Ringwood School Year 11 Revision Evening

How to revise for Geography

How to help- what can parents and carers do?

Courage
Ambition
Integrity
Respect

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Resources available to your child:

Name _____

RINGWOOD SCHOOL

GEOGRAPHY AQA GCSE

Year 11

HOME LEARNING

SPRING TERM 2025

Week beginning	Kerboodle Revision quizzes	EXAM Practice questions
06/01/2025	1 Checkpoint quiz: Natural hazards	P3. Data Collection (5 marks)
13/01/2025	1 Chapter quiz: Natural hazards	P1. Natural hazards (9marks)
20/01/2025	2 Checkpoint quiz: Tectonic hazards	P3. Data Presentation (6 marks)
27/01/2025	2 Chapter quiz: Tectonic hazards	P1. Plate tectonics (9 marks)
03/02/2025	3 Checkpoint quiz: Weather hazards	P3. Data Collection and conclusions (9 marks)
10/02/2025	3 Chapter quiz: Weather hazards	P1 Extreme weather (6 marks)
17/02/2025	HALF	TERM
24/02/2025	4 Checkpoint quiz: Climate change	P3 Location (6 marks)
03/03/2025	4 Chapter quiz: Climate change	P1. Climate change (9 marks)
10/03/2025	16 Checkpoint quiz: The development gap 16 Chapter quiz: The development gap	P2. Development short answers (9 marks)
17/03/2025	17 Checkpoint quiz: Nigeria 17 Chapter quiz: Nigeria	Paper 2. Nigeria and transnational corporations (6 marks)
24/03/2025	18 Checkpoint quiz: The changing UK economy 18 Chapter quiz: The changing UK economy	Paper 2. (6 marks)
31/03/2025	19 Checkpoint quiz: Resource management 19 Chapter quiz: Resource management	Paper 2 Food (6 marks)

The above program is designed to help you review and recall the work you completed in Year 10.

Home Learning in Year 11 should last 1 hour. If you have finished all of your set tasks please use your work files, knowledge organisers revision guides, Quizlet, BBC Bitesize and SENECA to continue reviewing your work.

Kerboodle – www.kerboodle.com

Username : the start of your school email so usually - surname and first initial, all in lower case eg doej

Password : same as your username (unless you change it)

Institution code: atm9

Resources available to your child:

GCSE GEOGRAPHY - WEEK BY WEEK REVISION SCHEDULE (2024)

tutor2u

Paper 1: Friday afternoon – 17th May (1hr 30)
Paper 2: Wednesday morning – 5th June (1hr 30)
Paper 3: Friday morning – 14th June (1hr 30)

- https://www.tutor2u.net/live/archive?subject=geography&level=gcse – replay archive for live streamed interactive revision sessions covering all topics on the AQA specification
- https://www.tutor2u.net/geography/collections - collection of revision videos, study notes, MCQs and other support materials, by topic group – these will be added to in the run up to the exams
- https://www.tutor2u.net/geography/store/student-revision-support?search=&level=2993&board=&sort=recent – flash cards and revision guides here (can also be purchased on Amazon)

WEEK	TOPICS	RE-VISIT WORK	HL ACTIVITIES
WEEK 1 29TH JAN	TECTONIC HAZARDS NATURAL HAZARDS (1A)	• Distribution of earthquakes and volcanoes. • Processes at destructive, constructive and conservative margins. • Types of volcanoes. • Primary and secondary impacts of earthquakes. • Immediate and long-term responses to earthquakes. • Mitigating risk of earthquakes - monitoring/prediction, protection and planning (SMPs) • Key details about contrasting HIC/LIC earthquakes Nepal and New Zealand	• Try to draw the plate margin diagrams from memory - how many labels can you remember? • Explain how economic development affects hazard resilience. • Sketch examples of SMPs that mitigate the risk of earthquakes
WEEK 2 5TH FEB	WEATHER HAZARDS NATURAL HAZARDS (1A)	• Global atmospheric circulation. • Tropical storm structure and formation. • Primary and secondary impacts of tropical storms. • Immediate and long-term responses to tropical storms • Mitigating risk of tropical storms - monitoring/ prediction, protection and planning • What affects UK weather?	• Produce a diagram to show how global atmospheric circulation works. • Create a recipe for a tropical storm - what are the key ingredients? • Create a concise fact file for each of the extreme weather events. • Argue both a/ex of this statement – 'Weather in the UK is becoming more extreme'.
		• Key details about tropical storm (Haiyan)and UK extreme weather (Beast from the East) case study	
WEEK 3 12TH FEB	CLIMATE CHANGE NATURAL HAZARDS (1A)	• evidence for climate change over time • Natural and human causes of climate change. • Mitigating the risk of, and adapting to climate change. • Key details about mitigating UK climate change examples	• Draw the greenhouse effect diagram from memory • Produce a whole topic mind map - patterns over time, causes, effects (SEE), and mitigation strategies on a scales. • Produce a flow diagram to show how greenhouse gases form a 'blanket'
WEEK 4 19TH FEB	ECOSYSTEMS THE LIVING WORLD (1B)	• Major biomes across the world - location and reasons for this. • small-scale ecosystems - processes. • SKILLS focus - calculating percentage increase, mean/mode, median and reading 6 fig-grid references.	• Draw a concept map to show how the biotic and abiotic components in an ecosystem are linked. • Create a labelled diagram of the processes taking place in large and small-scale ecosystems. • Produce a summary sheet for the main biomes – think about location, characteristics.
WEEK 5 26TH FEB	TROPICAL RAINFORESTS THE LIVING WORLD (1B)	• Structure and characteristics of the rainforest. • Causes of deforestation. • Impacts of deforestation - local and global. • Ways to manage the rainforest sustainably. • Key details about your TRF rainforest (Malaysia) case study.	• Sketch and label the layers of the rainforest from memory. • Make a continuum of causes of deforestation – rank them in order of impact and annotate reasons • Create multiplier effect/chains of reasoning for impacts of rainforest destruction.
WEEK 6 4TH MAR	COLD ENVIRONMENTS (OPTION) THE LIVING WORLD (1B)	• Physical characteristics of cold environments • Opportunities and challenges in cold environments • Need to protect wilderness areas • How wilderness areas are managed • Key details about your cold environment (Svalbard) case study.	• Create an adaptation poster for cold environment animals and plants • Write 150 words summarising the main challenges in cold environments. • Create a cartoon strip of a spiral of decline for cold wilderness areas.
WEEK 7 11TH MAR	COASTS UK PHYSICAL LANDSCAPES (1C)	• Erosion - hydraulic action, attrition, abrasion, solution • Transportation - longshore drift - impacts.	• Create a step-by-step guide on how erosional and depositional landforms occur - you must refer to rock type and specific processes.

AQA GCSE Geography weekly revision schedule – tutor2u/geography.net

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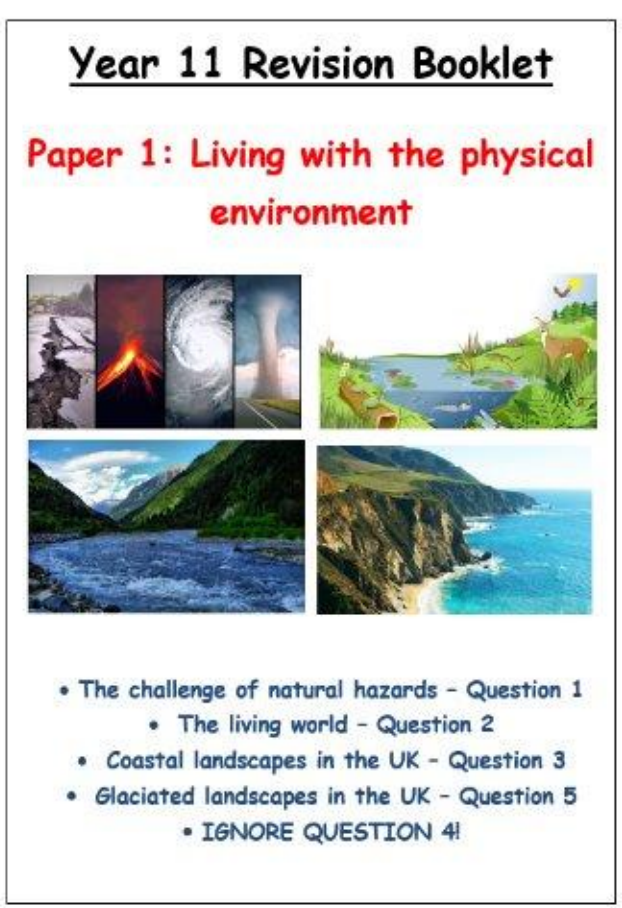
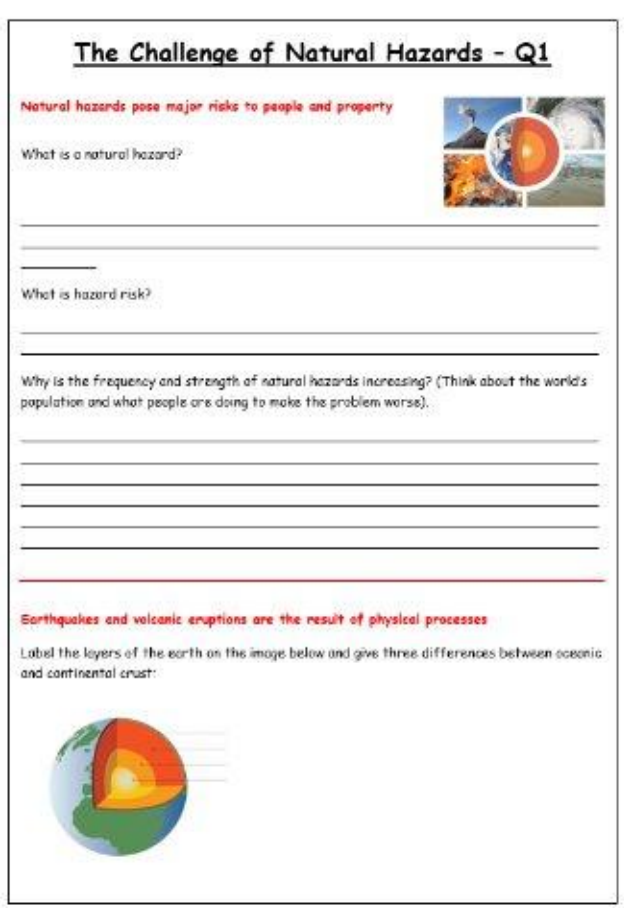
Resources available to your child:



Year 11 Revision Booklet

Paper 1: Living with the physical environment

- The challenge of natural hazards – Question 1
- The living world – Question 2
- Coastal landscapes in the UK – Question 3
- Glaciated landscapes in the UK – Question 5
- IGNORE QUESTION 4!



The Challenge of Natural Hazards – Q1

Natural hazards pose major risks to people and property

What is a natural hazard?

What is hazard risk?

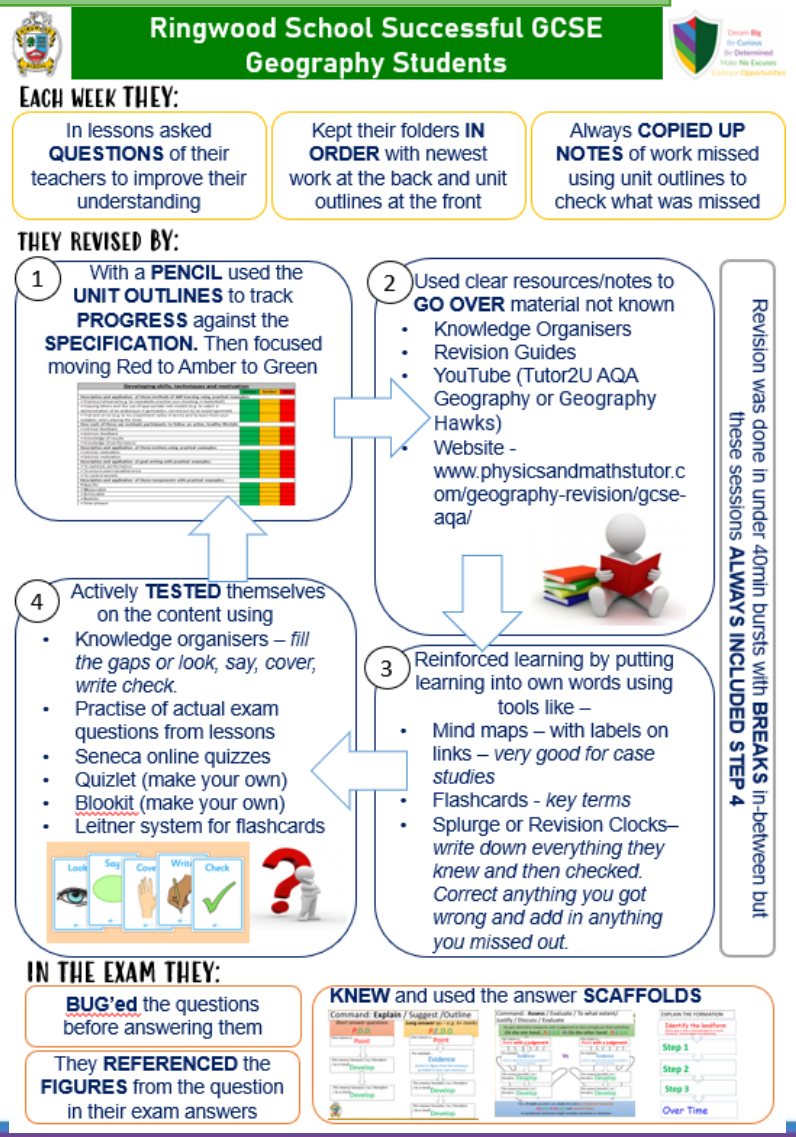
Why is the frequency and strength of natural hazards increasing? (Think about the world's population and what people are doing to make the problem worse).

Earthquakes and volcanic eruptions are the result of physical processes

Label the layers of the earth on the image below and give three differences between oceanic and continental crust:

What does a successful GCSE Geographer do?

- We have looked at what those students who scored on or above their targets did in Geography and created the following document to help you!



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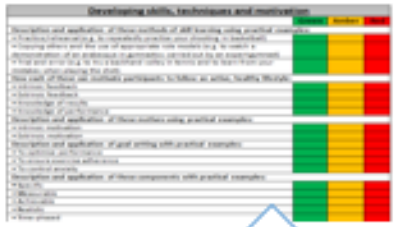
THEY REVISED BY:

1. With a **PENCIL** used the **UNIT OUTLINES** to track **PROGRESS** against the **SPECIFICATION.** Then focused moving Red to Amber to Green



2. Used clear resources/notes to **GO OVER** material not known
   - Knowledge Organisers
   - Revision Guides
   - YouTube (Tutor2U AQA Geography or Geography Hawks)
   - Website - www.physicsandmathstutor.com/geography-revision/gcse-aqa/

3. Reinforced learning by putting learning into own words using tools like –
   - Mind maps – with labels on links – *very good for case studies*
   - Flashcards - *key terms*
   - Splurge or Revision Clocks– *write down everything they knew and then checked. Correct anything you got wrong and add in anything you missed out.*

4. Actively **TESTED** themselves on the content using
   - Knowledge organisers – *fill the gaps or look, say, cover, write check.*
   - Practise of actual exam questions from lessons
   - Seneca online quizzes
   - Quizlet (make your own)
   - Blookit (make your own)
   - Leitner system for flashcards

Revision was done in under 40min bursts with **BREAKS** in-between but these sessions **ALWAYS INCLUDED STEP 4**

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Use check lists to work out what you need to focus on.

Unit outline + revision guide	Do not understand	Understand but need to learn	Know and understand
I can describe the physical conditions of cold environments.			
I understand the interdependence of climate, permafrost, soils, plants, animals and people in cold climates.			
I know how plants and animals adapt to the physical environment.			
I know the issues of biodiversity in cold environments.			
A **case study** of a cold environment to illustrate development opportunities in cold environments: • Mineral extraction, • energy, • fishing • tourism			
A **case study** of a cold environment to illustrate challenges of developing cold environments: • extreme temperature, • inaccessibility, • provision of buildings • infrastructure.			
I know the value of cold environments as wilderness areas and why these fragile environments should be protected.			
I know the strategies used to balance the needs of economic development and conservation in cold environments: • use of technology, • role of governments, • international agreements • conservation groups.			

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Books

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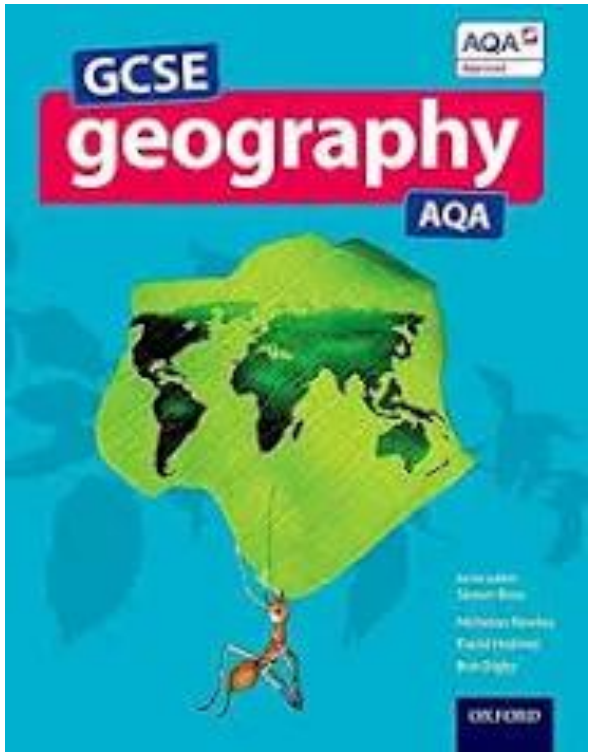

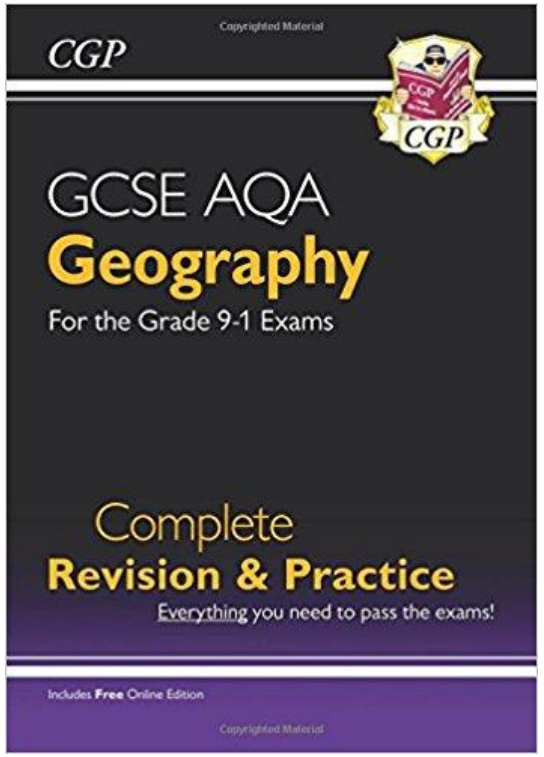

Knowledge Organiser

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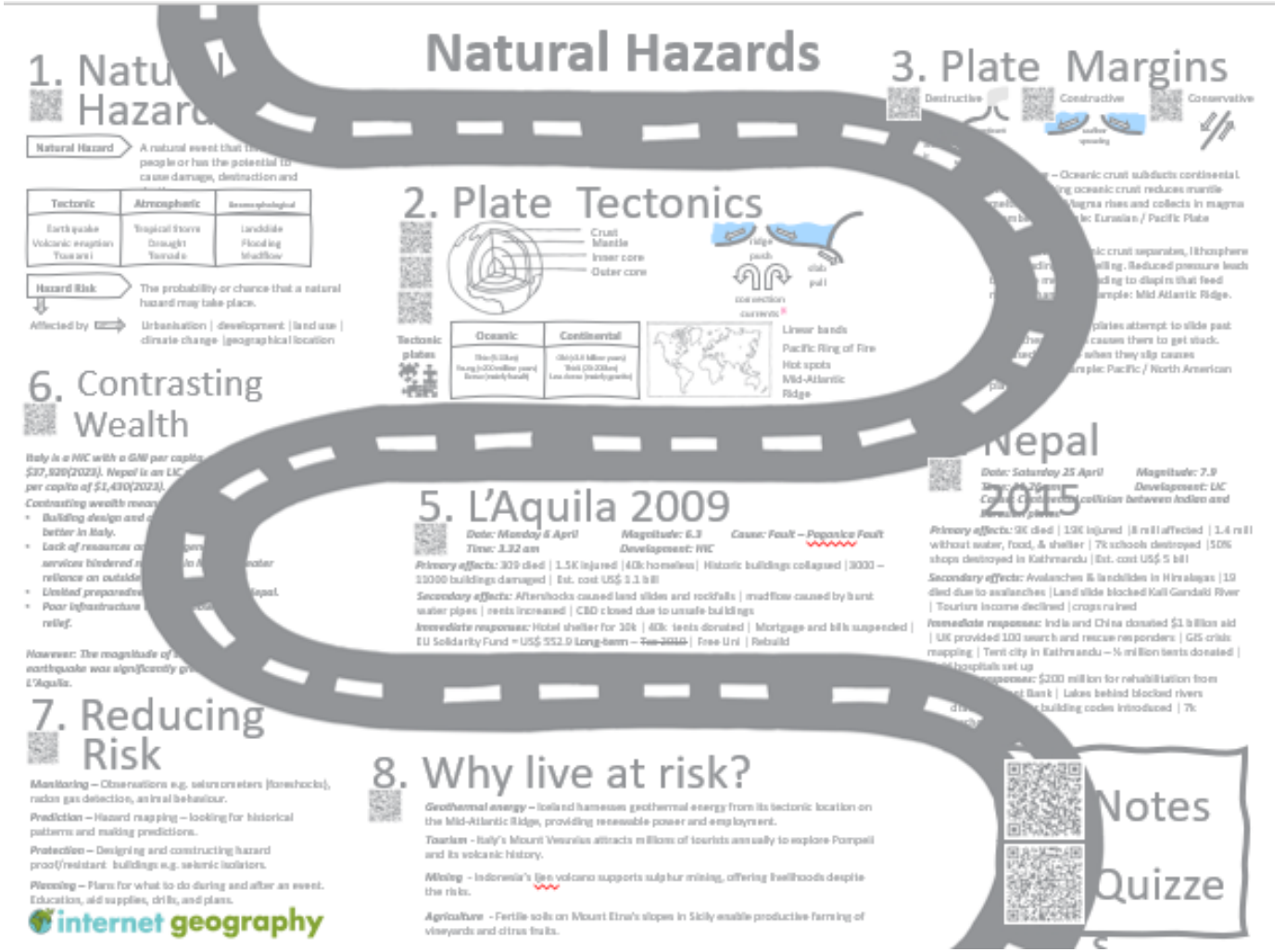

Memory maps

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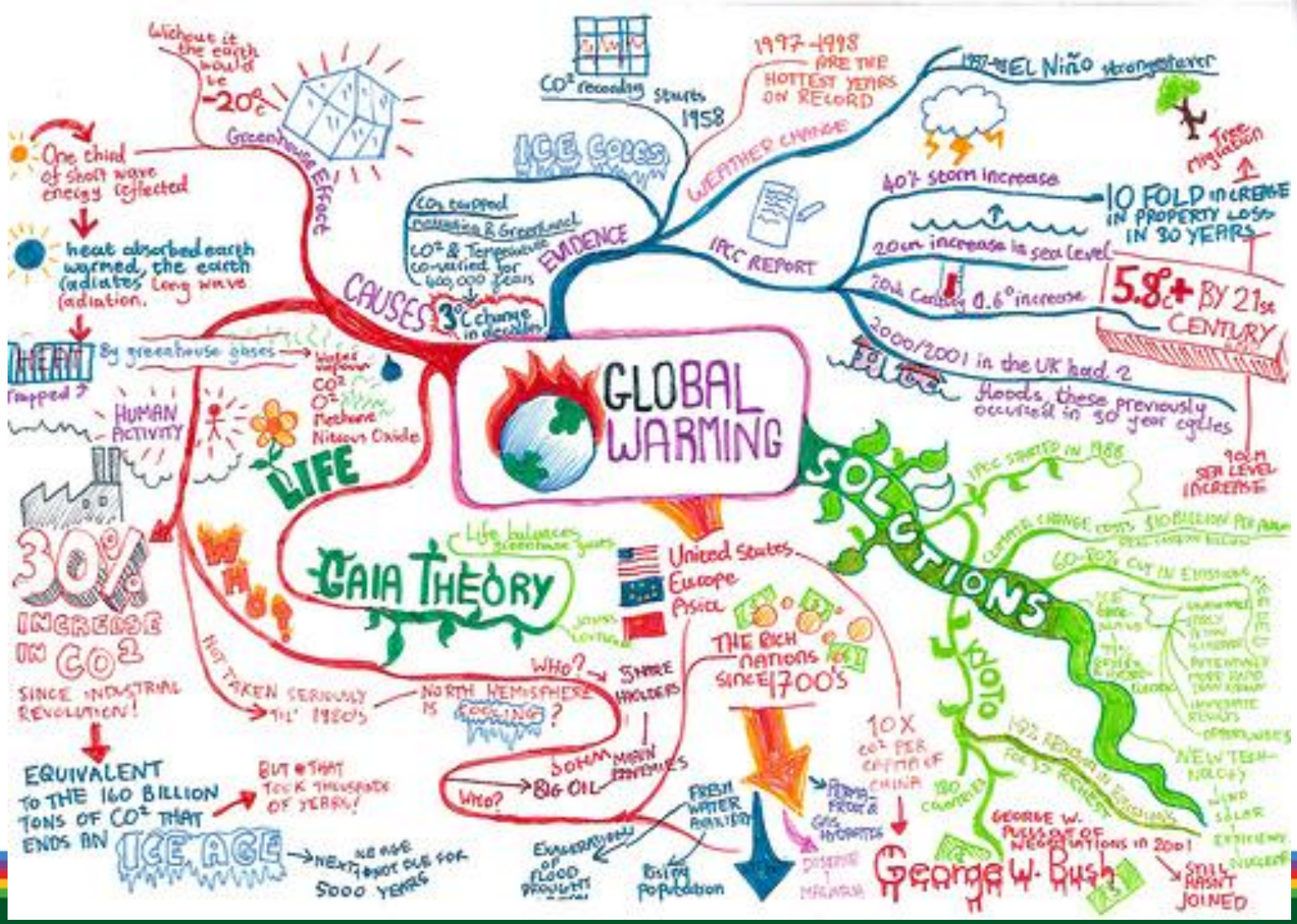

Revision Clocks

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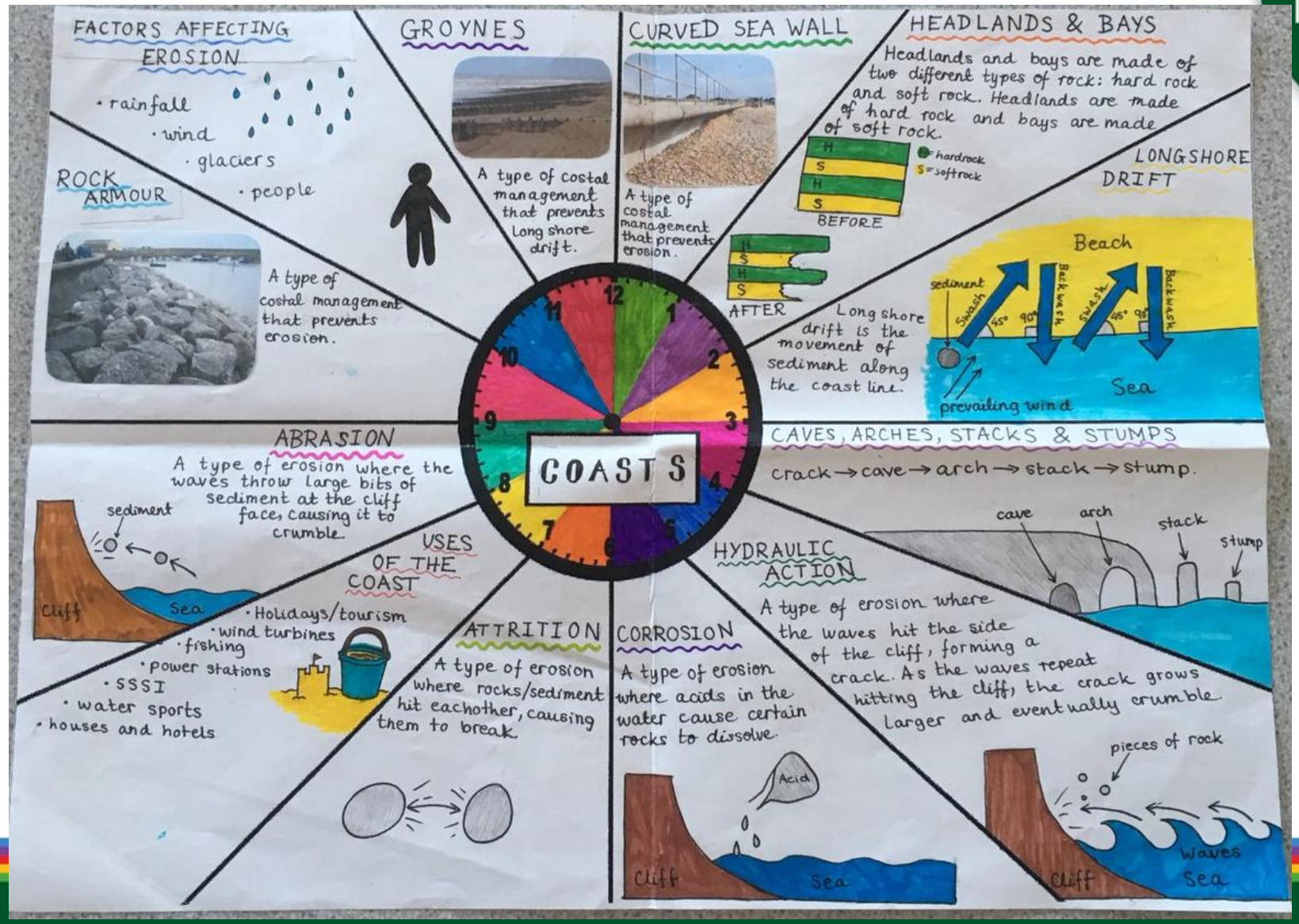

However once you have recapped the topic don't forget to actively test yourself on it! Don't just watch the video/reread the notes but actively quiz yourself! Not sure how to do that? Look at 4

3 Reinforced learning by putting learning into own words using tools like –

- Mind maps – with labels on links – *very good for case studies*
- Flashcards - *key terms*
- Splurge or Revision Clocks– *write down everything they knew and then checked. Correct anything you got wrong and add in anything you missed out.*

4 Actively **TESTED** themselves on the content using

- Knowledge organisers – *fill the gaps or look, say, cover, write check.*
- Practise of actual exam questions from lessons
- Seneca online quizzes
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- Leitner system for flashcards

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s **ALWAYS INCLUDED STEP 4**

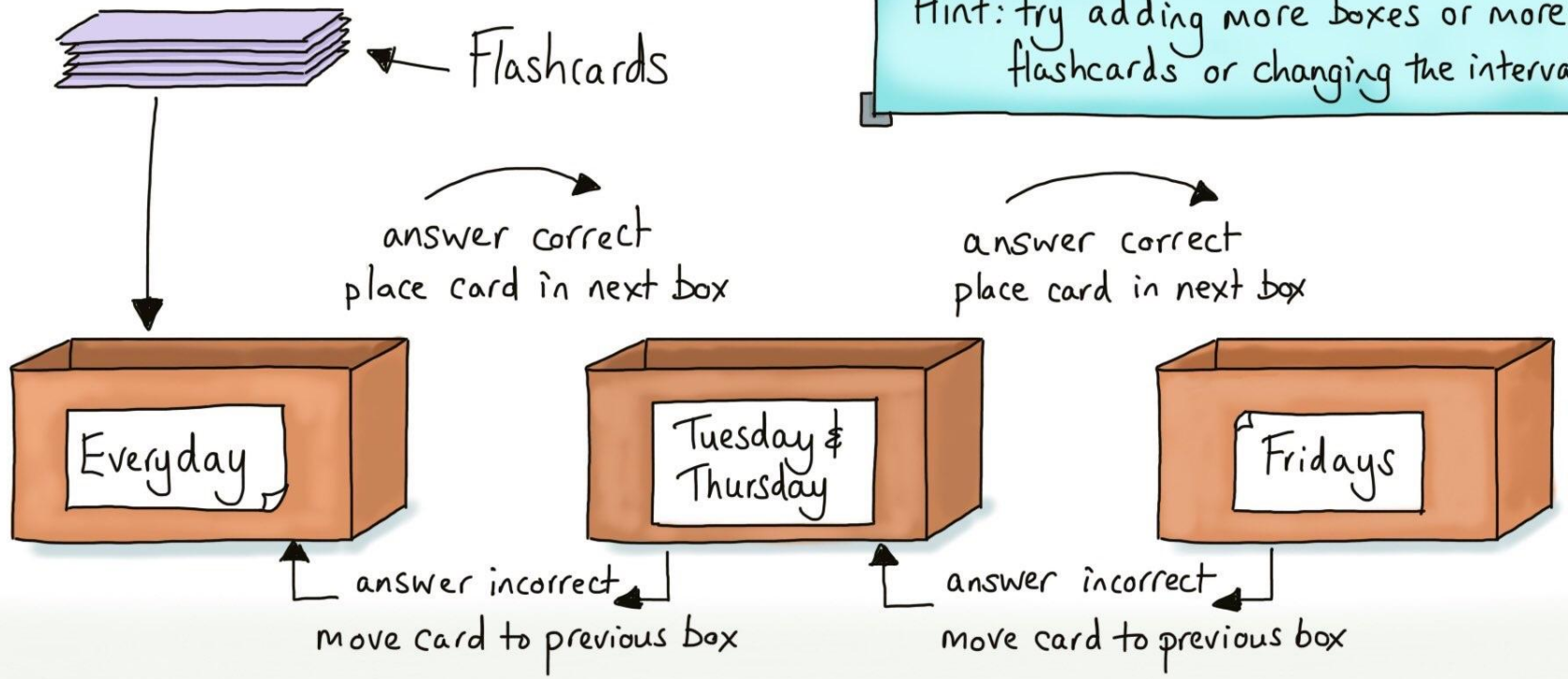
Revision Cards

- **1. Flashcards are for testing not summarising**
- **2. One idea, one flashcard**
- **3. Boost your memory by combining pictures and words (dual coding)**
- **4. Use spaced repetition to memorise your flashcards**
- **5. Don’t just use flashcards**

LEITNER Flash card method

@ImpactWales

Hint: try adding more boxes or more flashcards or changing the intervals



An effective use of flashcards to prompt & recall learning using spaced practice proposed by Leitner in the 1970s. It focuses on the proficiency of recall of the learner. Information which is easily recalled has a longer time lapse before the next recall opportunity.

Low stakes testing

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The challenge of natural hazards – Tectonic hazards: Challenge grid

Revision

1 mark | 2 marks | 3 marks | 4 marks | 6 marks | 9 marks

Created by @Mrs_Geography

Explain how earthquakes are created at destructive plate boundaries	Outline two primary effects of a volcanic eruption	Draw a labelled diagram(s) to explain why earthquakes occur at conservative plate boundaries.	Outline one reason for the distribution of earthquakes	Compare the similarities and differences between a constructive and destructive plate boundary
Describe factors which could affect hazard risk	'Monitoring and predicting are the best ways to reduce the risks of a tectonic hazard' Use evidence to challenge this statement.	For a tectonic hazard you have studied, to what extent do the effects of that hazard vary between LICs and HICs	Explain how earthquakes are created at conservative plate boundaries	
For a tectonic hazard you have studied, to what extent are the primary effects more significant than the secondary effects		Define the term 'natural hazard'	Outline two secondary effects of an earthquake	Suggest why the effects of a tectonic hazard vary between areas of contrasting levels of wealth.
Explain why the majority of earthquakes and volcanoes occur at plate margins		'LIC always suffer more when an earthquake hits.' Use evidence to support this statement.		Outline one possible reason for people living in a hazardous area.
Describe and explain how risks of a volcanic eruption can be reduced.	State two immediate responses to a tectonic hazard that could reduce the number of deaths		Assess the social and environmental effects for a tectonic hazard you have studied	
Using examples, evaluate the effectiveness of the immediate and long-term responses to a tectonic hazard in countries with contrasting levels of wealth	Explain how the global atmospheric system affects the weather and climate of the tropics	Explain why so many people live in areas at risk from tectonic hazards		For a tectonic hazard you have studied, to what extent do the responses to that hazard vary between LICs and HICs
Describe the global distribution of volcanoes	Describe and explain how risks of earthquakes can be reduced.		Explain how planning for tectonic hazards might help to reduce the effects of an earthquake	
	Suggest why the effects of a tectonic hazard may be more significant in a urban area.	Explain how a volcanic eruption occurs at a constructive plate boundary		Outline one reason for the distribution of tectonic hazards
Assess the immediate responses and long term responses for a tectonic hazard you have studied		State two differences between continental crust and oceanic crust	Explain how prediction might help to reduce the effects of a volcanic eruption	

Past Papers

- AQA website
- Previous assessments
- Class examples

Useful resources online:

- Internet Geography
- Seneca
- BBC Bitesize
- Tutor2U
- Geography Hawks
- You tube
- Physics and maths tutor – this has excellent Geography content

Contact details

- pwooster@ringwood.hants.sch.uk

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Please give us some feedback on Yr 11 Revision Evening!

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