

# GCSE GEOGRAPHY - WEEK BY WEEK REVISION SCHEDULE

## [2025-2026]

**Paper 1:** Wednesday morning 13<sup>th</sup> May (1hr 30)

**Paper 2:** Wednesday afternoon 3<sup>rd</sup> June (1hr 30)

**Paper 3:** Thursday morning – 11<sup>th</sup> June (1hr 30)

- [Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](https://www.tutor2u.net/geography/collections)  
<https://www.tutor2u.net/geography/collections> - interactive questions and quizzes on each GCSE topic.

WEEK	TOPICS	RE-VISIT WORK	SUGGESTED ACTIVITIES
WEEK 1 12 <sup>TH</sup> SEPT	TECTONIC HAZARDS NATURAL HAZARDS (1A)	<ul style="list-style-type: none"> <li>• Distribution of earthquakes and volcanoes.</li> <li>• Processes at destructive, constructive and constructive margins.</li> <li>• Types of volcanoes.</li> <li>• Primary and secondary impacts of earthquakes.</li> <li>• Immediate and long-term responses to earthquakes.</li> <li>• Mitigating risk of earthquakes - monitoring/prediction, protection and planning (MP3)</li> <li>• <b>Key details about contrasting HIC/LIC earthquakes</b></li> </ul>	<ul style="list-style-type: none"> <li>• Try to draw the plate margin diagrams from memory - how many labels can you remember?</li> <li>• Explain how economic development affects hazard resilience.</li> <li>• Sketch examples of the 3 P's that mitigate the risk of earthquakes.</li> </ul>
WEEK 2 19 <sup>TH</sup> SEPT	WEATHER HAZARDS NATURAL HAZARDS (1A)	<ul style="list-style-type: none"> <li>• Global atmospheric circulation.</li> <li>• Tropical storm structure and formation.</li> <li>• Primary and secondary impacts of tropical storms.</li> <li>• Immediate and long-term responses to tropical storms</li> <li>• Mitigating risk of tropical storms - monitoring/ prediction, protection and planning.</li> <li>• What affects UK weather?</li> <li>• <b>Key details about tropical storm and UK extreme weather case study</b></li> </ul>	<ul style="list-style-type: none"> <li>• Produce a diagram to show how global atmospheric circulation works.</li> <li>• Create a recipe for a tropical storm - what are the key ingredients?</li> <li>• Create a concise fact file for each of the extreme weather events.</li> <li>• Argue both sides of this statement – 'Weather in the UK is becoming more extreme'.</li> </ul>
	CLIMATE CHANGE	<ul style="list-style-type: none"> <li>• Evidence for climate change over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw the greenhouse effect diagram from memory.</li> </ul>

	<b>NATURAL HAZARDS (1A)</b>	<ul style="list-style-type: none"> <li>• Natural and human causes of climate change.</li> <li>• Mitigating the risk of, and adapting to climate change.</li> <li>• <b>Key details about mitigating UK climate change examples</b></li> </ul>	<ul style="list-style-type: none"> <li>• Produce a whole topic mind map - patterns over time, causes, effects (SEE), and mitigation strategies on 3 scales.</li> <li>• Produce a flow diagram to show how greenhouse gases form a 'blanket'.</li> </ul>
<b>WEEK 3 26<sup>TH</sup> SEPT</b>	<b>FIELD WORK UNFAMILIAR URBAN ISSUES AND CHALLENGES (2A)</b>	<ul style="list-style-type: none"> <li>• Mean, median, mode, range, interquartile ranges</li> <li>• Alternative data collection techniques</li> <li>• Alternative data presentation techniques</li> </ul>	
<b>WEEK 4 3<sup>RD</sup> OCT</b>	<b>FIELD WORK FAMILIAR PHYSICAL</b>	<ul style="list-style-type: none"> <li>• Walton on the-Naze field work</li> <li>• To what extent are sea defences at WON required?</li> <li>• Risks</li> <li>• Data collection</li> <li>• Data presentation</li> </ul>	<ul style="list-style-type: none"> <li>• To what extent did the data collection methods help to reach valid conclusions (9)</li> </ul>
<b>WEEK 5 10<sup>TH</sup> OCT</b>	<b>FIELDWORK FAMILIAR URBAN</b>	<ul style="list-style-type: none"> <li>• The Colchester Garrison</li> <li>• Do regenerated areas of Colchester have a better environmental quality?</li> <li>• Risks</li> <li>• Data collection data presentation</li> </ul>	For your human fieldwork enquiry, suggest how the accuracy of your data collection methods could be improved (9 marks)
<b>WEEK 6 17<sup>TH</sup> OCT</b>	<b>UK RESOURCES CHALLENGE OF RESOURCE MANAGEMENT (2C)</b>	<ul style="list-style-type: none"> <li>• Global distribution of resources - inequality of availability and consumption.</li> <li>• Provision of food in the UK - food miles, organic food vs agribusiness.</li> <li>• Provision of water in the UK - water surplus and deficit, water transfer, water quality.</li> <li>• Provision of energy in the UK - energy mix, energy security, environmental impacts.</li> </ul>	<ul style="list-style-type: none"> <li>• Create an illustrated mind map to show why the demand for food, water and energy have all increased in the UK.</li> <li>• Draw up a pros and cons table of food miles.</li> <li>• List as many ways to conserve water as possible – are there any issues with these strategies? (eg. grey water).</li> <li>• Create an 'ENERGY MIX' acrostic – that includes what the term means and why it is always changing.</li> </ul>
<b>WEEK 7 24<sup>TH</sup> OCT</b>	<b>FOOD (OPTION) CHALLENGE OF RESOURCE MANAGEMENT (2C) CAUSES AND EFFECTS</b>	<ul style="list-style-type: none"> <li>• Global food distribution - areas of deficit and surplus, and reasons for this insecurity.</li> <li>• Impacts of food/water/energy insecurity – famine, undernutrition, soil erosion, rising prices, social unrest.</li> </ul>	<ul style="list-style-type: none"> <li>• Mind map all of the reasons for food insecurity.</li> <li>• Create a concept map that links together impacts of food insecurity.</li> </ul>

<b>WEEK 8</b> <b>7<sup>TH</sup> NOV</b>	<b>FOOD</b> <b>(OPTION)</b> <b>CHALLENGE OF</b> <b>RESOURCE</b> <b>MANAGEMENT</b> <b>MANAGEMENT</b> <b>STRATEGIES</b>	<ul style="list-style-type: none"> <li>Strategies to increase food supply - irrigation, aeroponics/hydroponics, biotechnology.</li> <li>Sustainable ways to increase food security</li> <li>Small scale appropriate technology vs large-scale projects to increase food/ water/energy supply</li> <li><b>Key details of large-scale farming/water supply/energy generation project.</b></li> <li><b>Key details of small-scale farming/ water supply/energy generation project</b></li> </ul>	<ul style="list-style-type: none"> <li>Draw up a pros and cons table of the different strategies being used to increase food/water/energy supply.</li> <li>Rank the different strategies being used to increase food/water/energy supply in order of effectiveness – justify your order.</li> <li>Create a poster to encourage people to be more sustainable in terms of food/water/energy consumption.</li> <li>Make a comparison table of your small-scale vs large-scale case studies for food/ water/energy – which is most effective and why?</li> </ul>
<b>WEEK 9</b> <b>14<sup>TH</sup> NOV</b>	<b>ECOSYSTEMS</b> <b>THE LIVING WORLD</b> <b>(1B)</b>  <b>TROPICAL</b> <b>RAINFORESTS</b> <b>THE LIVING WORLD</b> <b>(1B)</b>	<ul style="list-style-type: none"> <li>Major biomes across the world - location and reasons for this.</li> <li>Small-scale ecosystems - processes.</li> <li><b>SKILLS focus - calculating percentage increase, mean/mode, median and reading 6 fig-grid references.</b></li> <li>Structure and characteristics of the rainforest.</li> <li>Causes of deforestation.</li> <li>Impacts of deforestation - local and global.</li> <li>Ways to manage the rainforest sustainably.</li> <li><b>Key details about your TRF rainforest case study.</b></li> </ul>	<ul style="list-style-type: none"> <li>Draw a concept map to show how the biotic and abiotic components in an ecosystem are linked.</li> <li>Create a labelled diagram of the processes taking place in large and small-scale ecosystems.</li> <li>Produce a summary sheet for the main biomes – think about location, characteristics.</li> <li>Sketch and label the layers of the rainforest from memory.</li> <li>Make a continuum of causes of deforestation – rank them in order of impact and annotate reasons.</li> <li>Create multiplier effect/chains of reasoning for impacts of rainforest destruction.</li> </ul>
<b>WEEK 10</b> <b>21<sup>ST</sup> NOV</b>	<b>COLD</b> <b>ENVIRONMENTS</b> <b>(OPTION)</b> <b>THE LIVING WORLD</b> <b>(1B)</b>	<ul style="list-style-type: none"> <li>Physical characteristics of cold environments</li> <li>Opportunities and challenges in cold environments</li> <li>Need to protect wilderness areas</li> <li>How wilderness areas are managed</li> <li><b>Key details about your hot desert/cold environment case study.</b></li> </ul>	<ul style="list-style-type: none"> <li>Create an adaptation poster cold environment animals and plants.</li> <li>Write 150 words summarising the main challenges in cold environments.</li> <li>Create a cartoon strip of a spiral of decline for cold wilderness areas.</li> </ul>

<b>WEEK 11</b> <b>28<sup>TH</sup> NOV</b>	<b>COASTS</b> <b>UK PHYSICAL</b> <b>LANDSCAPES (1C)</b>	<ul style="list-style-type: none"> <li>• Erosion - hydraulic action, attrition, abrasion, solution.</li> <li>• Transportation - longshore drift - impacts.</li> <li>• Erosional landforms - caves, arches, stacks, bays and headlands, wave-cut platforms (link to geology/rock type).</li> <li>• Depositional landforms - spits.</li> <li>• Weathering processes - physical, chemical, biological - slumping.</li> <li>• Management - hard and soft - pros and cons.</li> </ul> <p><b>Key details about landforms and management for your coasts case study.</b></p>	<ul style="list-style-type: none"> <li>• Create a step-by-step guide on how erosional and depositional landforms occur - you must refer to rock type and specific processes.</li> <li>• Create an illustrated table of coastal management strategies – must include pros and cons.</li> <li>• Write a key term quiz for another student – try to aim for 15.</li> </ul>
<b>5<sup>TH</sup> DEC</b> <b>MOCK</b> <b>WEEK</b>	<b>GLACIERS</b> <b>UK PHYSICAL</b> <b>LANDSCAPES (1C)</b>	<ul style="list-style-type: none"> <li>• Processes: Freeze thaw weathering, Abrasion, Plucking, transportation and deposition</li> <li>• Landforms: corrie, arete, tarn, pyramidal peak, hanging valley, u shaped valley, truncated spurs.</li> <li>• Uses of glaciated areas</li> <li>• Conflicts in glaciated areas</li> <li>• Management of the lake district</li> </ul>	<ul style="list-style-type: none"> <li>• Create a step-by-step guide on how erosional and depositional landforms occur - you must refer to rock type and specific processes.</li> <li>• Create an illustrated table of coastal management strategies – must include pros and cons.</li> <li>• Write a key term quiz for another student – try to aim for 15.</li> </ul>
<b>WEEK 12</b> <b>16<sup>TH</sup> JAN</b>	<b>NEE CITY – RIO/</b> <b>LAGOS/ MUMBAI</b> <b>URBAN ISSUES AND</b> <b>CHALLENGES (2A)</b>	<ul style="list-style-type: none"> <li>• What is urbanisation and what are megacities?</li> <li>• Informal (squatter) settlements.</li> <li>• Growth and importance of your city.</li> <li>• Social challenges in your city.</li> <li>• Economic challenges in your city.</li> <li>• Environmental challenges in your city.</li> </ul> <p><b>Key details about your case study to improve life for the urban poor.</b></p>	<ul style="list-style-type: none"> <li>• Create a summary poster of your city ‘super’ case study – think carefully about how you would organise this.</li> <li>• Produce a fact file on your informal settlement improvement project.</li> <li>• Choose 3 aspects of life in an informal settlement and explain how they are challenging, eg. ‘A lack of sanitation makes life challenging because...’</li> </ul> <p>Write 100 words to summarise why informal employment is an issue in LIC/NEE cities.</p>
<b>WEEK 13</b> <b>23<sup>TH</sup> JAN</b>	<b>UK CITY –</b> <b>LONDON/</b> <b>MANCHESTER/</b> <b>BIRMINGHAM/</b> <b>OTHER</b>	<ul style="list-style-type: none"> <li>• Growth and importance of your city.</li> <li>• How has migration affected your city?</li> <li>• Inequality across your city.</li> <li>• Transport improvements across your city.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a summary poster of your UK ‘super’ case study.</li> <li>• Produce an illustrated comparison of two areas of your city to show inequality.</li> </ul>

	<b>URBAN ISSUES AND CHALLENGES (2A)</b>	<ul style="list-style-type: none"> <li>● Pollution and urban greening in your city.</li> <li>● Urban regeneration - greenfield vs brownfield.</li> <li>● <b>Key details about a regeneration project that you have studied.</b></li> </ul>	<ul style="list-style-type: none"> <li>● Create an annotated diagram to show the importance of urban greening.</li> <li>● Create a mind map that summarises how migration can change an area.</li> </ul>
<b>WEEK 14 30<sup>TH</sup> JAN</b>	<b>SUSTAINABLE URBAN ENVIRONMENTS</b> <b>URBAN ISSUES AND CHALLENGES (2A)</b>	<ul style="list-style-type: none"> <li>● What is urban sustainability? What are the important features?</li> <li>● Sustainable traffic schemes.</li> <li>● <b>Key details about social, economic and environmental sustainability in an example you have studied.</b></li> </ul>	<ul style="list-style-type: none"> <li>● Choose 5 things that you would expect to find in a sustainable urban environment and explain why they are sustainable.</li> <li>● Create a fact file on your sustainable urban area.</li> </ul>
<b>WEEK 15 6<sup>TH</sup> FEB</b>	<b>DEVELOPMENT GAP</b> <b>THE CHANGING ECONOMIC WORLD (2B)</b>	<ul style="list-style-type: none"> <li>● Development indicators - and HDI.</li> <li>● The Demographic Transition Model.</li> <li>● Reasons for the development gap.</li> <li>● Strategies to reduce the development gap, e.g. aid, fair trade, debt relief, tourism, etc.</li> <li>● <b>Key details about your tourism case study.</b></li> </ul>	<ul style="list-style-type: none"> <li>● Find a partner and make a key word quiz for each other.</li> <li>● Produce an illustrated mind map of the factors that have led to a development gap</li> <li>● Concept map linking causes of the development gap.</li> <li>● Rank the different strategies to reduce the development gap in order of effectiveness – justify your choices.</li> </ul>
<b>WEEK 16 13<sup>TH</sup> FEB</b>	<b>DEVELOPMENT GAP</b> <b>THE CHANGING ECONOMIC WORLD (2B)</b>	<ul style="list-style-type: none"> <li>● Development indicators - and HDI.</li> <li>● The Demographic Transition Model.</li> <li>● Reasons for the development gap.</li> <li>● Strategies to reduce the development gap, eg. aid, fair trade, debt relief, tourism, etc.</li> <li>● <b>Key details about your tourism case study.</b></li> </ul>	<ul style="list-style-type: none"> <li>● Find a partner and make a key word quiz for each other.</li> <li>● Produce an illustrated mind map of the factors that have led to a development gap</li> <li>● Concept map linking causes of the development gap.</li> <li>● Rank the different strategies to reduce the development gap in order of effectiveness – justify your choices.</li> </ul>
<b>WEEK 17 27<sup>TH</sup> FEB</b>	<b>NEE STUDY - NIGERIA</b> <b>THE CHANGING ECONOMIC WORLD (2B)</b>	<ul style="list-style-type: none"> <li>● Importance of your NEE - regional and global.</li> <li>● Political, social and cultural context.</li> <li>● Changing relationships - politics and trading.</li> <li>● Changing industrial structure - growth of manufacturing.</li> <li>● Impact of TNCs - social, economic and environmental.</li> <li>● Impact of developmental aid.</li> <li>● <b>Key details about TNC case study.</b></li> </ul>	<ul style="list-style-type: none"> <li>● Write 5 bullet points to summarise the importance of your NEE.</li> <li>● Try some multiplier effects/ chains of reasonings for the pros and cons of TNCs in NEEs.</li> <li>● Produce a cartoon strip to show the social, economic and environmental impacts of aid.</li> </ul>

<b>WEEK 18</b> <b>6<sup>TH</sup></b> <b>MARCH</b>	<b>UK ECONOMY</b> <b>THE CHANGING</b> <b>ECONOMIC WORLD</b> <b>(2B)</b>	<p>How has the UK economy changed - impact of deindustrialisation, globalisation and government policy.</p> <p>Post-industrial UK - science and business parks.</p> <p>Changing rural areas – contrasting areas of population growth and decline</p> <p>UK infrastructure projects.</p> <p>North-South divide.</p> <p><b>Key details about sustainable industry case study.</b></p>	<ul style="list-style-type: none"> <li>● Sketch how the UK economy has shifted from primary to secondary to post-industrial.</li> <li>● Draw 2 flow charts – one to show the impact of deindustrialisation and one to show the impact of globalisation.</li> <li>● Explain how ICT has changed the UK economy in 100 words.</li> <li>● 4 box challenge - how many road, rail, port and airport improvements can you remember?</li> <li>● ‘There is no such thing as a north-south divide’ – argue both sides of this statement.</li> </ul>
<b>WEEK 19</b> <b>13<sup>TH</sup></b> <b>MARCH</b>	<b>PAPER 1 DROP IN</b>	● <b>Natural Hazards total recap</b>	
<b>WEEK 20</b> <b>20<sup>TH</sup></b> <b>MARCH</b>	<b>PAPER 1 DROP IN</b>	● <b>Living world total recap</b>	
<b>WEEK 21</b> <b>17<sup>TH</sup></b> <b>APRIL</b>	<b>PAPER 1 DROP IN</b>	● <b>Physical landscapes total recap</b>	
<b>WEEK 22</b> <b>24<sup>TH</sup></b> <b>APRIL</b>	<b>PAPER 2 DROP IN</b>	● <b>Resources recap</b>	
<b>WEEK 23</b> <b>1<sup>ST</sup> MAY</b>	<b>PAPER 2 DROP IN</b>	● <b>Urban recap</b>	
<b>WEEK 24</b> <b>8<sup>TH</sup> MAY</b>	<b>PRE -RELEASE</b> <b>DROP IN</b>	● <b>Pre-release drop in</b>	

<b>WEEK 25</b> <b>15<sup>TH</sup> MAY</b>	<b>PAPER 3 DROP IN AND MENTORING</b>	<ul style="list-style-type: none"> <li>• Paper 3 practice</li> </ul>	
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**END OF WEEK 25 – EXAMS BEGIN – GOOD LUCK!!!**