Year 10 Revision Bulletin

22nd May 2026

A suggested model for revision

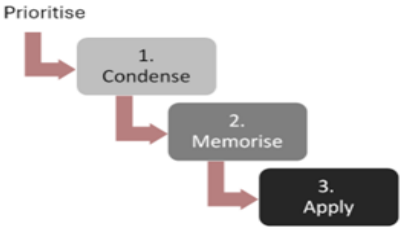
As part of our series of form time sessions focusing on exam preparation and revision in May and June, Year 10 form tutors will be sharing a suggested revision model comprising 4 main steps, and we will continue to build on this as we move into Year 11.

Before they start their revision, we are encouraging students to **prioritise** the content in each subject, identifying their knowledge gaps so that they can focus on these in their revision and speak to their teachers about how best to address them.

Step 1: Start by consolidating the information you are revising by **condensing** it into smaller chunks (e.g. by making flashcards, mind maps, etc).

Step 2: Next, use your flashcards to quiz yourself or ask someone else to test you (e.g. using the Leitner system or blank page retrieval) to help you **memorise** the information.

Step 3: The final stage is **applying** your knowledge - for example, to past exam questions or by answering practice questions in the textbook.



Recommended revision techniques

Research indicates that the most effective revision techniques involve **retrieval** - actively trying to recall the information you have learnt.

Using flashcards:

- ✓ Make flashcards with a prompt or question on one side and the information on the other, making it easier to test yourself.
- ✓ Look at the question or prompt on the first flashcard.
- ✓ Without looking, write down the answer or say it out loud (not in your head) and then check it. This will help you identify your knowledge gaps. Repeat for all of your flashcards for that topic.
- ✓ Put the cards that you don't know the answers to in one pile or box, and the others in a different pile or box.
- ✓ Come back to the cards you don't know the answers to every day until you know them. (Leitner system)
- ✓ Shuffle the cards each time rather than always reviewing them in the same order.
- × **Do not just read through the flashcards.**

Blank page retrieval:

- ✓ Take a blank piece of paper and write down everything you can remember about the topic you are revising (with no prompts).
- ✓ Give yourself a time limit (e.g. 10 minutes).
- ✓ Once you have written as much as you can and you cannot remember any more information about the topic, use different colours to highlight or underline words in groups - this will help you to make links between pieces of information and different areas of the topic.
- ✓ Compare your blank page retrieval to your revision notes or the revision guide to check your understanding, and add any key information or key words you have missed in a different colour.
- ✓ Make flashcards on the key information or key words you were not sure about so that you can test yourself on them.

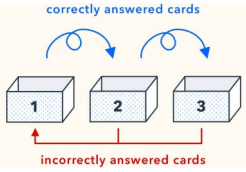
Self-quizzing:

- ✓ Spend around 5-10 minutes reviewing your chosen topic or part of a topic from your flashcards, revision notes or revision guide.
- ✓ Write 10 questions to test yourself on the knowledge in that topic (or, if your teacher has provided you with questions, use these).
- ✓ Cover up the knowledge and try to answer the questions from memory - either writing down your answers or saying them out loud (not just in your head). Try to answer in full sentences.
- ✓ Go back to your flashcards, revision notes or revision guide and self-mark your answers in green pen.
- ✓ Revisit your knowledge gaps and include these same questions next time you do self-quizzing.

Mind maps:

- ✓ Take a blank piece of paper and write the topic you want to revise in the centre of the page.
- ✓ Identify the sub-topics that branch off the main topic and add these to your mind map.
- ✓ Add detail to each sub-topic branch using images and colour to help the information stick in your memory.
- ✓ Use your flashcards, revision notes or revision guide to add more information to each branch in a different colour.
- × **Try not to fill the page with too much writing.**

The Leitner System for flashcards



The **Leitner System** is a method of studying that consists of reviewing material at increasing intervals as you become more familiar with it, using flashcards. It is based on the principles of **retrieval** and **spaced practice**, and the idea that our brains remember information better if we regularly revisit it over a period of time. This idea has repeatedly been backed by science as the best way to retain information.

It is designed to focus students on the topics and areas of knowledge that they find more challenging, and minimise the repetitive studying of well-understood subjects, meaning that they will spend more time revising their problem areas and filling in their gaps.

- **Step 1:** Create flashcards on each topic or part of a topic in each subject. Your cards should have the name of a term or concept on one side, or a prompt or question relating to it, and the information on the other side.
- **Step 2:** Set up 3 boxes and place them side-by-side on your desk or study area.
  Label each box: **Box 1** - *Every day*, **Box 2** - *Every other day*, **Box 3** - *Once a week*.
- **Step 3:** All of your cards should begin in Box 1. Review each card, quizzing yourself on the information on the other side of the card without looking. If you answer a card correctly, put it in Box 2; if you don't, put it back into Box 1.
  Once you have gone through all of your cards, the cards you are more confident about will be sitting in Box 2, while the cards on areas you still need to work on will still be in Box 1.
  Repeat this process each time you review your cards. If you get a card correct, move it to the next box. If you get the card wrong, move it back to the previous box.
  Once you have gone through all of your cards, you now have a system to differentiate between cards that need to be reviewed more often (Box 1 - *every day*) and cards that can be reviewed less often (Box 3 - *once a week*).