KS3 Study Strategies
(Year 9)

For all KS3 subjects
plus GCSE RE
**Study Strategies**

Research shows that there is a significant, positive correlation between homework / home study and student achievement. In other words, **students who take time to study and do homework perform better in school.** In particular, “.....home study and homework is thought to improve study habits, attitudes toward school, self-discipline, inquisitiveness and independent problem solving skills.”

All students in Year 9 need to establish good after-school work and study habits to support and deepen their learning. We also want to foster a culture where students are proactive in thinking, questioning and developing independence in their learning.

These skills will be essential for success, not only at GCSE but in later life – for college, university and employment.

Students should spend around **45-90 minutes** every evening and no more than **three hours** over the weekend on tasks which are set by class teachers or, if no specific tasks have been set, on independent study.

We encourage students not to exceed these limits as it is important that they maintain a healthy balance between work and other activities. If they are regularly spending too much time on homework, please let us know so that we can intervene to make the load more manageable.

This guide starts with some general information about study strategies that students can use in their own time to help them in the learning. Then it provides some subject specific ideas for the kind of study activities that students should undertake when they have no specific homework tasks to complete. We hope that this will prove useful in helping students to use their home study time effectively.
Independent Study Tips
There are many effective ways you can study independently—here are a few tips!

1) Mind Maps
- Make notes around a key concept or subject.
- Draw lines to link definitions, key ideas and related parts.
- Some people find it helpful to use different colours for different ideas or for emphasis.

2) Flash Cards
- Write key points down on flash cards and carry them around with you - look at them as often as you can!
- Use them as a quiz - write a key word on one side and the definition on the other, then test yourself.

3) Posters
- Make your own colourful posters! You can pick any subject as your theme.
- Draw diagrams or pictures to go with your text.
- You don’t have to display them, but it can help if you do!
4) Retrieval Practice

- Make a list of all the important information you need to know from a particular unit or chapter.
- Close the books and create a quiz using flash cards or an app.
- Try to retrieve everything you remember.
- Go back and check all your answers!

5) Practice Example Questions

- For many subjects a good way to revise is to work through some example questions.
- You can practice these questions as many times as you like to get familiar with the subject.
- If there are parts of questions that you find hard or think you haven’t understood, you can check your notes, search online, or seek advice from a parent, teacher or friend.
**Independent Study**

Independent study in a subject involves undertaking activities that will help a student to improve in that area. A student might choose to focus on a subject that they are finding challenging, or they could choose to tackle their subjects in a rotation. Each subject has provided some ideas as to the sorts of things you could be doing to develop in that area.

The guide is organised in the following order:

- Core subjects – English, Maths and Science
- Humanities (Geography, History and RE*) and Modern Foreign Languages
- Other option subjects (in alphabetical order)

(* Note – in Year 9 all students start to study GCSE RE, which they sit at the end of Year 10. The independent study activities for RE have been adapted to take account of this.)

**CORE SUBJECTS**

| English | • All pupils should be reading independently – fiction or non-fiction. We encourage them to visit the library regularly to renew and exchange their wider reading books.  

• Independent study Information and opportunities as well as recommended reading lists for KS3 are available on the Library Portal Page:  
  https://cloud.uffculmeschool.net/resources/library/Site Pages/Home.aspx  

• The ‘Read to Succeed’ programme and the annual Reading Challenge provide extensive opportunities to produce book review tasks, blogs, as well as extensive writing journals |
|---|---|
In Maths, independent study/learning takes the form of ‘doing’ maths. We will set one Hegarty Maths homework each week.

Additional independent study could be:
- Use Hegarty or Corbett Maths to revise a topic you learnt a few months ago:
  - Watch a video and then take notes
  - Answer the questions
  - Self-mark (either as you go with Hegarty or using the mark scheme with Corbett)
  - Bring in to show your teacher
- Learn a new topic using the same steps as above (this is less useful than making sure you are solid on ALL previous learning)
- Use Hegarty Maths ‘Fix-Up 5’:
  - Use this to practise areas that you have made mistakes on previously with Hegarty Maths
- Use resources to create a knowledge organiser for a topic
  - Bring it to show your teacher and you may want to discuss it first to make sure that you have covered everything

Teachers may also ask you to:
- Learn specific vocabulary
- Look up a skill as preparation for a lesson
- Look up and learn some vocabulary relevant to a Maths topic

The following websites provide opportunities for students to practise Maths and to get feedback (some also include videos or instructions to help if they become stuck).
- Hegarty Maths - www.hegartymaths.com
- BBC Bitesize (KS3 Maths) - www.bbc.com/bitesize
- Somomaths - somomaths.wixsite.com/somo
- SENECA - www.senecalearning.com
Science

- Learn key word spellings and definitions using techniques such as Look-Cover-Write-Check
- Taking part in the Science department’s ‘Extended Learning Projects’
- Reading the science pages of the BBC News website for topics linked to what is being studied in class
- Research a scientist – who are they, what did/do they do, how has their work changed what we think today?

When revising the following strategies are recommended:

- Self-Testing using Look-Cover-Write-Check
- Writing and answering quiz questions
- Reviewing and rewriting the subject knowledge organisers. (Try dual coding for extra impact)
- Writing out practical - the method (including equipment) ensuring correct use of language and terminology
- Making mind maps of each subject to show the ‘big picture’ and highlight the inter-connectedness of each subject

Useful Websites
- Senecalearning.com - https://www.senecalearning.com/
- BBC Bitesize (KS3 Science) - www.bbc.com/bitesize
- Free Science Lessons - http://www.freesciencelessons.co.uk/
- Primrose Kitten - https://www.primrosekitten.com/
## HUMANITIES AND MFL

### Geography
- Complete any unfinished work from the day’s lessons
- Make corrections to marked work
- Learn key language and definitions from the lesson
- Watch recommended video clips/documentaries
- Use a news feed app to keep up to date on relevant topics
- Spend 10 minutes reading back over a previous topic
- Knowledge organisers – look, cover, rewrite
- Develop mind maps or flow diagrams of small sections of topics
- Create revision flash cards
- Flash card quizzes from previous week’s work
- Use past papers to practise questions
- Useful Websites –
  - My Learning
  - Educake - https://www.educake.co.uk/
  - BBC Bitesize (KS3 Geography)

### History
- Learn keywords / historical terminology
- Read an article from a History journal or magazine (copies available from your teacher; from the library; or the Resources area on My Learning)
- Read books from the History Lending Library
- Knowledge organisers – look, cover, rewrite
- Make a mind map for a topic to show the ‘big picture’ and highlight the different parts
- Watch recommended video clips / documentaries on Clickview within My Learning
- Complete tests/quizzes on My Learning
- Make corrections to marked work
- Websites –
  - BBC Bitesize (KS3 History)
  - Startacus Educational
  - History Hit
| RE                  | Use your Knowledge Organisers (issued at the start of each topic) to:  
|                    | - Learn key words and ideas  
|                    | - Review and analyse quotations  
|                    | - Create revision resources (e.g. flash cards and mind maps)  
|                    | Use your Graphic Organisers to help with information retrieval  
|                    | Use past (and sample) exam papers to practise exam questions and mark them using the mark schemes that are provided  
|                    | Useful Websites  
|                    | - My Learning – use this area to access lesson resources, materials for wider reading, as well as links to videos to extend your learning. This area also includes a folder to support exam technique with further practice questions, model answers and writing frames  
|                    | - Senecalearning.com - https://www.senecalearning.com/  
| Languages          | Vocabulary learning for past, current and future topics  
|                    | Grammar revision  
|                    | Purple book notes  
|                    | Reading practice – using RealNews  
|                    | Listening practice – using French / German radio online  
|                    | Create word cards for self-testing  
|                    | Create mindmaps for each topic  
|                    | Useful Websites  
|                    | - Linguascope - www.linguascope.com/  
|                    | - Memrise - https://www.memrise.com/  
|                    | - Languages Online - www.languagesonline.org  
|                    | - BBC Bitesize (KS3 - MFL)  
|                    | Gojimo app  

### ALL OTHER SUBJECTS

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<tr>
<th>Art</th>
<th>Drama Based on Devising and Scripted Performances</th>
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<tr>
<td>• Completing the day’s work by adding appropriate titles and annotations</td>
<td>• Research into the subject / topic that is being considered</td>
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<td>• Further research into artists and themes.</td>
<td>• Research into social historical and cultural context of a script.</td>
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<td>• Gathering your own resources and pictures to make your work more personal.</td>
<td>• Exploring the aim and intention of a topic</td>
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<td>• Developing the skills used in lessons through further drawings. (This will make you a more confident artist who is able to develop independent ideas.)</td>
<td>• Learning lines for your part</td>
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<td>• Experimentation - trying out ideas (and not being afraid to take risks in your work).</td>
<td>• Rehearsing – on your own and with others.</td>
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<td>• Annotating your sketchbook to show your reflections on your learning and progress.</td>
<td>• Listening to feedback and responding</td>
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<td>• Character development exercises (the department has laminated cards available to support with this)</td>
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<td>• Useful Websites</td>
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<td>- BBC Bitesize</td>
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| DT | Completing any supplementary homework tasks  
|    | Learning key words and their definitions  
|    | Preparing own knowledge organisers for each topic  
|    | Develop mind maps or flow diagrams of small sections of topics  
|    | Making revision notes (using dual coding) from booklets / revision guide / scanned pages on Cloud  
|    | Creating revision cards and quiz questions to test yourself (or get a friend to test you)  
|    | Practising practical skills  
|    | Useful Websites  
|    | - My Learning  
|    | - Senecalearning.com - https://www.senecalearning.com/  
|    | - Technology Student - www.technologystudent.com  
|    | - Instructables – www.instructables.com  
| Food / Textiles | Learn and revise keywords and subject specific terminology.  
|                | Creating theory topic quizzes based on class learning to use individually or with friends.  
|                | Practising recipes/practical skills at home where possible.  
|                | Watch video clips of the upcoming practical lessons.  
|                | Read back over booklet work and make corrections where needed.  
|                | Preparing own knowledge organisers or similar visuals for theory topics.  
|                | Useful Websites  
|                | - BBC Bitesize (KS3 Food / KS3 Textiles)  
|                | - Senecalearning.com - https://www.senecalearning.com
| ICT | Students are trained and encouraged to use the ICT site of the Uffculme Cloud to support their learning - [https://cloud.uffculmeschool.net/pupils/subjects/ICT/SitePages/Home.aspx](https://cloud.uffculmeschool.net/pupils/subjects/ICT/SitePages/Home.aspx)  
Students should go to the Topic and Lesson and use the prompts and guides there to direct their learning  
For revision students should:  
- Develop knowledge organisers for each topic and then revise from them – using ‘look, cover, rewrite’  
- Develop mind maps or flow diagrams of small sections of topics  
- Create revision flash cards  
- Write flash card and quiz themselves  
- Use past papers to practise questions |
|---|---|
| Music | Rehearsing or preparing music by practising at home  
Listening to and analysing different genres of music  
Researching on YouTube musical genres that we are studying  
Attending and discussing live music performances  
BBC Bitesize - GCSE music (to look ahead to KS4) |
| PE | In line with the current NHS guidelines, home learning in PE should involve pupils being physically active. (Being active for at least 60 minutes a day is linked to better general health, stronger bones and muscles, and higher levels of self-esteem.)  
To support this:  
- Students should be accessing at least 2 extra-curricular clubs per week either at lunchtime or after school (the current timetable can be found on the school website).  
- Students’ physical activity should range from moderate activity to vigorous activity.  
- On 3 days a week, these activities should involve exercises for strong muscles and bones. |