

How to revise in Geography

Created for you by Mrs Harrison

Self-assessment

Start your revision with a self-assessment of what you already confidently know, what you need to review and what you need to cover again.

Unit 1: Changing population

1. Population and economic development patterns		Before	After
How population varies between places	Physical and human factors affecting population distribution at the global scale		
	Global patterns and classification of economic development: • low-income countries • middle-income countries and emerging economies • high-income countries		
	Population distribution and economic development at the national scale, including voluntary internal migration, core-periphery patterns and megacity growth		
	Two detailed and contrasting examples of uneven population distribution		

2. Changing populations and places		Before	After
Processes of population change and their effect on people and places	Population change and demographic transition over time, including natural increase, fertility rate, life expectancy, population structure and dependency ratios		
	The consequences of megacity growth for individuals and societies		
	The causes and consequences of forced migration and internal displacement		

LINKS

[IBDP Geography AfL Grids](#)

How to use in Geography

Use the topic AfL grids to review your RAG ratings from the end of each topic.

As you plan your revision prioritise the red content first, review the amber next and leave the green content until last. Thus ensuring you focus on the content you struggled with first.

Be Organised

Distributed revision and interleaving of topics (switching between topics) is proven to have high impact on memory

Create yourself a revision plan, not just for Geography, include all of your subjects.

Mon	Tues	Wed	Thurs	Fri
Geog	Textiles	English Lit	English Lan	Comp Sci
Maths	French	Bio	Chem	Phys

Then break down the subject into topics, try interleaving the topics so you switch between topics rather than blocking each topic and not coming back to it for some time.

LINKS

[GetRevising](#)
learn together

How to use in Geography

Break the papers into topic blocks. Rather than covering each topic once and moving onto the next try to interleave them like below.

Blocked

Coasts	Rivers	Ecosystems	Hazards
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Interleaved

1 Hour				1 Hour				1 Hour				1 Hour			
Coasts	Rivers	Ecosystems	Hazards	Ecosystems	Hazards	Coasts	Rivers	Rivers	Ecosystems	Hazards	Coasts	Hazards	Coasts	Rivers	Ecosystems

Chunked Revision

Try not to revise all topics in one go. Break topics up into chunks by using your AfL topic grids.

Chunking

Try spending just 15 minutes at a time on each topic 'chunk', after which move onto a different topic 'chunk' for another 15 minutes. Repeat over a one-hour period.

You can later self-test using one of the following methods.

LINKS

[Video about interleaving and chunking](#)

How to use in Geography

Use the topic AfL grids to break down the topics into 'chunks'.

Prioritise those you feel least confident with. Revise these for 15-minute chunks (4 chunks = 1 hour).

Create a quiz using your revision notes. Complete the quiz several days later. Dependent on how well you do, either add the topic to your next revision session or store your notes for future revision.

Flashcards

Probably the simplest of methods to help you to recall knowledge.

Create cards with questions on one side and answers on the other. You may choose to colour code your cards based on topic or content.

For example, you may want to make all of the cards associated with physical processes blue, case study content yellow, key terms green and so on.

You may want to try using the Leitner Method, which involves spaced repetition. You can find more information on the method in the video [here](#).

LINKS

Quizlet



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Key Terms – test your knowledge of definitions and examples

Case Studies – revise the facts, stats and specifics

Processes – draw a diagram and write a description

Narrative – create to show the formation of landforms, order of events, such as the cause, consequence and response to hazards

Command terms – command term and description

Revision Clock

This method involves you breaking your topic down over a 1 hour period.

You'll need an A3 sheet and a clock image in the centre.

Split the sheet into 5 or 10-minute chunks.

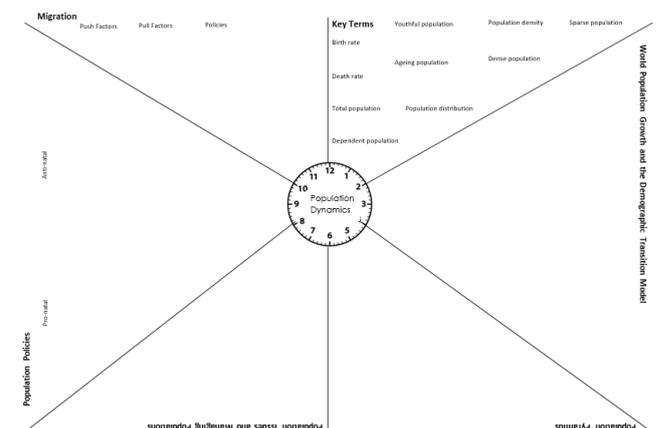
Give each section a focus from the topic.

Spend no longer than the time designated to each section on that part of the topic.

LINKS

[Revision Clock Template](#)

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Visual Revision

This method involves you transforming your notes into a visual format.

Whether this be putting the subject content into a graphic organiser such as a Venn diagram, a mind map, chain diagram, infographic or a sequential thinking model, the key idea is to make it visual to allow you to draw links between stages, content and images.

When you have the same information in words and visuals it gives you two ways of remembering the information later on.

LINKS

[Graphic organiser templates](#)



How to use in Geography

Venn diagrams - compare and contrast e.g. consequences of a hazard in an LIC/NEE and HIC

Flow or chain diagram – outline a process or sequence e.g. formation of a landform, cause and consequences of an event

Mind Map – organise and link content

Infographic – use to summarise key points e.g. case study facts, stat and specifics

Storyboard – narrative e.g. cause and consequence of an event, factors influencing migration etc.

Retrieval Practice

This method involves testing what you know. The effort to remember something helps to strengthen your memory.

- Create quizzes to test yourself and your friends. Types of quizzes may include multiple choice, true or false or odd one out.
- Try writing down all that you remember on a topic before reviewing your notes.

LINKS



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Spaced - Test on old and new subject content

Must know - Use to create 'must know' quizzes

Examples – 'Give two examples of...'

Case studies – 'identify the cause of...', '2 impacts of...'

Elaborate Integration

This method involves you looking at the bigger picture of your learning in order to ask why. As you review content, come up with questions that you could try to prove as true. Then answer them either verbally with friends or write it down as a mind map.

This will require you to try to think about how information is related to the central idea. Therefore, rather than trying to learn individual facts and ideas you think about the concept or idea on a much larger scale.

LINKS

[How do I engage in elaborative interrogation?](#)

How to use in Geography

Take a question or concept from the exam specification and write it down.

e.g. Globalisation is unstoppable.

Write down how you can prove this as true but also consider the counterargument.

Review. Practice. Check.

This method requires you to make use of exam style questions, whether they be past paper questions, sample paper questions or exam style questions created by your teacher.

Start by reviewing subject content. Choose what to revise based upon your self-assessment at the end of each topic.

Apply what you reviewed to suitable exam questions.

Finally check your answer/s, use the mark scheme to self-assess. Then if it's not perfect re-draft; this can be done immediately or at a later date.

You may choose to complete each stage within a one-hour session.

LINKS

THE MEMORY CLOCK



How to use in Geography

1. Use a model answer from the teacher, pull it apart and identify the key parts. Then answer a similar question and try to replicate.
2. Review content then complete practice questions in timed conditions. Afterwards use your notes to correct / improve your answer. A week later, redo a similar question or repeat as necessary.

Geog your Memory

This method involves downloading or making your own sheets that encourage you to recall and retrieve prior knowledge.

Each sheet should have 5 sections to it that require your recall subject content and make use of it in different ways such as draw & label a diagram, define key terms, list something, describe a pattern and explain something.



Memory Geogger

Define primary impacts	Describe the pattern of earthquakes
Define secondary impacts	
Draw and label the features of volcano	Explain the role of convection currents in plate tectonic theory
Evaluate the effectiveness of response to a tectonic hazard you have studied	

LINKS

[Memory Geoggers Templates](#)

How to use in Geography

Break the topic up into 5 bitesize chunks.

Complete a sheet in 5-10 minutes max.

The example shown asks you to

1. Define primary impacts and secondary impacts
2. Describe the pattern of earthquakes,
3. Draw and label the features of volcano,
4. Explain the role of convection currents in plate tectonic theory
5. Evaluate the effectiveness of response to a tectonic hazard you have studied

