

1

Frankenstein answers. Gather a selection of past questions which require extended answers, and divide the class into groups. The groups should write a list of the paragraphs needed to answer their question, and then each student writes one of the paragraphs. The paragraphs can then be 'stitched together' to make a complete answer.

2

Speedy sources. Place a relevant source in the centre of a large piece of paper. Working in groups, give students two minutes to read the source and to jot down ideas on origin, message, purpose and utility. If each group works on a different source you could then ask a bigger 'how far do the sources agree that ...' question, with each group explaining what their source suggests.

3

Who am I? Ask students to write a list of the actions/achievements of a key individual from their course. Each student stands at the front of the classroom and reads out their list until someone guesses which individual it belongs to.

4

You say we pay. Ask a student to stand in front of the whiteboard and either write or project an individual or event from their course onto the board (which the class can see, but the student can't). The class has to describe the individual/event and the student must guess who it is.

5

Examiner for the day. Provide the class with sample questions from the examination board and ask them to come up with as many potential questions, in the style of the examination board, as they can for a given topic. Then have them swap papers and write quick plans for answering the questions.

6

Just a minute. Students are given a revision topic and have to speak about it for one minute without hesitation, deviation or repetition. Try this with key terms, events or individuals.

7

Topic in 100 words. Students have to write about the topic in a hundred words only. They could be given specific elements to write about and then collate all the pieces of writing together.

8

Command word dictionary. Ask students to create a list of key vocabulary that is used in exam questions, for example 'how far...', 'explain ...', 'describe ...', and then to explain what each of these phrases is prompting them to do in an answer.

9

I still don't know. Hand out post-it notes and ask pupils to write down any nagging questions they have on a topic. Display on the board and, as the questions are answered, remove.

10

Washing line. Give each student a key event from the course and ask them to write a summary of its significance on a postcard. Challenge the class to arrange the events into chronological order then hang them on a washing line across the room as a permanent aide memoire.

11

What do you know? Give students a blank piece of paper. Ask them to write down everything they know on a specific topic. Students then pass the paper on to the next group who have to add their own knowledge. A great collaborative working exercise.

12

Circle the room. Write topics on large pieces of paper and place these around the room. Assign students one of the topics and give them two minutes to write down everything they know about it. After two minutes they have to move to a new topic until they have written about each topic. Collect and share.

13

Guess the grade! When studying for an exam, give students a B/C grade example answer. Using marking criteria, students should add content and techniques to 'upgrade' the answer and remove content and techniques to 'downgrade' the answer.

14

Create your own quiz sheet. Students create their own quiz/revision guide. This could be done as homework and then used as part of the next lesson.

15

Retro games. Games like pass the parcel or top trumps are a great medium to use when revising. Simply provide a selection of questions, or get the students to come up with their own.

16

Taboo. Create a set of cards containing key terms/events/individuals. Students work in pairs. One of the pair takes a card and must explain what's written on it without saying the word itself. The other student should guess what is being defined.

17

Colour coded chart. Somewhere in your room have a board with three different coloured pieces of paper on. At the end of a lesson (or at the start/ end of a topic), use the board for students to put up markers to show where they feel they are in terms of their knowledge of the topic.

18

Revision postcards. On a blank postcard, students write down five areas to revise within a key topic. Put them into a 'pot' and mix them up. Students then take five cards out and these form the revision areas they should focus on for that week.

19

Dominoes. Create a set of dominoes with questions on a topic – one half of the domino will have a question, the other will have an answer to a different question. Working in pairs, students put together the dominoes, matching answers with questions.

20

Revision timetable. Students could make their own revision timetable for the week or month leading up to the exam. Teachit History has a template resource – [Revision timetables](#) (18830) – that students could model their own version on.