

# GCSE GEOGRAPHY - WEEK BY WEEK REVISION SCHEDULE

## (2025)

**Paper 1:** Wednesday morning – 14th May (1hr 30)

**Paper 2:** Friday afternoon – 6<sup>th</sup> June (1hr 30)

**Paper 3:** Thursday morning – 12<sup>th</sup> June (1hr 30)

### Top Tips:

- ✓ Throughout your GCSE, you have been given lots of **model answers**. These **model answers** are brilliant! Make sure you use them throughout your revision.
- ✓ This guide doesn't include revision for Paper 3, but you'll be given guidance in class and more **model answers** to use!
- ✓ You have completed some fantastic revision resources, make sure you use them to help you revise.
- ✓ Visit this website (or ask you teacher) for some revision strategies:  
<https://www.internetgeography.net/revision-techniques/>
- ✓ If you want your work checking/marking, please hand it in to your class teacher and we'll be more than happy to provide some feedback.
- ✓ Make sure you attend the revision sessions and these will help you do well in geography: Tuesday (3-4, Mr. Brennan), Wednesday (lunchtime, Mr. Hales), Thursday (3-4, Mr. Sanders).
- ✓ Paper 1 and Paper 2 are both 1hr 30 mins (90 minutes) long and are out of 88. This means you have roughly 1 mark per minute.

WEEK	TOPICS	RE-VISIT WORK	SUGGESTED ACTIVITIES
WEEK 1 27 <sup>TH</sup> JAN	<b>TECTONIC HAZARDS</b> <b>NATURAL HAZARDS</b> <b>(1A)</b>	<ul style="list-style-type: none"> <li>● Distribution of earthquakes and volcanoes.</li> <li>● Processes at destructive, constructive, collision and constructive margins.</li> <li>● Types of volcanoes.</li> <li>● Primary and secondary impacts of earthquakes (New Zealand and Nepal).</li> <li>● Immediate and long-term responses to earthquakes (New Zealand and Nepal).</li> <li>● Mitigating risk of earthquakes - monitoring/prediction, protection and planning (3PM)</li> <li>● <b>Key details about contrasting HIC/LIC earthquakes</b></li> </ul>	<ul style="list-style-type: none"> <li>● Try to draw the plate margin diagrams from memory - how many labels can you remember?</li> <li>● Explain how economic development affects hazard resilience.</li> <li>● List the factors that make a population vulnerable to tectonic hazards.</li> <li>● Sketch examples of 3PM that mitigate the risk of earthquakes.</li> </ul>

<p><b>WEEK 2</b> <b>3<sup>RD</sup> FEB</b></p>	<p><b>WEATHER HAZARDS</b> <b>NATURAL HAZARDS</b> <b>(1A)</b></p>	<ul style="list-style-type: none"> <li>● Global atmospheric circulation.</li> <li>● Tropical storm structure and formation.</li> <li>● Primary and secondary impacts of tropical storms (Typhoon Haiyan).</li> <li>● Immediate and long-term responses to tropical storms (Typhoon Haiyan).</li> <li>● Mitigating risk of tropical storms - monitoring/ prediction, protection and planning.</li> <li>● What affects UK weather?</li> <li>● <b>Key details about tropical storm and UK extreme weather case study (Beast from the East, Storm Agnes/Babet/Ciarán).</b></li> </ul>	<ul style="list-style-type: none"> <li>● Produce a diagram to show how global atmospheric circulation works.</li> <li>● Create a recipe for a tropical storm - what are the 4 key conditions?</li> <li>● Use your concise fact file for UK extreme weather events to test yourself – can you remember details?</li> <li>● Argue both sides of this statement – ‘Weather in the UK is becoming more extreme’.</li> </ul>
<p><b>WEEK 3</b> <b>10<sup>TH</sup> FEB</b></p>	<p><b>CLIMATE CHANGE</b> <b>NATURAL HAZARDS</b> <b>(1A)</b></p>	<ul style="list-style-type: none"> <li>● Evidence for climate change over time.</li> <li>● Natural and human causes of climate change.</li> <li>● Climate mitigation</li> <li>● Climate adaptation</li> <li>● <b>Key details about mitigating and adapting to climate change</b></li> </ul>	<ul style="list-style-type: none"> <li>● Draw the (enhanced) greenhouse effect diagram from memory.</li> <li>● Have a debate (with yourself if needed!) on how we should react to climate change (adapt vs. mitigation).</li> <li>● Is climate change caused more by human activity or natural causes? Create a series of flashcards which argues the case for both sides.</li> </ul>
<p><b>WEEK 4</b> <b>17<sup>TH</sup> FEB</b></p>	<p><b>ECOSYSTEMS</b> <b>THE LIVING WORLD</b> <b>(1B)</b></p>	<ul style="list-style-type: none"> <li>● Major biomes across the world - location and reasons for this.</li> <li>● Small-scale ecosystems – UK pond.</li> <li>● Key definitions (e.g. consumer, producer, apex predator)</li> <li>● <b>SKILLS focus - calculating percentage increase, mean/mode, median and reading 4 and 6 figure grid references.</b></li> </ul>	<ul style="list-style-type: none"> <li>● Draw a diagram to show how the biotic (living) and abiotic (non-living) components in an ecosystem are linked.</li> <li>● Create a labelled food chain/food web for a small-scale ecosystem.</li> <li>● Produce a summary sheet for the main biomes – think about location, characteristics, flora, fauna.</li> </ul>
<p><b>WEEK 5</b> <b>24<sup>TH</sup> FEB</b></p>	<p><b>TROPICAL RAINFORESTS</b> <b>THE LIVING WORLD</b> <b>(1B)</b></p>	<ul style="list-style-type: none"> <li>● Structure and characteristics of the rainforest.</li> <li>● Causes of deforestation.</li> <li>● Impacts of deforestation - local and global.</li> <li>● Ways to manage the rainforest sustainably.</li> <li>● <b>Key details about your TRF case study (Amazon).</b></li> </ul>	<ul style="list-style-type: none"> <li>● Sketch and label the layers of the rainforest from memory.</li> <li>● Make a continuum of causes of deforestation – rank them in order of impact and annotate your reasoning.</li> <li>● Produce a poster on the management strategies in the tropical rainforest.</li> </ul>

<p><b>WEEK 6</b> <b>3<sup>RD</sup> MAR</b></p>	<p><b>COLD ENVIRONMENTS (OPTION)</b> <b>THE LIVING WORLD (1B)</b>  <b>(NOT HOT DESERTS)</b></p>	<ul style="list-style-type: none"> <li>● Physical characteristics of cold environments.</li> <li>● Opportunities and challenges in cold environments. (FEET)</li> <li>● Why we need to protect wilderness areas?</li> <li>● How cold environments are managed.</li> <li>● <b>Key details about your cold environment case study (Alaska).</b></li> </ul>	<ul style="list-style-type: none"> <li>● Create an adaptation poster for cold environment animals and plants.</li> <li>● Write 150 words summarising the main challenges in cold environments (and how these challenges can be overcome).</li> <li>● Create a set of flashcards with key information about Alaska. Then, use these to test your memory.</li> </ul>
<p><b>WEEK 7</b> <b>10<sup>TH</sup> MAR</b></p>	<p><b>COASTS</b> <b>UK PHYSICAL LANDSCAPES (1C)</b></p>	<ul style="list-style-type: none"> <li>● Erosion - hydraulic action, attrition, abrasion, solution.</li> <li>● Transportation – traction, saltation, suspension, solution.</li> <li>● Longshore drift - impacts.</li> <li>● Erosional landforms - caves, arches, stacks, bays and headlands, wave-cut platforms (link to geology/rock type).</li> <li>● Depositional landforms – spits and bards.</li> <li>● Weathering processes - physical, chemical, biological –</li> <li>● Mass movement – slumping, landslide, rotational slip, rockfall.</li> <li>● Management - hard and soft - pros and cons.</li> <li>● <b>Key details about landforms and management for your coasts case study. (Holderness Coast)</b></li> </ul>	<ul style="list-style-type: none"> <li>● Create a step-by-step guide on how erosional and depositional landforms occur - you must refer to rock type and specific processes.</li> <li>● Create an illustrated table of coastal management strategies – must include pros and cons.</li> <li>● Write a key term quiz for another student – try to aim for 15.</li> <li>● There are loads of definitions in this topic, can you remember them all. Go through a list of them and see how many you can remember. Keep repeating until you can remember them all!</li> </ul>
<p><b>WEEK 8</b> <b>17<sup>TH</sup> MAR</b></p>	<p><b>RIVERS</b> <b>UK PHYSICAL LANDSCAPES (1C)</b></p>	<ul style="list-style-type: none"> <li>● The water cycle and drainage basin.</li> <li>● Erosion – same as for coasts.</li> <li>● Transportation – same as for coasts.</li> <li>● Upper/middle/ lower course of the river and landforms, e.g. waterfalls, meanders, ox-bow lakes, deltas, etc.</li> <li>● Causes of flooding (human and physical)</li> <li>● River management - hard and soft.</li> <li>● <b>Key details about your flood management case study.</b></li> </ul>	<ul style="list-style-type: none"> <li>● There are lots of key terms for this section - create a matching pairs activity with the terms and definitions.</li> <li>● Create a guide to how the long profile changes from source to mouth - you must refer to valley shape, processes and landforms.</li> <li>● Create an illustrated mind map of the factors that increase the risk of flooding.</li> <li>● Create a table of flood management strategies – must include pros and cons.</li> </ul>

<p><b>WEEK 9</b> <b>24<sup>TH</sup> MAR</b></p>	<p><b>NEE CITY – RIO</b> <b>URBAN ISSUES AND CHALLENGES (2A)</b></p>	<ul style="list-style-type: none"> <li>● What is urbanisation and what are megacities?</li> <li>● Informal (squatter) settlements.</li> <li>● Growth and importance (national and international importance of Rio).</li> <li>● Challenges and opportunities (social, economic and environmental).</li> <li>● <b>Key details about your case study to improve life for the urban poor (Favela Bairro Project).</b></li> </ul>	<ul style="list-style-type: none"> <li>● Produce a fact file on the Favela Bairro Project. your informal settlement improvement project.</li> <li>● Choose 3 aspects of life in an informal settlement and explain how they are challenging, e.g. ‘A lack of sanitation makes life challenging because...’ (make sure to double develop)</li> <li>● Write 100 words to summarise why informal employment is an issue in LIC/NEE cities.</li> </ul>
<p><b>WEEK 10</b> <b>31<sup>ST</sup> MAR</b></p>	<p><b>UK CITY – LONDON</b> <b>URBAN ISSUES AND CHALLENGES (2A)</b></p>	<ul style="list-style-type: none"> <li>● Growth and importance of your city.</li> <li>● How has migration affected your city?</li> <li>● Inequality across your city.</li> <li>● Transport improvements across your city.</li> <li>● Pollution and urban greening in your city.</li> <li>● Urban regeneration – 2012 Olympics.</li> <li>● Gentrification in Shoreditch.</li> <li>● <b>Key details about the 2012 Olympics.</b></li> </ul>	<ul style="list-style-type: none"> <li>● Produce an illustrated comparison of two areas of your city to show inequality (Chelsea vs. Newham).</li> <li>● Create an annotated diagram to show the importance of urban greening.</li> <li>● Create a mind map that summarises how migration can change an area.</li> <li>● Create case study cards on the positives and negatives of gentrification in Shoreditch and the regeneration of the 2012 Olympics.</li> </ul>
<p><b>WEEK 11</b> <b>7<sup>TH</sup> APR</b></p>	<p><b>SUSTAINABLE URBAN ENVIRONMENTS</b> <b>URBAN ISSUES AND CHALLENGES (2A)</b></p>	<ul style="list-style-type: none"> <li>● What is urban sustainability? What ways can cities be more sustainable (waste, food, water, energy).</li> <li>● Sustainable traffic schemes.</li> <li>● <b>Key details about social, economic and environmental sustainability in an example you have studied. (BedZed, Sustainable Transport in London and Curitiba, and Freiburg)</b></li> </ul>	<ul style="list-style-type: none"> <li>● Choose 5 things that you would expect to find in a sustainable urban environment and explain why they are sustainable.</li> <li>● Practice explaining (AO2) how features of BedZed are sustainable, e.g. ‘Solar panels are sustainable because...’ (make sure to double develop).</li> <li>● Create a poster of sustainable transport in London.</li> </ul>
<p><b>WEEK 12</b> <b>14<sup>TH</sup> APR</b></p>	<p><b>DEVELOPMENT GAP</b> <b>THE CHANGING ECONOMIC WORLD (2B)</b></p>	<ul style="list-style-type: none"> <li>● Development indicators - and HDI.</li> <li>● Limitations of development indicators and why HDI is one of the best.</li> <li>● The Demographic Transition Model.</li> </ul>	<ul style="list-style-type: none"> <li>● Find a partner and make a key word quiz for each other.</li> <li>● Can you draw and annotate the Demographic Transition Model from memory?</li> <li>● Concept map linking causes of the development gap.</li> </ul>

		<ul style="list-style-type: none"> <li>● Causes of uneven development: historical, physical and economic/political.</li> <li>● Strategies to reduce the development gap, eg. aid, fair trade, debt relief, microfinance, intermediate technology, investment and economic development.</li> <li>● <b>Key details about your tourism case study. (Jamaica)</b></li> </ul>	<ul style="list-style-type: none"> <li>● Create a set of flashcards on development indicators and what they measure.</li> <li>● Rank the different strategies to reduce the development gap in order of effectiveness – justify your choices.</li> </ul>
<b>WEEK 13</b> <b>21<sup>ST</sup> APR</b>	<b>NEE STUDY - NIGERIA</b> <b>THE CHANGING ECONOMIC WORLD (2B)</b>	<ul style="list-style-type: none"> <li>● Importance of your NEE - regional and global.</li> <li>● Political, social and cultural context.</li> <li>● Changing relationships - politics and trading.</li> <li>● Changing industrial structure - growth of manufacturing.</li> <li>● Impact of TNCs - social, economic and environmental.</li> <li>● <b>Key details about TNC case study. (Shell and Bodo Oil Spill)</b></li> </ul>	<ul style="list-style-type: none"> <li>● Write 5 bullet points to summarise the importance of your NEE.</li> <li>● Create a factfile of Shell in Nigeria.</li> <li>● Rank Shell's impact on Nigeria out of 10. Justify your rankings. Make sure you follow our structure (AO1, AO2, DD, AO3, AO2, DD).</li> </ul>
<b>WEEK 14</b> <b>28<sup>TH</sup> APR</b>	<b>UK ECONOMY</b> <b>THE CHANGING ECONOMIC WORLD (2B)</b>	<ul style="list-style-type: none"> <li>● How has the UK economy changed - impact of deindustrialisation, globalisation and government policy.</li> <li>● Post-industrial UK - science and business parks.</li> <li>● Changing rural areas – contrasting areas of population growth and decline</li> <li>● UK infrastructure projects.</li> <li>● North-South divide.</li> <li>● <b>Key details about sustainable industry case study. (Car Industry)</b></li> </ul>	<ul style="list-style-type: none"> <li>● Sketch how the UK economy has shifted from primary to secondary to post-industrial (tertiary and quaternary).</li> <li>● Draw 2 flow charts – one to show the impact of deindustrialisation and one to show the impact of globalisation.</li> <li>● Explain how globalisation has changed the UK economy in 200 words.</li> <li>● 4 box challenge - how many road, rail, port and airport improvements can you remember?</li> <li>● 'There is no such thing as a north-south divide' – argue both sides of this statement.</li> </ul>
<b>WEEK 15</b> <b>5<sup>TH</sup> MAY</b>	<b>UK RESOURCES</b> <b>CHALLENGE OF RESOURCE MANAGEMENT (2C)</b>	<ul style="list-style-type: none"> <li>● Global distribution of resources - inequality of availability and consumption.</li> <li>● Provision of food in the UK - food miles, organic food vs agribusiness.</li> </ul>	<ul style="list-style-type: none"> <li>● Create an illustrated mind map to show why the demand for food, water and energy have all increased in the UK.</li> </ul>

		<ul style="list-style-type: none"> <li>● Provision of water in the UK - water surplus and deficit, water transfer schemes, water quality.</li> <li>● Provision of energy in the UK - energy mix, energy security, environmental impacts.</li> <li>● <b>Key details about alternate ways to produce energy. (Fracking)</b></li> </ul>	<ul style="list-style-type: none"> <li>● Draw up a pros and cons table of food miles.</li> <li>● List as many ways to conserve water as possible – are there any issues with these strategies? (eg. grey water).</li> <li>● Create a mind map on the causes and impacts of water pollution.</li> <li>● Debate whether agribusiness (commercial farming) is positive or negative?</li> </ul>
<p><b>WEEK 16</b> <b>12<sup>TH</sup> MAY</b></p>	<p><b>ENERGY (OPTION)</b> <b>CHALLENGE OF RESOURCE MANAGEMENT (2C)</b> <b>(NOT FOOD OR WATER)</b></p>	<ul style="list-style-type: none"> <li>● Global energy distribution - areas of deficit and surplus, and reasons for this insecurity.</li> <li>● Impacts of energy insecurity</li> <li>● Strategies to increase energy supply</li> <li>● Small scale appropriate technology vs large-scale projects to increase food/ water/energy supply</li> <li>● Positives and negatives of methods to increase energy supply (wave, wind, nuclear etc.)</li> <li>● <b>Key details of positives and negatives of fossil fuel use. (Gas)</b></li> <li>● <b>Key details of small-scale energy generation project. (Micro-Hydro power in Nepal)</b></li> </ul>	<ul style="list-style-type: none"> <li>● Mind map all of the reasons for food/ water/energy insecurity.</li> <li>● Create a concept map that links together impacts of energy insecurity.</li> <li>● Draw up a pros and cons table of the different strategies being used to increase energy supply.</li> <li>● Rank the different strategies being used to increase energy supply in order of effectiveness – justify your order.</li> <li>● Create a poster to encourage people to be more sustainable in terms of energy consumption.</li> <li>● What were the positives and negatives of micro-hydro power?</li> </ul>

**END OF WEEK 16 – EXAMS BEGIN – GOOD LUCK!**