

Revision Olympics



A Level Geography

Revision Guide
December 2024–May 2025

Exam Specification and General Support

Exam specification and exam board	AQA A Level Geography
Past paper questions	AQA Past Papers
Useful revision websites	Physics and maths tutor Geography Portal Save my exams Youtube playlist – A Level Geography
Exam info	Paper 1: Physical Geography (Water and Carbon, Coasts, Hazards) Paper 2: Human Geography (Changing Places, Resource Management, Global Systems) Non-Examined Assessment (Internal Deadline February)



Y13 Geography

Week	Activity 1	Activity 2
1 2.12.24	<p>Water and carbon</p> <p>Using the link create flashcards mind maps for the key words from the Water and Carbon module.</p>	<p>Water and Carbon</p> <p>Use the flashcards to test yourself on the key words</p>
2 9.12.24	<p>Water and Carbon</p> <p>Read through the detailed notes (linked here) and using your own notes create a mind map to cover the key parts of the water and carbon cycle. Ensure you use the syllabus document given you (and on teams) to check you have covered every part of the syllabus for this module.</p>	<p>Water and carbon</p> <p>Watch the you tube clips on water and carbon cycles in the Amazon – a key case study.</p> <p>https://www.youtube.com/watch?v=Wj0bJvLINS4</p> <p>https://www.youtube.com/watch?v=etfVqS8Klm4</p> <p>Also look at the You tube Vox video about what is happening in the Amazon – human impacts.</p> <p>https://www.youtube.com/watch?v=SAZAKPUQMw0</p>
3 16.12.24	<p>Water and carbon</p> <p>Use the Quizlet page to go over the key facts about the River Exe – case study of a river.</p> <p>Also look at this video which explains they key elements of the case study you need. Make notes about the physical and human factors affecting the discharge of the river.</p>	<p>Water and Carbon</p> <p>Identify 3 key areas of Water and Carbon that you feel less confident with. Produce a revision tool e.g. flashcards, mind map; using the following link.</p>
4 6.01.25	<p>Water and Carbon</p> <p>Select an exam paper and complete the Water and Carbon section of the paper. Use the mark scheme to check your work and improve your answers</p>	<p>Water and Carbon</p> <p>Watch the lesson of the overview of water and carbon. Using your class notes identify gaps in your knowledge to re-visit in more detail</p>
5 13.01.25	<p>Exam Technique</p> <p>Read through the following information to understand how to answer exam questions to maximise marks:</p> <p>Link 1</p> <p>Link 2</p>	<p>Exam Technique</p> <p>Read the following article to consider your 20-mark structure. Design a help guide you could use to aid your design and structure of your essay answers.</p>

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6 20.01.25	<p>Hazards</p> <p>Watch this video which gives an overview of hazards. Using your class notes, identify key areas you feel less confident on to explore further</p>	<p>Hazards</p> <p>Using the following link, select a specific hazard to explore and make detailed notes about e.g. volcanic, tectonic</p>
7 27.01.25	<p>Hazards</p> <p>Go through the linked document, which is an overview of the hazard's module. Create a mind map or similar resource to show the major parts of the module and the key points which need to be learned.</p>	<p>Hazards</p> <p>Case studies</p> <p>Use linked document to go to case study 5 – California multi- hazard hot spot and ensure you know which hazards affect California and be able to give named examples.</p> <p>Local scale – Kobe</p> <p>LA read through article looking for what hazards and the responses</p>
8 3.02.25	<p>Hazards</p> <p>Use the detailed notes section to make separate mind maps (or equivalent) for:</p> <p>Hazard management</p> <p>Tectonic hazards – volcanoes</p> <p>Tectonic hazards – Earthquakes</p> <p>Tropical Storms</p> <p>Wildfires</p> <p>Ensure key vocabulary from the syllabus is known by highlighting it on your mind map and give examples of all hazard types.</p>	<p>Hazards</p> <p>You must know at least one case study of a volcano and an earthquake in detail but for comparison you should be able to refer to a few others. Look at the following clips but ensure you are using the syllabus document to check you are getting exactly what you need for each case study.</p> <p>Volcano – Mt Ontake</p> <p>White Island</p> <p>Remember both lead to fatalities so could be less typical so compare it to the Iceland volcano to look at management</p> <p>Earthquake – Turkey February 2023</p> <p>Intro</p> <p>Pancake buildings</p> <p>One year on</p> <p>Tropical storms Hurricane Sandy</p> <p>Cyclone Winston</p> <p>Wildfire Campfire California</p>

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<p>9 10.02.25</p>	<p>Hazards</p> <p>Select an exam paper and complete the hazards section of the paper. Use the mark scheme to check your work and improve your answers.</p>	<p>Hazards</p> <p>Using the following link, select a specific hazard to explore and make detailed notes about e.g. volcanic, tectonic.</p>
<p>HALF TERM</p>	<p>Changing places</p> <p>Key terms, language and concepts.</p> <p>Watch the video and complete the tasks set out in the lesson.</p>	<p>Changing places</p> <p>How have places changed?</p> <p>Visit the link.</p> <ol style="list-style-type: none"> 1. Read and make notes. 2. Create a mind map showing how places can be reimaged, rebranded and regenerated. Use specific examples. 3. Create your own version of the agents of change flow chart. Add your own specific examples from Chippenham and Brick Lane along with other examples to illustrate the theory with reality. 4. How can demographic changes change a places character? Use the link as a guide – relate this to your knowledge of Chippenham and Brick Lane.
<p>10 24.02.25</p>	<p>Changing places</p> <p>Far place study – Brick Lane.</p> <p>This is a BRILLIANT website, explore it!</p> <ol style="list-style-type: none"> 1. Follow the link below, create a timeline for Brick Lane, show how, why and when it has changed. (Demographically, culturally, economically – leading to changed character, perception and sense of place) 2. Visit Brick Lane. Look at the data, listed to the people and watch the video clips – links to all of these are on the goad land use map. 3. Have a go at the flash cards – can you answer the questions, define the key terms? 	<p>Changing places</p> <p>Near place study Chippenham</p> <ol style="list-style-type: none"> 1. Follow the link below, create a timeline for Chippenham, show how, why and when it has changed. (Demographically, culturally, economically – leading to changed character, perception and sense of place) <p>Build a custom are profile – Cenus 2021, ONS</p> <p>Census 2011</p> <p>A History of Chippenham</p>

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<p>11 3.03.25</p>	<p>Changing Places</p> <p>Using the link, go through the detailed notes surrounding changing places and identify 3 key areas you feel less confident with. Use the detailed notes to revise and develop these areas.</p>	<p>Changing Places</p> <p>Select an exam paper and complete the changing places section of the paper. Use the mark scheme to check your work and improve your answers.</p>
<p>12 10.03.25</p>	<p>Skills in A-Level geography</p> <p>1. For each of the topics listed below create a set of flash cards or a mind map outlining the different data collection and data analysis techniques discussed in the presentation.</p> <p>1.4.1 Water & Carbon Skills</p> <p>3.5.1 Coastal Landscape Skills</p> <p>8.4.1 Using Geospatial Data</p>	<p>Skills in A-Level geography.</p> <p>Follow the link and explore the different statistical skills which are used in geography.</p> <p>Use the videos to revise each skillset e.g. spearman's rank, standard deviation etc.</p> <p>Qualitative coding explained</p>
<p>13 17.03.25</p>	<p>Coasts</p> <p>Using the link, go through the detailed notes surrounding coasts and identify 3 key areas you feel less confident with. Use the detailed notes to revise and develop these areas.</p>	<p>Coasts: Sea Level Change</p> <p>Watch the video</p> <p>Identify the key terminology related to these theories. Make 2 mind maps related to these two categories of sea level change and ensure there are case study examples in support of these theories.</p>
<p>14 24.03.25</p>	<p>Coasts: Landscapes</p> <p>Use this resource</p> <p>Create a flash card for each landform. Include factors that affect development, stages of development and named examples.</p>	<p>Coasts: Management</p> <p>Use this resource</p> <p>Create a revision resource about traditional and holistic coastline management (shoreline management plans). Include our examples of Start Bay SMP / Holderness SMP.</p>
<p>15 31.03.25</p>	<p>Coasts: Coastal Management</p> <p>Complete the 20 marker below:</p> <p>‘Sustainable approaches to coastal management will become more important than traditional approaches in dealing with the impacts of climate change’</p> <p>To what extent do you agree with this view?</p>	<p>Coasts: Sea Level Change</p> <p>Using the link below, create a revision resource on the impacts of climate change on UK and beyond.</p> <p>Impacts of climate change...</p> <p>Pacific island countries facing faster sea level rise</p>

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EASTER BREAK (week 1)	<p>Global Systems: Inequality</p> <p>Create a revision resource about the causes of global inequality and its consequences.</p>	<p>Global Systems: UN</p> <p>Take notes on the different purposes and functions of the United Nations. Explicitly discuss the ways in which the UN closes and exacerbates inequality across the globe.</p>
EASTER BREAK (week 2)	<p>Global Systems: TNCs</p> <p>Complete the 20 marker below using Coca Cola as a case study.</p> <p>Transnational corporations (TNCs) are the most significant factor in creating unequal flows of people and money within global systems.'</p> <p>With reference to a TNC, assess the extent to which you agree with this statement.</p>	<p>Global Systems: Antarctica</p> <p>Using the resource, create a mind map, flash cards or a revision guide on Antarctica.</p>
16 21.04.25	<p>Global Systems</p> <p>Using the link, go through the detailed notes surrounding global systems and identify 3 key areas you feel</p>	<p>Global Systems</p> <p>Select an exam paper and complete the global systems section of the paper. Use the mark scheme to check your work and improve your answers.</p>
17 28.04.25	<p>Resource security</p> <p>Using the link, read through the information about resource management and make detailed notes. You could create mind maps, flashcards or similar for each section of the information e.g. mineral security, water security.</p>	<p>Resource security</p> <p>Using the link, read through the information about resource management and make detailed notes. You could create mind maps, flashcards or similar for each section of the information e.g. mineral security, water security.</p>
18 5.05.25	<p>Resource security</p> <p>Test your knowledge surrounding the key definitions for resource management, developing a glossary for all the keywords for this topic.</p>	<p>Resource security</p> <p>Watch the two YouTube videos surrounding resource security and interact with the quizzes and activities during the conference to check your understanding of key concepts needed for this unit of work.</p> <p>Video 1</p> <p>Video 2</p>

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<p>19 12.05.25</p>	<p>Resource security</p> <p>Case Study Development: To develop your bank of case studies and knowledge, read through the geo-files and complete the activities to consolidate your understanding:</p> <p>Case Study 1: USA</p> <p>Case Study 2: Gaza</p> <p>Case Study 3: Greece</p>	<p>Resource security</p> <p>Utilise this website to go through and check your notes on resource security. Ensure you have a clear understanding and linked case studies for the following areas:</p> <ul style="list-style-type: none"> • Resource development • Sustainability and futures of resources • Natural resource issues • Water security • Energy security
<p>20 19.05.25</p>	<p>Resource Security</p> <p>Using the link, go through the detailed notes surrounding coasts and identify 3 key areas you feel less confident with. Use the detailed notes to revise and develop these area</p>	<p>Resource Security</p> <p>Select an exam paper and complete the resource section of the paper. Use the mark scheme to check your work and improve your answers</p>
<p>HALF TERM</p>	<p>Answering 6- and 9-Mark Questions</p> <p>Watch the following videos to develop your skills surrounding answering 6- and 9-mark questions. Use this structures/advice to attempt to answer a 6- and 9-mark question for water and carbon and changing places:</p> <p>6 Mark</p> <p>9 Mark (Video 1)</p> <p>9 Mark (Video 2)</p>	<p>Answering 20 Mark Questions</p> <p>Watch the following videos to explore how to successfully answer 20-mark questions. Use this information to create a help sheet you could give to someone on producing a good 20-mark answer.</p> <p>Video 1</p> <p>Video 2</p> <p>You could then apply this to attempt a 20 mark question for water and carbon and changing places.</p>