

Sixty+ revision strategies

Tried, tested and dare I say
FUN!

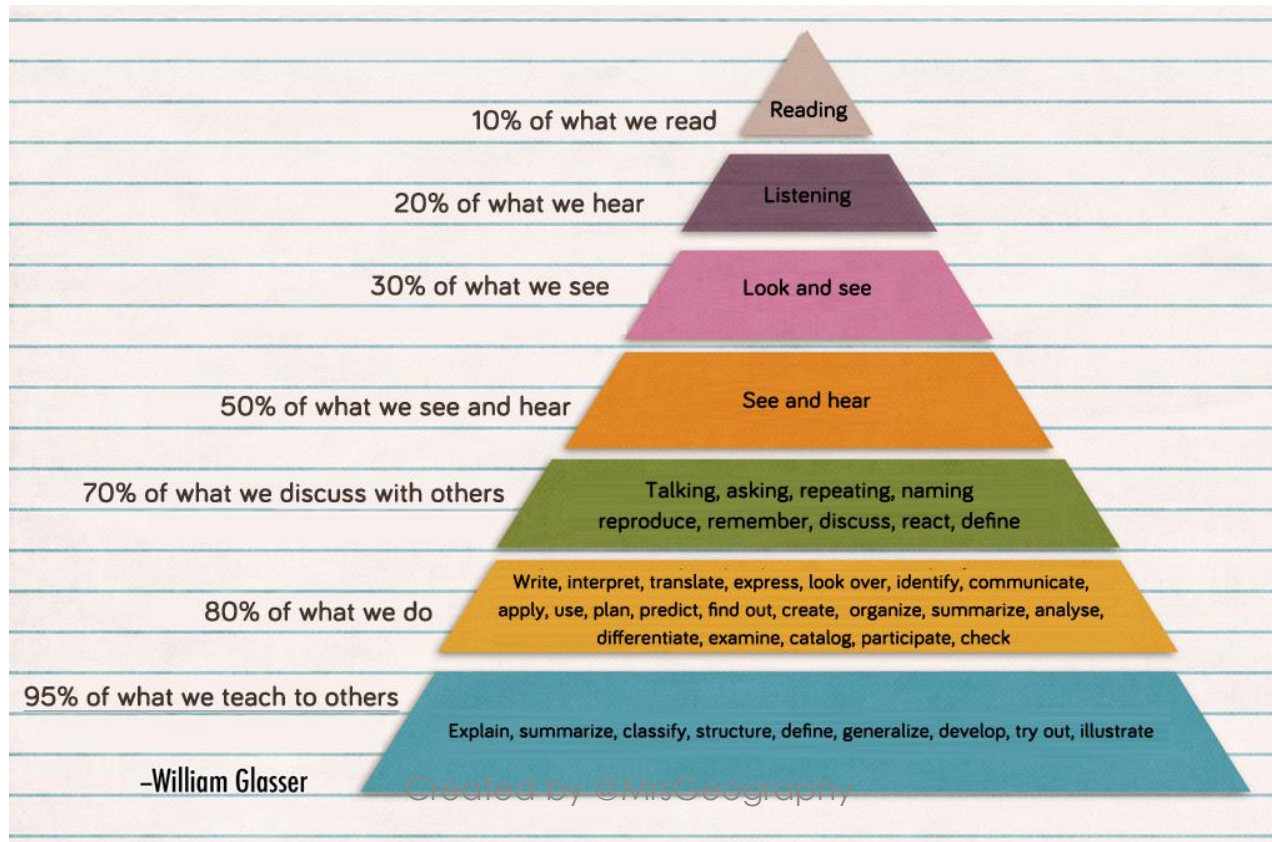
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How to revise....

Revision is all about variety. The diagram below shows use how we learn.

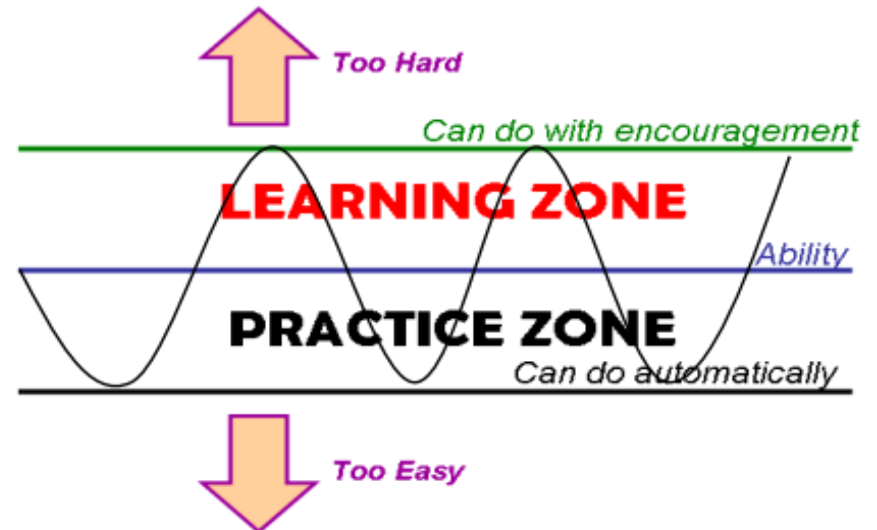


How to make revision successful?

Push yourself outside your comfort zone

Revise in groups to support each other

DO NOT revise material you already know and understand... **THIS IS A WASTE OF YOUR TIME**



Revision games

Idea 1. Connect 4

River landscapes: Give one...

6	Transportation process	Example of hard engineering	Erosional process	Example of soft engineering	Effect of building a dam and reservoir	Factor decreasing river discharge	Reason for deposition	Factor increasing river discharge	Transportation process
5	Feature found in the lower course	Reason for increased water demand	Feature found in the upper course	Factor increasing river discharge	Characteristic of the lower course	Transportation process	Strategy to reduce water demand	Erosional process	Feature found in the lower course
4	Reason for deposition	Social effect of river flooding	Strategy to reduce water demand	Economic effect of river flooding	Feature found in the upper course	Physical factor increasing the risk of flooding	Erosional process	Reason for deposition	Reason for deposition
3	Factor decreasing river discharge	Erosional process	Characteristic of the middle course	Transportation process	Environmental effect of river flooding	Feature found in the upper course	Factor increasing river discharge	Feature found in the lower course	Factor decreasing river discharge
2	Physical factor increasing the risk of flooding	Feature found in the lower course	Factor increasing river discharge	Human factor increasing the risk of flooding	Effect of building a dam and reservoir	Reason for increased water demand	Social effect of river flooding	Example of hard engineering	Physical factor increasing the risk of flooding

A popular and engaging way to summarise a topic or get students revising. Based on the classic connect four game, students answer the question successfully to place a counter on the template. The aim of the game is to get four in a row.

1	6	○	○	○	○	○	○	○	○	
	5	○	○	○	○	○	○	○	○	
	4	○	○	○	○	○	○	○	○	
	3	○	○	○	○	○	○	○	○	
	2	○	○	○	○	○	○	○	○	
	1	○	○	○	○	○	○	○	○	
		A	B	C	D	E	F	G	H	I

[River landscapes](#)

[Tectonic hazards](#)

[Coastal landscapes](#)

[Changing urban environments](#)





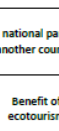
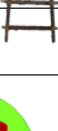
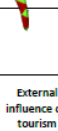


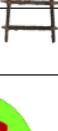
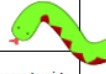


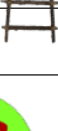

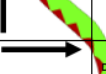
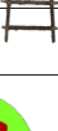



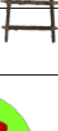

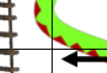

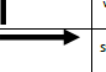
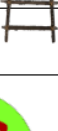


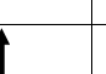
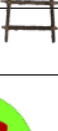



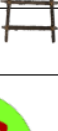
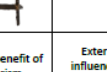

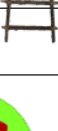
[Tourism](#)

[Globalisation](#)

Revision games

Idea 2. Snakes and ladders

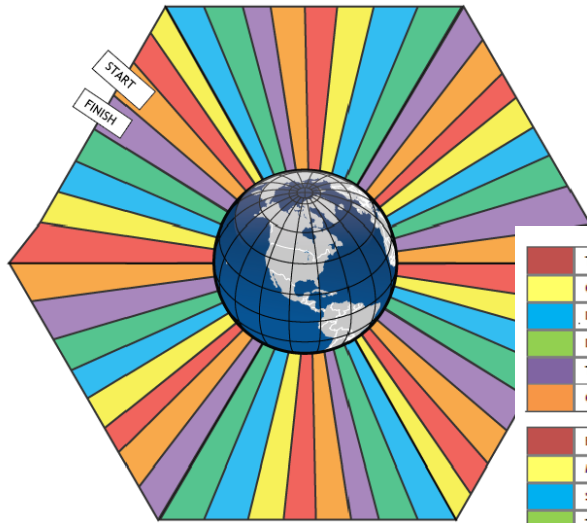
A great way to summarise a topic or get students revising. Based on the classic game of snakes and ladders, students answer the question successfully to roll the dice and move around the board. The aim of the game is to get to the finish before anyone else.

Tourism FINISH →		Social benefit of tourism	Stage of the Butler model		Reason tourists visit an extreme environment	Problem of tourism		Internal influence on tourism	
→		Problem of tourism	Strategy to cope with tourist problems		Effect of tourism on an extreme environment	Reason tourists visit cities		A tourist honeypot	
↑		A national park in another country	Reason for the growth of tourism					Reason tourists would visit Kenya	
→		Benefit of ecotourism	Reason tourists would visit Kenya		Reason tourists visit the coast			Benefit of ecotourism	
↑		Disadvantage of ecotourism			Reason tourists would visit Kenya		External influence on tourism		
→		Reason tourists visit mountains	Stage of the Butler model				Advantage of tourism		
→		Strategy to cope with tourist problems	Strategy to cope with tourist problems		Negative effect of tourism		A national park in the UK		
↑		Reason tourists visit national parks	Effect of tourism on an extreme environment		Reason tourists visit an extreme environment		Reason tourists visit an extreme environment		
START →		Reason tourists visit national parks	Effect of tourism on an extreme environment		Reason tourists visit an extreme environment		Benefit of ecotourism		
		Reason tourists visit an extreme environment	Reason tourists visit an extreme environment		Strategy to cope with tourist problems	Benefit of ecotourism	Advantage of tourism	Social benefit of tourism	External influence on tourism

Revision games

Idea 3. Articulate

The geographical version of the fast paced game will allow students to recall key word definitions and allow repetition – a great way to revise.



Tectonic hazard	Plate boundary
Coastline	Erosion
Drainage basin	Watershed
Detached house	Semi-detached house
Tourism	Tourist
Globalisation	Global interdependence
Earthquake	Volcano
Mass movement	Abrasion
Source	Mouth
Terrace house	Transport
Advantage	Disadvantage
Child labour	TNC
Tsunami	Fold mountain
Attrition	Hydraulic action
Tributary	Confluence
Village	Town
City	Beach
NIC	Development
Conservative	Constructive
Solution	Deposition
Channel	Transpiration
Environment	City
Mountain	Development
Localised industry	Call centre

Revision games

Idea 4. Rapidough

A great group revision task – students model the diagram, graph or landscape for their partners to guess. The more you get right the more of the other teams dough you can pinch, the team with no dough at the end it the loser.

Constructive wave	Destructive wave
Longshore drift	Spit
Bar	Cave and arch
Cliff	Notch
Stack	Hydraulic action
Sand dune profile	Rock armour

Revision games

Idea 5. Pictionary

A great group revision task – students sketch or illustrate the diagram, graph or landscape for their partners to guess.

Constructive wave	Destructive wave
Longshore drift	Spit
Bar	Cave and arch
Cliff	Notch
Stack	Hydraulic action
Sand dune profile	Rock armour

Revision games

Idea 6. Revision pong



Two teams go head to head. Each team take turns throwing ping pong balls into the other teams up. When a ball lands in the cup that team must answer the question in the cup, but if they get it incorrect they must complete a forfeit.

Revision games

Idea 7. Million pound drop

Students answer questions with multiple answers, increasing in difficulty in order to keep as much money as possible.



Revision games

Idea 8. Charades

Two teams go head to head. Each team takes it in turns to think of a key word or process.

The student then acts out the word or process to the players. The first team to get the correct answer gets the point.



Revision games

Idea 9. Snooker

How many points can you achieve?

Pot a red and then select a colour, then go back to red and so on... until all have been potted.

Snooker revision - Globalisation

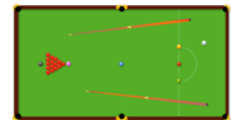
How many points can you achieve. Pot a red and then select a colour, then go back to red and so on... until all the balls have been potted.



Red - 1 point 1. What is 'globalisation'? 2. Define industrialisation 3. Define TNC 4. Define NIC 5. Define quaternary	Yellow - 2 points state one environmental effect of a change to cash crop farming in the poorer world.	Green - 3 points Outline one or more reasons for China's rapid economic growth	Brown - 4 points Explain how developments in ICT have encouraged globalisation.
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Snooker revision - Create your own

How many points can you achieve. Pot a red and then select a colour, then go back to red and so on... until all the balls have been potted.



Red - 1 point 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15.	Yellow - 2 points	Green - 3 points	Brown - 4 points
	Blue - 5 point	Pink - 6 points	Black - 7 points

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Revision games

Idea 10. Dominoes

Create a set of dominoes to match up key words, diagrams, question and answers.

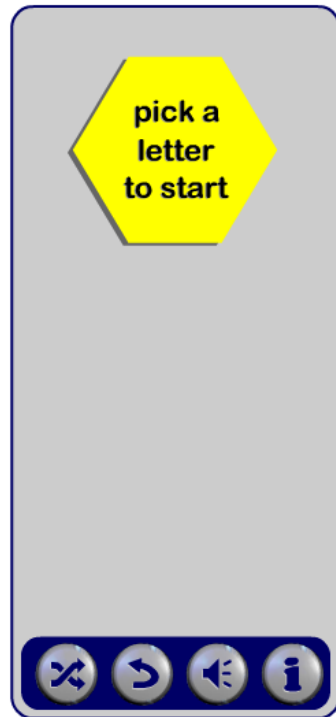
Once made, cut them out and play.



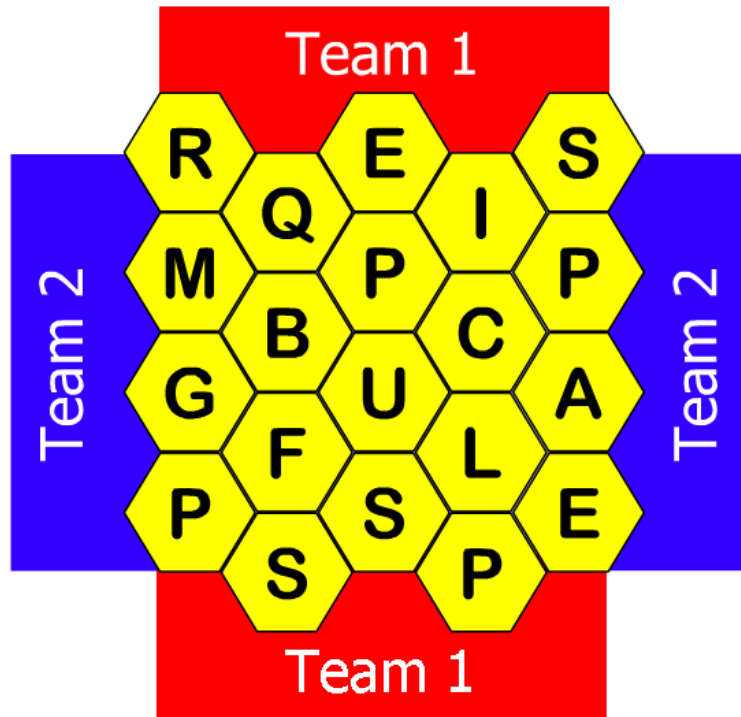
Revision games

Idea 11. Blockbusters

Two teams play against each other in order to get to the other side of the board.

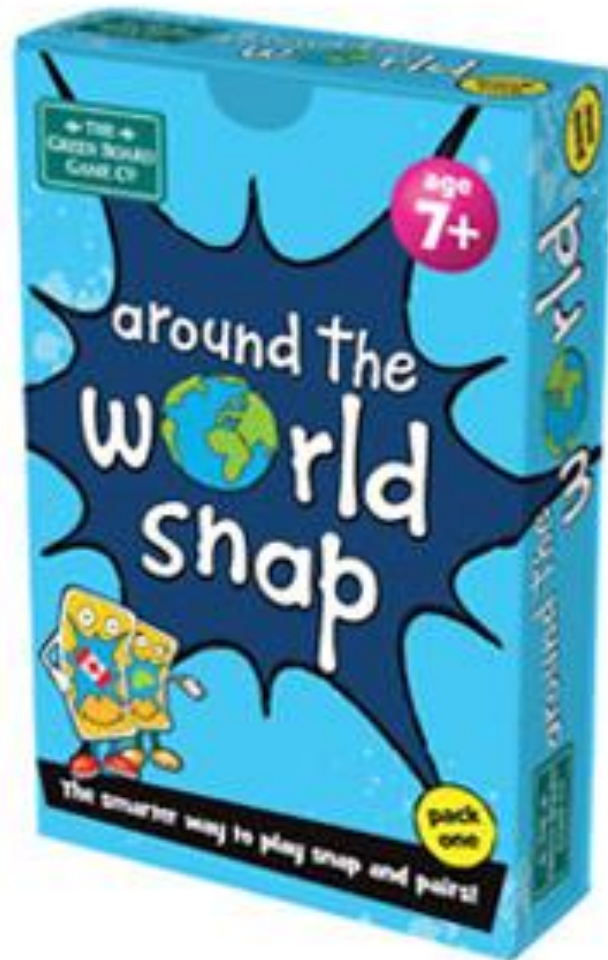


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Revision games

Idea 12. Snap



Design a set of flash cards with either keys words and definitions, features and sketches, questions and answers in order to play SNAP.

Revision games

Idea 13. Jenga

Pupils play a game of Jenga and each brick has a keyword attached. Each pupil is also given a worksheet with two columns – definition and write a sentence which includes the word. As they remove a brick from the Jenga tower, they complete the worksheet.



Idea 14. Challenge grids

Select questions to answer to gain points, each question varies with difficulty as do the points.

The aim is to get 30 points in total or more.

The coastal zone: Challenge grid

1 mark 2 mark 3 mark 4 mark

Define solution	What is a spit?	What is longshore drift?
Define mechanical weathering	Explain the formation of a wave-cut notch	Describe longshore drift
Define erosion	What is a prevailing wind?	Explain the formation of a sea stack
Explain reasons for deposition.	Define swash	Define abrasion
Define transportation	Describe the reasons for mass movement	Define backwash
Describe the possible environmental and economic impacts of cliff collapse.	Define saltation	Define constructive wave
Define attrition	Describe the social impacts of cliff collapse.	Hard and soft engineering strategies are used to manage the coast.

Make your own challenge grid

1 mark 2 mark 3 mark 4 mark

			the best.
			a spit

Idea 15. Plickers

A free smart phone app which allows teachers to scan student answers and share the results with the class.

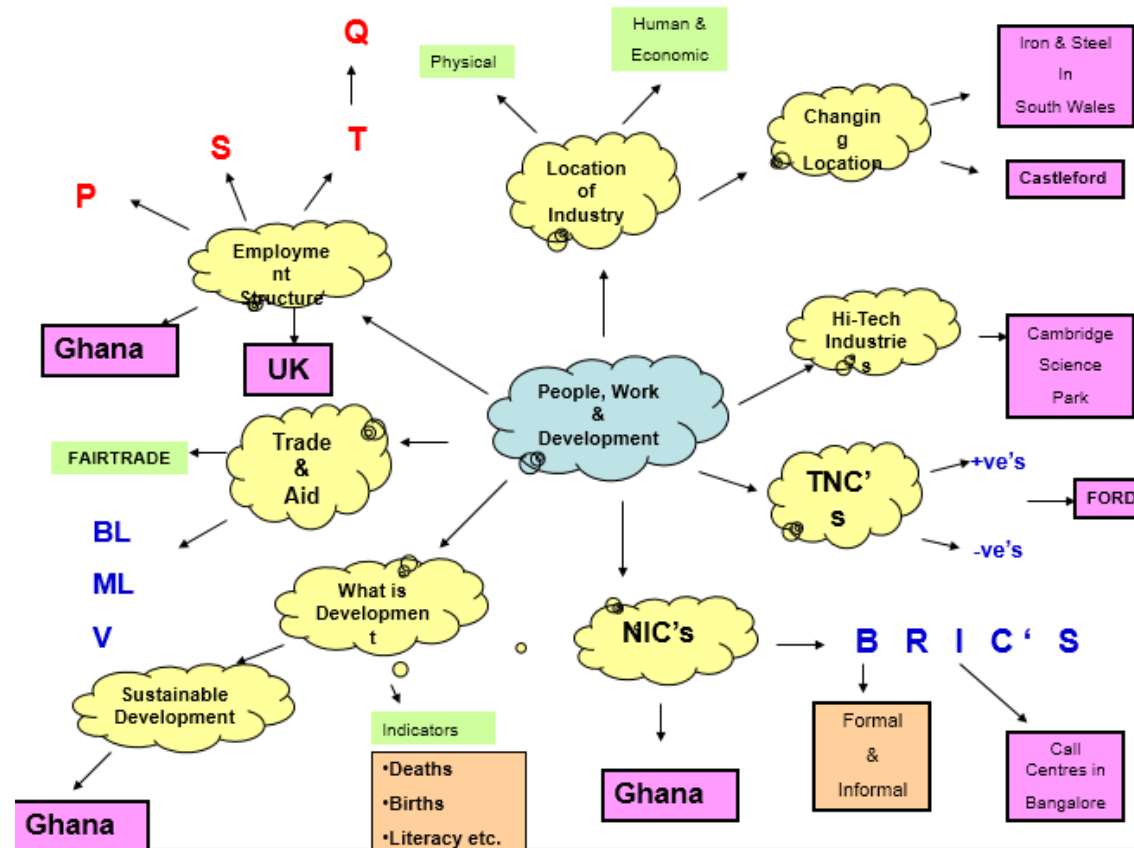


There are instructions on the Plickers website as well as youtube tutorials to show how it works.

Idea 16. Spider diagrams

Summarise a topic onto a page branching out various sub-topics

List as many things that you need to know OR what you already know



Idea 17. Past paper exams

Practice makes perfect!

Centre Number										Candidate Number								
Surname																		
Other Names																		
Candidate Signature																		

For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
3	
4	
TO	



General Certificate of Secondary Education
Foundation Tier
June 2014

**Geography
(Specification A)**

**90301F
F**

Unit 1 Physical Geography

Tuesday 13 May 2014 1.30 pm to 3.00 pm

- For this paper you must have:**
- the colour insert (enclosed)
 - a pencil
 - a rubber

Centre Number										Candidate Number								
Surname																		
Other Names																		
Candidate Signature																		

For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
3	
4	
5	
6	
7	
TOTAL	



General Certificate of Secondary Education
Higher Tier
June 2014

**Geography
(Specification A)**

**90301H
H**

Unit 1 Physical Geography

Tuesday 13 May 2014 1.30 pm to 3.00 pm

- For this paper you must have:**
- the colour insert (enclosed)
 - a pencil

Idea 18. Nightmare before your exam

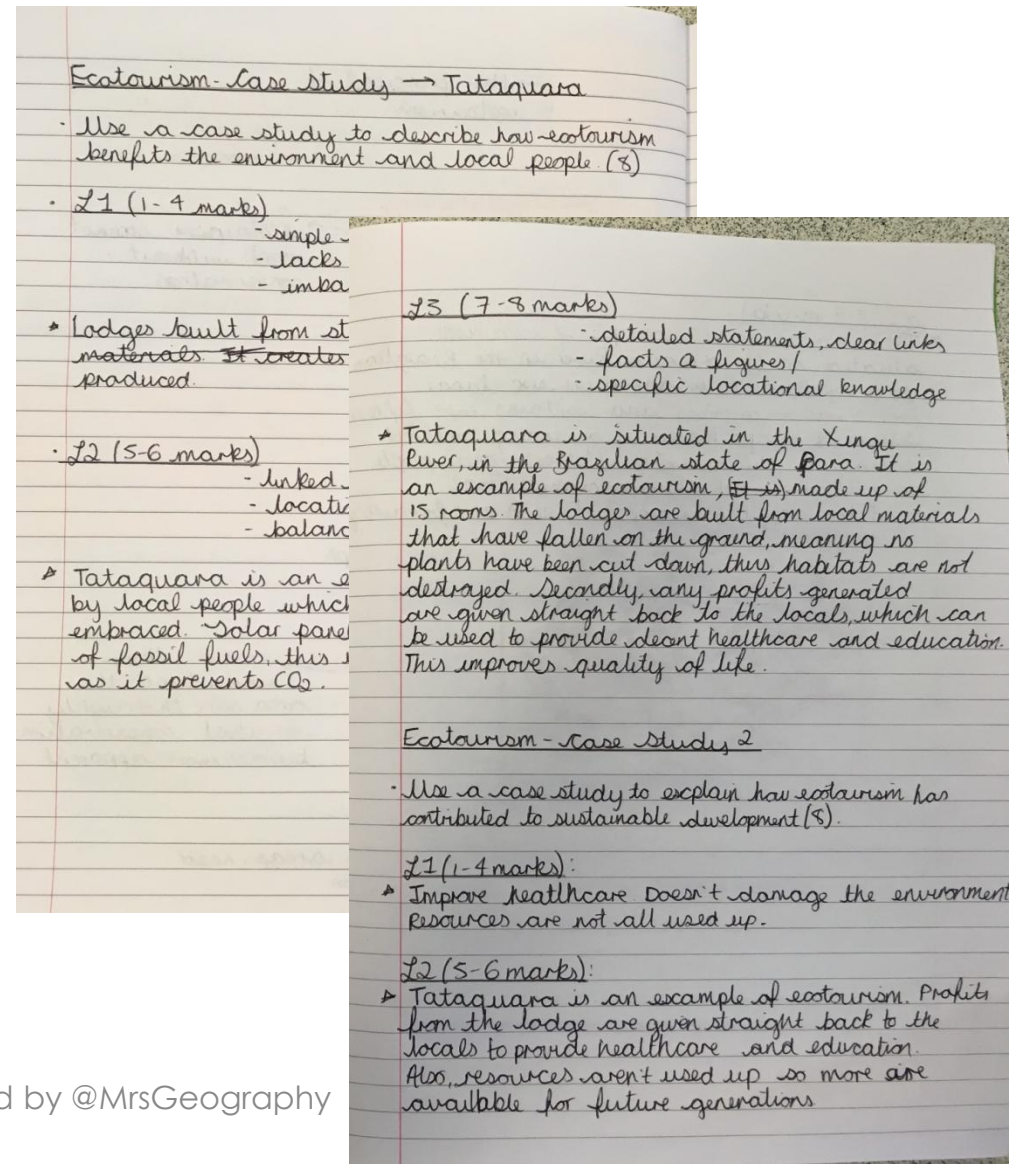
Students create an exam paper OR set of questions that they would hate to be on the exam, in order target their revision.



Idea 19. Create a mark scheme

Using previous mark schemes, get students to design their own exam paper and mark scheme. This could then be completed by another student.

This allows students to understand how the mark scheme applies to questions.

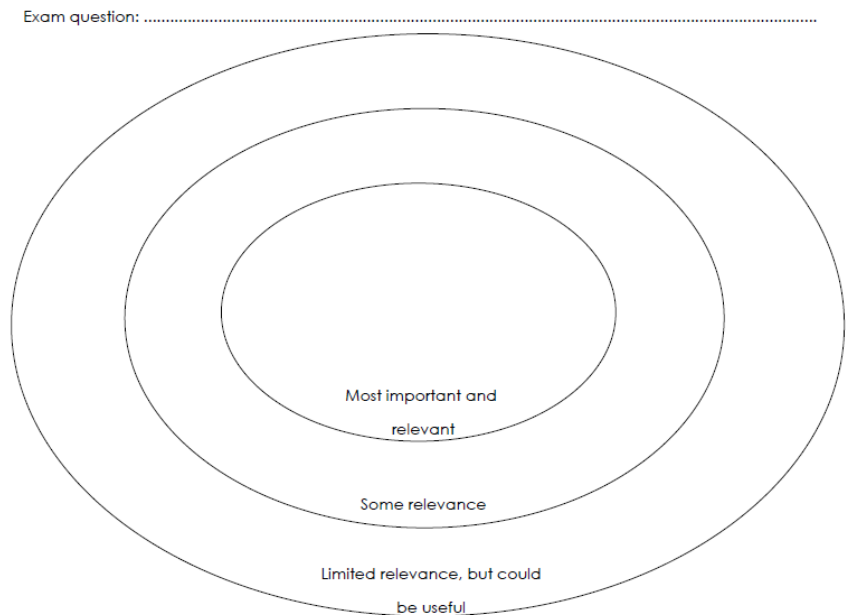


Idea 20. Zone of relevance

This is where students have an exam question and use their notes or reading material to select the most relevant information for that specific question.

This activity can help to understand, the most important and relevant information that specifically answers the exam question.

Zone of relevance



Idea 21. Websites

<http://www.acegeography.com/wjec-b-and-yr11-revision.html>

<http://www.acegeography.com/water-on-the-land.html>

<http://www.bbc.co.uk/education/subjects/zkw76sg>

<http://www.coolgeography.co.uk/>

<http://www.gcsegeography.co.uk/>

<https://revisionworld.com/gcse-revision/geography>

<http://www.s-cool.co.uk/gcse/geography>

Idea 22. Quiz-Quiz-Trade

Each student is handed a quiz card, composed of a primary question and a challenge question.

Using the Kagan structure ([Quiz-Quiz-Trade](#)) students rotate around the room quizzing other members of the class using their card. If students correctly answer the primary question, they are asked the challenge question. In pairs, once each student has been quizzed they are asked to swap cards and repeat the process again quizzing another class member.



<https://www.tes.com/teaching-resource/coastal-processes-quiz-quiz-trade-11336820>

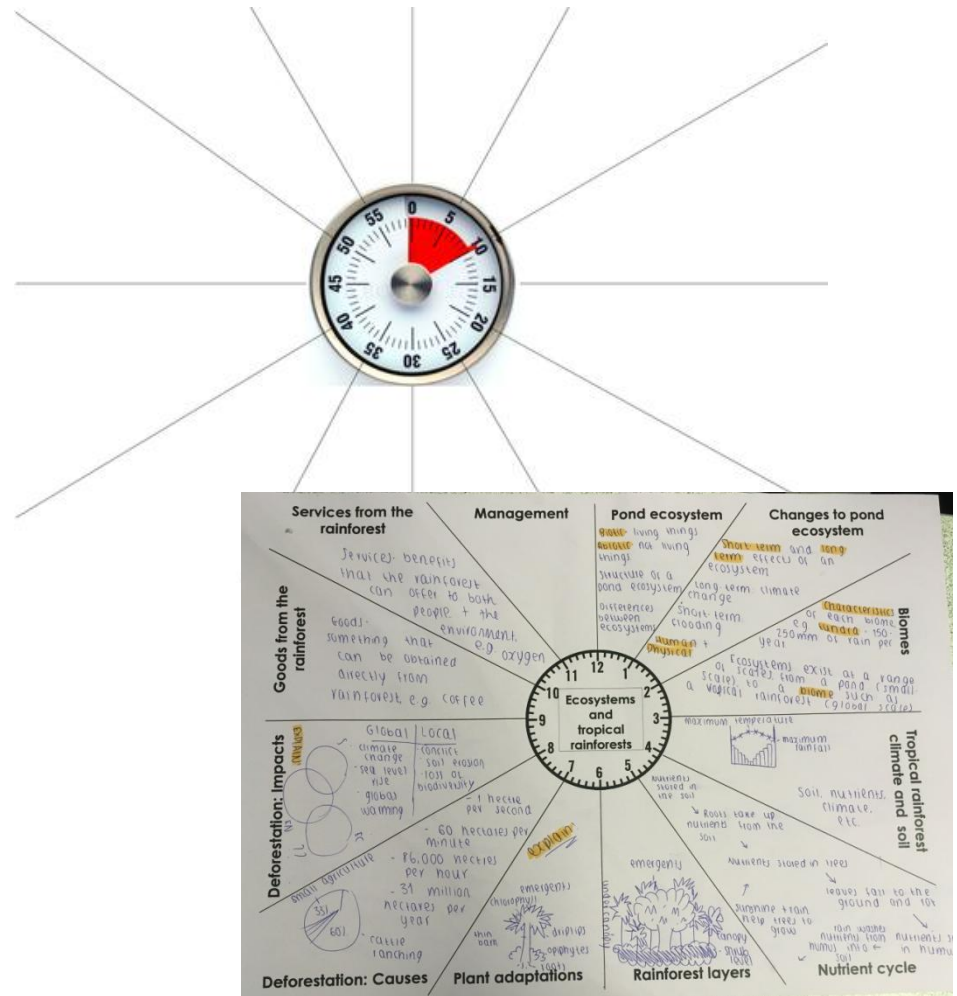
<https://www.tes.com/teaching-resource/water-cycle-and-drainage-basin-quiz-quiz-trade-11336823>

Idea 23. Revision clock

Students break down topics into 12 sub-topics.

In each segment students can make illustrate diagrams and summarise key information.

Each segment has a 5 minute time limit, in order to break down learning into smaller pieces.



Idea 24. **BUG**



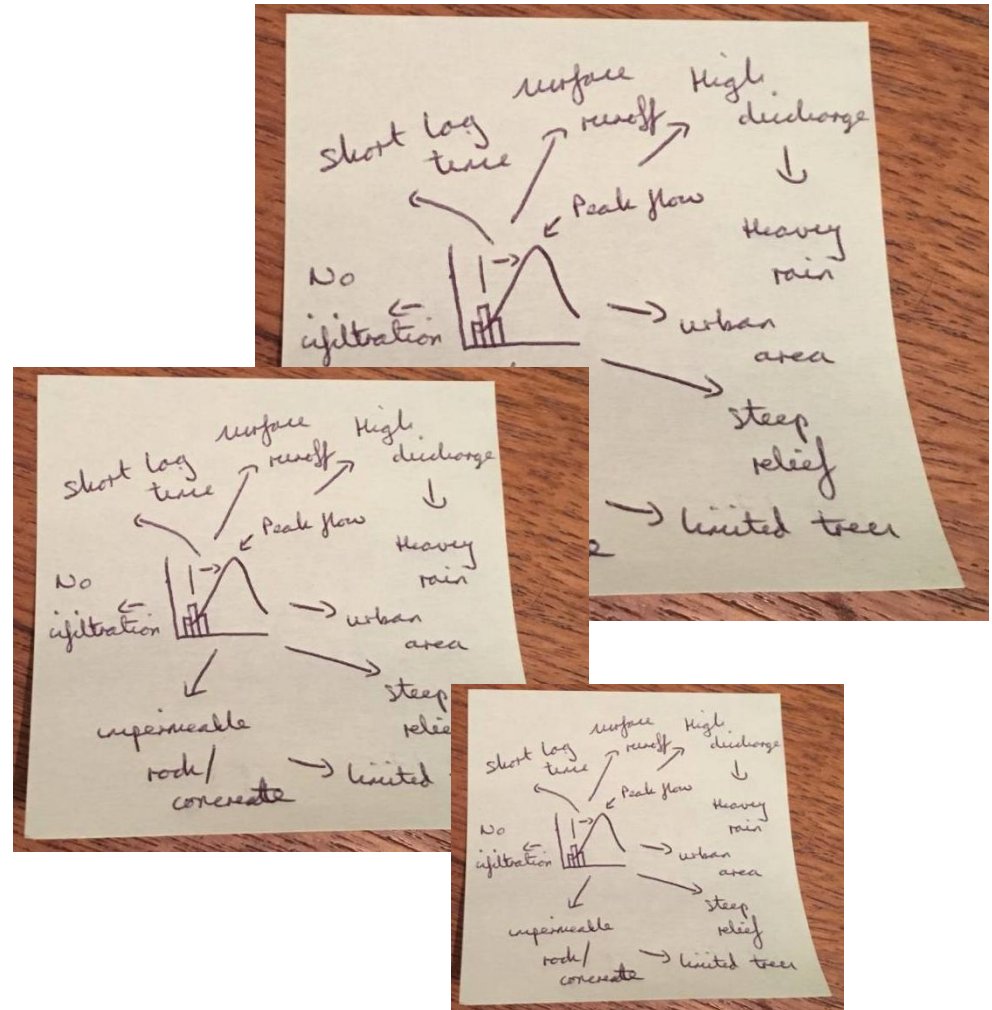
BOX the command word
i.e. describe, explain,
evaluate, assess

UNDERLINE key ideas to
focus in, to understand
what content will be
needed in their answers

GLANCE over the question
to make sure you
include everything
needed

Idea 25. Shrink it down

Shrink down revision notes in order to select the most important information OR simplify what needs to be learnt and what has already been learnt



Idea 26. Consult an expert



Summarise topics or questions that you need additional help on.

Then ask a friend, class member or teacher to help you understand what you are struggling with.

Idea 27. Snowballing



On separate pieces of paper write a variety of topics you need to revise, i.e. Globalisation, tectonics.

Scrunch up the paper and throw it around the classroom so others can add their knowledge to the piece of paper.

When the paper is full, open it out and take a picture. As a class you have created a summary sheet of information about that topic.

Idea 28. Question tennis

Two teams go head to head. Each team take turns throwing questions to the other team for them to bat back the answer and a different question. If that fail to give the correct answer your team wins the point.



Idea 29. Paper chains



Give students an exam question, when they complete the question ask them to write each sentence on one strip of paper and see how many chains they can connect to create a chain demonstrating how much detail is in their answer.

Idea 30. Bunting

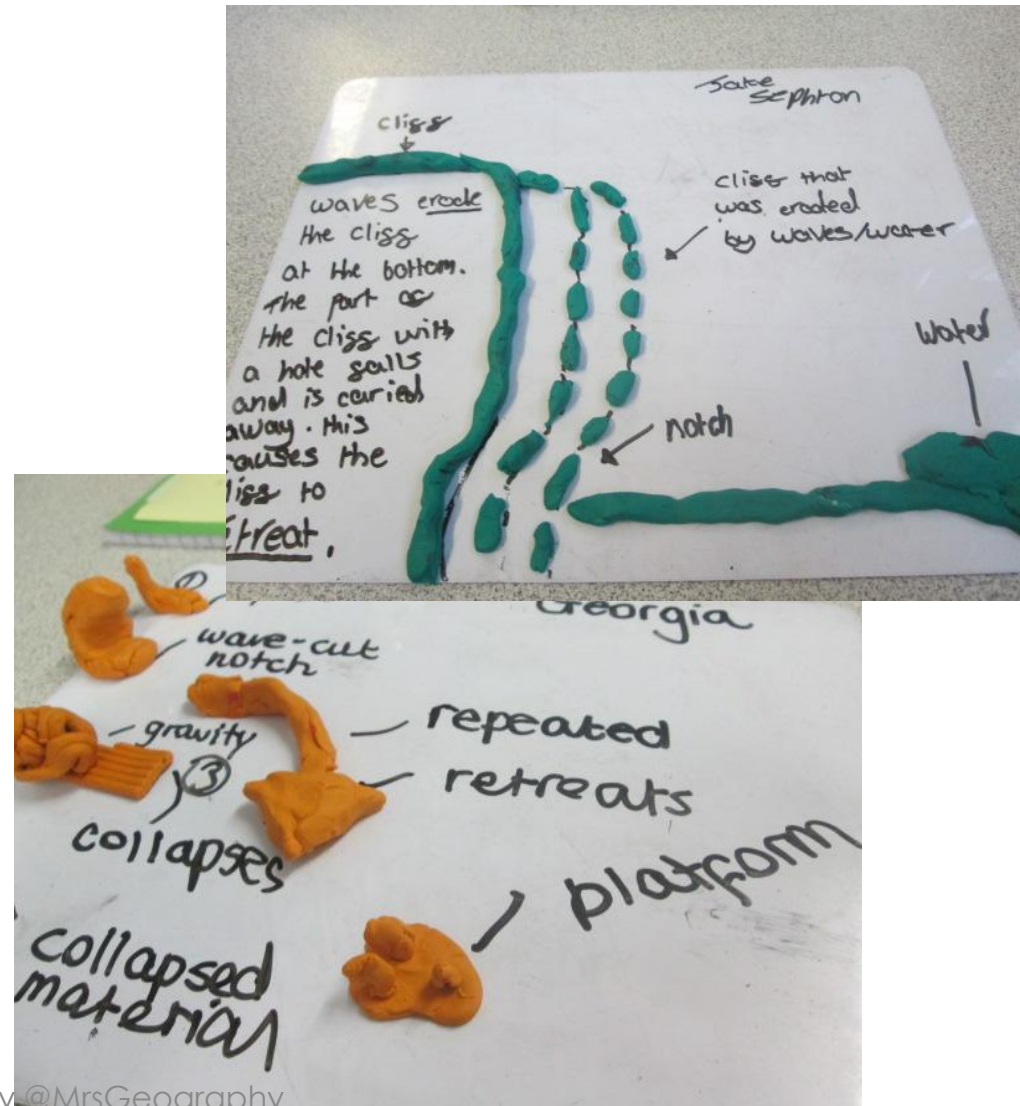
Get your class to design revision bunting consisting of key words, case studies, concepts or sketches with annotations.



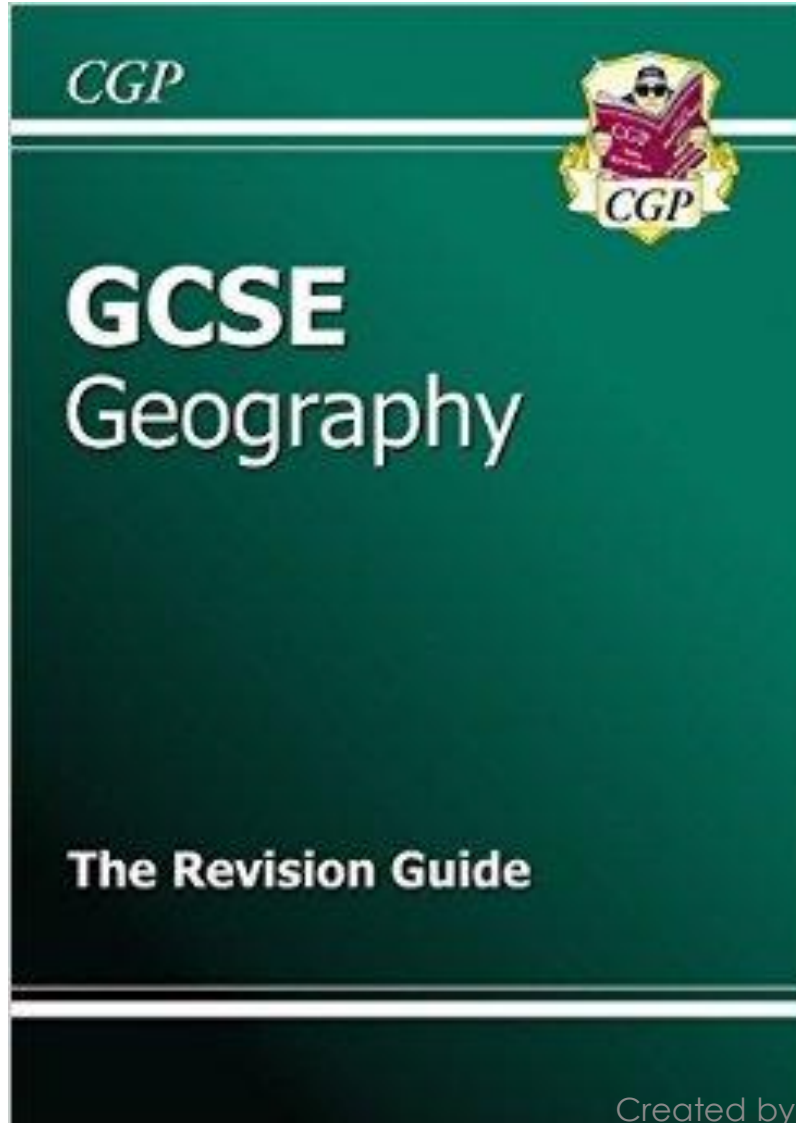
Idea 31. Plasticine

Model diagrams and landforms with plasticine in order to understand various features.

For example cave, arches, stacks and stumps.



Idea 32. Revision guide



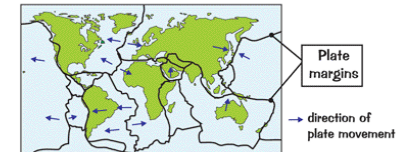
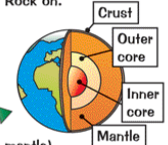
Section 1 — Tectonic Activity

Tectonic Plates

The Earth's **surface** is made of huge floating **plates** that are constantly moving... Rock on.

The Earth's Surface is Separated into Tectonic Plates

- At the **centre** of the Earth is a ball of **solid iron and nickel** called the **core**.
- Around the core is the **mantle**, which is **semi-molten rock** that **moves very slowly**.
- The **outer layer** of the Earth is the **crust**. It's very **thin** (about **20 km**).
- The crust is **divided** into lots of slabs called **tectonic plates** (they float on the mantle). Plates are made of **two types** of crust — **continental** and **oceanic**:
 - Continental crust** is **thicker** and **less dense**.
 - Oceanic crust** is **thinner** and **more dense**.
- The **plates** are **moving** because the rock in the **mantle underneath** them **is moving**.
- The places where plates meet are called **boundaries** or **plate margins**.

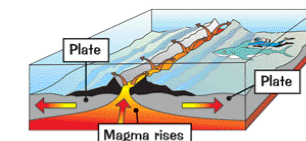
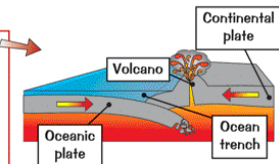


There are Three Types of Plate Margin

1 DESTRUCTIVE MARGINS

Destructive margins are where two plates are **moving towards** each other, e.g. along the east coast of Japan.

- Where an **oceanic plate** meets a **continental plate**, the denser **oceanic plate** is **forced down** into the mantle and **destroyed**. This often creates **volcanoes** and **ocean trenches** (very deep sections of the ocean floor where the oceanic plate goes down).
- Where **two continental plates** meet, the plates **smash together**, but **no crust** is **destroyed** (see next page).

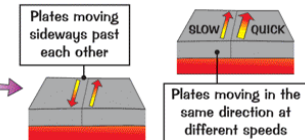


2 CONSTRUCTIVE MARGINS

Constructive margins are where two plates are **moving away** from each other, e.g. at the mid-Atlantic ridge. **Magma** (molten rock) **rises** from the mantle to fill the gap and **cools**, **creating new crust**.

3 CONSERVATIVE MARGINS

Conservative margins are where two plates are **moving sideways** past each other, or are moving in the **same direction** but at **different speeds**, e.g. along the west coast of the USA. Crust **isn't created** or **destroyed**.



Giant plates whacking into each other — smashing stuff..

Make sure you understand the **Earth's structure** and what **tectonic plates** are or you'll get your knickers in a twist later on in the section. Practise sketching and labelling the **diagrams** at the bottom to learn the **types of margin** too.

Idea 33. Flash cards

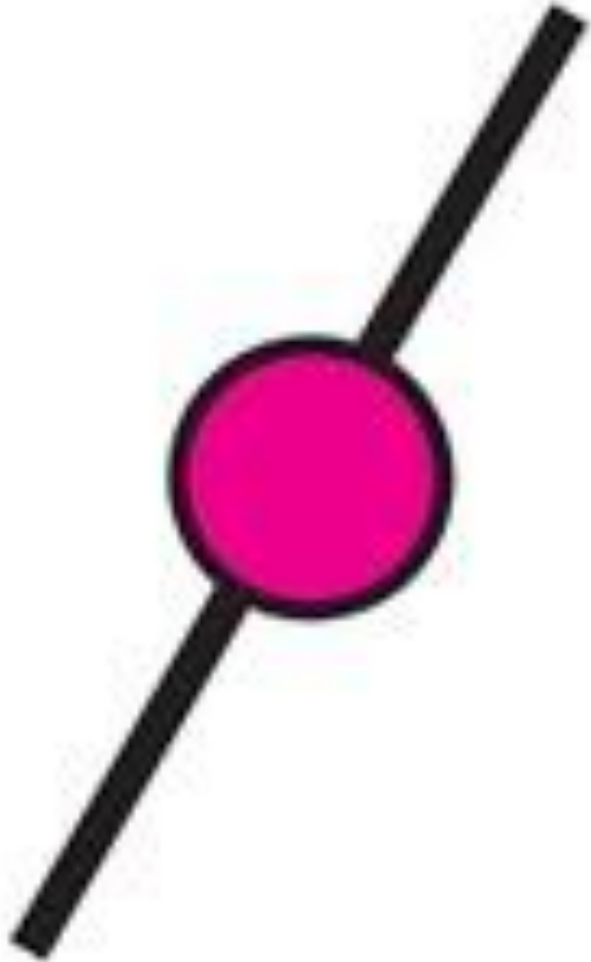
Each card has a key word and definition so students can constantly quiz themselves or in groups

Crust The outer layer of the earth	Constructive plate margin Two plates are moving apart	Fold mountains Large mountain ranges where rock layers have been crumpled as they have been forced together	Secondary effects Indirect effects of a volcanic eruption or earthquake which happen over a longer period of time e.g. disease due to poor living conditions
Plate A large section of the earth's crust	Conservative plate margin Two plates are sliding alongside each other	Ocean trenches Deep sections of the ocean, usually where an oceanic plate is sinking below a continental plate	Aid Assistance (help) such as money, medical help, temporary housing that is given to poorer countries to help cope with the impacts of a natural disaster

Arch	An opening through a headland with rock above and on both sides of it.
Attrition	A process of <u>erosion</u> . The pebbles are reduced in size. Small pebbles are easier to transport away.
Beach	A gently sloping area of sand and shingle along the edge of the sea.

Lahar Mudflows resulting from volcanic ash mixing with melting ice or water – a secondary effect of a volcanic eruption
Hazard map This shows the

Idea 34. Revision stations



Divide the classroom into various stations with different tasks..

Students should rotate after spending some time on each station. These stations could consist of various revision strategies, exam questions or topics.

Idea 35. Youtube



8 subscribers 469 views Video Manager



Mrs Geography

Subscribe 8

My channel will feature a range of geography videos that can either be used for revision or learning outside the classroom. You will see ... [Show more](#)

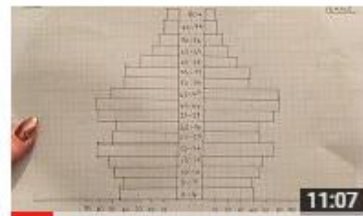
Uploads Public



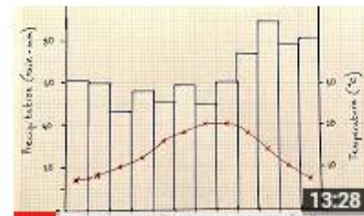
AQA Geography. Ecosystems and tropical rainforest exam feedback
55 views • 1 day ago



How to draw a bar graph
47 views • 2 days ago



How to draw a population pyramid
5 views • 2 days ago



How to draw a climate graph
44 views • 2 days ago

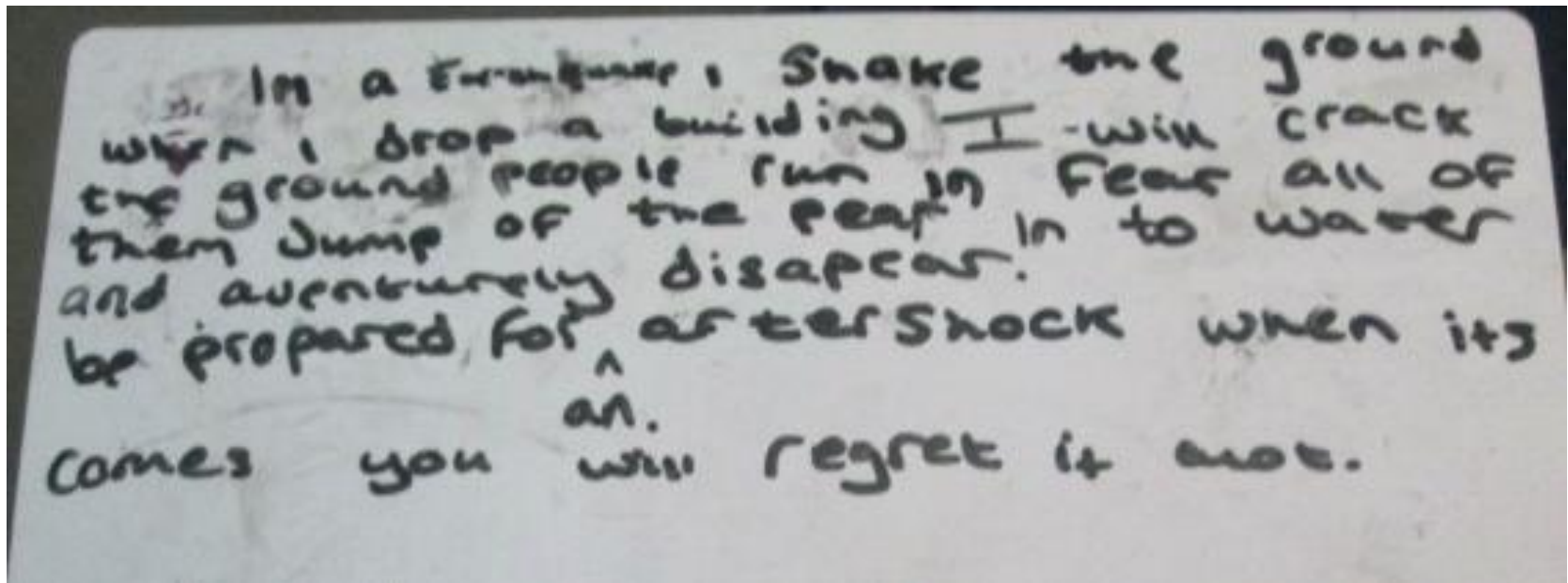


How to find a six figure grid reference
38 views • 2 days ago

Idea 36. Create a song, rap OR rhyme

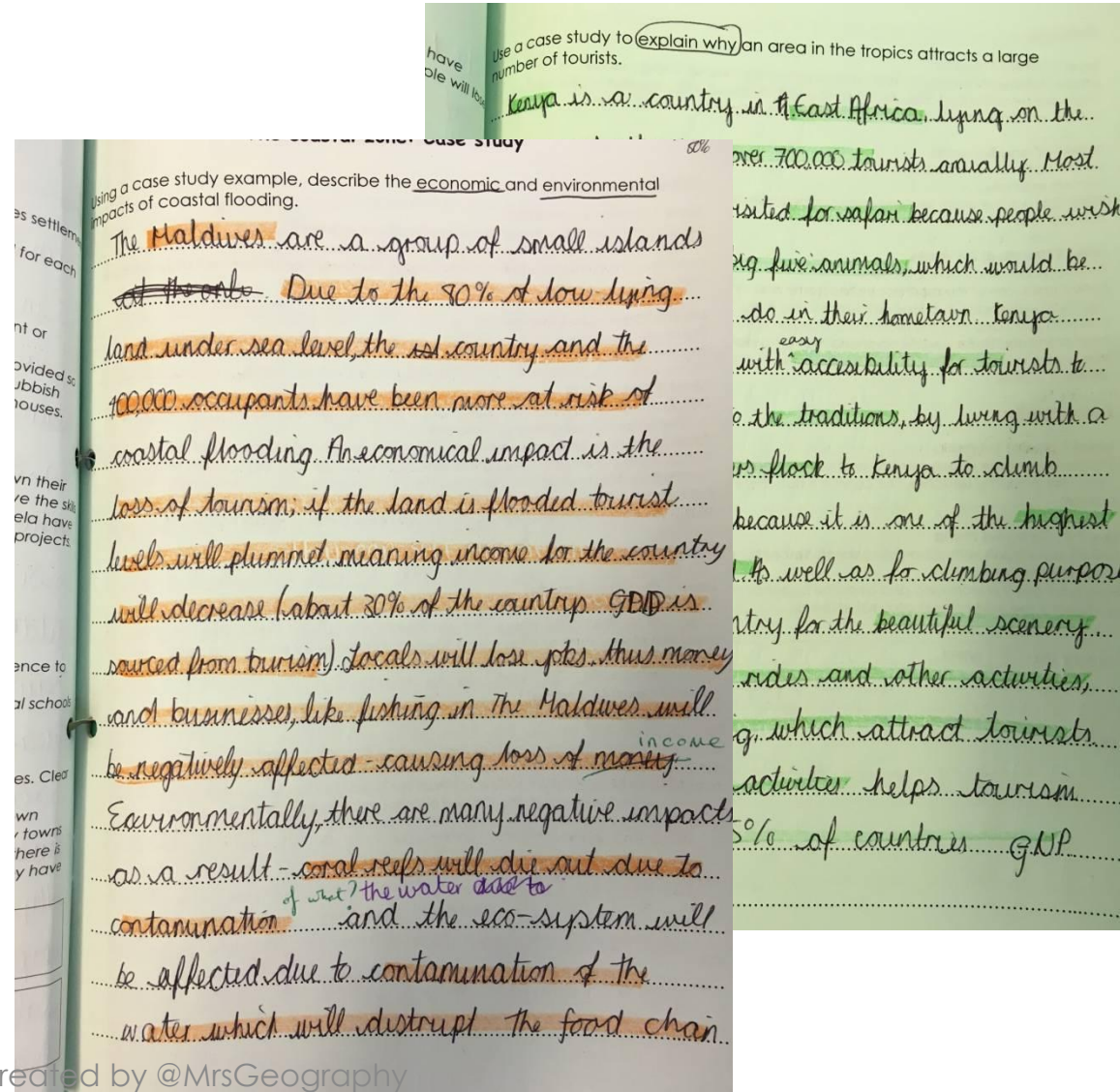
Create a song, rap or rhyme of key words or processes

For example, the [water cycle rap](#).



Idea 37. Model answers

Use past exam papers and full mark model answers to understand how the marks are awarded.



Idea 38. Knowledge trading

Students are given 30 cards (10 x red, 10 x yellow and 10 x green) each card has a key word on linked to that topic. Students are asked on the reverse of the card to write the correct definition the words they know.

The red cards are the hardest words from that topic and the green are the easiest.

The aim of the game is to trade your cards with the other students in the class until you get all 30 definitions, i.e. students may trade two greens for a red – it is entirely up to them.

1
2
3
4
5
6
7
8
9

1
2
3
4
5
6
7
8
9

1
2
3
4
5
6
7
8
9

Idea 39. Progress tracking

Use revision lists to tick which sub-topics you have revised and feel confident about

Tourism

Content	Revised
<ul style="list-style-type: none"> • Reasons for the increase in tourism • The attractions of (a) cities (b) mountain areas (c) coasts for tourism • The economic importance of tourism in different countries 	
<ul style="list-style-type: none"> • Why tourism is important to the UK • Things that can cause tourist numbers to change e.g. terrorist attacks • Butler Model – how and why visitor numbers to Blackpool have changed • Case Study – Lake District National Park 	

Restless Earth


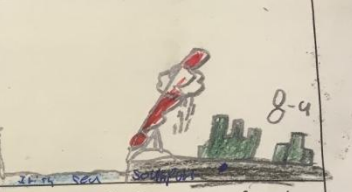


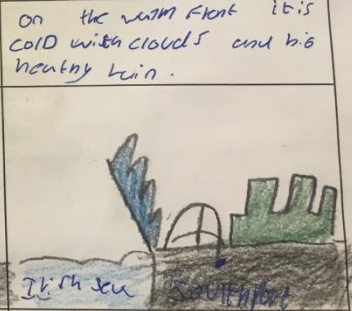
Content	Revised
<ul style="list-style-type: none"> • The structure of the Earth – core, mantle, crust • Differences between continental & oceanic crust • Three types of plate margin – destructive, conservative & constructive 	
<ul style="list-style-type: none"> • Landforms at plate boundaries – ocean trenches, fold mountains, composite volcanoes and shield volcanoes 	
<ul style="list-style-type: none"> • Case Study of fold mountain range – The Alps – how they were formed – how they are used by people and how people have adapted to living there 	
<ul style="list-style-type: none"> • Characteristics of composite & shield volcanoes • Predicting volcanic eruptions • Case Study of a volcanic eruption – Soufriere Hills, Montserrat – causes, primary & secondary impacts, immediate and long term responses • The characteristics of a supervolcano and likely impacts of an eruption 	

Idea 40. Instructions

A step by step guide

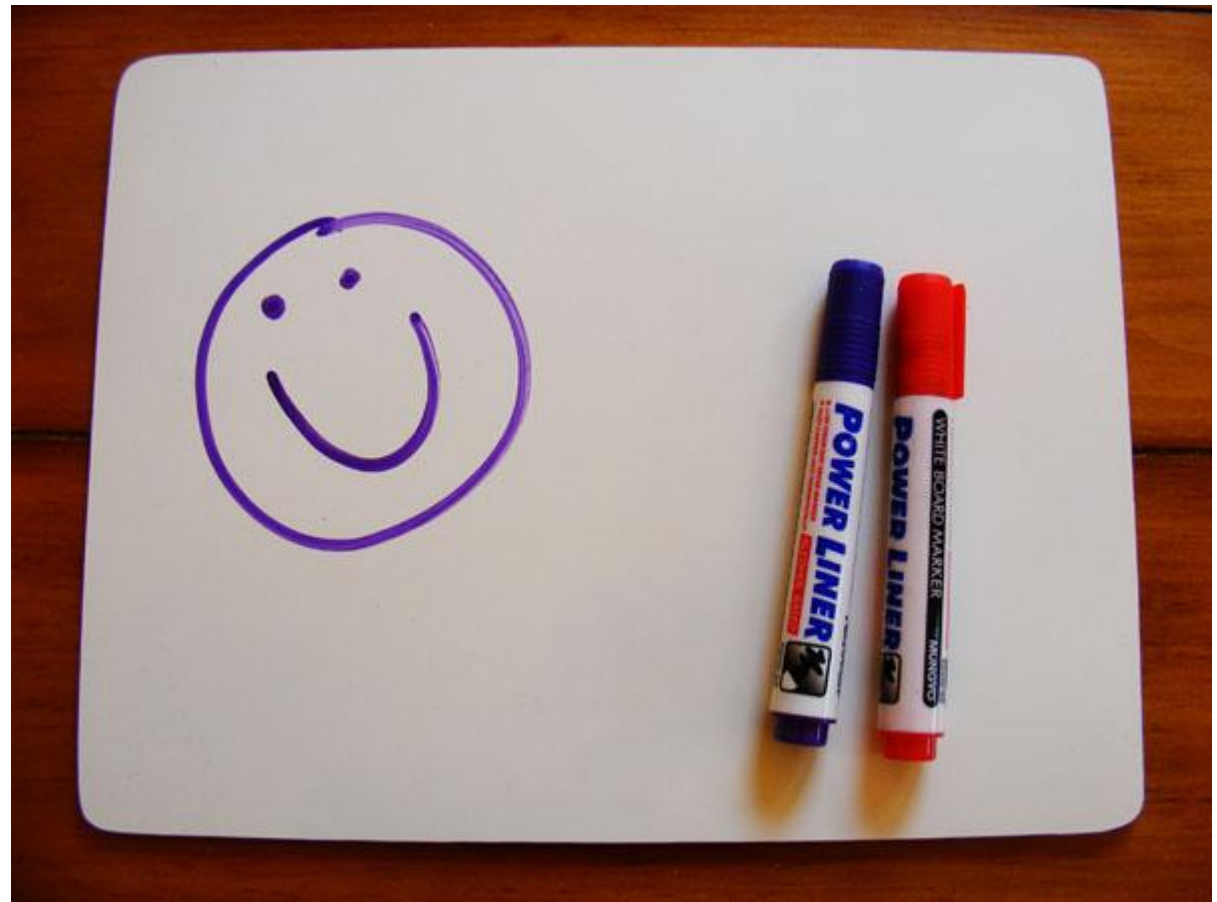
Create a step by step guide especially for formation questions, such as...

- Plate boundaries
- Fold mountains
- Coastal landforms
- River landforms
- Stages of a depression

Tracking a depression across Southport	 Stage 1: Ahead of warm front	 Stage 2: On warm front
	<p>Southport is ahead of the warm front the weather is sunny with some clouds</p> 	<p>On the warm front it is cold with clouds and big heavy rain.</p> 
<p>in the warm sector the weather is cold and warm and nice and dry but cold</p>	<p>it is cold with lots of rain and heavy clouds</p>	<p>it is cold and when you go outside it is raining with massive clouds</p>

Idea 41. Whiteboards

LOOK
COVER
WRITE
CHECK
REPEAT



Idea 42. Note cards

Summarise important information on to flip cards in order to read just before your exam.



Idea 43. Voice memos

Record your revision verbally, so you can play it back and listen to your revision.

Use a voice memo app on your phone for FREE!



Idea 44. Summary booklets

Name: Teacher:

The coastal zone

There are four case studies for this topic:

- **Coastal flooding** - Economic, social, environmental and political impact of coastal flooding
- **Threatened cliff collapse** - rates of coastal erosion; reasons why some areas are susceptible to undercutting by the sea and collapse; how people may worsen the situation; the impact on people's lives and the environment
- **Coastal management** to assess the costs and benefits of strategies adopted
- **Coastal habitat** - its environmental characteristics; the resulting habitat and species that inhabit it and reasons why. Strategies to ensure the area is protected, but also allow sustainable use of the area

AQA Specification A



GCSE Geography: Case study REVISION

Unit 1: Physical geography

study example questions



example, describe the economic and acts of coastal flooding
 f a coastal habitat to describe how it t
 cuss how this has led to conflict with of
 jure 12, describe the costs and benefit
 ue the risk of cliff collapse
 > explain why a coastal habitat has dis
 , discuss the effects of cliff collapse on
 ent.

Case study 1: Coastal flooding

Location	Quick fact about location
----------	---------------------------

Impacts of flooding – REMEMBER social, economic, political and environmental.

What causes created this coastal flooding example?

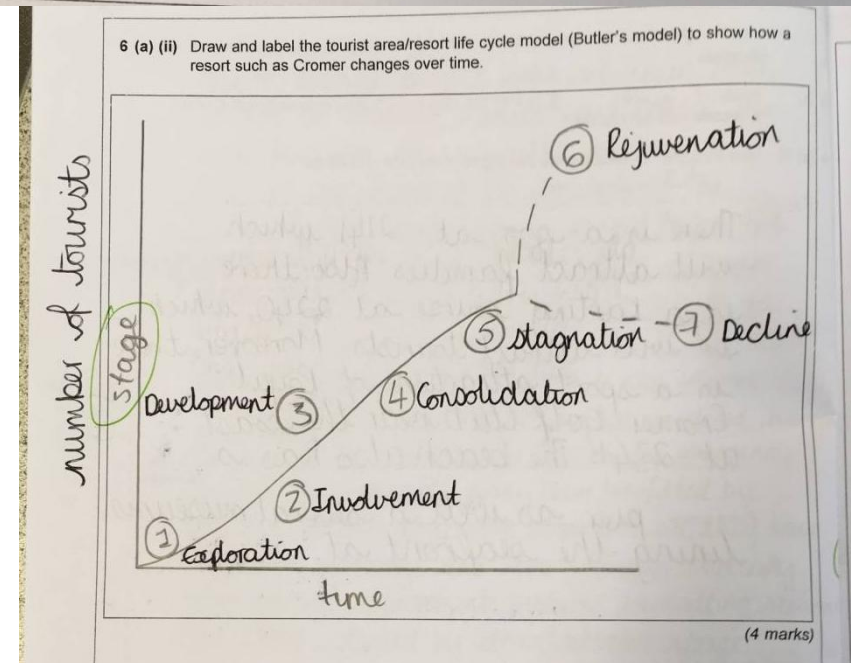
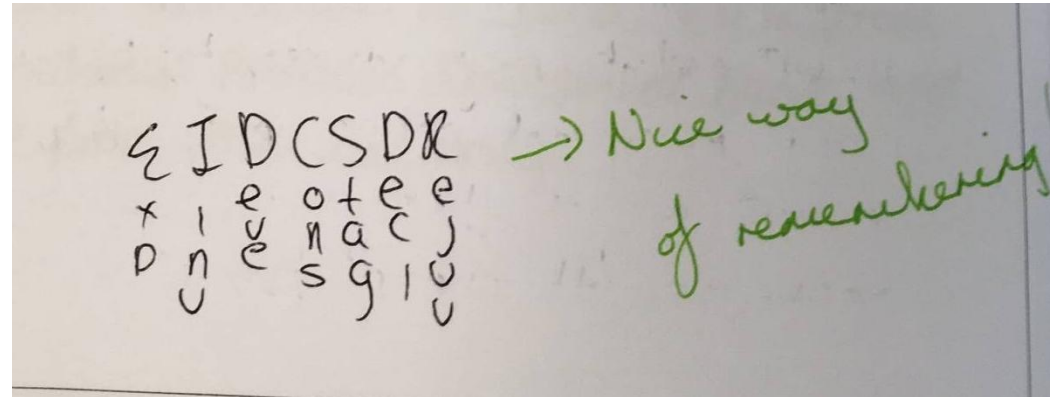
REMEMBER SPaG... what key words will you include?

REMEMBER to highlight your facts and figures THIS WILL GET YOU HIGHER MARKS!

Idea 45. Mnemonics

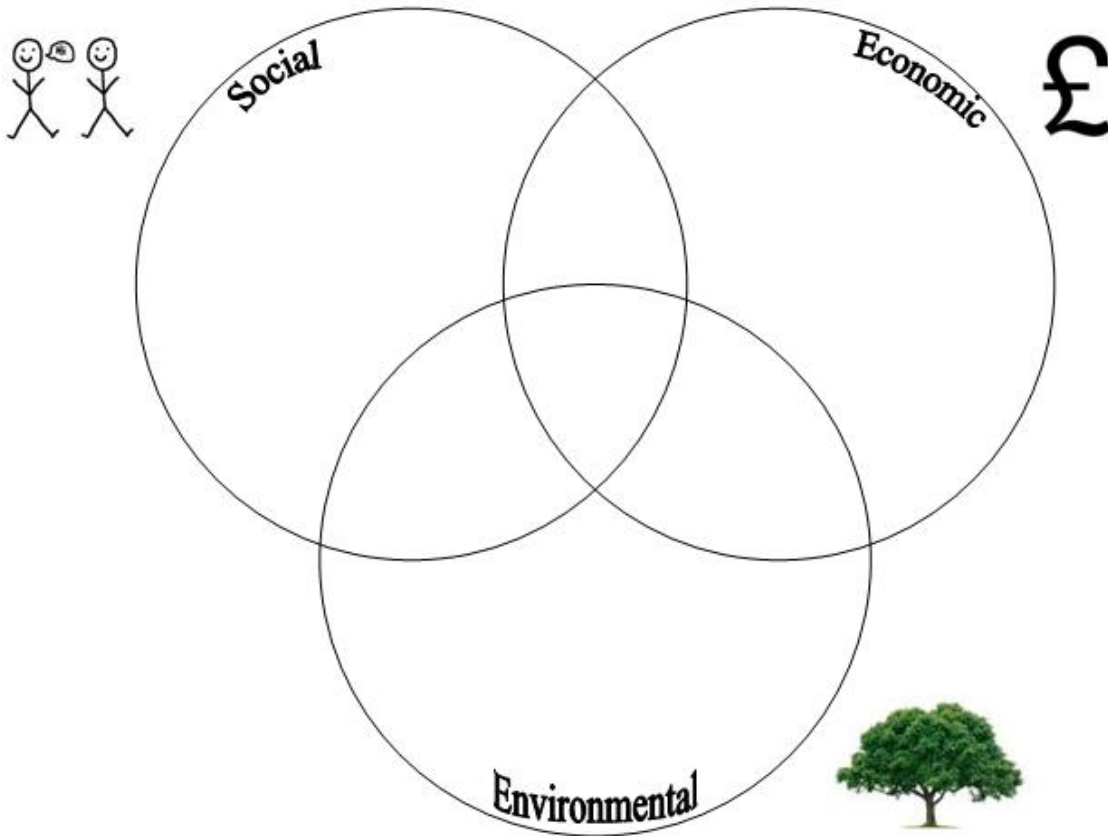
Using letters to abbreviate words and stages of a diagram.

For example this example is to remember the various stages of the butler model.



Idea 46. Venn diagrams

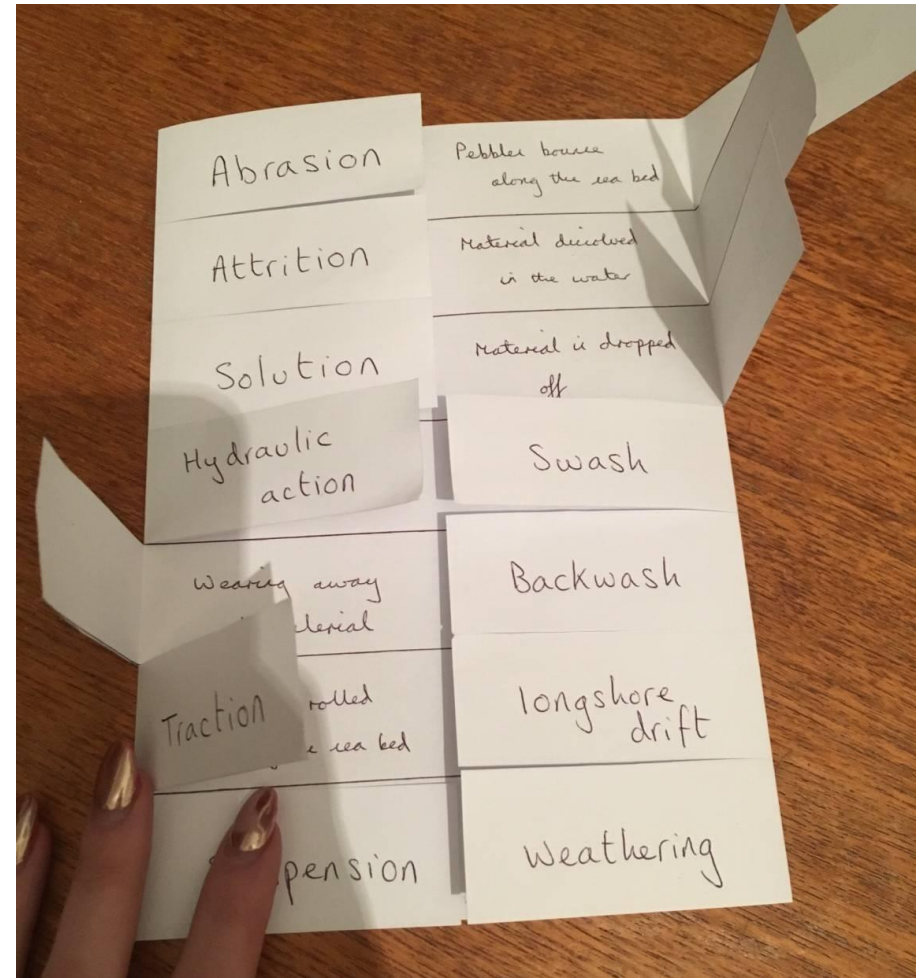
Compare similarities and differences between crucial facts for each topic



Idea 47. Foldable revision

This is a great strategy to test yourself on key words and definitions. The key words go on the top, whilst the definition is written underneath.

A great way to keep your revision together!



Idea 48. Reverse highlighting

As you read the information, black out any words you do not know or think are not relevant.

Then anything that is left will be the key information.

The western edge of ~~the area~~ is where its original ~~inhabitants~~ ~~the Kolis~~ ~~reside~~. A fishing community spread throughout Mumbai, ~~the particular group here used~~ to practise freshwater fishing ~~in the~~ ~~local~~ ~~river~~. However, over the last 30 years they have stopped fishing ~~and switched to more~~ ~~profitable~~ ~~activities~~.

What used to be an area with ~~cracked~~ ~~houses~~ and gutter streets has now become one of the cleanest, ~~best~~ ~~maintained~~ spots in Dharavi. ~~The residents~~ ~~have~~ ~~signed~~ ~~themselves~~ ~~off~~ ~~from~~ ~~the~~ ~~Dharavi~~ ~~Redevelopment~~ ~~Project~~, which plans new housing and businesses in the area and offers Dharavi residents houses ~~that~~ ~~are~~ ~~less~~ ~~than~~ ~~400~~ ~~sq~~ ~~ft~~. The Kolis have ~~long~~ ~~lived~~ ~~in~~ ~~the~~ ~~area~~ ~~twice~~ ~~this~~ ~~size~~ ~~hence~~ ~~the~~ ~~resistance~~. The neighbourhood is also well known for its community feeling ~~and~~ ~~festivals~~ ~~are~~ ~~celebrated~~ ~~collectively~~.

Idea 49. Revision timetable

	Sunday	Monday	Tuesday	Wednesday
07.00				
07.30				
08.00				
08.30				
09.00				
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23.00				
23.30				

You should spend about 20% of your time on revision for each subject.

For example;

If you have 4 Geography lessons a fortnight. This equals 4 hours. Therefore you should revise approximately 45 minutes each week.

You should plan your revision in small chunks of no more than 45 minutes, with at least a 15 minute break for every 45 minutes worth of work. This is proven to increase concentration.



Remember to tick off your work as you go.

This will help you feel like you have achieved something, even if it is in small steps.

Idea 50. Highlighting

Highlighting is a popular activity when revising, but be careful that you are using it for the right reasons.

Students who highlight their notes rarely highlight what is most important. Although it may look nice ask yourself – does it help?

Colour code your notes into categories. For example in Geography we can categorise information in social, economic and environmental.



Revision games

Idea 51. The Gamble

In teams, students are given a number of betting chips.

Show each team the question and get them to bet how confident they are about the answer. Then show the students the multiple choice answers to select their answer.

If they get it correct they get the number of points from that chip, get it wrong and they lose the chip and gain no points.

The team with the most points at the end wins.



Revision games

Idea 52. Guess who

In pairs, students each have a guess who mat.

Each student asks yes or no questions to work out which mystery feature or word their opponent has.

When they think they know, or know the answer – guess.

The student who guesses correct first wins.

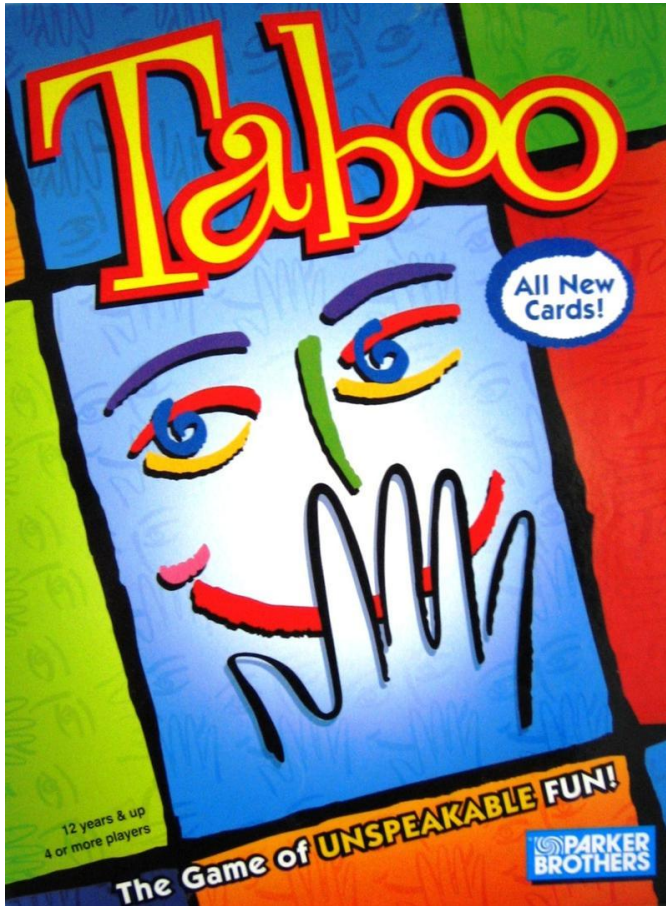
This could be used for countries, landforms or features.

Guess who - Countries



Revision games

Idea 53. Taboo



Taboo is a great game to recall key geographical words

In groups, the aim of the game is for players on the same team to describe the word they have on their card without using the actual word or even other words listed, so the other player can guess the word correctly before the opposite team

Revision games

Idea 54. Cowboy shootout



A great game for knowledge recall.

Team two students against each other at a time. Ask a question and the first to write and show the correct answer wins and stays in the game.

Otherwise you could line up your class in two lines facing each other, ask the question and the students 'draw' their answers, continue until the last student is standing.

Idea 55. Speed dating

Ask students to sit face to face in a line (even numbers works best).

Get each student to think of a question or case study linked to a topic they have studied and write it on a post-it note **OR** give out your own questions.

Each student has two minutes to talk about the opposite persons question or case study and then swap roles.

After 4 minutes ask one line of student to move up the line to the following student and repeat the process.



Idea 56. Find someone who...

Find someone who: Tourism

Can name...

A national park in another country	Stage of the Butler model	Social benefit of tourism	Internal influence on tourism	External influence on tourism
Benefit of ecotourism	Strategy to cope with tourist problems	Reason tourists visit cities	A tourist honeypot	Advantage of tourism

Find someone who: Tectonics

Can name...

Disadvantage of ecotourism	Reason for the growth of tourism	Reason tourists visit the city
Reason tourists visit mountains	Reason tourists would visit Kenya	Reason tourists would visit Kenya
Strategy to cope with tourist problems	Social benefit of tourism	External influence on tourism
Reason tourists visit national parks	Effect of tourism on an extreme environment	Reason tourists visit an extreme environment

Example of a tectonic hazard	Type of volcano	Feature of a tsunami	Method of monitoring tectonic hazards	Method of monitoring tectonic hazards
Secondary effect of a tectonic hazard	Feature of a volcano	Effect of a supervolcano eruption at a global scale	Example of a plate boundary	Primary effect of a tectonic hazard
Feature of a supervolcano	Type of volcano	Feature of a continental plate	Example of how fold mountains are used	Example of a plate boundary
Example of a tectonic hazard	Example of how fold mountains are used	Feature of a tsunami	Long term response to a tectonic hazard	Feature of a continental plate
Effect of a supervolcano eruption at a global scale	Feature of a supervolcano	Example of a tectonic hazard	Feature of an earthquake	Effect of a supervolcano eruption at a local scale
Feature of an earthquake	Feature of an oceanic plate	Example of how fold mountains are used	Secondary effect of a tectonic hazard	Primary effect of a tectonic hazard

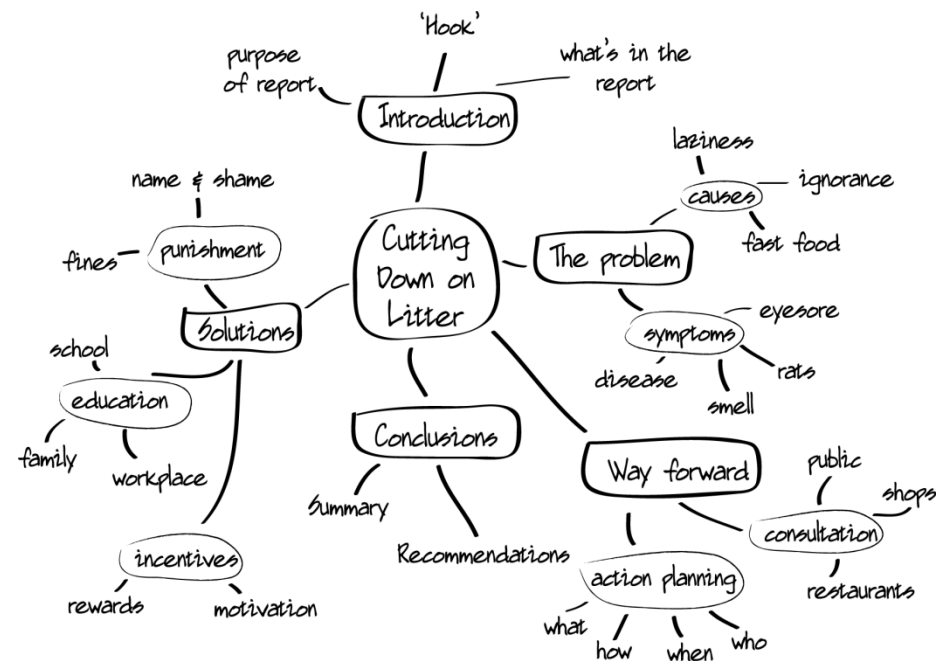
Give each student a worksheet
Students move around the classroom, until they find a partner

Each student asks a question from the worksheet and the other responds with the answer if they know it. Initial the box with their initials if they gave an answer and then go and find another student. The student to complete the worksheet first WINS!!

Idea 57. Layered spider diagrams

There are many different types of spider diagrams. This is a way of picking out the key points you may need to know about a topic and expanding on each individually with detail.

Not only does it re-cap your knowledge it also helps you to develop and revise your analysis to get those top marks!



Revision games

Idea 58. Saboteur



Another great game for knowledge recall.

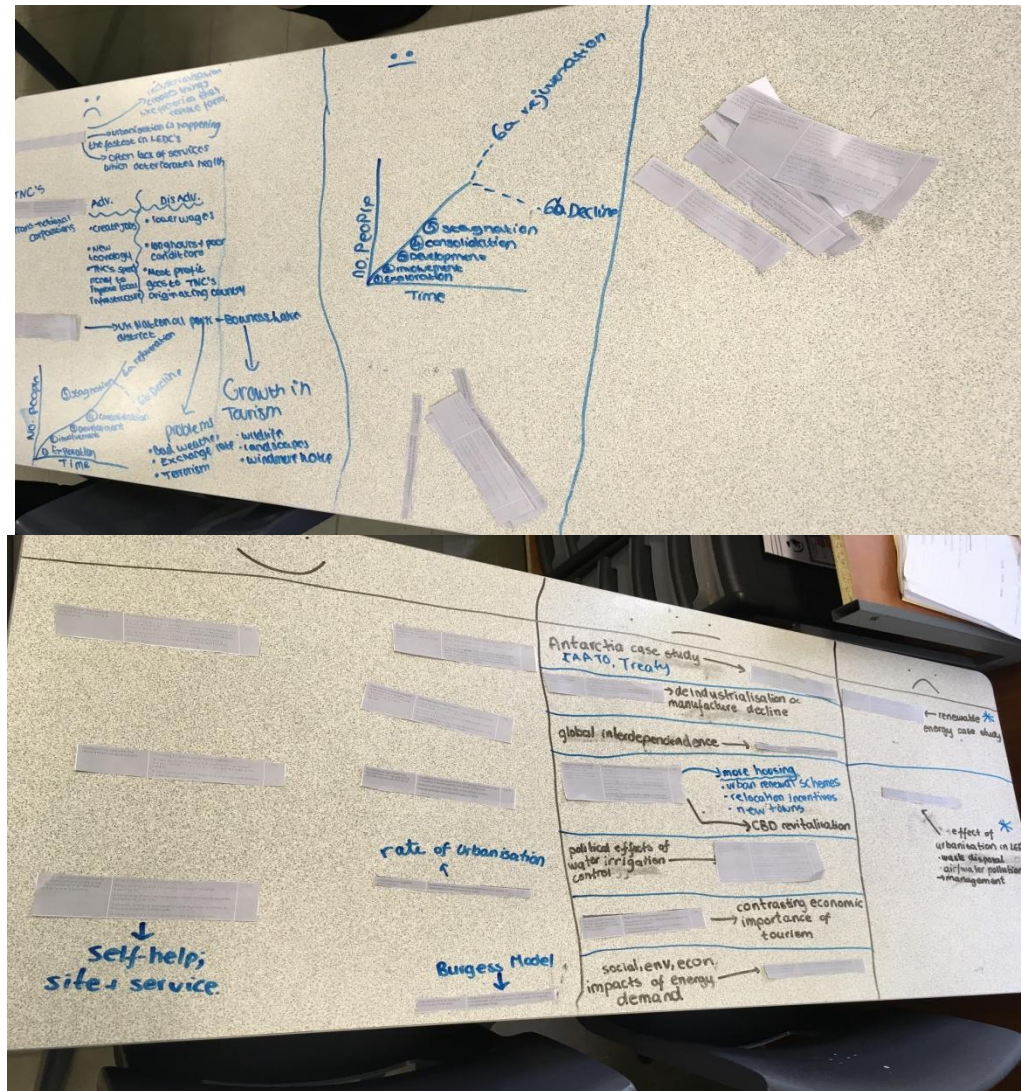
In teams, each team is assigned a mystery 'saboteur'. Throughout the game their job is to prevent their team from gaining the most points, with being discovered.

There are two possible winners: the team who scores the highest and guesses their saboteur, as well as the saboteur who remains undetected and the team scores the lowest.

Idea 59. RAGing confidence

Provide students with a copy of the specification. Using a RAG system ask student to rate their confidence for each section of the specification.

Then ask them to annotate the specification with further detail of what targeted revision they need to do.



Idea 60. Command word wheel

Get students to create their own version of the command word wheel.



Ask them to include a range of command words from describe to evaluate. Next to each command word get them to define what it wants them to do. You could even ask them to include an example question or some sentence starters.

Idea 61. Chips

This strategy can be used a number of ways;

1. Write and define key words, by the end you have created a portion of topic 'chips'
2. Explore various past paper questions and write these on their chips to practice at home
3. Write key words on one portion of chips and the definitions on another portion. This could then be used as a match up game until all the key words have been defined.

