

Supporting your child through their Geography Edexcel A GCSE

Paper	Topics	Units	Time	Mark	%	Exam Date
1	Physical	<ul style="list-style-type: none"> • Topic 1: The changing landscapes of the UK • Topic 2: Weather hazards and climate change • Topic 3: Ecosystems, biodiversity and management 	1 hr 30	/94	37.5%	May 2022
2	Human	<ul style="list-style-type: none"> • Topic 4: Changing cities • Topic 5: Global development • Topic 6: Resource management 	1 hr 30	/94	37.5%	June 2022
3	Investigations	<ul style="list-style-type: none"> • Topic 7: Geographical investigations – fieldwork (rivers and inner urban areas) • Topic 8: UK challenges 	1 hr 30	/64	25%	June 2022

Supporting with home learning, retrieval and revision

Revision is vital for all students in all subjects, but it can lead to a great deal of stress and anxiety for some students and their families. We've included some tips for parents on revision:



Encourage your child to **start early, start now**. By revisiting and retrieving knowledge and understanding now means there is less to relearn in the future.



Google Classroom use your child's school Gmail address to access all classroom lessons, home learning and other resources. This should be checked everyday.

Class code for 10C1 is qkdweji

Class code for 10B1 is 7x5ikfn

(if parents wish to be invited to the Google Classroom send an email to your child's class teacher and we'll send you an invite)



Help them be **organised**. Create a workable revision timetable with them.



Let them **talk**. Talking with you about a topic or subject helps them visualise their knowledge.



Seneca <https://www.senecalearning.com/> a fantastic free resource for students to practice and retrieve their knowledge

Class Code for 10C1 is gbvmd37kwm

Class code for 10B1 is 8wbdle444q - both accessible through Google Classroom



Keep **calm**. If you are calm about revision & exams this will help them feel the same.



BBC Bitesize <https://www.bbc.com/education/examspecs/zsytxsg> lots of really useful subject and exam board revision



Water and healthy food are vital for the brain to function properly. Make sure they are eating and drinking with you.



GCSE POD https://www.gcsepod.com/gcsepod_content/geography/ videos and podcasts to use 'on the run'



Exercise & fresh air. Go for a jog with them while they talk about their subject.



Time for Geography <https://timeforgeography.co.uk/> videos, model answers and exam tips



Oak National Academy <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/geography> lessons, revision and extra resources from the online National Academy


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THE EVIDENCE-BASED CLASSROOM SERIES

1: STUDENT STUDY GUIDE


Come exam time, students work hard at remembering all they have learned in their lessons over the year. But hard work alone is not enough to be successful. Knowing which are the most effective strategies – along with a schedule that avoids an end-of-year cramming – will help them achieve their best results.

1 WORKING HARD AT THE WRONG THINGS



Re-reading and highlighting is a bad idea. It may make students feel good but, in reality, they will soon forget the content they have covered. Here, by contrast, are the best five methods your students should know about and adopt.


1 RETRIEVAL PRACTICE



Retrieval practice means trying to remember material you have learned, so when you sit your test, it comes readily to mind. Like this:

- 1 Make a list of important info you need from a topic
- 2 Close the book and create a quiz for yourself
- 3 Try to retrieve everything you've committed to memory
- 4 Go back and check all your answers

2 QUESTIONING AND ELABORATION




Once you have learned a lot of material, what should you do with it? Ask questions about it and make connections. Here are questions about this quote:

*Is this a dagger which I see before me,
The handle toward my hand?*

- 1 Why does Shakespeare use this imagery here?
- 2 What does this reveal about Macbeth at this point?
- 3 How does this connect to what we know of Macbeth?

3 CONCRETE EXAMPLES



Concrete examples help concepts come alive – as in the transformation of lettuce depicting osmosis.

And in these questions used to find out exactly what an excellent essay looks like:

- 1 How has the essay been structured?
- 2 What particular phrases have been used?
- 3 What specific examples have been used as evidence?

4 SPACED PRACTICE

Recognising that procrastination is part of our nature, helps us avoid it. Cutting up revision into smaller chunks and spacing it out over a period of time is the best strategy to adopt. For example, with 6 hours to prepare for a test in a week's time, here's how to space out the revision.

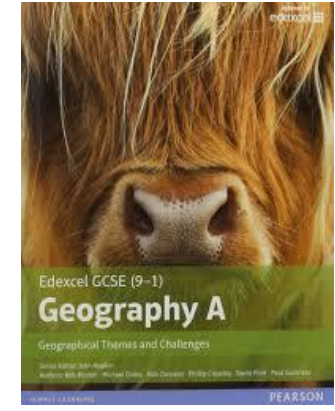
M	T	W	T	F	S	S
30	30	30	30	30	30	30
						Relax!
30	30	30	30	30	30	30

5 INTERLEAVING

As with spaced practice, leaving gaps between studying is very effective. When studying multiple topics, mixing up the material you study adds to its impact. Such a mix is called interleaving.

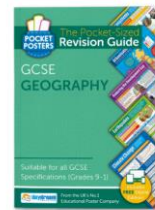
M	T	W	T	F
MACBETH	UNSEEN POETRY	AN INSPECTOR CALLS	JEWELL AND HYDE	CREATIVE WRITING
AN INSPECTOR CALLS	JEWELL AND HYDE	CREATIVE WRITING	MACBETH	UNSEEN POETRY
CREATIVE WRITING	MACBETH	UNSEEN POETRY	AN INSPECTOR CALLS	JEWELL AND HYDE

Online textbooks and Revision Guides

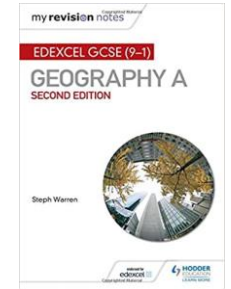
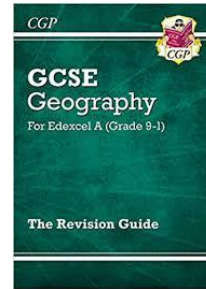
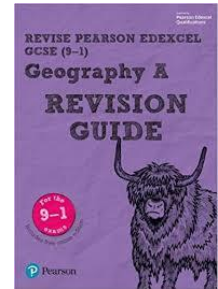


Your child has access to the online textbook for Geography through Active Learn and has received an email (21.9.2020) through their school Gmail account to activate their e-learning online textbook. (If students are unsure of their logins please email jluff@ktc-tkat.org for details)

https://login.pearson.com/v1/piapi/piui/signin?client_id=BRS1cPHr21q0NV8AQP99zDZau8IPUxgy&login_success_url=https:%2F%2Fwww.pearsonactivelearn.com%2Fapp%2FLogin



Pocket Posters for revision and Case Study facts – available through the schools Wisepay account.



- Top 5 most common mistakes from the June 2019 exams:**
1. Not understanding the command word of the question.
 2. Not including evidence from places we have studied in the 8 mark questions
 3. Not developing definitions enough to get the second mark out of two
 4. Not attempting or understanding how to use OS maps and statistical skills
 5. Not using evidence from the material in the question paper