

Revising for Geography

(and other subjects... but mostly geography)

What is revision?

Revision IS...



- ...a gradual build-up of what you can recall from memory
- ...about developing an understanding of the subject *as a whole* and the *connections* between the topics
- ...a long term process of *many stages* that needs to be started far in advance of your exams (like now for example!)

Revision is NOT...



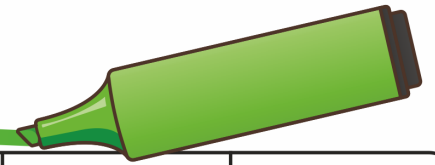
- ...passively reading or even highlighting your exercise book and revision guide
- ...memorising individual facts and concepts in isolation of the topic context
- ...a quick cram in the few days or even weeks leading up to the exam

First things first...

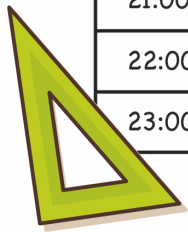
- ...draw up a revision timetable!
- For now, aim for *one hour a day*: pick 2 subjects and revise each for 30 minutes
- Pair subjects you don't like/find harder with subjects you do like/find easier, and start with the harder subject to 'reward' yourself with your preferred subject afterwards
- On your timetable, block out the school day and other commitments (e.g. after school catch-up) before writing in your subject revision times

REVISION

Revision Timetable




Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday				
07:00	SCHOOL										
08:00											
09:00											
10:00						Homework					
11:00						Homework					
12:00											
13:00						Sci/Eng					
14:00						PE/Drama					
15:00						Catch-up	Catch-up	Catch-up	Catch-up	Football	
16:00											
17:00	Homework	Homework	Homework	Homework							
18:00	Sci/Eng	Geo/Sci	Drama/PE	Maths/Fre	Maths/Geo	Fre/Geo					
19:00											
20:00											
21:00											
22:00											
23:00											



Ready to go!

Steps to revision:

1. *“What do I actually need to revise?”* Pick a topic and find a checklist summarising what you need to know. This will help you identify gaps in your knowledge/notes.
2. *“Where is the information I need?”* Find/get resources for what you need to know. You can't revise with nothing to revise from. Check your exercise book first of all.
3. *“What are the key points?”* Take revision notes.
4. *“What can I remember?”* Memorise your notes. This can be done through a number of techniques but **repetition** is key.
5. *“What can I still remember?”* Test yourself on the same topic a few days later, then a few weeks later... etc.

1. “What do I actually need to revise?” Pick a topic and find a checklist summarising what you need to know. This will help you identify gaps in your knowledge/notes.

Overview of AQA Geography GCSE papers and topics

Red text = optional topics that you will be answering

Paper 1 - Living with the Physical Environment

- A) The challenge of natural hazards
- Natural hazards
 - Tectonic hazards
 - Weather hazards
 - Climate change
- B) The living world
- Ecosystems
 - Tropical rainforests
 - Hot deserts (NOT cold environments)
- C) Physical landscapes in the UK
- UK physical landscapes
 - Coastal landscapes in the UK (NOT glacial landscapes)
 - River landscapes in the UK (NOT glacial landscapes)

Paper 2 – Challenges in the Human Environment

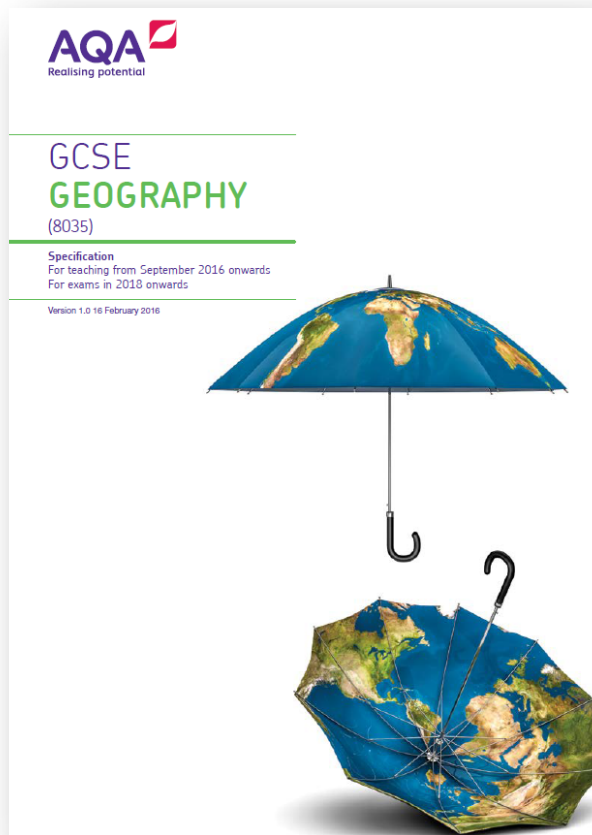
- A) Urban issues and challenges
- Urbanisation patterns and processes
 - Opportunities and challenges of urban growth (LIC/NEE city case study: Rio)
 - Opportunities and challenges of urban growth (UK city case study: London)
 - Urban sustainability
- B) The changing economic world
- Development
 - Rapid economic development in an LIC/NEE (case study: Nigeria)
 - Economic change in the UK
- C) The challenge of resource management
- Resource management introduction
 - Water (NOT food or energy)

Paper 3 – Geographical Applications

- A) Issue evaluation
- B) Fieldwork
- Applying fieldwork techniques to unfamiliar contexts
 - Maps, diagrams and graphs
 - Statistical techniques
 - Your physical and human investigations
 - Physical = coasts = Walton on the Naze
 - Human = urban regeneration = London Docklands

1. *“What do I actually need to revise?”* Pick a topic and find a **checklist** summarising what you need to know. This will help you identify gaps in your knowledge/notes.

- See ‘Subject Content’ of specification (p10)



<http://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

1. *“What do I actually need to revise?”* Pick a topic and find a **checklist** summarising what you need to know. This will help you identify gaps in your knowledge/notes.

- RAG the topic PLCs (personalised learning checklists – find these on SMHW)

1A. The Challenge of Natural Hazards	Before topic			After topic		
	☹	☺	😊	☹	☺	😊
1. What is a natural hazard? a) What natural hazards are b) Different types of natural hazards c) Factors that affect hazard risk						
2. Where are earthquakes and volcanoes located? a) The Earth's structure b) Why tectonic plates move c) Location of earthquakes and volcanoes d) The relationship between earthquakes, volcanoes and plate margins						
3. What happens at the different types of plate margins? a) How plates at constructive margins move b) Why earthquakes and volcanoes are found at constructive plate margins c) How plates at destructive margins move d) Why earthquakes and volcanoes are found at destructive plate margins e) How plates at conservative margins move f) Why earthquakes are found at conservative plate margins						
4. What were the effects of an earthquake on an HIC and an LIC? a) Primary and secondary effects of an HIC earthquake b) How people responded to the HIC earthquake c) Primary and secondary effects of an LIC earthquake d) How people responded to the LIC earthquake						
5. Why do effects and responses to earthquakes differ? a) How the effects and responses compare b) Why effects and responses are different						
6. Why do people live in areas with tectonic hazards? How can the risks be reduced? a) Where people live in relation to earthquakes and volcanoes b) Why people live in areas at risk of tectonic hazards c) How the risks of earthquakes or volcanic eruptions can be reduced						

1. “What do I actually need to revise?” Pick a topic and find a **checklist** summarising what you need to know. This will help you identify gaps in your knowledge/notes.

- Check the list of case studies needed for each topic (SMHW)

CASE STUDIES

A: The challenge of natural hazards

Specification	Case study/Example
Named examples to show the effects and responses to a tectonic hazard between two areas of contrasting levels of wealth	New Zealand and Nepal
Use a named example of a tropical storm to show its effects and responses.	Hurricane Katrina
An example of a recent extreme weather event in the UK to illustrate: <ul style="list-style-type: none"> • causes • social, economic and environmental impacts • how management strategies can reduce risk. 	Somerset Levels

B: The living world

An example of a <u>small scale</u> UK ecosystem to illustrate the concept of interrelationships within a natural system	Epping Forest
A case study of a tropical rainforest to illustrate: <ul style="list-style-type: none"> • causes of deforestation – subsistence and commercial farming, logging, road building, mineral extraction, energy development, settlement, population growth • impacts of deforestation – economic development, soil erosion, contribution to climate change. 	Amazon Rainforest
A case study of a hot desert to illustrate: <ul style="list-style-type: none"> • development opportunities in hot desert environments: mineral extraction, energy, farming, tourism • challenges of developing hot desert environments: extreme temperatures, water supply, inaccessibility. 	Western Desert

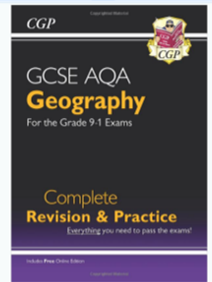
C: Physical landscapes in the UK

An example of a section of coastline in the UK to identify its major landforms of erosion and deposition.	Swanage
An example of a coastal management scheme in the UK to show: <ul style="list-style-type: none"> • the reasons for management • the management strategy • the resulting effects and conflicts 	Medmerry
An example of a river valley in the UK to identify its major landforms of erosion and deposition.	River Tees
An example of a flood management scheme in the UK to show: <ul style="list-style-type: none"> • why the scheme was required • the management strategy • the social, economic and environmental issues. 	River Ouse (Yorkshire)

2. “Where is the information I need?” Find/get resources for what you need to know. You can’t revise with nothing to revise from. Check your exercise book first of all.

- YOUR EXERCISE BOOK!!!!
- Revision resources checklist – recommended revision guide and website links (see SMHW)
- Other content-related resources will be added to SMHW over time

GCSE Geography AQA 9-1: Revision Resources



https://www.amazon.co.uk/Geography-Complete-Revision-Practice-Online/dp/1782946136/ref=sr_1_4_mimg_1_book_display_on_website?ie=UTF8&qid=1510483973&sr=8-4&keywords=geography+cgp&dpID=51zvGeABHbl&preST= SY291_BO1,204,203,200_QL40_&dpSrc=srch

Buy CGP revision guide – this book has both revision content and exam practice.

Online resources:

AQA geography 9-1 specification – jump down to Section 3 Subject Content: <http://filestore.aqa.org.uk/resources/geography/specifications/AQA-8035-SP-2016.PDF>

AQA geography exam board website – example exams and mark schemes: <http://www.aqa.org.uk/subjects/geography/gcse/geography-8035/assessment-resources>

BBC Bitesize for AQA 9-1: <https://www.bbc.co.uk/education/examspecs/zy3ptyc>

Cool Geography – click on GCSE tab at top of page to choose topics: <http://coolgeography.co.uk/>
OR jump straight to revision zone: http://coolgeography.co.uk/gcse/revision_zone.php

Timeforgeography - learning videos for geography: <https://timeforgeography.co.uk/>

Quizlet (geography section): <https://quizlet.com/subject/geography/>

Geography Cat – blog written by a teacher about both content and exam practice: <https://geographycatsite.wordpress.com/>

S-Cool revision website: <http://www.s-cool.co.uk/gcse/geography>

Geog-on – website still being put together but already has some good stuff: <http://geog-on.weebly.com/gcse-aqa-geography.html>

Youtube video on making flashcards: https://www.youtube.com/watch?v=pMQkoWLn_oM&feature=youtu.be

3. *“What are the key points?”* Take revision notes.

Different note-taking techniques can be used for different aspects of geography, like key words and case studies.

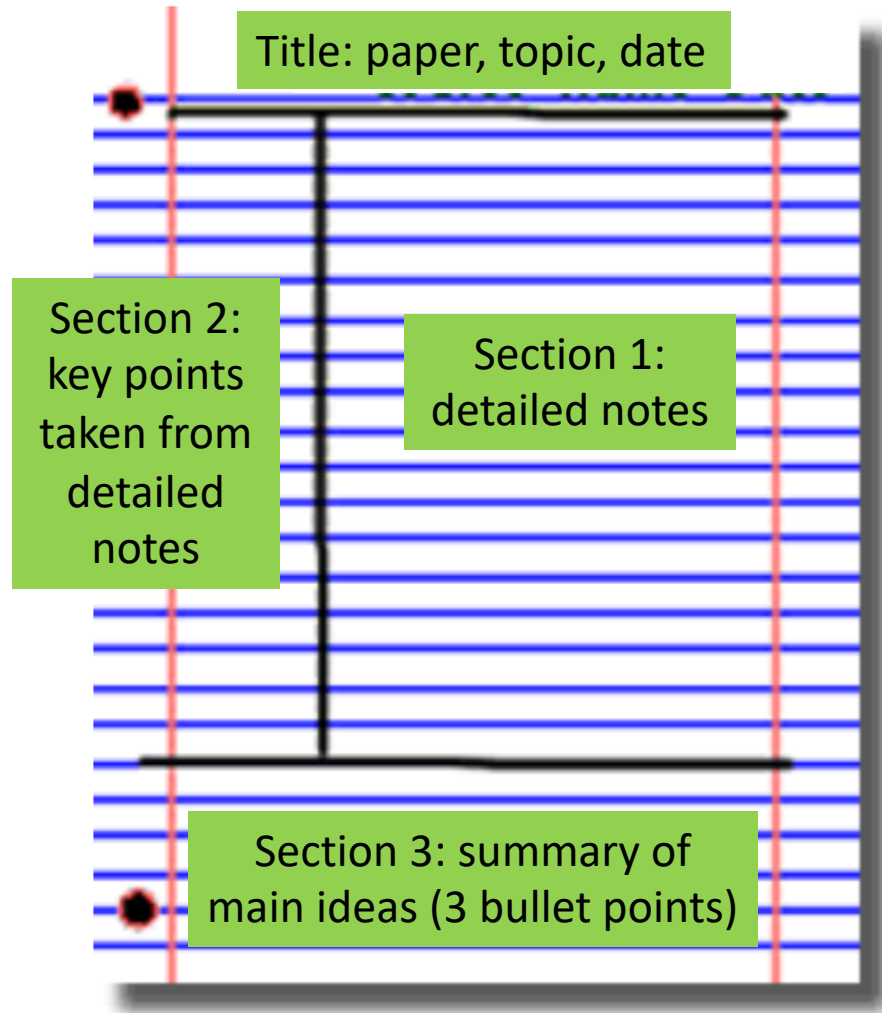
Here are some examples of note-taking techniques:

- Highlighting
- Note-taking and summarising
- Mind-mapping
- Flashcards
- Case study sheets
- Glossary
- Diagrams

Key words in geography

- Half the battle of your geography GCSE is knowing and accurately using key geographical terms
- To take notes on key words:
 - *Highlight* them in one colour in your exercise book / revision guide
 - *Make a glossary* for each topic that is separate to your other notes. Add to it as you make your other notes.
 - *Make flashcards* for the key words that are particularly tricky / central to the topic.

Note-taking and summarising using the *Cornell method* (see SMHW sheet)



TASK: Make Cornell notes on UK weather hazards

TITLE:

Paper 1, UK Weather Hazards, 12th June 2018

Section 2: key points taken from detailed notes

Pick 3 hazards and 2 pieces of evidence

Section 1: detailed notes.

Subheadings to include:

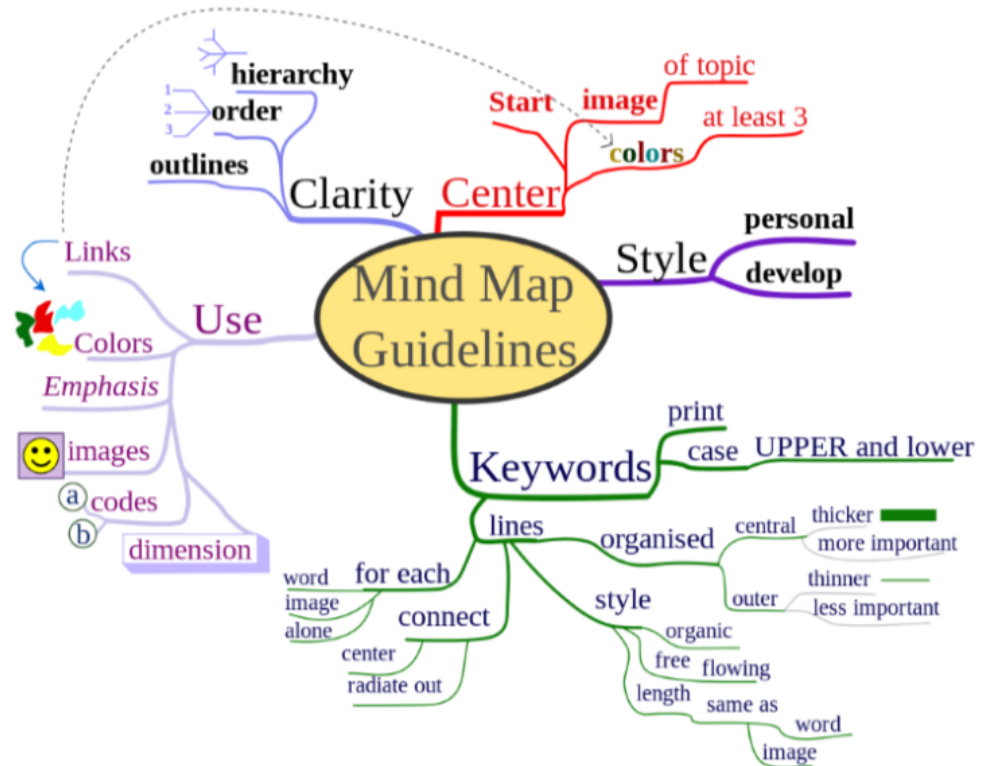
- Description of weather hazards the UK experiences
- Evidence that UK weather is becoming more extreme

Section 3: summary of main ideas (3 bullet points)

There are 2 subheadings for this topic so write 4 bullet points (2 for each subheading)

Mind-mapping (see SMHW sheet)

- Start in the centre of a blank page turned sideways
- Use an image for your central idea if you can
- Use colours and images throughout
- Make branches connecting ideas curved, not straight
- Make your first point and connecting branch come vertically upwards from the central idea, then work your way around in a clockwise direction



Mind-mapping

- In geography, mind-mapping is especially suitable for:
 - The factors affecting something *e.g. the factors affecting the rate of coastal erosion*
 - The reasons for something *e.g. the reasons for declining rates of deforestation in the Amazon*
 - The features of something *e.g. the social, economic and environmental opportunities of urban growth in London*
 - Causes/effects/responses of an event or process *e.g. the Nepal earthquake*

TASK: Make a mind map for the features of hot deserts

Unit 1B — Hot Deserts

39

Hot Deserts

Hot deserts are **hot** and also very **dry**. This affects the **plants** and **animals** that can live there.

Hot Deserts Are Found in Hot, Dry Climates

Climate There's very **little rainfall** — **less than 250 mm** per year. **When** it rains also **varies a lot** — it might only rain **once** every two or three years. **Temperatures** are **extreme** — they range from very **hot** in the **day** (e.g. 45 °C) to very **cold** at **night** (e.g. 5 °C).

See page 29 for the distribution of hot desert ecosystems.

Soil It's usually **shallow** with a **coarse, gravelly texture**. There's **hardly any leaf fall** so the soil **isn't very fertile**. Lack of **rainfall** and **plant material** mean the soil is often **dry**.



Plants

Plant growth is pretty **sparse** due to the **lack of rainfall**. Plants that do grow include **cacti** and **thornbushes**. The plants are usually quite **short** (e.g. low shrubs or short woody trees) though cacti can grow fairly tall. Many plants have a **short life cycle**, only appearing when it **rains** (see page 41).

TASK: Make a mind map for the features of tropical rainforests

Tropical Rainforests

Let's have an in-depth look at tropical rainforests...

Tropical Rainforests are **Hot** and **Wet** All Year Round

Climate

- The climate is the same all year round — there are no definite seasons.
- It's hot (the temperature is generally between 20-28 °C and only varies by a few degrees over the year). This is because near the equator, the sun is overhead all year round.
- Rainfall is very high, around 2000 mm per year. It rains every day, usually in the afternoon.

Soil

The soil isn't very fertile as heavy rain washes nutrients away. There are nutrients at the surface due to decayed leaf fall, but this layer is very thin as decay is fast in the warm, moist conditions.

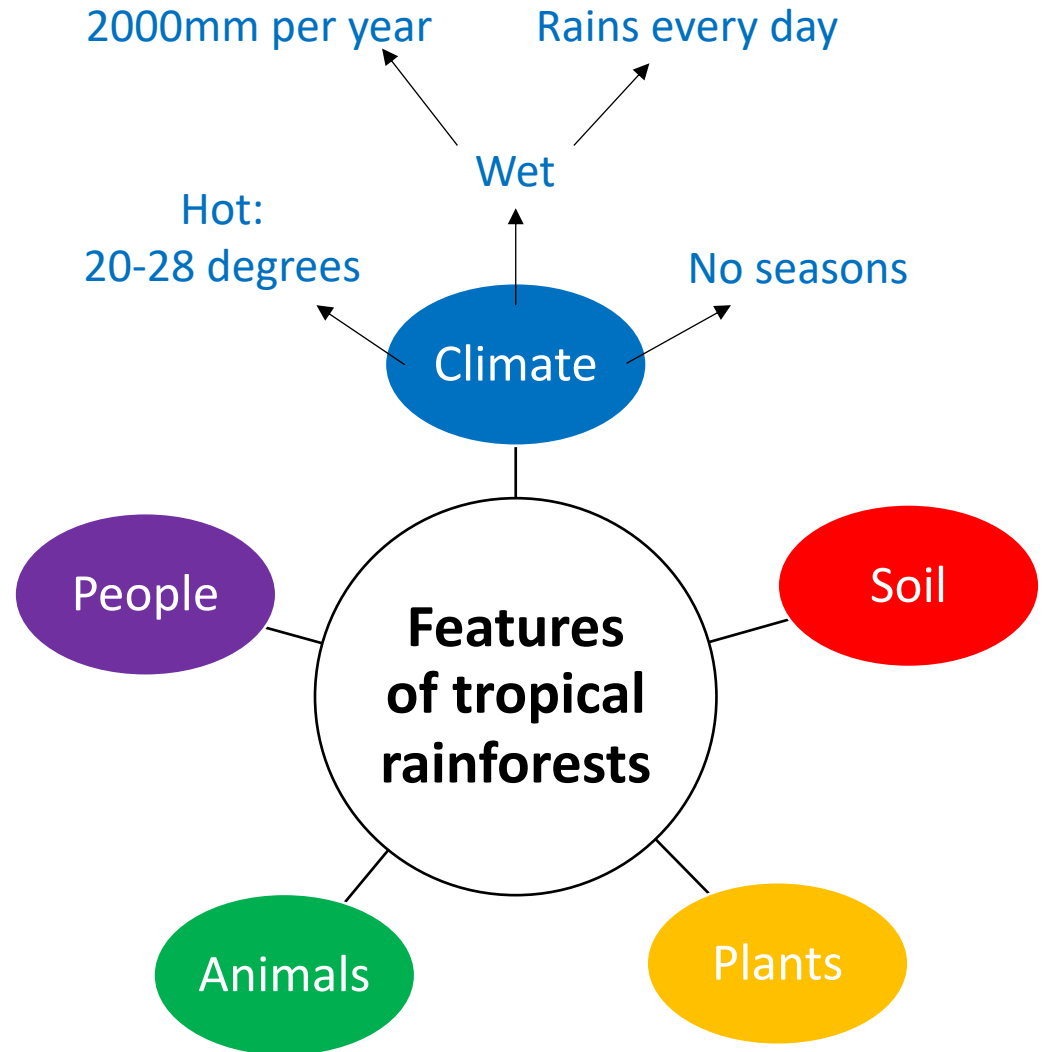
Plants

Most trees are evergreen (i.e. they don't drop their leaves in a particular season) to take advantage of the continual growing season. Many trees are really tall and the vegetation cover is dense — very little light reaches the forest floor. There are lots of epiphytes (plants that grow on other living plants and take nutrients and moisture from the air), e.g. orchids and ferns.



Notice:

- The first feature, **climate**, is written directly above the centre of the mind map bubble
- Each feature has its own colour arrows/text (**climate = blue**)
- Where multiple information points are shown for one point (e.g. 'wet'), an arrow is used for each separate point instead of bullet points



Case study sheets (template on SMHW)

- Try and summarise each major case study on one side of A4
- You need to include the following details:
 - What is this a case study of?
 - Location of place (including compass points!)
 - Date(s) (if relevant)
 - Description of event/background information
 - Key facts and numbers – pull these out and put them in a separate box so you can focus on memorising these. At the very least, highlight them.
 - Causes, effects (if relevant)
 - Responses/management and effectiveness/outcome of this (if relevant)
 - Advantages / disadvantages (if relevant)

UNIT:

TOPIC:

CASE STUDY NAME:

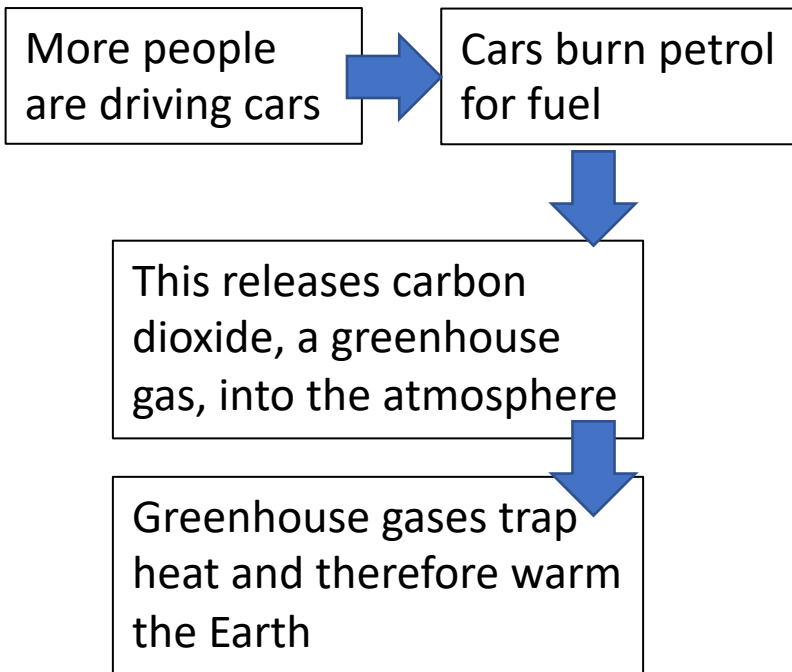
What is this a case study of?

Describe the location:

Diagrams

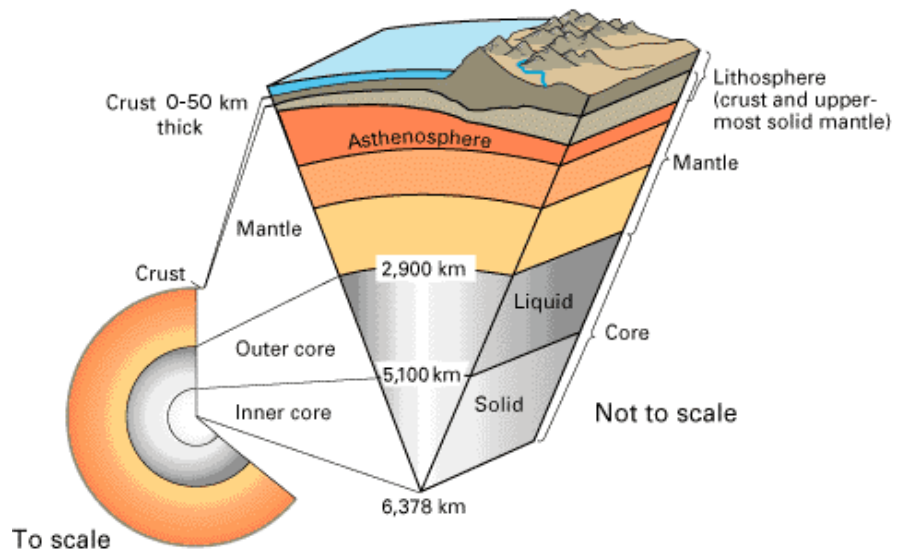
Flow diagrams for processes and sequences

- *How transport contributes to global warming:*



Labelled sketches for physical geography

- *Layers of the Earth:*



4. *“What can I remember?”* Memorise your notes. This can be done through a number of techniques but **repetition** is key.



- Black and red notes
- Roman Room technique
- Mnemonics
- Get creative!
- Play with flashcards
- Answer quick knowledge-based questions
- Ask a friend to test you
- Use websites like getrevising.co.uk to test your knowledge

Red and Black notes

- Choose a topic, case study or theory to revise
- Read through your revision notes twice
- Turn the page over and write everything you can remember in BLACK
- Turn the page back up and check what you missed
- Write everything you forgot in RED
- Repeat!!!

- Over time, the RED should decrease

Roman Room Technique

Imagine a room that you know well: perhaps this is your sitting room, a bedroom, an office, or a classroom. Within this room there are features and objects in known positions. The basis of the Roman Room system is that things to be remembered are associated with these objects, so that by recalling the objects within the room all the associated objects can also be remembered.

You should use it to remember a group of facts, e.g. the causes of the Somerset Levels floods.

For example, I can imagine my sitting room as a basis for the technique. In my sitting room I can visualise the following objects:

ceiling light, carpet, table, lamp, sofa, bookcase, CD rack, portable speaker, telephone, television, chair, mirror, cactus in a plant pot, etc.

I therefore might imagine that there is a:

- dark heavy raincloud on the ceiling light
- flat agricultural land spreading across the carpet
- an un-dredged river flowing on my sofa

Mnemonics

Mnemonics aim to translate information into a form that the brain can retain better than its original form. You take the first letter of each word you are trying to remember and come up with another word beginning with each letter to make another sentence. You should use them when you are trying to recall the order of a few facts, i.e. time periods or names of people.

Never
Eat
Shredded
Wheat



Get creative!

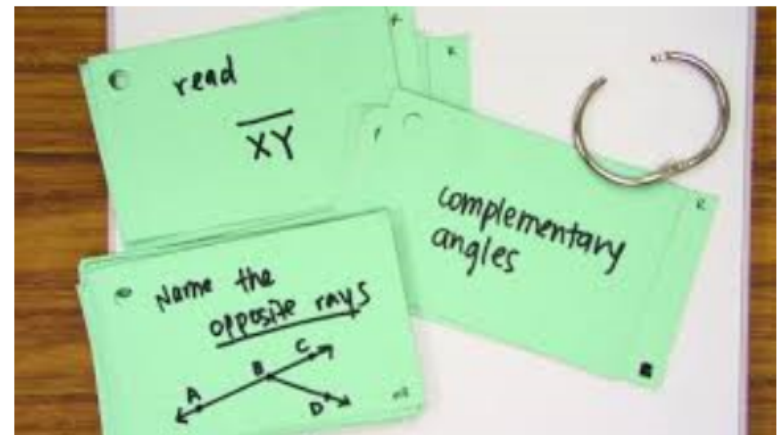
Once you've written your notes, transform them into song lyrics or stories. The key to this is making sure you make the stories or lyrics memorable, make them silly and funny with very clear imagery. Use this technique for remembering case studies or processes.

North America married *South America*, and they went to *Europe* for their honeymoon. Soon after they had quadruplets who all had A names: *Africa*, *Australia*, *Asia* (who was the biggest, even though he had the shortest name) and *Antarctica*, the coldest child.



Flashcards

A way to test yourself is through flashcards. Flashcards are small cards with a question or topic on one side and the answer or information about that topic on the other. You can create your own as part of a note-taking process but remember you will still need to test yourself. So you can ask a friend to help or test yourself. Have the flashcards answer side down and pick them up one by one answering the question on it. Make two piles, cards you get correct and cards you get wrong, go over the cards you get wrong until you get them right. There shouldn't be too much information on the cards, just a few key facts or key words. Some websites, like getrevising.co.uk have them prepared already for you!



5. *“What can I still remember?”* Test yourself on the same topic a few days later, then a few weeks later... etc.

- Write answers to exam questions without using your notes.
- Sample papers and mark schemes for the new specification are here:

<https://getrevising.co.uk/past-papers/search?level=gcse&subject=geography&board=aqa>