Sixty+ revision strategies

Tried, tested and dare I say FUN!

Created by @MrsGeography
Connect 4
Snakes and ladders
Articulate
Rapidough
Pictionary
Revision pong
Million pound drop
Charades
Snooker
Dominoes
Blockbusters
Snap
Jenga
Challenge grids
Plickers
Spider diagrams
Past paper exams
Nightmare exam
Create a mark scheme
Zone of relevance
Websites
Quiz-quiz-trade
Revision clock
BUG
Shrink it down
Consult an expert
Snowballing
Question tennis
Paper chains
Bunting
Plasticine
Revision guide
Flash cards
Revision stations
Youtube
Model answers
Create a song
Knowledge trading
Progress tracking
Instructions
Whiteboards
Note cards
Voice memos
Summary booklets
Mnemonics
Venn diagrams
Foldable revision
Reverse highlighting
Revision timetable
Highlighting
The Gamble
Guess who
Taboo
Cowboy shootout
Speed dating
Find someone who
Layered spider diagrams
Saboteur
RAG confidence
Command word wheel
Chips

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How to revise....

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

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we see and hear
- 70% of what we discuss with others
- 80% of what we do
- 95% of what we teach to others

Created by @MrsGeography

- Reading
- Listening
- Look and see
- See and hear
- Talking, asking, repeating, naming
  reproduce, remember, discuss, react, define
- Write, interpret, translate, express, look over, identify, communicate,
  apply, use, plan, predict, find out, create, organize, summarize, analyse,
  differentiate, examine, catalog, participate, check
- Explain, summarize, classify, structure, define, generalize, develop, try out, illustrate

- William Glasser
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

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**Revision games**

**Idea 1. Connect 4**

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.

**River landscapes**

- Tectonic hazards
- Coastal landscapes
- Changing urban environments
- Tourism
- Globalisation

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<table>
<thead>
<tr>
<th>River landscapes: Give one...</th>
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<td>Transportation process</td>
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<td>Example of hard engineering</td>
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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.

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.

http://www.teachitgeography.co.uk/resources/ks4/examination-tips/teaching-tools/geography-articulate/26137
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 is the loser.

http://www.teachitgeography.co.uk/resources/ks4/examination-tips/teaching-tools/geography-rapidough/26138
Revision games

Idea 5. Pictionary

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

http://www.teachitgeography.co.uk/resources/ks4/examination-tips/teaching-tools/a-physical-geography-pictionary/26255
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.

https://www.tes.com/teaching-resource/aqa-geography-revision-pong-11419241
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.

Created by @MrsGeography
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.

https://www.tes.com/teaching-resource/gcse-geography-snooker-revision-11413126
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 size of the board.

http://www.teachers-direct.co.uk/resources/quiz-busters/
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.
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.

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.

https://www.plickers.com/
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

Created by @MrsGeography
Idea 17. Past paper exams

Practice makes perfect!

AQA

General Certificate of Secondary Education
Foundation Tier
June 2014

Geography
(Specification A)

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

AQA

General Certificate of Secondary Education
Higher Tier
June 2014

Geography
(Specification A)

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.

https://www.tes.com/teaching-resource/zone-of-relevance-11418190
Idea 21. Websites


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

Created by @MrsGeography
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.

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.

https://www.tes.com/teaching-resource/revision-clock-egg-timer-11392911
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

Created by @MrsGeography
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.

Created by @MrsGeography
Idea 28. Question tennis

Two teams go head to head. Each team takes 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.

Created by @MrsGeography
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.

Created by @MrsGeography
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

1. At the centre of the Earth is a ball of solid iron and nickel called the core.
2. Around the core is the mantle, which is semi-molten rock that moves very slowly.
3. The outer layer of the Earth is the crust. It’s very thin (about 20 km).
4. The crust is divided into lots of slabs called tectonic plates (they float on the mantle).
5. 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.
6. The plates are moving because the rock in the mantle underneath them is moving.
7. 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 Margin
   - 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 spreads creating new crust.

3. Conservative Margin
   - 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. Practice 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.

<table>
<thead>
<tr>
<th>Idea 33. Flash cards</th>
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<tbody>
<tr>
<td><strong>Crust</strong></td>
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<td>The outer layer of the earth</td>
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<tr>
<td><strong>Plate</strong></td>
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<tr>
<td>A large section of the earth’s crust</td>
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<tr>
<td><strong>Arch</strong></td>
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<tr>
<td>An opening through a headland with rock above and on both sides of it.</td>
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[https://www.tes.com/teaching-resource/gcse-geography-key-word-flash-cards-11375479](https://www.tes.com/teaching-resource/gcse-geography-key-word-flash-cards-11375479)
Idea 34. Revision stations

Divide the classroom into various stations with different tasks.

Students should rotate after spending some time on each station. Theses stations could consist of various revision strategies, exam questions or topics.
Idea 35. Youtube

Mrs Geography

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.

I'm a tornado, I shake the ground,
When I drop a building I will crack:
the ground people run in fear all of them,
dump of the peak in to water
and awnaturally disappear.
be prepared for after shock when it's comes you all,
will regret if you not.
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.

https://www.tes.com/teaching-resource/gcse-geography-key-words-knowledge-trading-11375410
Idea 39. Progress tracking

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

<table>
<thead>
<tr>
<th>Tourism</th>
<th>Revised</th>
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<tbody>
<tr>
<td>Reasons for the increase in tourism</td>
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<td>The attractions of (a) cities (b) mountain areas (c) coasts for tourism</td>
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<td>The economic importance of tourism in different countries</td>
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<td>Why tourism is important to the UK</td>
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<td>Things that can cause tourist numbers to change e.g. terrorist attacks</td>
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<td>Butler Model – how and why visitor numbers to Blackpool have changed</td>
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<td>Case Study – Lake District National Park</td>
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<th>Restless Earth</th>
<th>Revised</th>
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<tr>
<td>The structure of the Earth – core, mantle, crust</td>
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<td>Differences between continental &amp; oceanic crust</td>
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<td>Three types of plate margin – destructive, conservative &amp; constructive</td>
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<td>Landforms at plate boundaries – ocean trenches, fold mountains, composite volcanoes and shield volcanoes</td>
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<td>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</td>
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<td>Characteristics of composite &amp; shield volcanoes</td>
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<tr>
<td>Predicting volcanic eruptions</td>
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<tr>
<td>Case Study of a volcanic eruption – Soufriere Hills, Montserrat – causes, primary &amp; secondary impacts, immediate and long term responses</td>
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<tr>
<td>The characteristics of a supervolcano and likely impacts of an eruption</td>
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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
Idea 41. Whiteboards

LOOK
COVER
WRITE
CHECK
REPEAT

Created by @MrsGeography
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!

Created by @MrsGeography
Idea 44. Summary booklets

AQA Specification A

Unit 1: Physical geography

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 preserved but allows sustainable use of the area.

Study example questions

Example: a) Describe the economic costs of coastal flooding. b) If a coastal habitat was described as how it has led to conflict with a figure, describe how this has led to conflict with a figure. c) Describe the costs and benefits of the risk of cliff collapse. d) Explain why a coastal habitat has been affected by cliff collapse and discuss the effects of cliff collapse on it.

Case study 1: Coastal flooding

<table>
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<tr>
<th>Location</th>
<th>Quick fact about location</th>
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<tbody>
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<td></td>
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<thead>
<tr>
<th>Impacts of flooding</th>
<th>REMEMBER social, economic, political and environmental.</th>
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What causes created this coastal flooding example?

REMEMBER PAQG... 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 Dharavi is where its original inhabitants, the Koli, reside. A fishing community spread throughout Mumbai, the particular group he traces to practise freshwater fishing in the Mithi river. However, over the last 30 years they have stopped fishing and switched to more artisanal practices.

What used to be an area with shanty houses and gutter streets has now become one of the cleanest, well-maintained spots in Dharavi. 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 sqft. The Kolis have homed twice this since hence the resistance. The neighbourhood is also well known for its community feeling and festivals are celebrated collectively.
Idea 49. Revision timetable

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.

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.

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.

Created by @MrsGeography
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.

http://www.tutor2u.net/the-professional-teacher/blog/effective-revision-activities-the-gamble
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.

https://www.tes.com/teaching-resource/countries-guess-who-11430791
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.

Created by @MrsGeography
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.

http://www.tutor2u.net/the-professional-teacher/blog/effective-revision-activities-the-gamble-1
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...

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!!

https://www.tes.com/teaching-resource/geography-revision-find-someone-who-11430769
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.

http://www.tutor2u.net/economics/events/effective-revision-activities-the-saboteur
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 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.

https://www.tes.com/teaching-resource/geography-command-word-wheel-11444475
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.

https://www.tes.com/teaching-resource/revision-chips-11521318