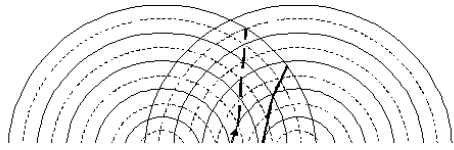


Learning Strategies

The main problems people have remembering what they've learned are:



1. Interference – when one bit of information gets confused with another. Avoid studying similar subjects together to reduce this.



2. Lack of meaningful revision - a 'sense' of work without real work. This often happens when you are, for example, checking facebook/email whilst you revise: you think you're revising, but really you're thinking about facebook/email: your brain is in social mode, not learning mode.



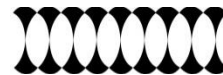
3. Stress/Panic – this happens often when you leave studying too late, and therefore overload your working memory.

How our brains work:

When we learn something for the first time, we use our working memory. The working memory is quite small (typically between 5-9 items). Therefore, to learn something properly, we have to shift it from our working memory to our long-term memory.

EVERYONE'S brain needs the same 3 things for this to happen:

- Repetition – so start early or you won't have time for this.
- Multi-modal activities – i.e. something which is visual (seen), auditory (heard) and kinaesthetic (physically done). It also helps if it has an emotional element, such as humour.
- Effort – it won't happen unless you ACTIVELY revise.



General tips for revision:

1. Start early. Do not try and cram everything the night before. Plan a revision timetable that spaces out what you have to learn and allows enough time for each subject. It is best to work backwards from the exam week itself – planning last minute recap revision the night before named exams, with another session for that subject a few days earlier and another a few days before that etc. Recap at the start of a new session to see what you remember about this subject from the previous session of revision.



2. Pay attention to how you learn, not just what you have to learn:



- Position: notice how changing position affects your concentration: sitting upright at a desk, lying on the floor, sitting on the bed?

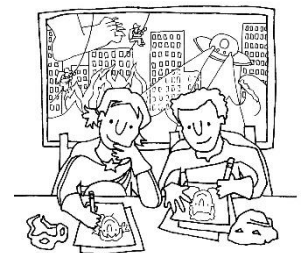
• Food: do you study best before dinner? After eating? Whilst snacking? What kind of food helps you concentrate (regardless of when it is eaten)? Don't have sugary snacks for 'energy' – you will get a short burst of energy but then become more tired.



- Exercise: are you doing the right amount to stimulate concentration or so much you're tired ?



- Time of day: do you study better at night; in the morning?
- Location: do you prefer to study in your room; at a library; in school?



- Company: do you work better alone or with a partner?

3. Doing something with the material we want to learn is 100% more effective than just reading it, because it actually forces us to check that we understand it. Some things need to be practised not just read or discussed or explained to someone e.g. maths questions, diagrams in lots of subjects, language vocabulary etc

4. Get plenty of sleep – starting before midnight and getting up by 10!



5. Revise in short bursts – generally your age plus 2 = the number of minutes you can realistically concentrate effectively. Have a stretch break at least once every 20 mins. Do something active in your break – don't just switch to facebook whilst sitting still! Run up and down the stairs repeating what you've learned. Then take a 5-10 minute break.

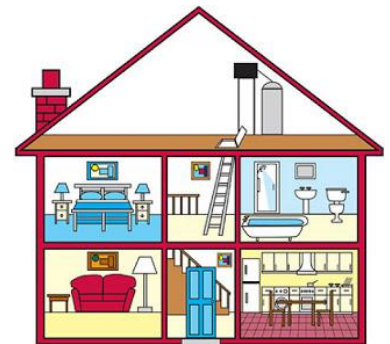
6. Research also shows that variety is better than spending too long on one subject (even with breaks) – spend 40/45 mins (or two short sessions) on one subject, then a break, then a different subject .



7. Don't work with the TV on. Your brain will be confused by trying to process what you are learning with the interference of input from the TV: you are overloading your working memory and dividing your capacity for paying attention. If you are listening to music (and some people do find that it helps block out other noises in the house) choose QUIET instrumental music, not lyrics, as lyrics will interfere with the words you are trying to learn. Listening to different pieces of music for different topics may help you link a particular piece of music to particular learning, making it easier to recall ('I know that, it was when I was listening to xyz').



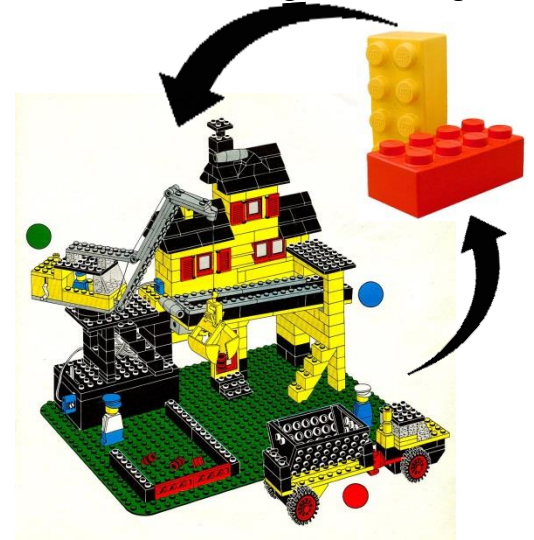
8. Study different studies in different rooms, using different pens, different music etc – create a mood per subject.



9. Revise the same material in different ways, so your 'repetition' isn't just doing the same thing again. This makes sure that you have used a variety of techniques so it's more likely to stick.

10. Use both the left and right halves of your brain (broadly: the left stores 'detail' and the right stores 'big ideas'). So, mix it up:

- Create a 'big picture' general overview first and learn it, then study different parts in detail
- Learn the component parts individually first and then use these to create a big picture
- Compound parts – learn the first part, then the second, go back to revise the first *and* second, then learn the third, revise first, second and third ...and so on



STEPPING STONES

Especially useful for:

If you do the steps in the same order:

- Sequences
- Chronology

If you do the steps in a different order each time:

- Creating flexible understanding of big topics, where there are lots of links between ideas.

What to do:

Write each part of what you want to remember on a big piece of paper and put them on the floor.



Only write key words and draw diagrams too. Bright colours will help.

Jump /hop/walk between them shouting out what is on them.

Why does it work?

- Because you're reducing the topic to key words.
- If you add pictures you're linking also to your visual memory.
- If you repeat in the same order each time you have repetition, which helps to move information from the working memory to the long-term memory.
- If you repeat in a different order each time, forcing yourself to think of new connections, you are building a huge network of mental connections in your head, which means you'll be able to retrieve the information from lots of different 'pathways'.

JOURNEY PEGGING

Especially useful for:

- Sequences
- Lists of characters (in a historical period/novel etc)

In Ancient Rome, a version of this technique was used by a famous speaker named Cicero, who could make speeches without notes which lasted several hours.

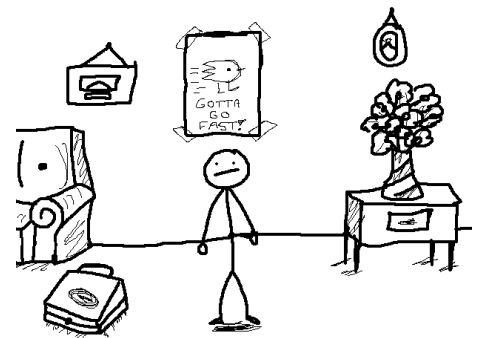
What to do:

- Choose a journey you know well. This should only be about 10 minutes long, for example, you could walk around your house, walk to the corner shop, etc. Do the walk and choose 10 items in the room, or 10 things you notice on the journey, such as a really big tree in Number 49's garden, or the dog that always barks, or a massive advertising board on a corner. You can have lots of different walks for different subjects.
- Write down the 10 things you want to remember from the subject you are revising.
- Do the walk again, imaginatively linking one thing you want to learn to one thing you notice on your walk (obviously, if you're revising a sequence, do it in the right order!). For example, if you want to remember facts about Stalin, the leader of Russia, you might think of 25 starlings (because Stalin ruled for 25 years) with enormous red moustaches (because Stalin was a communist, and their political colour is red, and because Stalin had a huge moustache) eating worms (because he treated lots of Russians cruelly) under the big tree in Number 49's garden.
- Every time you do the walk, visualise the silly connections you've made and say them out loud. Then, when you're in the exam, you will just have to imagine the walk to remember all the ideas.



Why does it work?

- It works because you already know the journey so you don't have to actually 'remember' it, and you are 'pegging' (attaching) new information to something you already know.
- It also works because you're doing something active (walking), doing something visual (imagining) and saying out loud the things you've learned.



TEACH IT

Useful for anything.

What to do:

Teach someone else what you want to learn.

Why does it work?

- Because other people don't always understand what you mean, so they ask questions which help you to express yourself more clearly. These questions make you think about the meaning of what you've learned, so you have to understand it, rather than just remember the words you learned.

MAKE A MOVIE

Especially useful for:

- Remembering "stories"; whether real or fictional.
- Can also be used for any process.

What to do:

- A) Make up a role play, silly sketch, dramatic speech and perform it.

If you video it, you can watch it too. Try adding in an extra element when you watch it, such as writing notes (doodled or written), to add an 'active' process rather than just watch passively.



OR

- B) Make a video of yourself 'teaching' what you want to learn and watch it. Add in an extra element when you watch it, such as writing notes (doodled or written), to add an 'active' process rather than just watch passively.

Why does it work?

- A) Because it is active, whilst you're making it, visual and auditory when you watch it, so it engages all our different ways of learning.

RECORD IT

Useful for anything.

What to do:

a) Record what you want to learn and listen to the recording over and over again.



b) Remember to vary the tone, speed, loudness and pitch of your voice to make it interesting to listen to. Put in claps and bells or any other auditory clue to highlight important ideas. Funny accents will also help.

c) If you have friends who want to help, have each person record a different section of the notes, so you can link a particular voice with a particularly topic.

d) Listen to your notes whenever you're doing something ordinary such as sitting on the bus, at the gym or walking the dog. It is especially good if you listen just before bed time and then go straight to sleep. Test yourself when you first wake up, to consolidate your memory

Why does it work?

- Revising just before you sleep (and that means just before, not once you have checked facebook, or texted ten people) means there is no new information going into your working memory to dislodge what you've revised before your brain starts transferring it to your long term memory.

SING IT / CHANT IT

Useful for anything.

What to do:

Make up chants, rhymes, jokes, raps, songs, poems. Make sure you build in a physical activity such as clapping, stamping your feet or dance moves.



CLAPPING CHANT (Y7 Biology 2013: characteristics of all living things)

Excretion, getting rid of waste

Movement, go at your own pace

Nutrition is good for you

Respiration, breathing we all do

Reproduction is making babies that cry

Growth is when we reach the sky

Sensitivity is feelings, feelings, feelings (echo to quiet)

The Spanish civil war
Civil war broke out in '36,
Between the revolutionary forces and the socialists,
An agreement was signed between French + Britain's
Prime ministers,
Which included them, Germany, Italy and the Soviet
union,
They didn't want to interfere, they said NO!
As the Spanish civil war was a place they didn't
want to go,
Hitler sent soldiers over to Spain
To side with Franco (he was insane!)
He don't know why Hitler wanted to do this,
It might be to destroy the communists,
Or to test the new weapons... Or Britain and
France,
Breaking the ToV, but he was taking a chance
Despite Hitler's actions, Britain didn't challenge him
The Non-Intervention agreement was thrown in the
Bin,
Promises of the British, turned out to be fake
(with Austria and Czechoslovakia that they
decided to make)
Britain was scared of the left, scared of
the right... ..

Brushed everything off as they didn't want

A
FIGHT!
BUT THEY GOT ONE ANYWAY
IN 1939!
by Jessie + Nat

RHYMES:

E.G "In fourteen hundred and ninety two, Columbus sailed
the ocean blue."

E.G "Enzymes are in heaven at PH7"

Or try a SONG, like The Circle Song, for revising radius,
diameter, area and circumference:

<http://www.youtube.com/watch?v=IWDha0wqbcI> or

<http://www.youtube.com/watch?v=qvjYje8LmE> for Y12

revision of Thomas Cromwell, to the tune of Ke\$ha's TiK ToK!

Or write a POEM, like this GCSE poem about the Spanish Civil
War.

Why does it work?

- Because our brains like things which rhyme.
- Because our brains like things which make us smile.
- If you build in physical activity, it is auditory, kinaesthetic and emotionally resonant – 3 out of 4 factors which our memories like to work with.

DANCE IT

Especially useful for:

- sequences .

What to do:

Make up a dance/ hop/skip/jump routine for what you want to learn and chant out loud whilst you're running through the routine. Make the moves symbolic of what you want to learn: e.g. if you are learning "speed equals distance over time", you might run on the spot for 'speed', shimmy one hand over the other for 'equals', etc.

Why does it work?

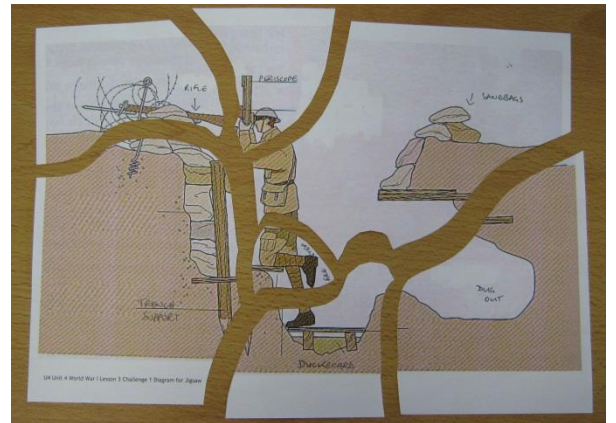
- Because it is auditory, kinaesthetic and emotionally resonant – 3 out of 4 factors which our memories like to work with.



JIGSAW

Especially useful for:

- . Diagrams or pictures
 - a) Photocopy a key diagram and then cut it into pieces, so each part of the diagram is on a separate piece.
 - b) Put it back together or give it to a study partner to reassemble.
 - c) N.B. you can make a variation of this jigsaw by copying different parts of a diagram onto different cards and then use these as the jigsaw pieces.



Why does it work?

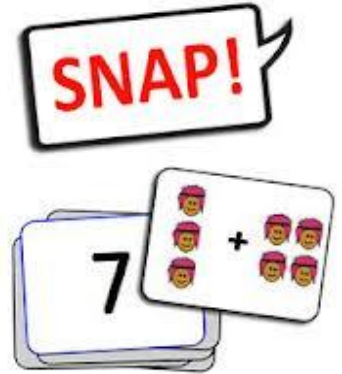
- Because you are deconstructing it thoughtfully, by cutting it into pieces, then testing your memory by reconstructing it.

GAME IT

Useful for anything

Make games of your learning, such as:

- **Key words snap:** write as many key words from the topic as you like onto cards, one word per card. Play snap, against yourself or a partner. Every time there is a link between two of the key words, shout 'snap', explain the connection, if your partner accepts it you have won the cards. If you were revising GCSE History for example, and the words were 'communism' and 'Czechoslovakia' you might 'snap' these by saying that Britain was so afraid of communism that she excluded Russia from the meeting with Hitler about the future of Czechoslovakia in 1938.



- **Index card time trial:** write a term on one side and the definition/key information on the other. You have to accurately identify the information on the reverse within a set time. Play against a partner; you decide on the time limit and how many cards you have to accurately describe in that time. For example, you could have 3 cards in 30 seconds to score a point. You could also do this with questions and answers, rather than terms and definitions.



- **Memory game:** write each stage of a sequence on a different card. Turn them over. Turn over one at random and you have to say what comes before and what comes after. You could set yourself a time limit too and play against a partner.



The only limit is your imagination!

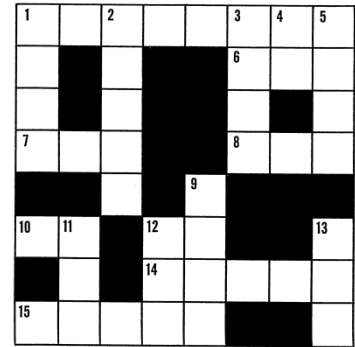
Why does it work?

- Because you are actively processing the information by making the game.
- Because, by playing several times, you are repeating the revision.
- Because it is auditory and fun. If you include pictures/symbols/colours/different fonts on the game cards it will also be visual: 3 out of 4 factors which our memories like to work with.

CROSSWORDS

Especially useful for:

- . key terms and definitions



What to do:

For learning key terms - make a crossword puzzle: the word you need to learn goes in the puzzle, the clue is the definition. Use different colours / fonts for different words / clues.

You can make one for free at <http://puzzlemaker.discoveryeducation.com>

Why does it work?

- Because you're processing the words actively and then practising retrieving them by solving the crossword puzzle. You and a friend could do one each and then solve each other's.

USE AVAILABLE WEB-BASED PROGRAMS



E.G. Bitesize and MyMaths.

Why does it work?

- Because it practises retrieving the information you've learned so reinforces your revision.
- Because it's a different from working on paper so gives you an additional type of memory.

ACROSTICS



Epecially useful for:

- Sequences of ideas, or spellings:

What to do:

Make up an acrostic to remember the order of events, or the order of letters in a word:

e.g. Please Excuse My Dopey Aunt Sally [PEMDAS]

Parentheses, Exponents, Multiplication, Division, Addition, Subtraction.

This mnemonic allows us to remember the order of operations in maths.

Claire Hops About Over Spiders

This acrostic reminds me how to spell “chaos” (it works for me, because my friend Claire causes chaos when she sees a spider – choose a sentence that has meaning for you; the emotional connection will help it stick).

Why does it work?

- Because the acrostic you choose will have emotional meaning, so it works as a peg into your emotional memory.
- Because the acrostic sentence has an overall meaning, which hold together the separate stages of a process/separate letters of a word and so make it more memorable.

MAKE IT STICK

Especially useful for:

- Those odd facts that won't stay in your head!

3 options:

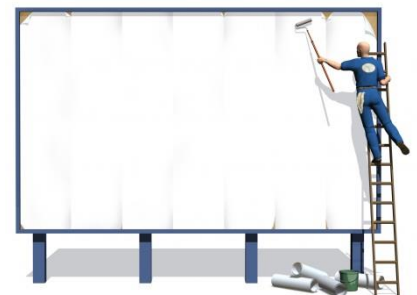
- a) Splat - Write the fact/date/equation on your hand, screw up your hand as if you are screwing up a piece of paper. Now 'throw' the fact at the wall as hard as you can. Imagine the fact now splattered across the wall. Visualise it carefully. Now make it grow out towards you and sink back towards the wall. Now imagine it spinning round and round on the wall and settling back to the start again. Now imagine it changing through each colour of the rainbow.



- b) Stamp – write the fact/date/equation on a piece of paper and put it on the floor. Now jump onto it. Imagine it transferring in ink to the bottom of your shoe. Now imagine it spreading into the bottom of your feet and travelling up through your body – like Blackpool rock! Imagine it appearing on your hands (look at your hands as you do this and 'see' it appear). Shut your eyes and open them, and it is still there. Try and rub it off but you can still see it, like indelible ink.



- c) Billboard – Imagine going home from school and passing a billboard, surrounded by bright lights. Into the billboard your face appears! You are holding up a sign with the equation/fact/date on it and pointing to it. You see yourself come to life in the billboard – like a Harry Potter newspaper! You are shouting out the fact and pointing to it like a crazy person.



Why does it work?

- Because you're using more than one learning path: visualising, doing something physical, and involving yourself 'emotionally'.

SPELL IT

Especially useful for:

- Spelling long words:

What to do:

- a) Write the word out in big letters on a piece of paper.
- b) Look at the letters and see if you can make any other words from these letters.
- c) Now cut the word up into bits – about 3, 4 or 5 chunks, depending on the length of the word. Cut wherever you like.
- d) Put the pieces back together and say the word out loud as if the chunks you have cut are syllables – it will sound ridiculous – but you'll remember it.

e.g:

- a) **WORCESTERSHIRE**
- b) I can make 'trees', 'hire', 'rise', 'cows' (etc)
- c) WORC ESTER S HIRE (say this out loud)

Why does it work?

- Because breaking it down like this (rather than in syllables as you would normally) utilises the way you actually see the word.
- Because it sounds ridiculous, so it will stick in your head.
- Because you're reminding yourself of the individual letters, by re-using the letters to make other words.

DIAGRAMS

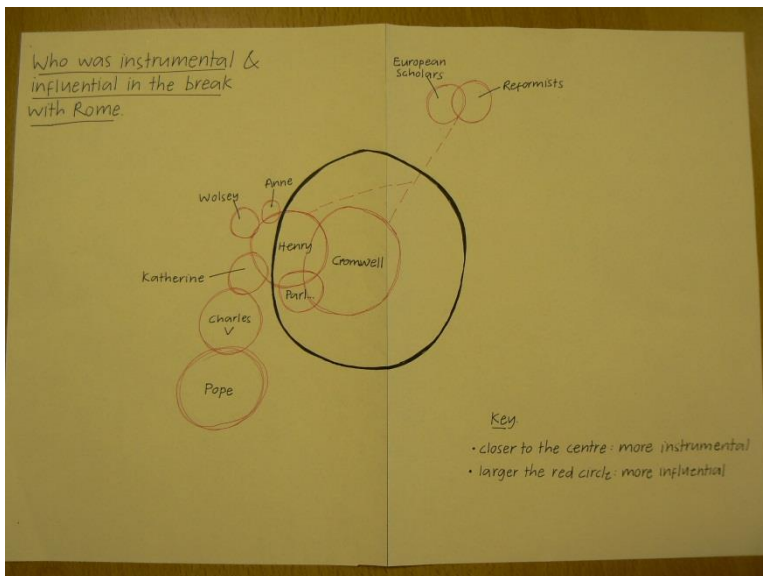
Especially useful for:

- To see patterns over time / over the plot of a novel or play/ within data.

What to do:

Depending on what you're studying, create:

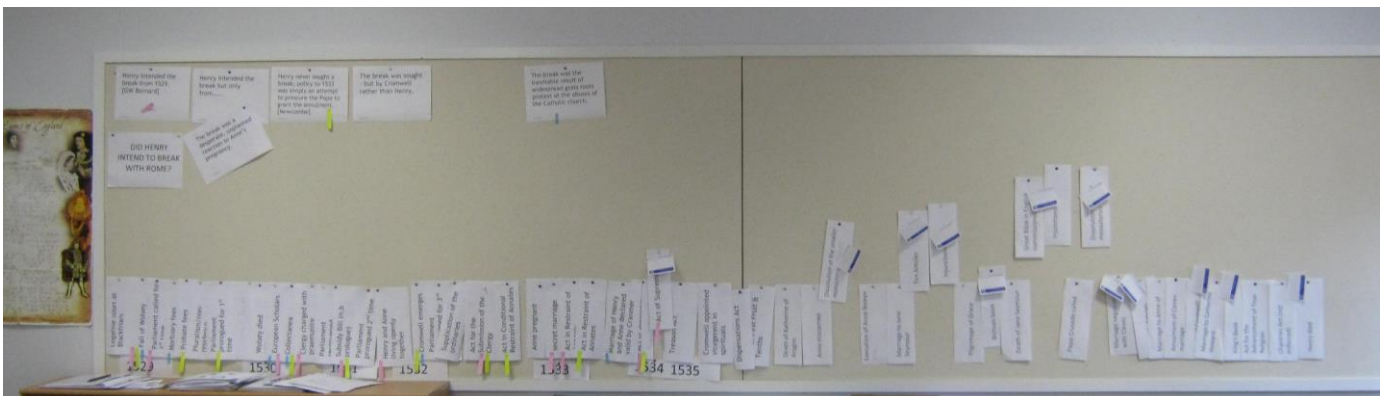
- Timelines
- Graphs
- Charts
- etc.



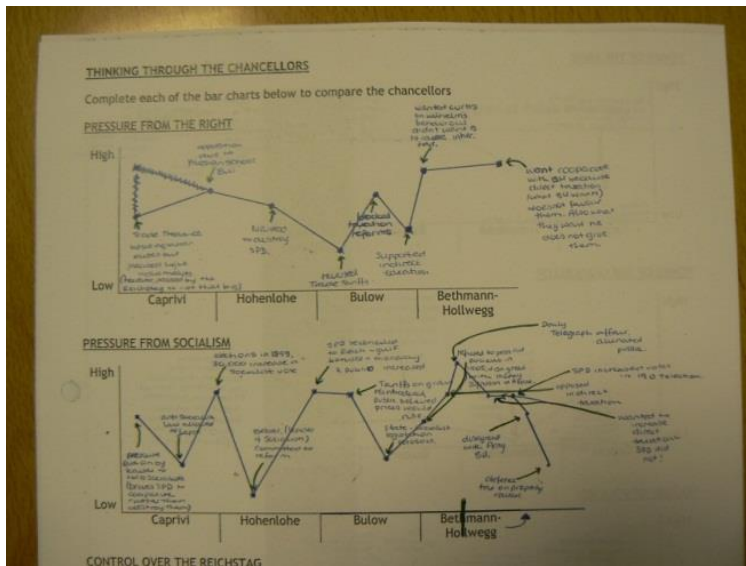
This is a circles diagram. It shows who was responsible for the break with Rome in 1533. The centre, black, circle is the concept of 'the break'. There is a red circle for each person involved.

- The size of the red circle shows how *influential* the individual was (i.e. how much their opinion mattered).
- The distance of the red circle from the black circle shows how *instrumental* the

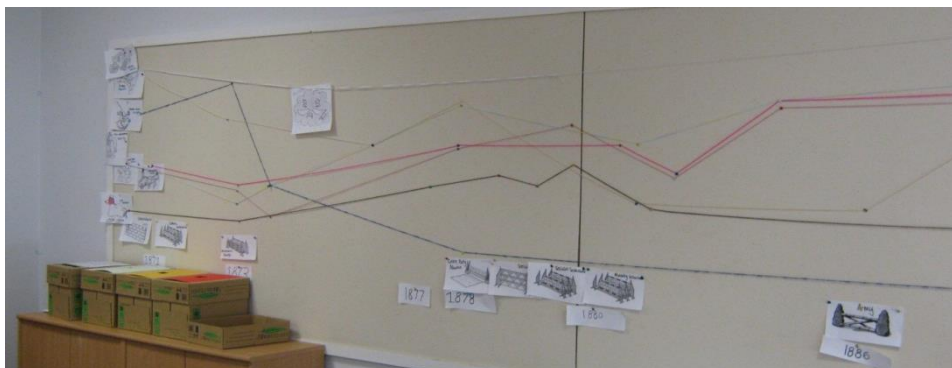
person was (i.e. how much they actually did).



This is a timeline of Henry VIII's reign. The sticky notes argue that the break with Rome was/was not planned. The fact some of the timeline is higher than other bits shows how protestant England was at any point. The blue and white sticky notes explain why we made those decisions. It shows a lot!!



These are little graphs showing trends in particular areas of politics over the four chancellors of Wilhelm II's reign.



This is a huge graph showing the fortunes of various political parties whilst Bismarck was Chancellor of Germany.

Why does it work?

- Because it visualises your thinking, so it utilises your visual memory and is quick to review when you repeat your revision.
- Because you have had to process the information properly to create the diagram.
- Because it forces you to commit your thoughts to paper; it gives you a tangible product for what might otherwise just be vague ideas.

HYERLE'S THINKING MAPS

Useful for nearly everything.

Choose the right kind of map for the type of thinking you are doing – see below.



You can draw/write these maps on paper or create '3D' versions on a board. This is a L6 example of a double-bubble map, comparing the strengths and weaknesses of Germany in 1890.

It is also colour coded; different colours for:

- The political system
- The economy
- The army
- Social stability.

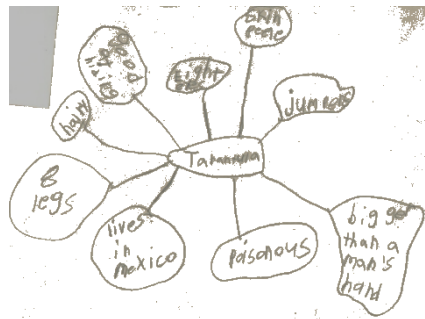
Why does it work?

- Because you are using a specific shape of map for specific types of thinking, so it helps you to organise your thoughts, rather than just having lists of random

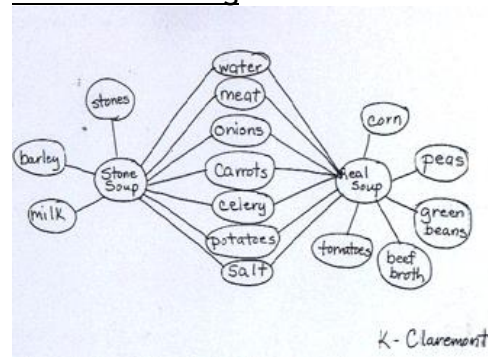
information in your head.

- Because it creates a visual structure for thoughts you have written out, so it's more than one type of memory.
- Because, if you use the frame, it can help you to plan essays, making sure your ideas are backed up with specific facts, examples or quotations.

Bubble Map - Describing

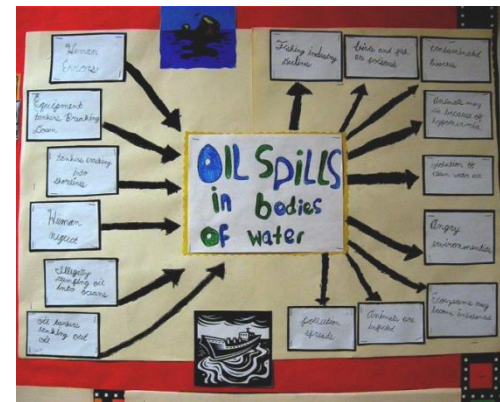


Double Bubble Map - Comparing and Contrasting

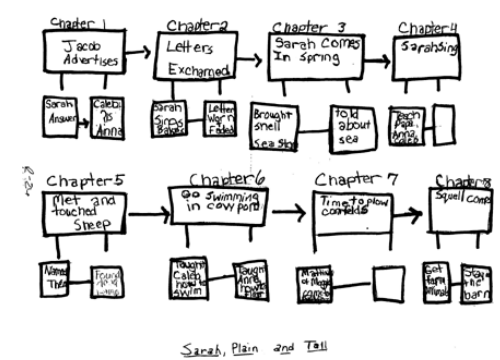


K-Claremont

Multi-Flow Map - Cause and Effect

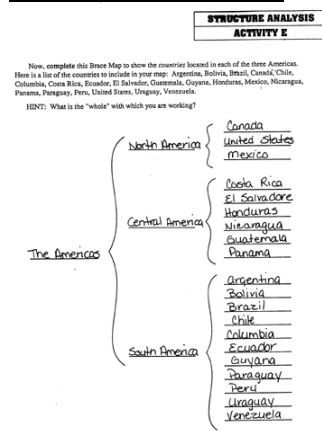


Flow Map - Sequencing

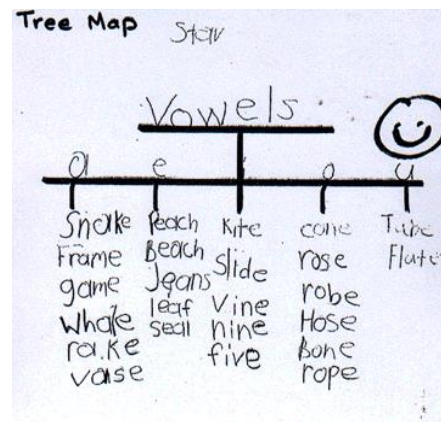


Sarah, Plain and Tall

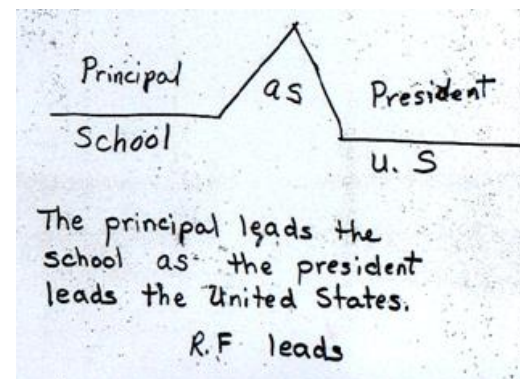
Brace Map - Whole to Part/Part to Whole



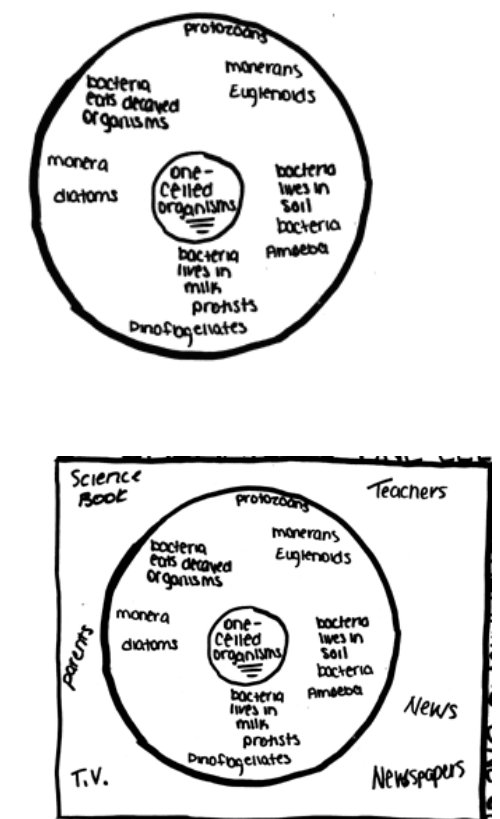
Tree Map - Categorisation



Bridge Map - Exploring Analogies

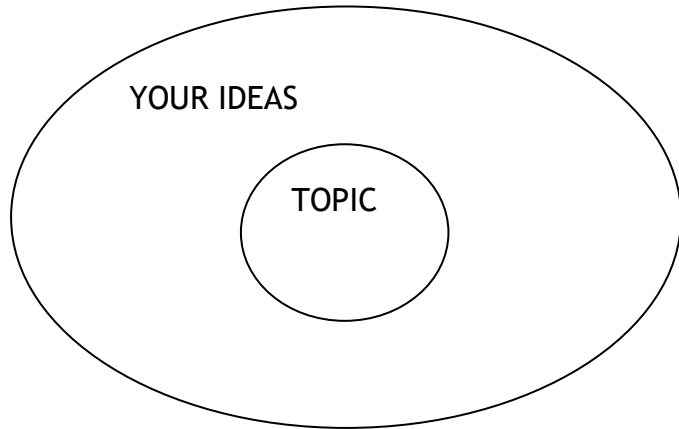


Circle Map - Exploring ideas



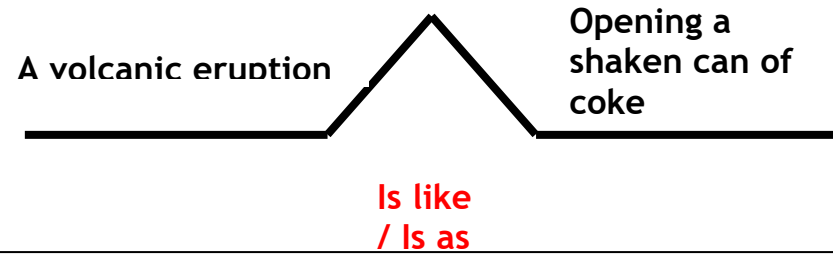
Around any map can be placed a frame, which is a metacognitive tool for showing where ideas come from, e.g. historical facts which gave you certain ideas, or quotations from books which reveal certain techniques of the author. For example:

CIRCLE MAP



FOR RECORDING YOUR THOUGHTS

BRIDGE MAP

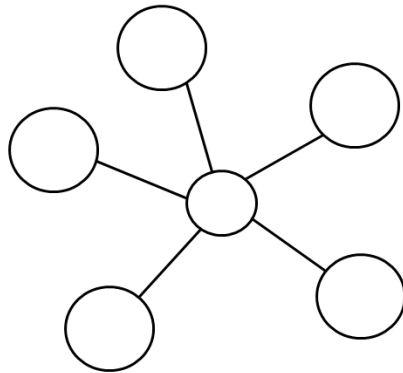


Strengths of the analogy:

Weaknesses of the analogy:

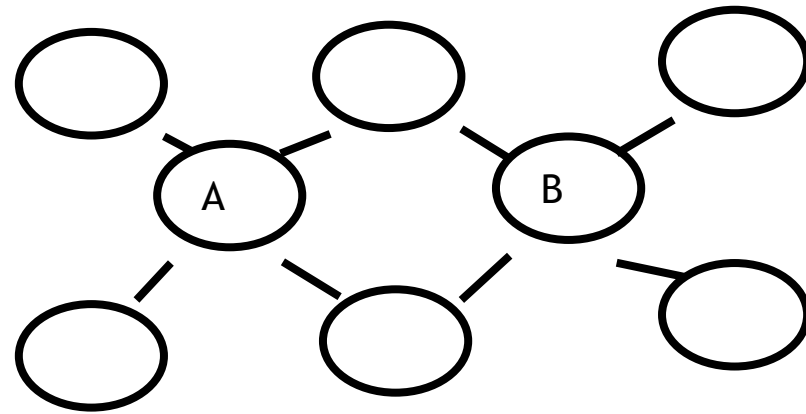
FOR EXPLORING ANALOGIES

BUBBLE MAP



DESCRIBING

DOUBLE-BUBBLE MAP



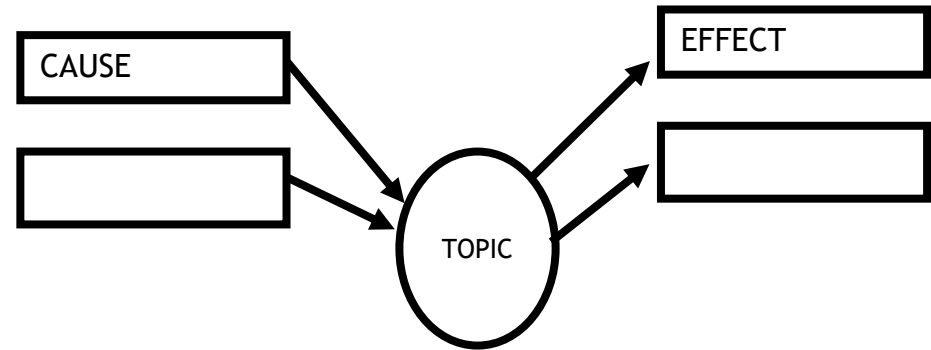
COMPARING AND CONTRASTING

FLOW MAP



SEQUENCING

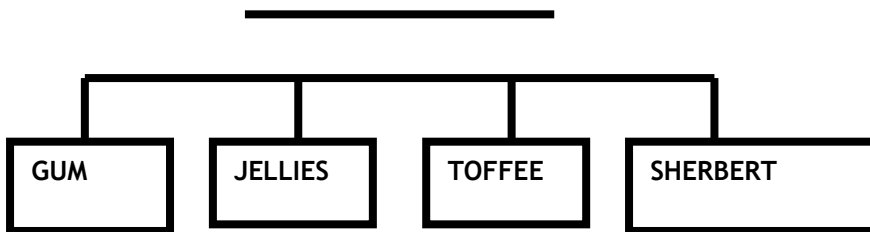
MULTI-FLOW MAP



CAUSE AND EFFECT

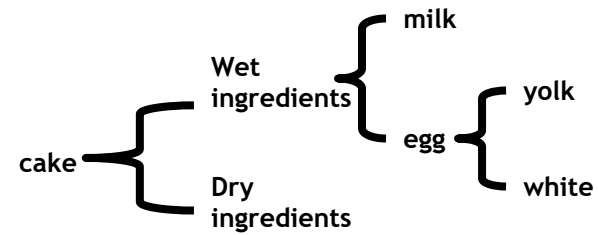
TREE MAP

SWEETS



CLASSIFYING





BRACE MAP



(DE)CONSTRUCTING

COLLECT YOUR THINKING

This table records different types of understanding of topics you are revising.

My understanding of <u>the holocaust</u> :	Summary of my thinking:
<p><u>I'M STILL CURIOUS ABOUT...</u></p>  <p>[these are the things you still don't know and may need to check]</p>	<p>Why did the Nazis hate the Jews? Why didn't anyone stop the Nazis?</p>
<p><u>I KNOW THAT...</u></p>  <p>[a list of everything you can remember about the topic]</p>	<p>6 million Jews were killed in the Nazis I know that the Holocaust was the Nazis killing the Jews and other people they didn't like, such as gypsies I know that some people were gassed, some shot and some froze in the winter I know that people believed they were having a shower but they were being gassed I know that they wore uniforms in the camps</p>
<p><u>THE BIGGER PICTURE IS...</u></p>  <p>[how does this topic fit into bigger topics you've studied, for example, how does x poem link to any other poems you've studied in English]</p>	<p>The holocaust is one part of the bigger story of WW2, between Germany and Britain/America/Russia</p> <p>The holocaust is a part of the bigger story of the Jews in history, including Israel today</p>
<p><u>AN ABSTRACT PERSPECTIVE IS...</u></p>  <p>[this is where you can create your own metaphors and analogies. They don't have to make sense to anyone else; they are simply tools to help YOU remember]</p>	<p>Hitler was like a fussy child eating crisps. He would eat all the good ones (the Germans) but throw away all the green and black 'bad' crisps (the Jews).</p>

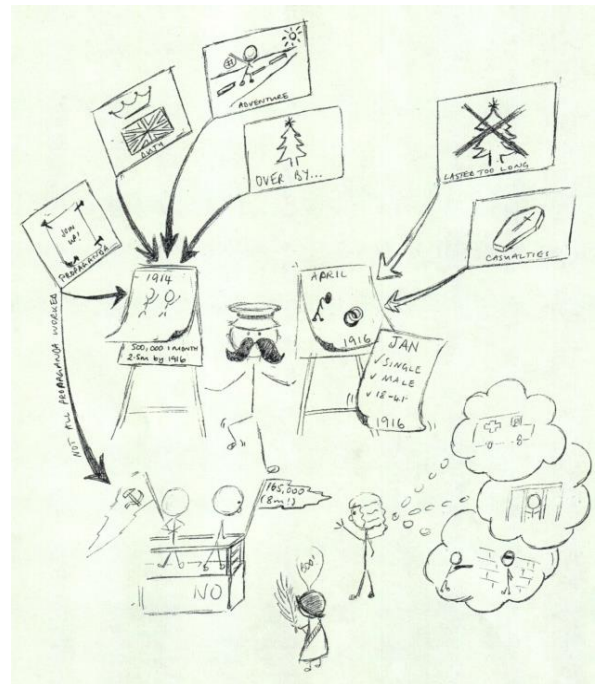
DOODLE IT

Especially useful for:

- Revising whole topics

What to do:

- Collect together all your notes on one topic (this example here is a GCSE topic: recruitment for World War I)
- Now create a picture which links all of this information together.
- Make sure all of the bits of your picture fit together.
- Ideally, use colour, different font shapes and sizes to increase the visually memorable elements.



Why does it work?

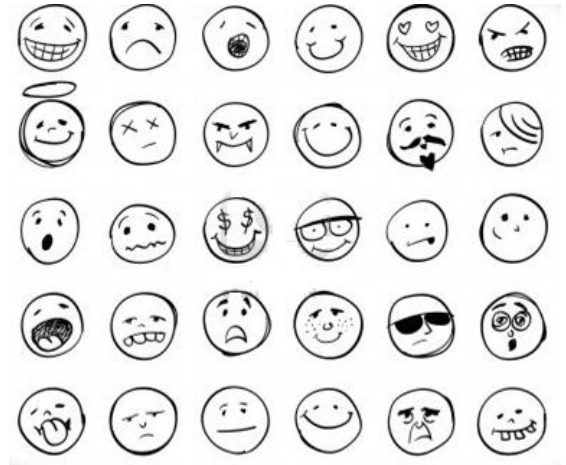
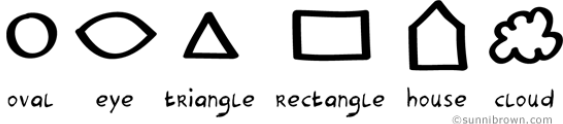
- Because it uses every aspect of your memory – words, pictures, actively doing something and, because you have created it personally, it has emotional significance. All of these things help move information from the working memory to the long-term memory.
- Because it is really quick to revise! Although it takes time to do, you can scan over it to remind yourself really, really quickly.

NOTE:

YOU DO NOT HAVE TO BE ABLE TO DRAW!

If you can draw 'smileys', stick men and these shapes, you can doodle your learning!

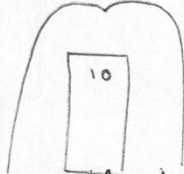
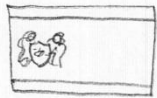
THE VISUAL ALPHABET



Spanish Civil War

1936

Socialist Government



Sept

Baldwin

Blum

NON INTERVENTION AGREEMENT



BUT

sent troops

franco

support

war

destroy or

test

or

push back

intellect vs emotion NOT

E.G. GCSE notes on the Spanish Civil War

VARIATION: BACKWARDS PICTURES

Especially useful for:

- Revising cause and effect – why things happen the way they do (whether in history, scientific processes, the plots of books, etc.)

What to do:

- a) Draw a picture of the last stage of the process/plot/event.
- b) Then draw the second to last stage. Decide what to draw by asking yourself 'why did this (last stage) happen?'
- c) Repeat until you get to the start.



For example, this is the story of Germany's union with Austria in 1938. It was created by doing the last picture first and working back to the beginning.

Why does it work?

- Because you are starting from the effect, and you have to think back to why that happened, so you have to understand the way things developed, rather than just know that xyz happened.

REDUCE YOUR NOTES

Especially useful for:

- Detailed information.

What to do:

DON'T get a highlighter and highlight big chunks! You will learn nothing by doing this; it might make you read more carefully but it won't help you remember it. DO use one of the effective reading techniques below if you don't feel you've really made sense of your notes.

Choose your key words (10-30, depending on how much is covered, is about right). Nouns are often the most useful. These will form the framework of your notes.

Add colour, pictures, symbols, arrows and numbers to support you.

SALADIN

We don't know much about Saladin's early life or what he looks like. The information we do have tends to be either from people who loved or hated him, so it is difficult to true any accurate composite.

Saladin's real name was Salah al-Din Yusuf. He was born in what is now Iraq in c. 1138. His father was a Kurdish chief, so he had a privileged life and was well educated. Saladin was trained as a soldier by his uncle and, as he rose through the ranks, became popular with his men.

Saladin's uncle worked for Nur ad-Din, who was the sultan of Syria and Egypt. He ruled Egypt for Nur ad-Din. When his uncle died, Saladin took over his job, ruling Egypt on behalf of the Sultan. He appointed lots of his family as important officials. Then, when Nur ad-Din died in 1171, Saladin proclaimed himself Sultan of Egypt. Saladin justified his claim to the throne by claiming that he was the only person who could protect Muslims from the Christians (read a bit more to find out about the Crusades). Fear of this convinced some united people behind Saladin.

By 1174 he had taken control of Syria as well. He was crowned in Cairo in 1174. Saladin believed in absolute rule. But he also believed that kings should look after their subjects. He asked his other ministers (especially Iqbal) to write a book about how kings should behave. This book was available for all Saladin's subjects to read. This book said that kings should not be selfish, greedy or proud. Instead, they should be generous, merciful and just.

He is most famous, however, for capturing Jerusalem during a war known as the Third Crusade. A Crusade is a Christian Holy War. In a Muslim land, in 1099 Christians led by Europeans had captured Jerusalem from the Muslims. In 1187, Saladin recaptured Jerusalem for the Muslims after defeating the King of Jerusalem at the Battle of Hattin near the Lake of Galilee. When his soldiers entered the city of Jerusalem, they were not allowed to kill Christians, rob people or damage the city. Such behaviour was standard from soldiers who had taken a battle, so Saladin's orders amazed and pleased the people of Jerusalem. After Saladin's victory, Christian civilians in Jerusalem had to pay Islamic tax but were not persecuted for their religion, so they did not oppose Saladin. However, any soldiers in the Christian army who did not convert to Islam were killed.

The Pope and the Kings of western European countries were horrified that Jerusalem was again in the hands of the Muslims and so started the Third Crusade to recapture Jerusalem. The King of England at the time, Richard the Lionheart, led an army. In 1191 after some terrible battles King Richard became ill. Although Saladin was fighting King Richard over control of Jerusalem, he sent his own doctor, together with fresh water and food to help King Richard recover.

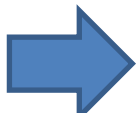
There are two reasons. First, Saladin was a strict Muslim. One of the main beliefs of Islam is that Muslims should help those in need. Secondly, Saladin could send his men into Richard's camp with the supplies and so on what he had in terms of soldiers, equipment etc.

Saladin learned that Richard did not have enough soldiers to retake Jerusalem. Saladin agreed to a truce (an end to the fighting). He agreed that Christian pilgrims could visit Jerusalem without being attacked by Muslims. Neither Richard or Saladin particularly liked the truce, as they both really wanted total control of Jerusalem, but both sides were worn out and in October 1191, Richard left for England (he had some adventures on the way, but that's another story!).

Saladin died in 1193 and his tomb is in the Umayyad mosque in Damascus, Syria. His dynasty lasted for 90 years and was then overthrown.

GLOSSARY

Fair



Saladin

Uncle Egypt

Uncle die took over place with

1171 Egypt

1174 Syria + Egypt Gain

Die Dineby My

Richard 1st + Jerusalem

middle east

Dineby My

War R1 Jerusalem

De R1

Kingdoms, Muslims, 2nd issue Saladin

L4 notes on Saladin.

1936 - SPANISH Civil War

Socialist government
Revolutionary fascist forces of General Franco

September 1936

Non-Intervention Agreement

Cooperative
British PM - Baldwin
2 Powers: Germany Britain
France Italy Soviet Union
Blum French PM

BUT
Hitler's soldiers → Spain

FACIST Germany France

• X Communism Internationally
• test out new weapons
• test Britain, France, LON if intervene → Fav France

TRUE → AIR FORCE Luftwaffe → experience → Modern War game → VALUABLE PREPARATION → FUTURE WAR Germany (then)

Later:

BRITAIN → Hitler's didn't challenge → They're break promises → Treaties to protect Austrian and Czechoslovakian independence

February 1939
Franco's government legitimate

Left (Communism/Socialism)
MORE THAN
right (Fascism)

THIS FEAR → UNRESPONSIBLE → British acceptance of German re-armed → Hitler first step ✓ foreign policy aims
• British exclusion of Russia from negotiations over Czechoslovakian future

BUT already overthrown legitimately elected SOCIALIST Gov.

GCSE notes on the Spanish Civil War.

Why does it work?

- Because you've had to process the information to reduce it to key words; so you've had to think about the meaning rather than just the words.
- Because it's quicker to read through than the original notes, so revisiting this revision is easier.

HOW TO READ EFFECTIVELY - 1

The second strategy we are going to try is ABC. It is called ABC, because you don't want to note everything (the whole alphabet) you just want the summary hint (the ABC).

A) Read the first sentence of the paragraph and stop to think: what do you expect to find out in this paragraph?

B) Now read the whole paragraph, one sentence at a time. Don't worry about words you don't understand. Try to 'guess' what the word might mean, within the whole sentence.

For example, read this sentence: "At 9am the bell fjdsajfdlasjdkasal and everyone went to assembly."

Obviously, fjdsajfdlasjdkasal isn't really a word, but reading that whole sentence, what do you think

'fjdsajfdlasjdkasal' means?

C) At the end of the paragraph, write about 5-10 words to summarise the key point. You can summarise in single key words or in sentences.

E.G:

Julius Caesar was born c.100BC in Rome. His family were noble but poor. We don't know much about Caesar's early life, except that his father died suddenly when Julius was 16, leaving him as head of the family.

*Born 100BC. Poor but noble.
Dad died when JC 16.*

Caesar was an excellent soldier and soon became a General. He was appointed governor of Spain in 61BC, where he successfully crushed rebellions by the Spanish. The Romans were very proud of their army, so Caesar's military victories made him popular with Roman plebeians. Therefore, the following year, Caesar returned home to pursue a political career.

*General in army. Governed
Spain well. Returned home.*

As part of his election campaign, Caesar spoke to the people about Rome's problems of high taxes, slave labour, unemployment and corruption in the Senate and promised to solve them. The people loved him and the Senate became afraid that the people would elect Caesar as Consul. Rich senators began campaigning to turn the plebeians against Caesar. However, Caesar made a deal with two important patricians: Pompey and Crassus. Pompey was the most famous Roman General and was adored by the public. Caesar married his daughter, Julia, to Pompey, to gain Pompey's support. Crassus was extremely rich and, therefore, very influential. Crassus hated the Senate because it had given credit to Pompey for crushing Spartacus' slave rebellion, when it had actually been Crassus who led the army. Caesar's promises to curb the Senate were attractive to Crassus. Although Pompey and Crassus hated each other, they were both prepared to support Caesar in his election campaign. As a result, Caesar was elected Consul in 59BC.

*Promised people would
solve problems. Senate
afraid but Caesar elected
with help of Pompey and
Crassus.*

This isn't the only way of summarising, it's just my example. You summarise in your own way. Pictures can work just as well as words, if you prefer. The important thing is not to spend ages – do it quickly!

HOW TO READ EFFECTIVELY - 2

One really useful technique is the **3Fs**: First, Fast, Focused. It works like this:

- 1) **First**: Read just the **FIRST SENTENCE** of each paragraph quickly. This gives you a general sense of what you are going to read, so your brain can start to have expectations about what you are going to learn – so you don't have to work as hard when you read through the second time!

What do you think the piece is generally about? What's the topic? Is any particular point being made?

- 2) **Fast**: **SPEED** read the whole article. You are looking to read slightly faster than usual, so you can read *most* of the words, *not* bomb down the page faster than you can take in anything! This is how:

Use your hand / a ruler / a blank sheet of paper and move this down the page *covering the text you are trying to read*. Make sure...

- a) you move *smoothly* – don't stop and start so you can read passages more carefully – the first read through is meant to identify areas which need to be read more carefully next time
- b) move at a pace that is slow enough for you to *see* each line, but too fast for you to *read* each word. Getting this speed right takes practice.

What key facts did you pick up? If you didn't get anything, you went too fast.

What do you need to go back and check? If there is nothing left to check, you read too slowly.

- 3) **Focused**: **CHOOSE** which paragraphs/sections/sentences you now want to read carefully. These should be bits you really didn't understand.

What extra information did you find out?

To double check

Explain to yourself in your own words what you have just read.