



# Geography

## Y13 Revision Guide

January – May 2026

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| Exam Specification and Exam Board | AQA A Level Geography 7037   |
| Past Paper Questions              | <p><a href="https://www.aqa.org.uk/subjects/geography/a-level/geography-7037/assessment-resources">https://www.aqa.org.uk/subjects/geography/a-level/geography-7037/assessment-resources</a></p> <p><a href="https://revisionworld.com/a2-level-level-revision/geography-level-revision/geography-level-past-papers/aqa-level-geography-past-papers">https://revisionworld.com/a2-level-level-revision/geography-level-revision/geography-level-past-papers/aqa-level-geography-past-papers</a></p> <p><a href="https://www.physicsandmathstutor.com/past-papers/a-level-geography/">https://www.physicsandmathstutor.com/past-papers/a-level-geography/</a></p> |
| Useful Revision Websites          | <p><a href="https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/">https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/</a></p> <p><a href="https://geography-revision.co.uk/aqa-a-level/">https://geography-revision.co.uk/aqa-a-level/</a></p> <p><a href="https://www.savemyexams.com/a-level/geography/aqa/18/revision-notes/">https://www.savemyexams.com/a-level/geography/aqa/18/revision-notes/</a></p> <p><a href="https://www.youtube.com/playlist?list=PLkocNW0BSuEHDbiRPe8fRm1DyhcyiLBfH">https://www.youtube.com/playlist?list=PLkocNW0BSuEHDbiRPe8fRm1DyhcyiLBfH</a></p>  |
| Exam Info                         | <p><b>Paper 1:</b> Physical Geography (Water and Carbon, Coasts, Hazards) – 2 hours 30 minutes</p> <p><b>Paper 2:</b> Human Geography (Changing Places, Resource Management, Global Systems) – 2 hours 30 minutes</p> <p><b>Non-Examined Assessment:</b> (Internal Deadline February 23<sup>rd</sup> 2026)</p>   |

| Week          | Activity 1   | Activity 2  |
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| 1<br>05.01.25 | <b>Water and Carbon:</b><br>Using the link below create flashcards mind maps for the key words from the Water and Carbon module.<br><a href="#">Link</a>   | <b>Water and Carbon:</b><br>Use the flashcards to test yourself on the key words.<br><a href="#">Link</a>   |
| 2<br>12.01.25 | <b>Water and Carbon:</b><br>Read through the detailed notes (linked below) 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.<br><a href="#">Link</a>                          | <b>Water and Carbon:</b><br>Watch the you tube clips on water and carbon cycles in the Amazon – a key case study.<br><a href="#">Link 1</a><br><a href="#">Link 2</a><br>Also look at the You tube Vox video about what is happening in the Amazon – human impacts.<br><a href="#">Link 3</a> |
| 3<br>19.01.25 | <b>Water and Carbon:</b><br>Use the Quizlet page to go over the key facts about the River Exe – case study of a river.<br><a href="#">Link 1</a><br>Also look at this you tube video which explains the key elements of the case study you need. Make notes about the physical and human factors affecting the discharge of the river.<br><a href="#">Link 2</a> | <b>Water and Carbon:</b><br>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.<br><a href="#">Link</a>  |
| 4<br>26.01.25 | <b>Water and Carbon:</b><br>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.<br><a href="#">Link</a>  | <b>Water and Carbon:</b><br>Watch the following lesson of the overview of water and carbon. Using your class notes identify gaps in your knowledge to re-visit in more detail.<br><a href="#">Link</a>  |
| 5<br>02.02.25 | <b>Exam Technique:</b><br>Read through the following information to understand how to  | <b>Hazards</b><br>Watch this video which gives an overview of hazards. Using your   |

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|                                  | <p>answer exam questions to maximise marks.</p> <p><a href="#">Link 1</a><br/><a href="#">Link 2</a></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> <p><a href="#">Link</a></p>  | <p>class notes, identify key areas you feel less confident on to explore further.</p> <p><a href="#">Link</a></p>  |
| <p><b>6</b><br/>09.02.25</p>     | <p><b>Hazards</b></p> <p>Using the following link, select a specific hazard to explore and make detailed notes about e.g. volcanic, tectonic.</p> <p><a href="#">Link</a></p>   | <p><b>Hazards</b></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><a href="#">Link</a></p>   |
| <p><b>February Half Term</b></p> | <p><b>Hazards</b></p> <p><b>Case Studies:</b></p> <p>Use the links to recap the case studies for your multi-hazard zone (Haiti) and your local scale hazard (St Vincent volcanic eruption).</p> <p>Haiti:</p> <p><a href="#">Link 1</a><br/><a href="#">Link 2</a><br/><a href="#">Link 3</a><br/><a href="#">Link 4</a></p> <p>St Vincent (volcano case study and local hazard case study):</p> <p><a href="#">Link 1</a><br/><a href="#">Link 2</a><br/><a href="#">Link 3</a><br/><a href="#">Link 4</a></p> | <p><b>Hazards</b></p> <p>Use the notes section linked below to make detailed mind maps (or equivalent) for:</p> <ul style="list-style-type: none"> <li>Plate Tectonics Theory</li> <li>Tectonic hazards – volcanoes</li> <li>Tectonic hazards – Earthquakes</li> <li>Tropical Storms</li> <li>Wildfires</li> <li>Hazard management</li> </ul> <p>Consider theory, knowledge and processes for each of them. Ensure key vocabulary from the specification is known by highlighting it on your mind map and give examples of all hazard types.</p> <p><a href="#">Link</a></p> |
| <p><b>7</b><br/>23.02.25</p>     | <p><b>Hazards</b></p> <p>You must know at least one case study of a volcano (St Vincent which you explored previously for your revision Olympics as an</p>  | <p><b>Hazards</b></p> <p>You must know at least one case study of a wildfire (Alberta Wildfires, 2016) in detail. Use the following links to build up your</p>   |

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|                              | <p>example of a local hazard) and two seismic hazards (Boxing Day Tsunami and Haiti 2010) in detail. Use the following links to build up your case study bank/portfolio for your seismic case studies. Consider causes, impacts (short and long term), responses (short and long term), scales of impact, countries abilities to be able to respond.</p> <p><b>Boxing Day Tsunami, 2004:</b><br/> <a href="#">Link 1</a><br/> <a href="#">Link 2</a><br/> <a href="#">Link 3</a><br/> <a href="#">Link 4</a></p> <p><b>Haiti Earthquake, 2010:</b><br/> <a href="#">Link 1</a><br/> <a href="#">Link 2</a><br/> <a href="#">Link 3</a><br/> <a href="#">Link 4</a></p>   | <p>case study bank/portfolio for your seismic case studies. Consider causes, impacts (short and long term), responses (short and long term), scales of impact, countries abilities to be able to respond.</p> <p><b>Alberta Wildfires:</b><br/> <a href="#">Link 1</a><br/> <a href="#">Link 2</a><br/> <a href="#">Link 3</a><br/> <a href="#">Link 4</a><br/> <a href="#">Link 5</a></p> |
| <p><b>8</b><br/>02.03.25</p> | <p><b>Hazards</b><br/> <b>Storm Hazards</b><br/>         You must know at least two case studies for storm events (Cyclone Winston, 2016 and Hurricane Sandy, 2012) in detail. Use the following links to build up your case study bank/portfolio for your seismic case studies. Consider causes, impacts (short and long term), responses (short and long term), scales of impact, countries abilities to be able to respond.</p> <p><b>Cyclone Winston:</b><br/> <a href="#">Link 1</a><br/> <a href="#">Link 2</a><br/> <a href="#">Link 3</a><br/> <a href="#">Link 4</a></p> <p><b>Hurricane Sandy:</b><br/> <a href="#">Link 1</a><br/> <a href="#">Link 2</a></p> | <p><b>Hazards</b><br/>         Select an exam paper and complete the hazards section of the paper. Use the mark scheme to check your work and improve your answers:<br/> <a href="#">Link</a></p>  |

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|                              | <a href="#">Link 3</a><br><a href="#">Link 4</a>   |  |
| <b>9</b><br><b>09.03.25</b>  | <p><b><u>Changing places</u></b><br/>           Watch the video which is a lesson based around changing places and complete the tasks and activities set out in the video. This is one of a series of videos, so you could continue to use the series to help steer your revision for this topic.</p> <p><a href="#">Link</a></p>  | <p><b><u>Changing places</u></b><br/>           How have places changed?</p> <p>Visit the link below.</p> <ol style="list-style-type: none"> <li>1. Read and make notes.</li> <li>2. Create a mind map showing how places can be reimaged, rebranded and regenerated. Use specific examples.</li> <li>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.</li> </ol> <p><a href="#">Link</a></p> <ol style="list-style-type: none"> <li>4. How can demographic changes change a places character? Use the link below as a guide – relate this to your knowledge of Chippenham and Brick Lane.</li> </ol> <p><a href="#">Link</a></p> |
| <b>10</b><br><b>16.03.25</b> | <p><b><u>Changing places</u></b><br/>           Far place study – Brick Lane. This is a BRILLIANT website, explore it!</p> <ol style="list-style-type: none"> <li>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)</li> </ol> <p><a href="#">Link</a></p> <ol style="list-style-type: none"> <li>2. Visit Brick Lane.</li> </ol> <p><a href="#">Link</a></p> | <p><b><u>Changing places</u></b><br/>           Near place study Chippenham</p> <ol style="list-style-type: none"> <li>1. Follow the links 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)</li> </ol> <p><a href="#">Link 1</a><br/> <a href="#">Link 2</a><br/> <a href="#">Link 3</a></p>  |

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|                         | <p>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.</p> <p>3. Have a go at the flash cards – can you answer the questions, define the key terms?</p> <p><a href="#">Link</a></p>                                | <p><a href="#">Link 4</a></p>   |
| <p>11<br/>23.03.25</p>  | <p><b>Changing places</b><br/>Using the following 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:<br/><a href="#">Link</a></p>                       | <p><b>Coasts:</b><br/>Using the following 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:<br/><a href="#">Link</a></p>  |
| <p>Easter<br/>Break</p> | <p><b>Coasts:</b><br/>Watch the video:<br/><a href="#">Link</a><br/>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><b>Coasts:</b><br/>Use this resource:<br/><a href="#">Link 1</a><br/><a href="#">Link 2</a><br/>Create a flash card for each landform. Include factors that affect development, stages of development and named examples.</p>  |
| <p>12<br/>13.04.25</p>  | <p><b>Coasts:</b><br/>Use the following resources:<br/><a href="#">Link 1</a><br/><a href="#">Link 2</a><br/>Create a revision resource about traditional and holistic coastline management (shoreline management plans). Include our examples of Start Bay SMP / Holderness SMP.</p> | <p><b>Coasts:</b><br/>Using the link below, create a revision resource on the impacts of climate change on UK coasts and beyond.<br/><a href="#">Link 1</a><br/><a href="#">Link 2</a><br/><br/>Then answer the following 20 mark question:<br/>‘Sustainable approaches to coastal management will become more important than traditional approaches in dealing with the impacts of climate change’</p> |

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|                |  | To what extent do you agree with this view?   |
| 13<br>20.04.25 | <b>Global Systems</b><br>Create a revision resource about the causes of global inequality and its consequences.<br><a href="#">Link</a>  | <b>Global Systems</b><br>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.<br><a href="#">Link</a>  |
| 14<br>27.04.25 | <b>Global Systems</b><br>Complete the 20 marker below using Coca Cola as a case study.<br><br>Transnational corporations (TNCs) are the most significant factor in creating unequal flows of people and money within global systems.<br><br>With reference to a TNC, assess the extent to which you agree with this statement. | <b>Global Systems</b><br>Using the resource below, create a mind map, flash cards or a revision guide on Antarctica.<br><a href="#">Link</a>  |
| 15<br>04.05.25 | <b>Global Systems</b><br>Using the following link, go through the detailed notes surrounding global systems and identify 3 key areas you feel less confident with. Use the detailed notes to revise and develop these areas:<br><a href="#">Link</a>   | <b>Global Systems</b><br>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:<br><a href="#">Link</a>  |
| 16<br>11.05.25 | <b>Resource security:</b><br>Using the link below, 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.<br><a href="#">Link</a>  | <b>Resource security:</b><br>Using the link below, 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.<br><a href="#">Link</a> |

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| <p><b>17</b><br/><b>18.05.25</b></p>   | <p><b>Resource security:</b><br/>Test your knowledge surrounding the key definitions for resource management, developing a glossary for all the keywords for this topic:<br/><a href="#">Link</a></p>   | <p><b>Resource security:</b><br/>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.<br/><a href="#">Link 1</a><br/><a href="#">Link 2</a></p>  |
| <p><b>May</b><br/><b>Half Term</b></p> | <p><b>Resource security:</b><br/>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:<br/><a href="#">Link 1</a><br/><a href="#">Link 2</a><br/><a href="#">Link 3</a></p> | <p><b>Resource security:</b><br/>Utilise the website below to go through and check your notes on resource security. Ensure you have a clear understanding and linked case studies for the following areas. You may need to do additional research to find relevant links for each key area and linked case studies:</p> <ul style="list-style-type: none"> <li>- <b>Resource development:</b><br/>Alaska and Oil drilling</li> <li>- <b>Sustainability and futures of resources:</b><br/>Rossing Uranium Mine, Lesotho Highlands Water Project</li> <li>- <b>Natural resource issues:</b><br/>Cherrapunji (India), Baku (Azerbaijan), Murray-Darling Basin (Australia)</li> <li>- <b>Water security:</b><br/>California, South Africa, Nile Basin, Tibetan Plateau, China, London</li> <li>- <b>Energy security:</b><br/>Denmark, Trans-Siberian Pipeline, China</li> <li>- <b>Mineral security:</b><br/>Bingham Copper Mine</li> </ul> <p><a href="#">Link 1</a><br/><a href="#">Link 2</a><br/><a href="#">Link 3</a></p> |
| <p><b>Bonus Tasks!</b></p>             | <p><b>Skills in A-Level geography</b></p>   | <p><b>Skills in A-Level geography.</b></p>  |





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|  | <p>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><a href="#">Link 1</a><br/><a href="#">Link 2</a><br/><a href="#">Link 3</a></p> | <p>1. Click on the link below and complete the RAG rating check list of the geographical skills needed for A – level geography.<br/>(Red – no confidence, Amber – some confidence, Green – confident)<br/><a href="#">Link</a></p> <p>Qualitative data: <a href="#">link</a></p> <p>Complete the quick quiz below to test your knowledge of statistical testing<br/><a href="#">Link</a></p> |
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