

## Guided Revision Timetable and Activities (in addition to class and homework): Highlight/Tick when completed

Week/ Date	PHYSICAL (Paper 1)	HUMAN (Paper 2)	SKILLS (Paper 3)	TICK WHEN DONE
1: 22/1/18	<p><b>Natural Hazards</b> Create revision cards:</p> <ul style="list-style-type: none"> <li>• What's the difference between geological and meteorological hazards? Give 3 examples of each</li> <li>• Explain how vulnerability, capacity to cope and the nature of natural hazards all affect <b>hazard risk</b></li> </ul>	<p><b>Urban Issues and Challenges</b> Mind Map:</p> <ul style="list-style-type: none"> <li>• What is urbanisation?</li> <li>• Describe areas in the world where urbanisation is happening rapidly or slowly</li> <li>• Explain the different in urbanisation rates in HICs vs LICs</li> <li>• Define: Natural Increase, Push Factor, Pull Factor, Megacity</li> <li>• Describe 3 push and 3 pull factors that affect migration</li> <li>• Describe the distribution of megacities around the world.</li> </ul>	<p>Atlas Maps:</p> <ul style="list-style-type: none"> <li>• I can use and understand coordinates – latitude and longitude</li> <li>• I can recognise and describe distributions and patterns of both human and physical features</li> <li>• I can use maps to identify and describe significant features of the physical and human landscape eg population distribution, population movements, transport networks, settlement layout, relief and drainage.</li> <li>• I can analyse the inter-relationships between physical and human factors on maps and establish associations between observed patterns on thematic maps</li> </ul>	
2: 29/1/18	<p><b>Physical landscapes in the UK</b></p> <ul style="list-style-type: none"> <li>• <b>UK Physical Landscapes</b> Annotated map of the UK with major rivers, upland/lowland areas and located major cities</li> </ul> <p><b>Coastal landscapes in the UK</b> On a poster:</p> <ul style="list-style-type: none"> <li>• Explain how waves break and the features of waves</li> <li>• Draw and label the features of both destructive and constructive waves</li> <li>• Define the following weathering, freeze thaw, mass movement</li> <li>• How does weathering and mass movement affect the coastline.</li> <li>• List and define the 4 coastal erosion processes and the 4 coastal transportation processes</li> </ul>	<p><b>Urban Issues and Challenges: Sustainability</b> Mind Map</p> <ul style="list-style-type: none"> <li>• Describe how urban transport strategies are used to reduce traffic congestion in London E.g. congestion charging, Boris Bikes</li> <li>• Draw and annotate the features of a sustainable settlement</li> <li>• <b>Curitiba- sustainable settlement</b></li> </ul>	<p style="background-color: #00ff00;"><b>Fieldwork Skills: Human Southport Fieldwork. The regeneration of Southport has had a positive impact on the local area'</b></p> <ul style="list-style-type: none"> <li>• I know the factors that need to be considered when selecting suitable questions.</li> <li>• I understand the geographical theory/concept underpinning the enquiry</li> <li>• I know the different sources of primary and secondary evidence including locations</li> <li>• I know the potential risks of the fieldwork and how it can be reduced</li> <li>• I can explain the difference between primary and secondary data</li> <li>• I can explain the measuring and recording of data using different sampling methods</li> </ul>	

<p>3: 5/2/18</p>	<p><b>Ecosystems</b> On revision cards:</p> <ul style="list-style-type: none"> <li>• Key definitions: Ecosystem, producer, consumer, decomposer, environment, biotic, abiotic, nutrients, food chain, food web, biodiversity</li> <li>• <b>UK ecosystem: in a pond or woodland: describe the producers, consumers (primary and secondary) and decomposers. Produce an example food web/chain</b></li> <li>• Annotate a map of global biomes – describe the distributions using key words e.g. latitude</li> </ul>	<p><b>Opportunities and Challenges in LICs/NEEs</b> <b>Case Study Card:</b></p> <ul style="list-style-type: none"> <li>• <b>Urban Issues and Challenges: Rio</b> <ul style="list-style-type: none"> <li>○ Where is Rio? Why is it an important city in the area, in Brazil and in the world?</li> <li>○ Why has Rio grown? Describe natural increase and reasons for migration</li> <li>○ Describe the opportunities in Rio (social e.g. health, education, water; economic e.g. employment, industry, trade)</li> </ul> </li> </ul>	<p><b>Ordnance Survey Maps:</b></p> <ul style="list-style-type: none"> <li>• I can use and understand coordinates – four and six-figure grid references.</li> <li>• I can use and understand scale, distance and direction – measure straight and curved lines</li> <li>• I can use and understand gradient, contour and spot height.</li> <li>• I can identify basic landscape features and describe their characteristics from map evidence.</li> <li>• I can identify major relief features on maps and relate cross-sectional drawings to relief features.</li> <li>• I can infer human and physical activities/features from map evidence, including tourism.</li> </ul>	
<p>4: 12/2/18</p>	<p><b>Tectonic Hazards</b> On a poster:</p> <ul style="list-style-type: none"> <li>• What are the characteristics of oceanic crust and continental crust?</li> <li>• Draw and label diagrams for Destructive, Constructive and Conservative plate margins</li> <li>• Draw a labelled diagram of shield and composite volcanoes</li> <li>• Make a table to show the differences (at least 5) between shield and composite volcanoes</li> <li>• Give 2 primary and 2 secondary effects of a volcano</li> <li>• <b>Volcanoes: Montserrat (1997), Iceland (2010)</b></li> </ul>	<p><b>Changing Economic World</b> <b>Case Study Card: UK ECONOMY</b></p> <ul style="list-style-type: none"> <li>• What are the main causes of economic change in the UK?</li> <li>• What does it mean to be a post-industrial economy? Explain the industries that have been growing in the UK.</li> <li>• Explain the impacts of the North-South divide on the UK</li> <li>• Describe the impacts of industry on the physical environment. Using an example explain how modern industrial development can be more environmentally sustainable</li> </ul>	<p><b>Fieldwork Skills: Physical Geography (Formby): 'Investigate the variations existing on a transect through the sand dunes at Formby'</b></p> <ul style="list-style-type: none"> <li>• I know the factors that need to be considered when selecting suitable questions.</li> <li>• I understand the geographical theory/concept underpinning the enquiry</li> <li>• I know the different sources of primary and secondary evidence including locations</li> <li>• I know the potential risks of the fieldwork and how it can be reduced</li> <li>• I can explain the difference between primary and secondary data</li> <li>• I can explain the measuring and recording of data using different sampling methods</li> </ul>	
<p>5: 19/2/18</p>	<p><b>Half-term work as set by class teacher</b></p>			
<p>6: 26/2/18</p>	<p><b>River landscapes in the UK</b> On a mind map</p>	<p><b>Opportunities and Challenges in LICs/NEEs</b> <b>Case Study Card:</b></p> <ul style="list-style-type: none"> <li>• Urban Issues and Challenges: Rio</li> </ul>	<p><b>Maps in associate with photographs:</b></p> <ul style="list-style-type: none"> <li>• I can compare maps</li> </ul>	

	<ul style="list-style-type: none"> <li>• Give the difference between vertical and lateral erosion and where you would expect these to be dominant on the river's course</li> <li>• Name and describe the 4 processes of erosion</li> <li>• Name and describe the 4 processes of transportation</li> <li>• Draw a diagram showing the rivers long profile draw a cross profile for each stage of the river upper, middle and lower and refer to the landforms found in each course of the river</li> </ul>	<ul style="list-style-type: none"> <li>○ Describe the challenges in Rio: <ul style="list-style-type: none"> <li>▪ Slums caused by urban growth</li> <li>▪ Sanitation/sewage systems</li> <li>▪ Access to health/education</li> <li>▪ Reduction of crime and unemployment</li> <li>▪ Environmental Issues</li> </ul> </li> <li>○ <b>Favela Bairro Project – example of urban planning improving quality of life for the urban poor</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sketch maps:</b> I can draw, label, understand and interpret them.</li> <li>• <b>Photographs:</b> I can use and interpret ground, aerial and satellite photographs.</li> <li>• I can describe human and physical landscapes (landforms, natural vegetation, land-use and settlement.)</li> <li>• I can draw sketches from photographs.</li> <li>• I can label and annotate diagrams, maps, graphs, sketches and photographs.</li> </ul>	
7: 5/3/18	<p><b>Weather Hazards</b> Revision Cards:</p> <ul style="list-style-type: none"> <li>• Draw a diagram showing the global atmospheric circulation model – explaining how it leads to high and low pressure belts</li> <li>• Describe and explain the distribution of tropical storms</li> <li>• Draw a cross-section of a tropical storm to show the causes, structure and direction of movement</li> <li>• Explain how climate change might affect tropical storms (intensity and distribution)</li> <li>• <b>Typhoon Haiyan – Primary and Secondary Effects; Immediate and Long-Term Responses</b></li> </ul>	<p><b>Changing Economic World</b> Revision Cards:</p> <ul style="list-style-type: none"> <li>• Make a list of 6 different indicators of development. Give an advantage and disadvantage of each one</li> <li>• What is HDI? Why is it a better method of measuring development?</li> <li>• Describe three ways the world can be divided (e.g. Brandt line) and the advantages/disadvantages</li> <li>• Draw a sketch of the Demographic Transition Model. Draw a sketch of a population pyramid for each stage and name an example of a country for each</li> </ul>	<p><b>Fieldwork Skills: Human Southport Fieldwork. 'The regeneration of Southport has had a positive impact on the local area'.</b></p> <ul style="list-style-type: none"> <li>• I appreciate that there are a range of visual graphic and cartographic methods</li> <li>• I can select and use accurately appropriate presentation methods</li> <li>• I can describe, explain and adapt presentation methods</li> </ul>	
8: 12/3/18	<p><b>Tropical Rainforests</b> On revision cards:</p> <ul style="list-style-type: none"> <li>• Give three facts about rainforest climate</li> <li>• Draw a diagram of rainforest soil structure</li> <li>• Explain four ways that plants are adapted to rainforest ecosystems</li> <li>• Explain three animal adaptations to the rainforest ecosystem</li> </ul>	<p><b>Changing Economic World</b> Case Study Card: NIGERIA</p> <ul style="list-style-type: none"> <li>• Where is Nigeria? Why is important in the area and the world?</li> <li>• What is the current level of development in Nigeria?</li> <li>• Explain the political, social, cultural and environmental factors that have affected Nigeria</li> </ul>	<p><b>Graphical Skills</b></p> <ul style="list-style-type: none"> <li>• I can select and construct appropriate graphs and charts to present data, using appropriate scales – line charts, bar charts, pie charts, pictograms, histograms with equal class intervals, divided bar, scattergraphs, and population pyramids.</li> </ul>	

	<ul style="list-style-type: none"> <li><b>Amazon Rainforest: Describe the causes, impacts and management of deforestation including sustainable methods.</b></li> </ul>	<ul style="list-style-type: none"> <li>Describe the industrial structure of Nigeria and how it has changed/is changing</li> <li>Define a TNC, then explain how they can help the development of Nigeria</li> </ul>	<ul style="list-style-type: none"> <li>I can suggest an appropriate form of graphical representation for the data provided.</li> <li>I can complete a variety of graphs and maps – choropleth, isoline, dot maps, desire lines, proportional symbols and flow lines.</li> <li>I can use and understand gradient, contour and value on isoline maps.</li> <li>I can interpret and extract information from different types of maps, graphs and charts, including population pyramids, choropleth maps, flow-line maps, dispersion graphs</li> </ul>	
9: 19/3/18	<p><b>River Landscapes in the UK</b></p> <ul style="list-style-type: none"> <li>Draw a diagram of a waterfall and add the following labels – hard rock, soft rock, plunge pool, undercutting. Annotate to explain how they form</li> <li>Now draw a meander cross profile and plan view with the following labels – slip off slope, river cliff, fastest flow, slowest flow, erosion and deposition.</li> <li>Draw a diagram to show how Levees are formed</li> <li>Draw a diagram to show how floodplains are formed</li> <li><b>Identify and describe river landforms on the River Tees from source to mouth</b></li> </ul>	<p><b>Urban Issues and Challenges</b> <b>Case Study Card: Manchester</b></p> <ul style="list-style-type: none"> <li>Where is Manchester? Why is it an important city in the UK and the world?</li> <li>Describe three impacts of migration on the growth and character of the city</li> <li>Explain the opportunities available in Manchester (social, economic and environmental)</li> <li>Explain the challenges in Manchester (social, economic and environmental)</li> <li>Describe the impact of urban sprawl on the rural-urban fringe</li> <li><b>Salford Quays – reasons for and impact of regeneration project.</b></li> </ul>	<p><b>Fieldwork Skills: Physical Geography (Formby): 'Investigate the variations existing on a transect through the sand dunes at Formby'</b></p> <ul style="list-style-type: none"> <li>I appreciate that there are a range of visual graphic and cartographic methods</li> <li>I can select and use accurately appropriate presentation methods</li> <li>I can describe, explain and adapt presentation methods</li> </ul>	
10: 26/3/18	<p><b>Climate Change</b> On a poster:</p> <ul style="list-style-type: none"> <li>Summarise 3 pieces of evidence for climate change</li> <li>Compare three natural and three human causes of climate change</li> <li>Draw a diagram to show how the enhanced greenhouse effect works</li> </ul>	<p><b>Changing Economic World</b> <b>Case Study Card: NIGERIA</b></p> <ul style="list-style-type: none"> <li>Describe the relationships Nigeria has with the rest of the world (political and trade)</li> <li>Describe the impact of aid on Nigeria</li> <li>Describe the effects of development on people (quality of life) and the economy</li> </ul>	<p><b>Numerical Skills</b></p> <ul style="list-style-type: none"> <li>I can demonstrate an understanding of number, area and scales and the quantitative relationships between units.</li> <li>I can design fieldwork data collection sheets and collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability.</li> </ul>	

	<ul style="list-style-type: none"> <li>Mitigation: Describe three strategies used to reduce global warming</li> <li>Adaptation: Describe three strategies used to adapt to global warming effects</li> </ul>		<ul style="list-style-type: none"> <li>I understand and correctly use proportion and ratio, magnitude and frequency.</li> <li>I can draw informed conclusions from numerical data.</li> </ul>	
11: 2/4/18	<b>Tectonic Hazards</b> Create a mind map: <ul style="list-style-type: none"> <li>Explain how earthquakes occur at each boundary – include a named location for each boundary type and an earthquake</li> <li>Define focus and epicentre</li> <li>Describe how earthquakes are measured – what are the advantages and disadvantages for each method</li> </ul>	<b>Changing Economic World</b> Poster: <ul style="list-style-type: none"> <li>Describe and explain how physical, historical and economic factors can cause uneven development. Give an example for each one.</li> <li>Describe how disparities in wealth and health, and international migration result from uneven development</li> <li>Summarise how different strategies can reduce the development gap (investment, industrial development and tourism, aid, using intermediate technology, fair trade, debt relief, microfinance loans.)</li> <li><b>Example of tourism in a LIC/NEE that reduces the development gap-Jamaica</b></li> </ul>	<b>Fieldwork Skills: Human Southport Fieldwork. 'The regeneration of Southport has had a positive impact on the local area'.</b> <ul style="list-style-type: none"> <li>I can describe, analyse and explain the results of fieldwork data.</li> <li>I can establish links between data sets.</li> <li>I can use appropriate statistical techniques</li> <li>I can identify anomalies in fieldwork data</li> <li>I can draw evidenced conclusions in relation to original aims of the enquiry</li> </ul>	
12: 9/4/18	<b>Coastal Landscapes in the UK</b> <ul style="list-style-type: none"> <li>For each of the following landforms (Wave cut platform, cave, arch, stack, stump, spit, bays and headlands, Bars, beaches, sand dunes) <ul style="list-style-type: none"> <li>Identify if they are erosion or deposition,</li> <li>A labelled diagram</li> <li>An explanation of how they are formed linked to relevant processes.</li> </ul> </li> <li><b>Holderness Coast: An example of erosional and depositional landforms</b></li> </ul>	<b>The challenge of resource management</b> <ul style="list-style-type: none"> <li>Annotate a world map to show the global distribution of food, water and energy.</li> <li>Explain why food, water and energy are fundamental to economic/social well-being</li> </ul>	<b>Statistical Skills</b> <ul style="list-style-type: none"> <li>I can use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class.)</li> <li>I can calculate percentage increase or decrease and understand the use of percentiles.</li> <li>I can describe relationships in bivariate data: sketch trend lines through scatter plots, draw estimated lines of best fit, make predictions, interpolate and extrapolate trends.</li> <li>I can be able to identify weaknesses in selective statistical presentation of data.</li> </ul>	
13: 16/4/18	<b>Hot Deserts</b> On revision cards: <ul style="list-style-type: none"> <li>Give three facts about hot desert climate</li> </ul>	<b>Resource Management</b> Mind map: <ul style="list-style-type: none"> <li>The global distribution of resources</li> <li>Provision of food in the UK</li> </ul>	<b>Fieldwork Skills: Physical Geography (Formby): 'Investigate the variations existing on a transect through the sand dunes at Formby'</b>	

	<ul style="list-style-type: none"> <li>Describe the soil in a hot desert</li> <li>Explain four ways that plants are adapted to the hot desert ecosystems</li> <li>Explain three animal adaptations to the hot desert ecosystem</li> <li><b>Sahara Desert: Describe the opportunities and challenges for development in the hot desert.</b></li> <li>Explain the causes and management of desertification</li> </ul>	<ul style="list-style-type: none"> <li>Provision of water in the UK</li> <li>Provision of energy in the UK</li> </ul>	<ul style="list-style-type: none"> <li>I can describe, analyse and explain the results of fieldwork data.</li> <li>I can establish links between data sets.</li> <li>I can use appropriate statistical techniques</li> <li>I can identify anomalies in fieldwork data</li> <li>I can draw evidenced conclusions in relation to original aims of the enquiry</li> </ul>	
14: 23/4/18	<p><b>River Landscapes in the UK</b></p> <ul style="list-style-type: none"> <li>Mind map the factors affecting the river discharge– for each factor explain how it affects the volume of water in the river.</li> <li>Draw an annotated hydrograph to show how lag time and peak discharge are affected by factors in the catchment/storm</li> <li>Create a table to explain all the hard and soft engineering strategies. For each give two advantages and disadvantages</li> <li><b>Cumbria Flood Management: why needed; how it works; social, economic and environmental issues created</b></li> </ul>	<p><b>Changing Economic World</b> <b>Case Study Card: UK ECONOMY</b></p> <ul style="list-style-type: none"> <li>Describe and explain the social and economic changes in the rural landscape in one area of population growth and one area of population decline</li> <li>Give three examples of improvements and new developments in UK transport infrastructure</li> <li>Describe the place of the UK in the wider world. Describe and explain the links through trade, culture, transport, and electronic communication and the economic and political links looking specifically at the European Union (EU) and Commonwealth</li> </ul>	<p><b>Data Skills</b></p> <ul style="list-style-type: none"> <li>I can use qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information.</li> <li>Data types: Maps, fieldwork data, geospatial data (GIS), satellite imagery, written and digital sources, visual and graphical sources, numerical and statistical information</li> </ul>	
15: 30/4/18	<p><b>Weather Hazards</b> On a poster:</p> <ul style="list-style-type: none"> <li>List 6 examples of extreme weather that the UK can experience</li> <li>Describe how weather in the UK is becoming more extreme</li> <li><b>UK Extreme Weather Event (Storm Desmond 2015): Causes; Social, Economic and Environmental Impacts</b></li> </ul>	<p><b>Changing demand and provision of UK resources</b> Revision Cards:</p> <ul style="list-style-type: none"> <li>Water : <ul style="list-style-type: none"> <li>Describe how and why demand for water is changing in the UK</li> <li>Use a UK map to show where water surplus and water deficit are. Explain the human and physical reasons for this</li> </ul> </li> </ul> <p>Give three strategies for managing water pollution and three for managing water supply</p>	<p><b>Fieldwork Skills: Human Southport Fieldwork.</b> <b>'The regeneration of Southport has had a positive impact on the local area'.</b></p> <ul style="list-style-type: none"> <li>I can identify the problems of data collection methods</li> <li>I can identify the limitations of data collected</li> <li>I can suggest other data that might be useful</li> <li>I can explain the extent to which conclusions were reliable</li> </ul>	

<p>16: 7/5/18</p>	<p><b>Coastal Landscapes</b></p> <ul style="list-style-type: none"> <li>• Create a table: <ul style="list-style-type: none"> <li>○ For each hard engineering strategy explain how it works and the benefits and problems</li> <li>○ For each soft engineering strategy explain how it works and the benefits and problems</li> </ul> </li> </ul> <p>Revision Card:</p> <ul style="list-style-type: none"> <li>• <b>Holderness Coast: An example of coastal management: Why is it needed, how has it helped, what issues has it created?</b></li> </ul>	<p><b>Changing demand and provision of UK resources</b></p> <p>Revision Cards:</p> <ul style="list-style-type: none"> <li>• Water <ul style="list-style-type: none"> <li>○ Global Water Supply</li> <li>○ Water Insecurity</li> <li>○ How can we increase water supply</li> <li>○ <b>Lesotho Highland Water Project</b></li> <li>○ Sustainable Water Supplies</li> <li>○ <b>The Wakel River Basin Project</b></li> </ul> </li> </ul>	<p><b>Fieldwork Skills: Physical Geography (Formby): 'Investigate the variations existing on a transect through the sand dunes at Formby'</b></p> <ul style="list-style-type: none"> <li>• I can identify the problems of data collection methods</li> <li>• I can identify the limitations of data collected</li> <li>• I can suggest other data that might be useful</li> <li>• I can explain the extent to which conclusions were reliable</li> </ul>		
<p>17: 14/5/18</p>	<p><b>Tectonic Hazards</b></p> <p>Mind Map:</p> <ul style="list-style-type: none"> <li>• Explain why people live in areas prone to tectonic hazards</li> <li>• Describe how management (the 3 Ps) can reduce the effects of tectonic hazards</li> <li>• <b>Describe the causes, effects and responses for two earthquakes from contrasting examples. (Nepal 2015; Christchurch 2011)</b></li> </ul>	<p><b>Revision and recap of all three topics in Human Exam:</b></p> <ul style="list-style-type: none"> <li>• <b>Urban Issues and Challenges</b></li> <li>• <b>Changing Economic World</b></li> <li>• <b>Resource Management (and Water)</b></li> </ul>	<p>Pre-Release Read Through Recap</p>		
<p>18: 21/5/18</p>	<p><b>22/5/18 (pm)</b> <b>PHYSICAL GEOGRAPHY EXAM (PAPER 1)</b></p>	<p><b>Human and Skills Revision – Check</b></p>			
<p>20: 28/5/18</p>	<p><b>Half-Term: Review Notes for Human and Skills Geography Exam – Check your understanding and complete any missing sections</b></p>				

21: 4/6/18		<b>5/6/18 (pm) HUMAN GEOGRAPHY EXAM (PAPER 2)</b>	Review Notes for Geographical Applications Exam – Check your understanding and complete any missing sections Read through Pre-Release again	
22: 11/6/18			<b>11/6/18 (pm) GEOGRAPHICAL APPLICATIONS EXAM (PAPER 3)</b>	

### Case Studies in GCSE Geography

Case Studies Paper 1	Case Studies Paper 2	Case Study Card Done?
Nepal Earthquake (2015) Christchurch Earthquake (2011)	Rio de Janeiro	
Montserrat Volcano (1997), Icelandic Volcano (2010)	Favela Bairro Project	
Typhoon Haiyan (2013)	Manchester (UK Urban Area)	
Extreme Weather: Storm Desmond (2015)	Salford Quays (Regeneration)	
UK ecosystem: in a pond or woodland: describe the producers, consumers (primary and secondary) and decomposers.	Curitiba: Sustainable Settlement	
Amazon Rainforest	Nigeria: Changing Economy- NEE	
Sahara Desert	Example of tourism in a LIC/NEE that reduces the development gap-Jamaica	
Holderness Coast: An example of coastal management	UK Economy	
Cumbria Flood Management	Lesotho Highland Water Project	
	The Wakel River Basin Project	