

- You **don't** know what you **don't** know

If you don't know what you don't know, you don't know what you need to know!



Flash cards

- Produce a set of flashcards for the language you are studying
- Test yourself/Test each other
- If you get it right, add it to a **green** pile. If you get it wrong, add it to a **red** pile

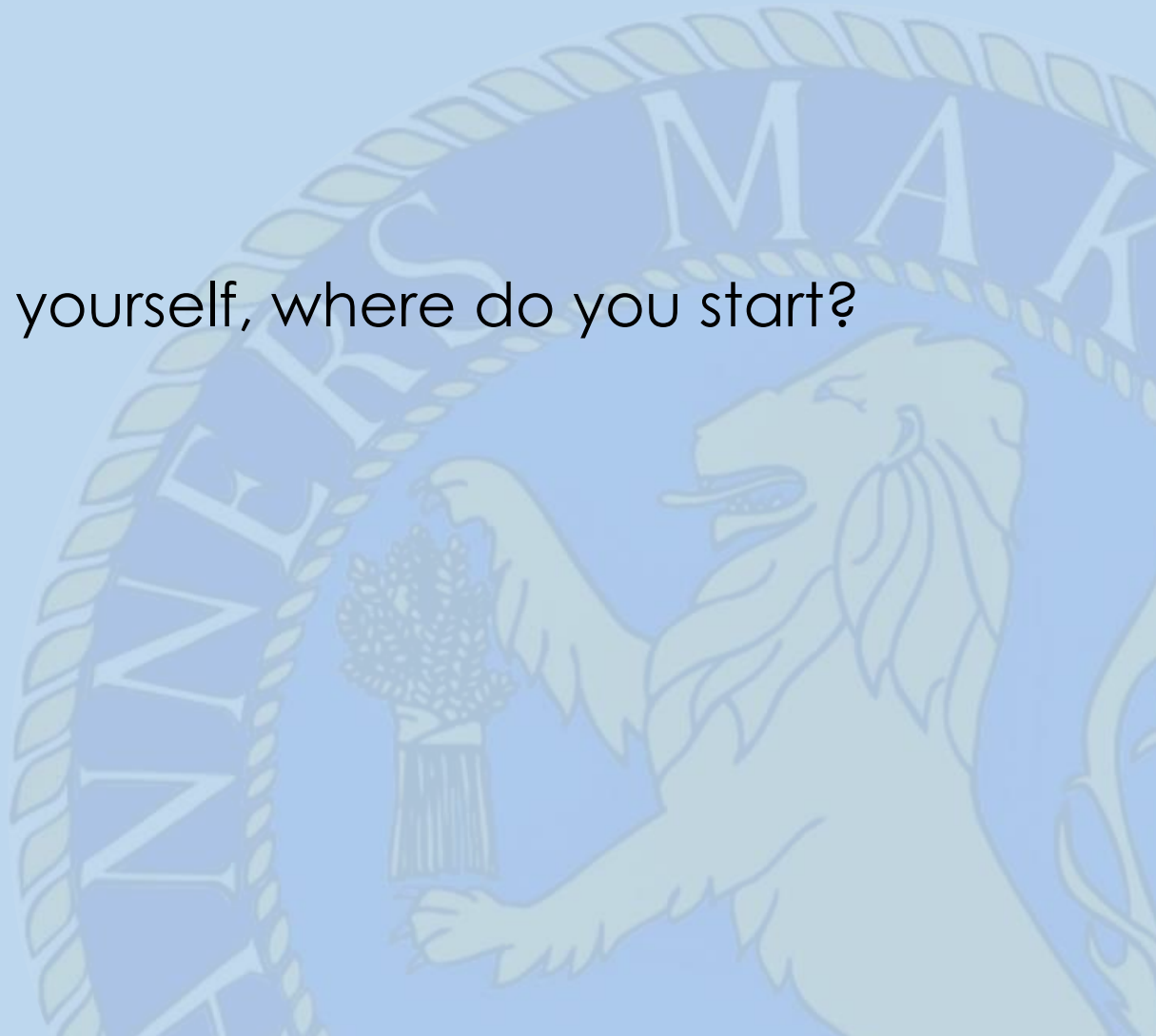
Je me suis bien amusé/amusée

I enjoyed myself/I had a good time.



Flash cards

- Next time you test yourself, where do you start?
- Advantages?
- Disadvantages?



Traffic lights

Objective	Add date here →																		
I can name 20 characters in Coronation Street																			
I can name 12 of the Manchester United First team																			
I can name the five pillars of Islam																			
I can name all the countries in South (not Central) America																			
I can name all the counties in Northern Ireland																			

- Recognise what you know
- Recognise what you don't know
- You know **where** to prioritise



Read/write/review

How might you improve your knowledge?

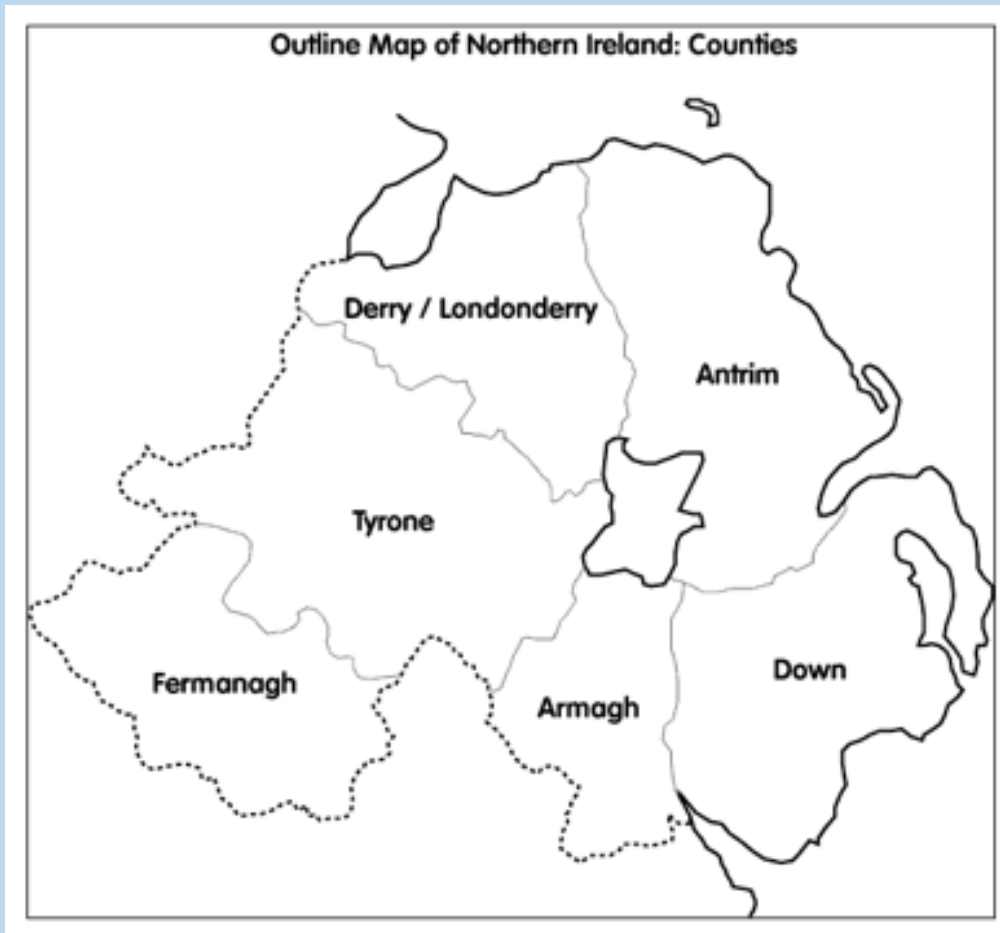
- Did you visualise **where** they were on the map?
- Did you try to remember them alphabetically?
- Did you associate a colour with a name?

How could you adapt these processes into your own revision?





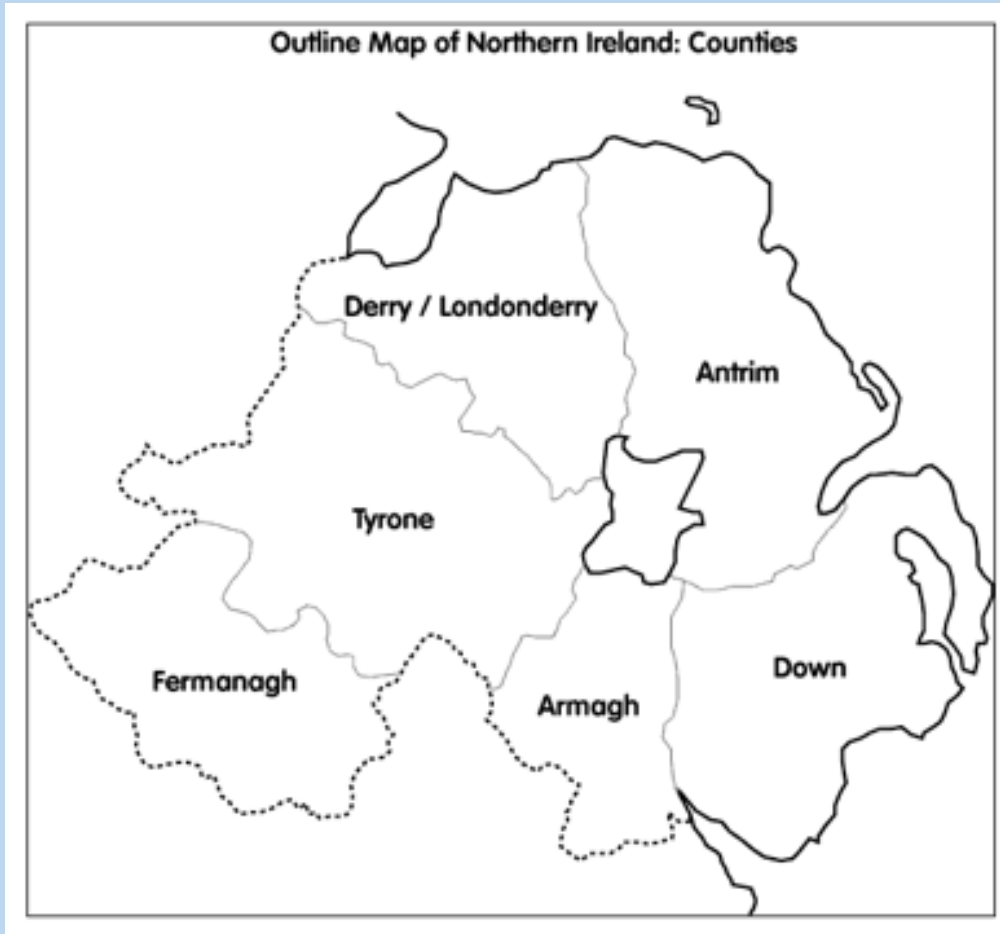
Read/write/review



- Did anybody use a mnemonic?
- Did we remember them cycling around the lake?
- Would colours have helped?



Read/write/review



For
The
Ducks
And
Duck
Adjacent

Make it work for you!

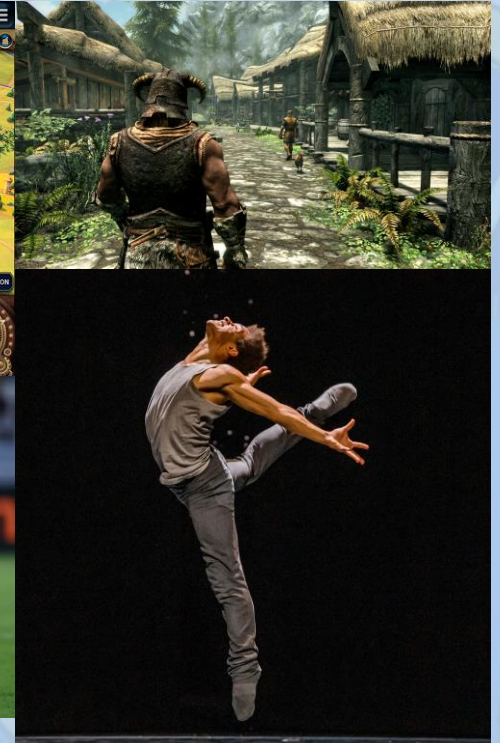


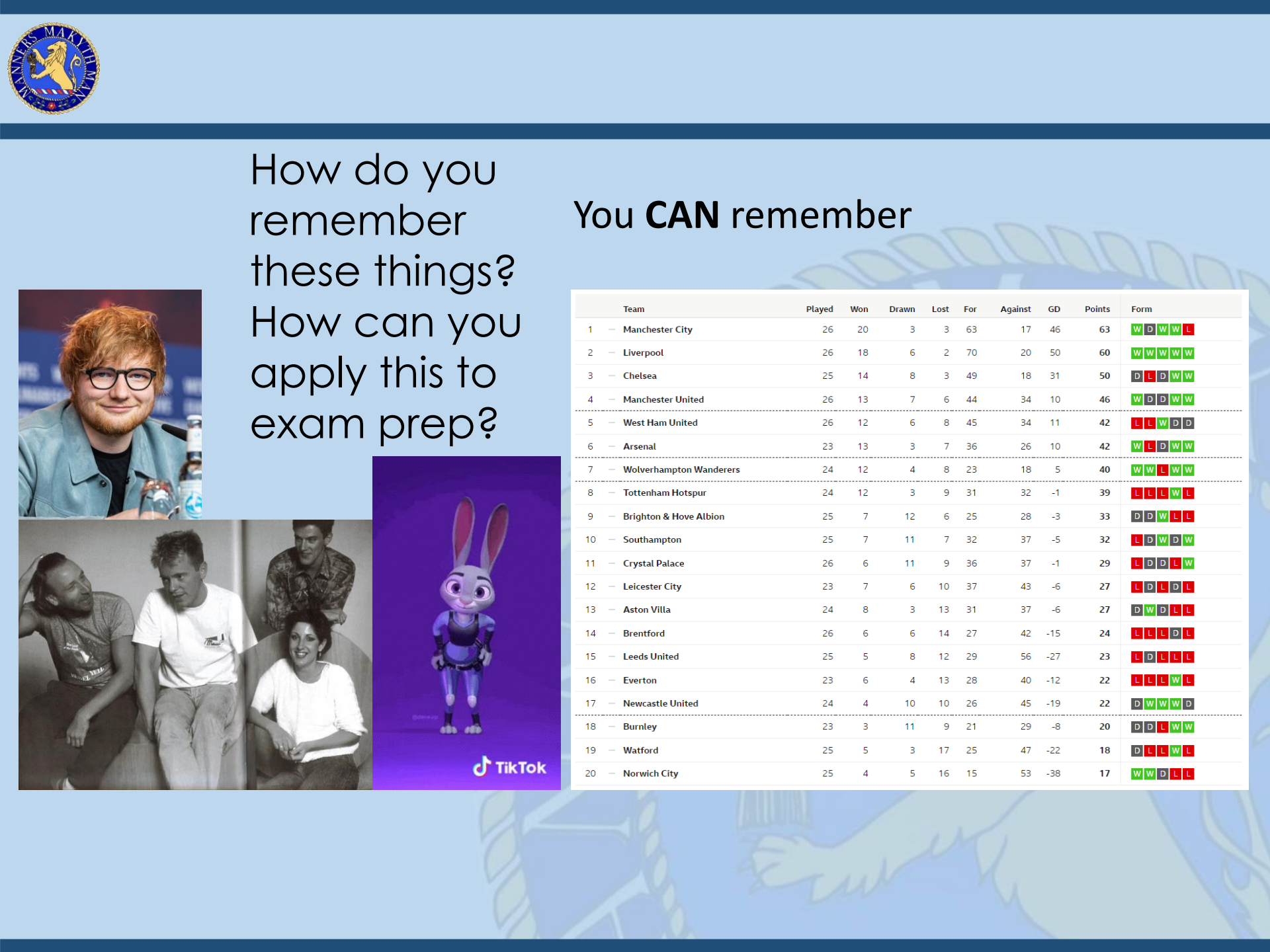
- How could we make learning large numbers of facts more manageable?
- If you watch Coronation Street, why was this easier?
- What can we learn from this?

Photo	Character	Actor
	Ken Barlow	William Roache
	1960 - 2013, 2014 -	
	Rita Tanner	Barbara Knox
	1964, 1972 -	
	Peter Barlow #	Chris Gascoyne
	1965 - 1971, 1973, 1974, 1975, 1977, 1978, 1986, 2000 - 2003, 2007, 2008 - 2014, 2015, 2016 -	
	Gail Rodwell	Helen Worth
	1974, 1975 -	
	Tracy McDonald #	Kate Ford
	1977 - 1983, 1985 - 1993, 1994 - 1995, 1996, 1997, 1999, 2002 - 2007, 2010 -	
	Audrey Roberts	Sue Nicholls
	1979, 1980 - 1981, 1982, 1984, 1985 -	
	Nick Tilsley #	Ben Price
	1981 - 1996, 1997 - 1999, 2002, 2003 - 2004, 2009 - 2017, 2018 -	
	Kevin Webster	Michael Le Vell
	1983, 1984 - 2013, 2014 -	
	Debbie Webster	Sue Devaney
	1984 - 1985, 2019, 2020 -	
	Jenny Connor	Sally Ann Matthews
	1986 - 1991, 1993, 2015, 2016 -	



You are resilient!!





How do you
remember
these things?
How can you
apply this to
exam prep?



You **CAN** remember

	Team	Played	Won	Drawn	Lost	For	Against	GD	Points	Form
1	Manchester City	26	20	3	3	63	17	46	63	W D W W L
2	Liverpool	26	18	6	2	70	20	50	60	W W W W W
3	Chelsea	25	14	8	3	49	18	31	50	D L D W W
4	Manchester United	26	13	7	6	44	34	10	46	W D D W W
5	West Ham United	26	12	6	8	45	34	11	42	L L W D D
6	Arsenal	23	13	3	7	36	26	10	42	W L D W W
7	Wolverhampton Wanderers	24	12	4	8	23	18	5	40	W W L W W
8	Tottenham Hotspur	24	12	3	9	31	32	-1	39	L L L W L
9	Brighton & Hove Albion	25	7	12	6	25	28	-3	33	D D W L L
10	Southampton	25	7	11	7	32	37	-5	32	L D W D W
11	Crystal Palace	26	6	11	9	36	37	-1	29	L D D L W
12	Leicester City	23	7	6	10	37	43	-6	27	L D L D L
13	Aston Villa	24	8	3	13	31	37	-6	27	D W D L L
14	Brentford	26	6	6	14	27	42	-15	24	L L L D L
15	Leeds United	25	5	8	12	29	56	-27	23	L D L L L
16	Everton	23	6	4	13	28	40	-12	22	L L L W L
17	Newcastle United	24	4	10	10	26	45	-19	22	D W W W D
18	Burnley	23	3	11	9	21	29	-8	20	D D L W W
19	Watford	25	5	3	17	25	47	-22	18	D L L W L
20	Norwich City	25	4	5	16	15	53	-38	17	W W D L L

VACANCIES

HOME

ABOUT US

ADMISSIONS

PARENTS



EXAMS

STUDENTS

SIXTH FORM

CONTACT US

UGS PERSPECTIVES - URMSTON GRAMMAR SCHOOL'S STUDENT MAGAZINE!

STUDENT SHAREPOINT SITE

LEARNING TO LEARN

REVISION SUPPORT

EXTRA CURRICULAR

IT HELP GUIDES

READING LIST

REMOTE LEARNING

USEFUL INTERNET LINKS

CANTEEN MENUS

ONLINE SAFETY

WELLBEING - STUDENTS

Y9 OPTIONS 2023



URMSTON GRAMMAR PARTICIPATION





Achieving Your Potential



Achieving your Potential Key Stage 3

The first step to succeeding at Key Stage 3 and beyond is by making sure you are doing everything you should be during and for your lessons.

Make sure you can answer yes to the following questions for **all** your subjects. If you can't, that's your first target for improvement!

- *When you enter the classroom, do you get settled and started straight away?*
- *Do you always have the equipment you need for your lessons with you?*
- *During the lesson, are you focussed 100% of the time?*
- *Are you an active (rather than passive) learner?*
- *Do you contribute during whole class discussions/group and pair work?*
- *Do you always try your best, even if it's difficult?*
- *Does your behaviour allow everyone in the class to learn?*
- *Do you ensure you self-assess work when you can, using green pen to make corrections?*
- *Do you respond to all teacher feedback (either verbal or written) as fully as possible?*
- *Do you always complete your homework on time and to the best of your ability?*
- *Do you seek clarification if you don't understand something?*

However, just doing the above doesn't guarantee that you will achieve the best that you can! **You also need to study independently.** The rest of this document is dedicated to helping you do this as effectively and as efficiently as possible.

Also, don't forget that it's really important to have a healthy school-life balance!

Make sure you take time to:

- Get enough sleep
- Eat well and drink lots of water
- Exercise regularly
- Spend time with family and friends
- Partake in some extra-curricular activities
- Take some time for yourself!

Independent Study at Key Stage 3

Subject Specific Advice

Apart from the general advice & resources listed above, the on-line version of this booklet contains some extra subject specific hints and tips for succeeding at Key Stage 3. Also included are links to any subject specific websites that are recommended.

The on-line version can be found on the school website, under 'Students' in the 'Revision Support' area - click on the 'KS3 Revision' ribbon and download the 'Achieving Your Potential at KS3' booklet. Doing this will also allow you to click on the hyperlinks included to access the Learning to Learn cards and other resources.

Remember, if in doubt ask your teacher - they are the best resource you have!

Don't forget to follow the advice/act on the learning targets your teachers give you for any formally assessed work as your first step in improving in that subject!

These are usually found on yellow paper.



Achieving Your Potential

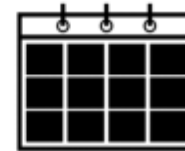
Independent Study at Key Stage 3

For many students, studying at Key Stage 3 is the first time they've had to organise their own independent work. Luckily, cognitive science and general experience has shown that there are some common approaches that can be applied to most (if not all) subjects.

There are four main steps to an excellent study strategy:

1. Plan

Work out what you need to revise and when you need to revise it by.
Organise yourself and get your revision resources ready.



2. Understand

Strengthen your understanding of content by reviewing skills and content.
Capture what you know in a way you can use to help you learn later.



3. Learn

This is the hardest part. Learn the key facts and information off by heart, so you can recall it with ease in the exam. This will free up space in your working memory, allowing you to tackle questions that are more complex.



4. Practise

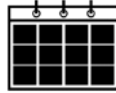
Apply what you know in both familiar and unfamiliar contexts.





Achieving Your Potential

Step 1: Plan



The first thing you need to do is make a plan of action! This could be for general revision across multiple courses in the lead up to end of year exams or could be a more specific plan to improve in a certain subject.

1. Prepare to F.A.I.L. (First Attempt In Learning)

Failure is a vital part of learning. While in some subjects you may thrive and understand everything with ease, there will undoubtedly be some subjects where this is not the case. There is absolutely no shame in this! The hardest step is the first step, and remember you can always talk to your teachers, form tutor, head of year and any other adult in school, as well as your friends and family! More info on this can be found here: [Learning to Learn – Prepare to F.A.I.L.](#)

2. Prepare your study space & study time

Make sure you have somewhere to work with minimal distractions. This could be at home, but could also be elsewhere, e.g., the LRC. Also set out when you will study – little and often is better than cramming everything into one long session! More info on this can be found here: [Learning to Learn – Working at Home](#).

3. Know your timescales

When does this studying need to be done by? E.g., when is the end of unit test that this skill will be tested in? If there is no specific timescale to work to, make one for yourself – you are much more likely to study if you have a deadline.

4. Make sure you know what you need to know

Ensure you have a copy of the booklet/topic list/ key vocabulary/whatever it is that you need to learn ready, so you can organise your revision.

5. Work out what you need to work on

An excellent way of doing this is through traffic lighting – code the resource above using red, orange & green pens to highlight what areas you feel most and least comfortable with. More info on how to do this can be found here: [Learning to Learn – Traffic Lights](#).

6. Make a plan, making sure to prioritise the most difficult topics first

We all know that it's tempting to study and revise the things we find easy! However, to make the biggest gains, you need to give work on the things you find the hardest. Look at your red topics first and review them more often than those you find easier (although don't completely ignore the green areas!). Using the Pomodoro technique can be really

Step 2: Understand



Before learning the content off by heart, it's important to **understand** the concepts that you have covered. The majority of this will happen in your lessons, but for those topics and subtopics that need a little more work the following might help:

- **Ask a teacher for clarification**

This could be during or after a lesson or could be via email. They may be able to arrange a time to go through the topic with you or might be able to point you to extra resources that could help your independent study.

- **Read the information in a different format**

Sometimes, reading a different explanation of a topic can help it click. Reading a different textbook/revision guide or finding the information on websites such as BBC Bitesize or Seneca Learning could help here.

- **Watch a video explanation**

YouTube can be a great resource, as sometimes hearing a different explanation or seeing live animations/graphics can help solidify your understanding. There's also the benefit that you can pause/rewatch. Take care though – don't get distracted by other videos, and don't fall into the trap that watching YouTube videos is helping you learn the information; it can be an easy way of tricking yourself into thinking you're doing effective revision!

- **Organise your thoughts in some way:**

Making revision cards/mind maps/notes from your resources to organise your thoughts can help make links between topics and can form connections. However, beware of simply copying notes down verbatim – you need to be doing something new with the information!



Achieving Your Potential

Step 3: Learn



This is the step that is the most boring and potentially the most difficult, so it is the one that many students try to 'skip'... you need to **learn** content off by heart! This is where **active revision** is important – the act of trying to remember something without looking it up and then checking your answers.

[Retrieval Practice](#) (i.e. the process of actively trying to remember something) is scientifically proven to be an excellent learning tool. Some examples of activities that can help include:

- **Quizzes**

Quizzing yourself is a great way to learn – it utilises the 'testing effect'. Lots of quizzes can be found online, or you can make and then use them yourself!

- **Using flashcards**

Similar to quizzing, this is a great way to strengthen core knowledge. Either use flashcards you've made yourself (although don't fall into the trap of spending hours making them then not using them!) or find ready-made cards online. You can also use apps such as Anki or Quizlet to help with this – these have the added bonus of automatically repeating the questions you found difficult more often than the ones you found easy, although you can do this for yourself if you combine your flashcards with a traffic light system! More info on this can be found here: [Learning to Learn - Flashcards](#).

- **Mind maps/brain dumps**

Make a mind map from scratch, or simply write everything you can remember about a topic down on a piece of paper. Then, check what you've remembered against a previously made exemplar or a revision resource. Another example of this is a read-write-review – more info on this can be found here: [Learning to Learn – Read/Write/Review](#).

Other well-researched methods of improving learning include:

- [Dual Coding — The Learning Scientists](#)
- [Concrete Examples — The Learning Scientists](#)
- [Elaboration — The Learning Scientists](#)
- [Interleaving — The Learning Scientists](#)
- [Spaced Practice — The Learning Scientists](#)

Notice how this list does **not** include rereading/highlighting/writing notes – this is not an efficient way of learning content, as it doesn't make you think! A good general rule of thumb here is as follows: if it **feels easy**, it's probably not working!

Step 4: Practise



The final step is to **practise** applying the knowledge that you've learned. This can be a little harder than the other steps at Key Stage 3, as the easiest way to do this normally is through past paper questions but you don't really have many of those yet! However, if you can find some exam style questions, we recommend the following plan of action to make the most of them as you can:

1. **Answer as much as you can from memory to start with**, without looking back at notes. Sometimes, it will be appropriate to complete this in timed conditions, as you need to get used to that!
2. Once you are sure you have done all you can, **allow yourself the use of your revision resources** and go back through the paper with a **different colour pen**, adding in anything that you can now answer with that support. This will show you the difference between what you simply understand versus the content you know and understand.
3. Now find the mark scheme for the questions. Go through with a third colour, **marking and correcting your answers**. Make a note of any hints and tips you pick up.
4. Make sure you **savour your mistakes** – they are great opportunities to learn! More info on how you can do this can be found here: [Learning to Learn – Managing Mistakes](#).



Achieving Your Potential

Maths

Other useful online resources:

- DrFrostMaths.com
- [Maths Genie - Free Online GCSE and A Level Maths Revision](http://MathsGenie.com)
- [Bicen Maths - YouTube](https://www.youtube.com/channel/UCv3p0D8331333333333333)
- [Corbett Maths](http://CorbettMaths.com)

To further improve in Maths you could:

- Make sure you are ready to begin lessons promptly by having your books and other equipment open.
- Aim to complete as many maths questions as possible during lessons.
- Set out your work as shown in the worked examples, with full working-out.
- Always read the question carefully and check your answers make sense to ensure you are scoring the most marks you can on each question.
- Correct your work in green pen so you can learn from your mistakes.
- Hand in homework set so that you can act on the personalised feedback given on each task.
- Ensure that you catch up with any work missed through absence
- Ask for help if you are struggling!
- When revising, allocate time to practicing exam style questions on different topics in the same session, e.g. in 20 minutes, complete one algebra question, one angles question etc. so that you are confident with using different techniques.
- Use the courses page on DFM to focus on specific skills you find challenging, then answer past paper questions on these topics.
- Engage in further practice of your mental arithmetic techniques using DFM; this will increase your confidence and enable you to tackle challenging questions more easily.
- Set out your work logically, including all of the intermediate steps, especially on a calculator paper, and ensure that it supports any conclusions made.
- Take your time when reading questions. Underlining key words and refer back to these when you have completed your working.
- Improve exam technique by simulating exam conditions when revising. Time yourself when completing questions, giving yourself around one minute per mark.
- Prepare for GCSE Maths by completing exam style questions. These can be found on DFM, Maths Genie or Corbett Maths, filtered by topic.

Independent Study at Key Stage 3

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