

Top Ideas for exam revision time

GA Secondary Phase Committee



As we come to that time of year when students are preparing for their terminal examinations teachers are often looking for interesting, challenging and effective revision ideas. During a recent meeting, members of the GA's Secondary Phase Committee suggested a list of activities that they have used with students. As always it would be great to hear about your own ideas for revision. Please pass them on to Simon Renshaw at renshawgeography@googlemail.com and we will add them to the growing list!

It is important to point out that parachuting these revision techniques in at Easter in Year 11 is not desirable! To be more effective, students should be made familiar with these techniques throughout their time at secondary school.

So without further ado and in no particular order...

1. Create revision comics with [Pixton](#) or suggest a free trial of [Comic Life](#).
2. Teach students a [variety of memory systems](#).
3. [Concept mapping](#) – Within individual units and also upon arrival at the end of the course, ask students to look back and see the big picture of their learning and identify nodes and interconnections between geographical content covered.
4. Create a glossary or [word-mats](#) for particular topics – thanks to SLN contributors!
5. [Mind mapping](#) is a spectacularly useful technique for summarising geographical content. Stress the importance of placing mind maps around your room home to allow it be incorporated into your visual memory.
6. 'Mind mapping extra' or 'red pen/black pen' - create a mind map on a topic. Look over it and try and remember as much as possible, hide it away and use a black pen to recreate the mind map. When you can't remember anymore check the original and add any missing points in a red pen. Repeat the process and more should be in black each time. Apparently red signifies danger and we remember it more!
7. Create an [exam question wiki](#) for students. This could be used as a space for students to enter their own responses and have them peer assessed or marked by a teacher.
8. Use the [Learning Event generator](#) to create memorable learning experiences!
9. Spend time deconstructing questions by making students familiar with exam [command/trigger words](#) (big thanks to **Pauline Marsden**, Sandon High School).
10. Create word clouds using [Wordle](#)... What is the most important thing about Tectonics etc.

11. Case study Google Earth file – as students progress through the course ask them to continually update a [Google Earth file with place marks](#) showing the location of their case studies and issues investigated.
12. Create revision animations with [GoAnimate](#).
13. Go home and teach it to someone else! Ask students to teach a concept/topic to a parent and ask the parent to respond to a written task following the student attempt at teaching. Students could mark the work using a mark scheme or submit it to the classroom teacher for marking.
14. Create a [voice thread](#) as a revision resource and have students peer assess their understandings.
15. Use [instrumentals](#) to create revision raps or poems on particular topics.
16. Ask students to create podcasts that they create share and critique with each other.
17. Create revision social networks using class or cohort [Ning](#).
18. Ask students to make revision [cue cards](#) or [brain frames](#).
19. Speed dating - get each student to become the expert on one case study/topic/skill and then pair them up to 'date' and teach all about their idea. Ring a bell and swap round, continue until all the kids have learnt everything.
20. Terminology dominoes, bingo and taboo.
21. Guess the case study from pictures/clues/video/movies. Visual prompts can be used to encourage students to describe and explain key case studies.
22. Write case studies from different points of view e.g. Old Harry from a waves/seagulls perspective.
23. Geography autograph book. How about cashing in on some of effort that Y11 students put into autograph books. Provide or ask students to provide an autograph book where students write messages to each other about what to revise, their experiences of geography as well as personal comments.
24. Grade ladders with answers on cards - which grade are they? Provide students with a table with grades A*-G/U. Provide students with 8 or 9 answers. They don't have to be on the same question. Ask students to place the responses on the grade ladder and to provide reasons for the grades given.
25. Get students to use mark schemes to write weak and strong answers.
26. Play the Geography Yes-No Game. Create some examples of the yes-no questions. Get students to have a go with the examples and then get them to produce their own. Later in pairs, get them to

play the game. The rules might be – you are not allowed to answer yes or no or repeat an answer. You could get students to do a different case study each or choose a different theme. Two examples are provided below.

<p>A. Boscastle flood 2004</p> <ol style="list-style-type: none"> 1. Is it true that heavy rainfall caused the flood in Boscastle? 2. Was it 6cm of rainfall in 2 hours? 3. Is it right that no major injuries or loss of life were reported? 4. A £4.5 million scheme was planned to improve flood defences, is this true? 5. Is it right that a further cause was that the underlying impermeable rocks that helped to increase discharge rates? 6. Was there a loss of business for tourism? 7. Were trees uprooted? 8. Did new sewerage systems have to be put in place? 9. 150 people were rescued by helicopter, is this correct? 10. Were 75 cars and buildings washed into the sea? 	<p>B. Population</p> <ol style="list-style-type: none"> 1. Population means people doesn't it? 2. Am I correct, that the population density is the average number of people that live in square Km? 3. Is it true that death rate means the deaths per 1000 population per year? 4. Is birth rate the number of births per 1000 population per year? 5. Does migration mean the movement of people into or out of an area? 6. Is there such a thing as a population pyramid? 7. Is this correct, MEDC means More Economically developed Countries? 8. Is there such a thing as a Demographic Transition Model? 9. Is it wrong to say if you live in a rural area it means a city? 10. Am I correct in saying that both MEDC and LEDC have population problems?
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27. Play pass the parcel – you could use a plastic bag. Put questions in the bag with some 'win a treat' descriptions instead of questions. Play music and stop randomly. Students answering the question correctly win a treat or win a treat if they pull out that description. Sweets or lollies are ideal treats.
28. Ask students to mime or draw case studies. Other students have to guess the case study.
29. Provide students with examples of past students' exam work. Ask them to mark it and then justify the mark given.
30. Create the taboo words for related key words or concepts on cards. Having created the cards, students then play taboo.

31. Create revision quizzes in MovieMaker.
32. Tell students they are going to do an exam question. Allow them 25-30 minute to revise before the exam. Provide A4 or A3 paper. Anything they write on the paper they can use whilst doing the exam question.
33. Giant poster task – take students outside onto the school yard or playing field. Using a huge roll of paper, big enough for the entire group to work on at the same time, assign students the role of providing revision ideas/notes on individual topics. Make sure they all work the same way up. Students create a giant poster which can be displayed along a corridor.
34. Play the game Pairs. Teacher- or student-created questions and answers are generated on cards. Students place all the cards face down and students have to take it in turns to find the pairs of questions and answers. If they match up the correct question and answer they keep the pair and have another go. If they get it wrong the cards are replaced in the same place. Game continues until all pairs are matched. The winner is the student with the most pairs.
35. Student annotation. Students use their work or the work of another student. Teacher gives annotations on card or descriptions that they have to annotate the work with.