

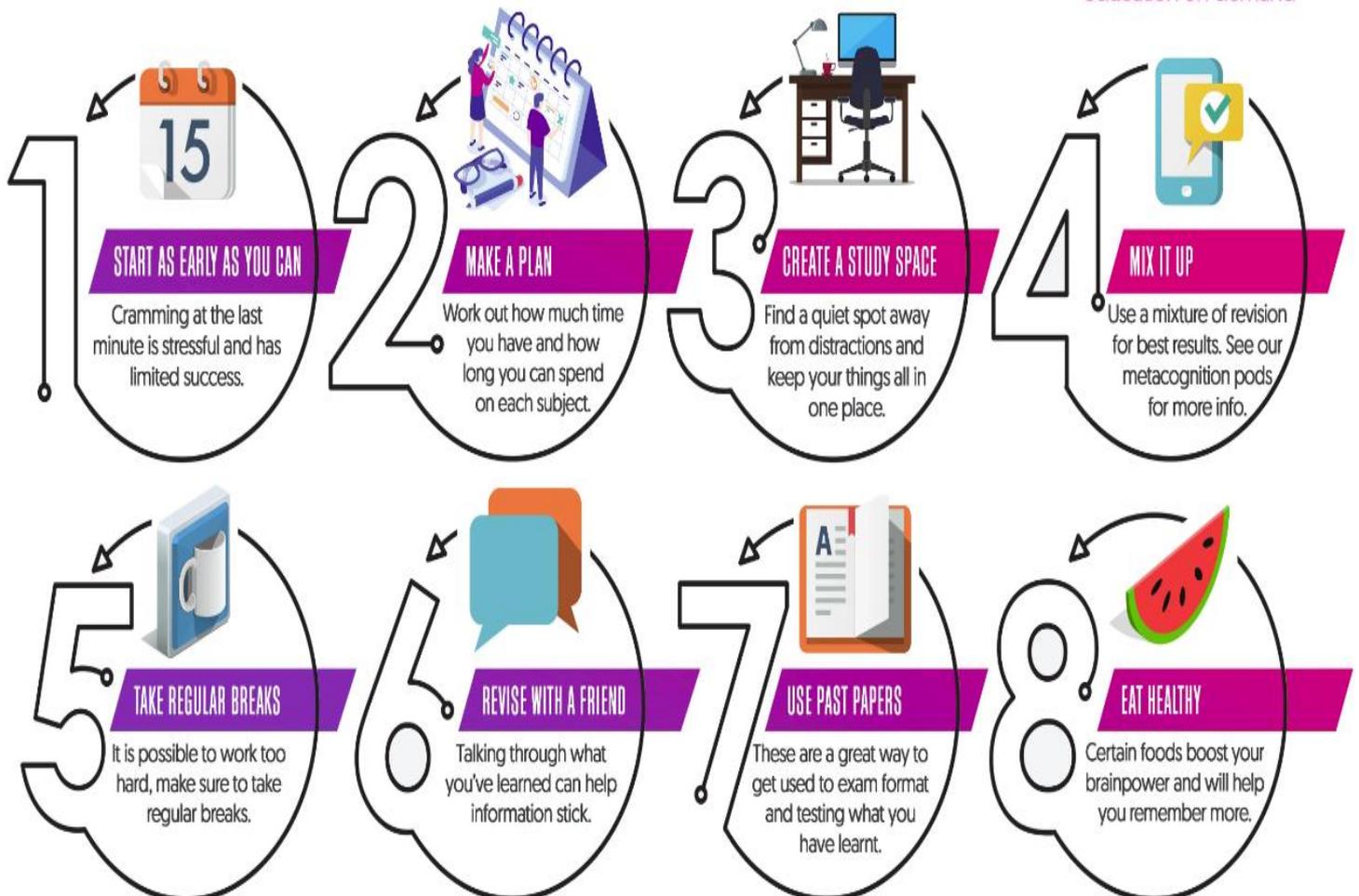
# Year 7 Exam Week

6<sup>th</sup> July 2022

## Revision Overview



education on demand



## Subject: English

### Head of Department / Head of Key Stage: Ms Cobb / Mrs Clark

Class Teachers: Ms Cobb/ Miss Ryan/ Miss Robinson/ Mrs Eyres / Miss Moore / Mr Fisher

#### Overview of assessment:

Your assessment will be on the following components:

- Knowledge of the vocabulary you have been studying in lessons
- Knowledge of the conventions of poetry
- How you respond to a poem you have not studied before

<u>Knowledge questions</u>	<u>Written response question</u>
Multiple choice Knowledge retrieval Short, full sentence answers using 'because' to explain	How does the poet present their ideas in the poem?

#### What to study for English:

<u>Techniques for Poetry</u>	<u>Vocabulary</u>	
Alliteration (n)	Contemplation (n)	Flourish (v)
Contrast (n)	Development (n)	Growth (n)
Imagery (n)	Discrimination (n)	Identity (n)
Metaphor (n)	Egotistical (adj)	Introvert (n)
Personification (n)	Emerge (v)	Nature (n)
Repetition (n)	Existence (n)	Prejudice (n)
Simile (n)	Explore (v)	Reflection (n)
Stanza (n)	Extrovert (n)	Self-Examination (n)

**What** is the poem about?

**How** has the poet put the poem together?

**Why** has the poet written this poem?

What is your **personal response** to the poem?

#### How to study for English:

- Read your English vocabulary list (given to you at the start of the term and on Google Classroom)
- Match the word to the definition
- Use the tasks set on Google Classroom to help develop your knowledge of poetry
- Investigate poems you have not studied to identify language and structure techniques
- Make sure you understand what the key descriptive techniques are – could you explain them to someone else?
- Develop your personal response by discussing your opinions with others
- Create revision cards for poetry techniques with examples
- Test yourselves, ask a parent/sibling/career/friend to test you on your key terms and vocabulary

## **Subject: Maths Head of Department: Mr. Shave Exam board: AQA**

### **Overview of assessment:**

For your assessment you will sit one paper. This paper will be scored out of 50 marks. You will not use a calculator for this paper.

The paper is intended to cover key learning from all the years you have studied maths at secondary school.

This exam may help to inform the class that you are put in in year 8.

**What to study for maths:** There are a number of topics to revise for maths; these topics are listed below.

#### Year 7 Topics

To know how to round to decimal places and significant figures

To be able to multiply and divide decimals by 10, 100 and 1000

To be able to approximate the answers to calculations using 1 significant figure rounding

To understand bounds and the limits of accuracy

To be able to use algebraic substitution

To be able to simplify expressions by collecting like terms

To be able to solve 1-step equations

To be able to calculate with negative numbers

To be able to use the order of operations (BIDMAS)

To be able to find factors and multiples

To be able to find the highest common factor and the lowest common multiple of pairs of numbers

To be able to write numbers as a product of their prime factors

To be able to state what fraction is shaded in shapes

To be able to simplify fractions

To be able to add and subtract fractions

### **How to study for Maths:**

1. Ensure you are in a quiet space where you can revise
2. Ensure you have a pen and paper; working out makes it stick
3. Log in to mathswatch – your teacher will tell you your login details. This will be:  
Username: (yourschoolusername)@reddish, for example John Smith would be 21jsmit@reddish  
Password: circle  
Contact: [t.shave@reddish.stockport.sch.uk](mailto:t.shave@reddish.stockport.sch.uk) or your teacher if your username and password do not work
4. Find the task titled “Year 7 End of Year Assessment Revision 2022”
5. Work through the questions, ensuring that you watch videos and practice any questions you get wrong. Your teacher will show you how to do this
6. If you are really stuck on anything, ask your teacher in lesson and they will help you

**Subject: Science**  
**Head of Department: Mr Charles**  
**Exam board: AQA**

**Overview of assessment:**

Your assessment will be made up of the following topics: Cells; Health & Lifestyle; Reproduction; Particles & Their Behaviour; Atoms, Elements & Compounds; Acids & Alkali's; Forces; Energy; The Solar System.

For each section you will be asked a range of questions from 1 – 4 marks.

You will be asked either closed or open questions:

**Closed** – multiple choice, link boxes, sentence completing, labelling diagrams;

**Open** – labelling/drawing diagrams, short answer, calculation, extended response.

These assessment will measure how well you have achieved:

a) Understanding scientific ideas eg all matter is made of particles and scientific techniques eg writing a method, carrying out a practical

b) Applying knowledge about scientific ideas to unfamiliar contexts and scientific techniques

c) Analyse information and ideas to: interpret; evaluate; make judgements; draw conclusions; develop experiments and improve experiments

**What to study for Science:**

**Biology**

**Cells** – Animal Cells, Plant Cells, Unicellular Cells, Microscopes, Specialised Cells, Transport across Cells (diffusion, osmosis, active transport)

**Health & Lifestyle** – Food Groups, Balanced/Unbalanced Diets, Digestion & the Digestive System, Enzymes in Digestion, Energy in our Food

**Reproduction** – Male & Female Reproductive Systems, Fertilisation, Pregnancy, Birth, The Menstrual Cycle, Pollination & Seeds

**Chemistry**

**Particles & Their Behaviour** – States of Matter, Changes of State, Expansion/Contraction, Diffusion, Gas Pressure, Density

**Atoms, Elements & Compounds** – Atoms & Elements, Compounds & Mixtures, Physical and Chemical Changes, Combustion, Exothermic & Endothermic Reactions, Word Equations, Catalysts

**Acids & Alkali's** – Acids, Alkali's, Indicators, Neutralisation

**Earth & The Environment** – Composition of the Earth, Climate Change, Carbon Cycle, Greenhouse Gases

**Physics**

**Forces** – Identifying & Measuring Forces, Balanced & Unbalanced Forces, Hooke's Law

**Energy** – Energy Stores & Transfers, Sankey Diagrams, Efficiency, Heat Transfer & Loss, Renewable & Non-Renewables Energy

**The Solar System** – Solar System, Day & Night, Seasons, Galaxies & the Universe

**How to study for Science:**

- Use KS3 CGP Science Revision Guides
- Create revision cards for each topic of learning
- Test yourselves, ask a parent/sibling/career/friend to test you on your key terms, a certain topic such as euthanasia or verbally practice answering example questions
- Create key pieces of information as summary sheets
- Complete Seneca quizzes – you then get to see exactly what you know and can formulate a revision plan of action!
- BBC Bitesize KS3 Science – this has key information, video clips and mini tests to assess your understanding
- Make sure you know the Science specific vocabulary
- Practice key Maths skills used in Science such as – drawing graphs, rearranging equations, algebra.
- Plan a simple Scientific experiment – write a hypothesis, method, results table, draw a graph, write a conclusion, evaluation and identify the variables (Independent, Dependent & Control)

**Subject: ART KS3**  
**Head of Department: D.Glenister**

**Overview of assessment:**

The assessment criteria are equally weighted for each four parts and indicate the different stages to be assessed.

- Develop ideas through investigations, demonstrating critical understanding of sources.
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Record ideas, observations and insights relevant to intentions as work progresses.
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

**What to study for Art:**

**Pupils develop and apply the skills listed below to realise intentions relevant to the KS3 project.**

- Develop their ideas through investigations informed by selecting and critically analysing sources
- Apply an understanding of relevant practices in the creative and cultural industries to their work
- Refine their ideas as work progresses through experimenting with media, materials, techniques and processes
- Record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses
- Use drawing skills for different needs and purposes, appropriate to context
- Realise intentions through sustained application of the creative process.

**Drawing**

Pupils must provide evidence of drawing. These can take different forms depending on intention. It can feature as an element within the developmental process and/or explicitly in the realisation of intentions. The particular value and significance of drawing should be determined by the ways in which it addresses purpose and need rather than the extent to which it demonstrates technical mastery, unless this is the explicit intention.

Pupils are continuously working on refining their skills and learning to document their ideas through many different drawing methods. Therefore pupils must remember success criteria when thinking about appropriate drawing methods and in practical terms apply with skill and sensitivity.

**How to study for Art:**

Pupils must practise as much as possible.

Skills are refined when techniques are repeated again and again.

Extending Knowledge of the project theme is focused on homework's to deepen understanding for classwork.

**Subject: Citizenship**  
**Head of Department: Mrs Morrison**

**Class Teacher: Mr Edwards, Miss Rockey, Mr Wass, Miss Loynds**

**Overview of assessment:**

You will be assessed on all content you have covered this year in the topics 'Refugees', 'Global Issues' and 'Active Citizenship'. Your assessment will have short mark exam questions, and longer debate style questions like the ones you have been completing in lesson time all year. This is an opportunity to bring all this practice together, demonstrating your knowledge and skills!

**What to study for (your subject):**

*Human rights*  
*British Values*  
*What is a refugee?*  
*Options for refugees – Refugee camps & seeking asylum*  
*Refugee boy*

*Chaga & the chocolate factory*  
*United Nations*  
*Rana Plaza tragedy*  
*Child soldiers*  
*Case study: Ishmael Beah*

*Case study 1: Black Lives Matter*  
*Case study 2: Suffragettes*

**How to study for (your subject):**

- Revision cards with key words
- Key information content (on google classroom)
- Mind maps of subtopics
- Practice with somebody – ask them to quiz you on key words or what you know about a topic
- Support your knowledge by watching Newsround

## Year 7 Spanish

**Class Teachers/Head of Department: Mr. Papper, Mrs Harrison**

### **Overview of assessment:**

Your assessment will be on the following topics

<b>Revision</b> What you want/give Numbers 1-12 What I and others do/are doing make/are making Saying what you have Talking about others (you, he, she, we) Places in town Phonics and sound spelling links	<b>Revision</b> Describing events in the present Saying how people feel/are in general Saying what <b>there is</b> vs what something has Classroom vocabulary Nature vocabulary Family Everyday vocabulary	
<b><u>Listening Test 1/3</u></b> <b>Multiple choice</b> Vocabulary/grammar <b>Phonics:</b> Transcription	<b><u>Reading Test 1/3</u></b> <b>Multiple choice</b> Word association, vocabulary, tenses, verb conjugation AR verbs, irregular verbs	<b><u>Writing test 1/3</u></b> <b>Short written answers</b> Vocabulary, grammar (verb conjugation) word order, articles (negative)

### **Structures and functions required:**

#### **Prepositions**

En, a, cerca, lejos, y, entre

#### **Sound Spelling links**

Que – “ke”, ll – “y”, cue – “kwe”,  
 ñ – “ny”, ce/ci – “thi/the”

#### **Word order**

**Adjective** AFTER noun

El perro **blanco** – the **white** dog  
 La amiga **rara** – the **strange**  
 friend

#### **Adjective agreement**

La revista **aburrida**  
 Un lugar **famoso**  
 Los barcos **rojos**

#### **AR Verbs**

I – o (bailo)

You – as (buscas)

He/she – a (compra)

We – amos (usamos)

#### **Tener**

Tengo, tienes, tiene, tenemos,  
 tienen

#### **Ser (permanent/traits)**

Soy, eres, es, somos, son

#### **Estar – temp/location/mood**

Estoy, estás, está,

#### **Hay/tiene**

**Hay** un banco – **There is** a banco  
 La ciudad **tiene** un teatro – The  
 city **has** a theatre

#### **Hacer – to do/make**

Hago, haces, hace,

#### **Querer/dar**

Doy, das, da  
 Quiero, quieres, quiere

#### **Articles**

El/la/los/las  
 Un/una/unos/unas

#### **Question words**

¿Qué, cómo, cuándo, cuál,  
 dónde, cuánto, cuántos, quién,  
 quiénes?

#### **Negatives**

“No” – at front of sentence.

### **How to study for Spanish:**

- Use your revision booklet to revise up to page 30.
- Phonics – Practice reading out the words from the revision guide – use the “sounds of the languages” notes at the front of the book to remind you of letters that are not the same in English.
- Use the QR codes in the booklet to take you to the Quizlet page. Here you can hear the words and play games to practice them.
- Test yourselves, ask a parent/sibling/career/friend to test you on your vocab.
- Make word associations posters – For example – **hacer** – la cama – deporte – un dibujo – los deberes
- If there’s a topic or question you’re struggling on ask in lesson.
- Practice writing about each different topic. Always include at least one example of each of the structures and functions listed above.

## Year 7 German

Class Teachers/Head of Department: Mrs Harrison, Mrs Martin, Mr Whoriskey

### Overview of assessment:

Your assessment will be on the following topics

Introducing yourself pets and animals opinions describing teachers phonics	describing your character birthdays time phrases where things are in the classroom	family members sports school subjects numbers
<b><u>Listening Test 1/3</u></b>	<b><u>Reading Test 1/3</u></b>	<b><u>Writing test 1/3</u></b>
Multiple choice and short answers	Multiple choice and short answers Translation into English	Label pictures Translation into German 40 word writing task

### Structures and functions required:

#### **Conjunctions**

e.g. Und aber da  
Weil

#### **Opinions**

e.g. Ich mag mag nicht, ich liebe,  
ich hasse, gern, nicht gern, liebe,  
am Liebsten

#### **Word order**

e.g. After weil verb at end.  
Verb second idea- flip flop rule

#### **Present tense**

correct endings- e.g ich spiele, du  
spielst, er/sie spielt, wir spielen

#### **the verb to be – sein**

ich bin, du bist

#### **the verb to have**

ich habe- du hast

#### **Modal verbs**

Ich kann .....schwimmen  
Er darf ....singen  
Er soll ....spielen

#### **Prepositions**

Auf unter an zwischen neben in

### How to study for German:

- Use the vocab lists on Google classroom to check your vocab knowledge.
- Use quizlet for any vocab you are not sure of. Type in the topic e.g. German free time or make your own quizzes using the vocab lists on google classroom.
- Get a group of friends and challenge each other on Blooket. All the topics have quizzes so just type what you are looking for into "Discover".
- Test yourselves; ask a parent/sibling/career/friend to test you on your vocab.
- Create revision cards.
- Create content posters in your bedroom to visualise your revision.
- If there's a topic or question you are struggling on ask in lesson.
- Practice writing about each different topic. Always include at least one example of each of the structures and functions listed above. COW PIP MCF Can you think of a better acronym to help you remember what to include.
- Use language gym to practice grammar, learn vocab and sentence building.

**Subject: DRAMA**  
**Class Teacher/Head of Department: S.FRITH**

**Overview of assessment:**

**Pupils will be assessed on their performance of a scene from Charlie & the Chocolate Factory.**

**You will be marked on your use of vocal skills and physical skills. Also make sure that you use the space appropriately. We will perform End On.**

**What to study for Drama:**

- **Learn lines thoroughly**

**Tips for learning lines**

- **Cover up the lines and learn a section at time. Don't move on until you are confident.**
- **Record yourself speaking the lines. Play it back to yourself regularly.**
- **Ask someone to read the script with you and make sure that you are accurate.**

**WORK HARD & GOOD LUCK!!!**

**Subject: Food**  
**Head of Department: S McCabe**

**Overview of assessment:**

- Summative written assessment will be based on terms 1 and 3 in Food.
- Practical End of year assessment

**What to study for Food:**

**Pupils develop and apply the skills listed below to realise intentions relevant to the KS3 National Curriculum for Food with Level ½ Hospitality and Catering at KS4.**

The written assessment will be based on:

From term 1:

- Hygiene and health and safety in the kitchen
- preventing food poisoning and cross contamination (The 4 C's)
- Preparing dishes safely and hygienically
- Quality checks for final products

From term 3:

- Nutrition (key nutrients)
- Life stages
- Seasonality, Fairtrade and Organic

Practical assessment:

- will be based on knife skills, safe use of the hob and oven, weighing and measuring, marinating, safety checks with high risk food, boiling/ simmering and presentation skills.

**How to study for Food:**

- Use google classroom to access all resources
- go onto food a fact of life (11-14) and try the interactive activities
- practice cooking at home!

**Subject: Religion, ethics & morality**

**Head of Department: Mrs Morrison**

**Class Teacher: Mr Edwards, Miss Rockey,**

### **Overview of assessment:**

You will be assessed on all content you have covered this year in the topics 'Religion & identity', 'Religion in the UK' and 'Conflict'. Your assessment will have short mark exam questions, and longer debate style questions like the ones you have been completing in lesson time all year. This is an opportunity to bring all this practice together, demonstrating your knowledge and skills!

### **What to study for (your subject):**

*My identity*

*Religious identity Religion & life choices*

*Religious or human values?*

*Religion by numbers in the UK*

*Practising & expressing faith in the UK*

*Benefits and challenges of being religious in the UK*

*Responding to religious challenges*

*Islamophobia*

*Conflict: local, national & global*

*Just War Theory*

*Peace, Justice & the Sanctity of Life*

### **How to study for (your subject):**

- Revision cards with key words
- Key information content (on google classroom)
- Mind maps of subtopics
- Practice with somebody – ask them to quiz you on key words or what you know about a topic
- Support your knowledge by watching Newsround

**Subject: Geography**  
**Class Teacher/Head of Department:**

**Overview of assessment:**

End of year summative assessment worth 88 marks, this assessment will cover skills and knowledge questions from the units on what is geography, Africa and Amazing Asia.

**What to study for (your subject):**

- What are the 7 continents and 5 oceans of the world/
- How to do 4-figure grid reference.
- Describing location with direction.
- What are biomes, climate and distribution as key words?
- How do you describe distribution?
- What are the social, economic and economic effects of oil extraction?
- Describing location using the CLOCC method.
- Countries in Asia.
- What physical features are there in Asia?
- What are mega cities and why are located on the East coast of China?
- How to complete a climate graph and read from them.
- What are the positives and negatives of mega cities?
- What is a slum?
- What sustainable management schemes happen in slums and why?

**How to study for (your subject):**

- Create quote banks and case study banks for each unit
- Test yourselves, ask a parent/sibling/career/friend to test you on your key terms, a certain topics or verbally practice answering example questions
- Create revision cards
- Create content posters in your bedroom to visualise your revision
- Dual coding
- Flow diagrams
- Knowledge organisers
- Pay attention and attend the in class revision lesson.



**Subject: Music**  
**Head of Department: Mr Sholes**



**Overview of assessment:**

<p><b>7.5 The Beatles</b></p> <p><b>Key Assessment Pieces</b>          Program Notes          Performance</p> <p><b>Understand</b>          You need to aim to fully understand multiple complex musical terms covered in lessons and in homework and learn how to accurately explain them within complex music.</p> <p><b>Style</b>          You need to aim to perform with a sense of artistic interpretation and idiomatic style suitable for more difficult pieces.</p> <p><b>Expression</b>          You need to aim to follow some of the expressive directions of a composer/artist, such as dynamics and articulation, for more difficult pieces.</p>	<p><b>7.6 Musical Cycles</b></p> <p><b>Key Assessment Pieces</b>          Written Score          Performance</p> <p><b>Understand</b>          You need to aim to fully understand multiple complex musical terms covered in lessons and homework from music around the world to accurately explain them within complex music.</p> <p><b>Style</b>          You need to aim to perform with a sense of artistic interpretation and idiomatic style from world music for more difficult pieces.</p> <p><b>Expression</b>          You need to aim to follow some of the expressive directions of a composer/artist, such as dynamics and articulation, for more difficult pieces.</p>
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**What to study for Music:**

**Listening**

Unfamiliar music - Students must be able to listen attentively to unfamiliar music and accurately describe musical elements, musical contexts and use musical language where appropriate.

You need to know and understand all music vocabulary covered in homework and available on google classroom.

**Composing/ Performing**

**Practice your performances at home if possible otherwise come along at lunch times to access equipment.**

- Be Accurate
- Be Expressive
- Play all dynamics

Pupils are continuously working on refining their skills and learning to document their ideas through many different notation methods. Therefore pupils must remember the success criteria when thinking about appropriate elements within their performance.

**How to study for Music:**

<b><u>Listening</u></b>	<b><u>Performing</u></b>	<b><u>Composing</u></b>
<ul style="list-style-type: none"> <li>• Revision of key words (materials on google classroom)</li> <li>• Practice of key word identification in any musical example.</li> <li>• Practice writing a detailed analysis of music</li> </ul>	<p>Practice your performances at home if possible otherwise come along at lunch times to access equipment.</p> <ul style="list-style-type: none"> <li>• Be Accurate</li> <li>• Be Expressive</li> <li>• Play all dynamics</li> </ul>	<p>Know and understand key elements of music below.          Be clear on musical ideas.          Experiment!</p> <ul style="list-style-type: none"> <li>• Melody</li> <li>• Music idea experimenting</li> <li>• Lunch / afterschool</li> </ul>