

Year 7 – Revision List

Assessment window 1: Monday 10 December – Friday 21 December

In this assessment window you will take tests, under examination conditions, in your learning sessions. These tests will be used to work out a GCSE grade you are working at now and what we anticipate you will get at the end of Year 11. This will form a tracking report that goes home to your parents and carers.

To help you prepare for these tests, each subject has provided a revision list. You will take assessments in

- English
- Maths
- Science
- History
- Geography
- Religious Studies
- Technology

Each subject area will give you more revision material in session time as well as this revision list.

You will also have assessments ongoing in Performing Arts, PE and Art, but not necessarily under formal examination conditions.

How can you prepare for these assessments?

- Use your 40 minute daily tutor time wisely
- Revise for three subjects an evening, for 30 minutes each
- Use 'Sam Learning' to revise important topic areas
- Get your friends/parents to test you
- Write revision notes and key terms
- Create a revision map for each subject area

Good Luck

Dr S D Beach
Assistant Principal

English

Due to the nature of your Linear Assessments you will be tested on things that you might not have done in lessons for a while; this is to help you prepare for GCSE Examinations where you are tested in a similar way!

To help you revise please use the information below and don't forget to speak to your Learning Tutor if you feel like you need some help!

Content	What do I need to do to earn marks?	Marks available
<p>There is 15 minutes reading time to read two different sets of extracts – one is a pair of unseen texts, the other is from <i>Cirque du Freak</i>.</p>		
<p>Q1: Students will have to read a focussed extract and select relevant information from the text</p> <p>This question should take around 5 minutes to complete.</p>	<p>-One mark is awarded for each correct statement selected</p> <p>-Make sure you only select the statements that fit the question – read it carefully!</p>	4
<p><u>Activities that will help you prepare for Question 1:</u></p> <p>Reading the news and making bullet point summaries of key ideas: http://www.bbc.co.uk/news http://news.sky.com/ http://www.theguardian.com/uk</p>		
<p>Q2: Students will read two extracts that are on a similar topic and will be asked to write about the similarities and differences between the texts.</p> <p>This question should take around 15 minutes to complete.</p>	<p>-making statements that highlight the similarities and differences between the two texts.</p> <p>-bringing together and comparing relevant information from each text.</p> <p>-using quotations that prove the comparisons that you are making.</p> <p>-explaining how these quotes show the similarities and differences.</p>	8
<p><u>Activities that will help you prepare for Question 2:</u></p> <ul style="list-style-type: none"> • Read lots of non-fiction texts – such as news articles, blogs or journals. • Try to explain the differences between articles about the same topic from different sources – e.g. go to http://www.bbc.co.uk/news and http://www.theguardian.com/uk and look for articles that are similar in topic but written in different ways. <p>Revise how to infer online: http://www.bbc.co.uk/bitesize/standard/english/close_reading_exam/inference/revision/1/</p>		
<p>Q3: Students will read an extract (this time taken from the book <i>Cirque Du Freak</i>) and will be asked a question around how language is used for effect.</p>	<p>-Making a point that answers the question</p> <p>-Providing quotations from the text to support and prove the point that you have made.</p>	12

<p>Students should use PEEL paragraphs, which they should be familiar with.</p> <p>This question should take around 20 minutes.</p>	<p>-Explaining why that quote proves your point</p> <p>-Explaining the effect of that quotation on the reader using subject terminology, ie verb, simile, adjective</p> <p>-Where appropriate selecting individual words from the text and explaining the additional impact.</p>	
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Activities that will help you prepare for Question 3:

- Read lots of fiction and non-fiction texts, including your reading book, and think about how different words or phrases are used to have different meanings
- Have a go at writing a PEEL paragraph to get you ready for the exam
- Head here <https://www.bbc.com/bitesize/topics/zgkj39q> for more ideas.

<p>Q4: Students will be asked to create a piece of non-fictional writing that is based on a real-world issue. It will typically be in response to a statement given to the students.</p> <p>It could consist of an article, a speech, a letter, an essay or the text for a leaflet (there are no marks available for illustrations etc.)</p> <p>Students could be asked to write to explain, instruct, advise, argue or persuade.</p> <p>Students should focus on HOW they write as well as what they write.</p> <p>This question should take around 45 minutes to complete.</p>	<p>-Using paragraphs to organise their work</p> <p>-Using a wide range of punctuation accurately and for effect</p> <p>-Starting their sentences in interesting ways</p> <p>-Using a variety of sentence lengths and types accurately and for effect.</p> <p>-Using impressive vocabulary spelt with precision</p> <p>-Ensuring that their work is connected and guides the reader through the text</p> <p>-Using a variety of language features (direct address, rhetorical questions etc.) appropriate to the task.</p>	<p>40</p> <p>(24 for content and paragraphing; 16 for Spelling, Punctuation and Grammar)</p>
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Activities that will help you prepare for Question 4:

- Read non-fiction texts to gain knowledge of how writers' write.
- Ensure you know the following text types: letter, article, essay, leaflet, speech.
- Ensure you understand the following purposes: to explain, to argue, to advise, to persuade.
- Head here <https://www.bbc.com/bitesize/guides/zwt3rdm/revision/1> for more ideas.

Maths

During this test you will NOT be able to use a calculator.

Topics	Resources
<ul style="list-style-type: none">• Symmetry• Bar Charts• Names of Shapes and their properties• Angle Properties• Time• Money• Coordinates• Decimals• Reading Tables• Fractions of Amounts• Substitution• Pie Charts• Multiplication: (2 Digit x 2 Digit)• Short Division• Algebraic Expressions	<p><u>Useful websites:</u></p> <p>http://corbettmaths.com/</p> <p>https://www.samlearning.com/</p> <p>http://keshmaths.com/</p> <p>http://prethomework.weebly.com/</p> <p><u>School Shared Area:</u></p> <p>W:\Mathematics\Maths Watch\Key Stage 3</p>



QR Codes

Download the app **QR Reader**, with the icon shown above.

This will allow you to scan the QR codes below to access helpful revision videos on your phone in seconds!



Anales



Pie Charts



Substitution



Bar Charts



Decimals



Fractions of an Amount



Quadrilaterals



Polygons

Happy Revising!

Geography

Content	What marks will be awarded for	Marks
Students will need to locate where the UK is on a map	Locating the UK using a pencil	1
Students need to name the continent the UK is found in	Naming the correct continent	1
Students need to describe the location of France and Iceland compared to the UK	Using the correct compass point	2
Students need to complete an 8 point compass	Correctly identifying the correct compass points in the correct place	4
Students need to demonstrate they can apply compass points to describe direction	Correctly identifying the correct compass point	3
Students need to identify the correct map symbol	Correctly identifying each map symbol	10
Use 4 and 6 figure grid references to located symbols on a map	Correctly giving a 4 or 6 figure grid reference to identify the location of a given map symbol	5
Using their own knowledge students need to identify two physical features that might be found in the local area	Correctly identifying two physical features that can be found in the local area	2
Using their own knowledge students need to identify two human features that might be found in the local area	Correctly identifying two human features that can be found in the local area	2

History

Sub-topic	Things to know/revise
Introduction to History	<ul style="list-style-type: none">• Key words.• Ideas from the study of History such as bias and anachronisms.• Sources- Getting information from pictures and written sources.
The Battle of Hastings	<ul style="list-style-type: none">• Contenders to the throne- Who were they?• The battle itself- What happened in the lead up to it and in the battle itself?• William's problems- What issues did William have to deal with once he had won and become the king?

Religious Studies

Why is religion important?	<ul style="list-style-type: none">• Why people might follow a religion• Why people think that finding out about religions is important
Birth ceremonies in different religions	<ul style="list-style-type: none">• Sikh Birth Ceremony – how the name is chosen• Christian Baptism – what happens at the ceremony ?• Hindu, Jewish and Muslim ceremonies – what happens when a baby is born• Why celebrating the birth of a baby is important in religions
Religious Laws	<ul style="list-style-type: none">• Why are rules important?• What are the Ten Commandments?• What is the Golden Rule?• Are religious rules still relevant in modern society?

Science

- States of Matter (solid, liquid, gas)
- Feeding relationships (food chains)
- Reading thermometers
- Simple electrical circuits and symbols
- Separation techniques
- Using keys for identification
- Light
- Variables in experiments
- Dissolving

Technology

Content	What marks are awarded for	Marks available
Q1: Students will need to identify appropriate materials for vacuum forming	A correct response and explanation	3
Q2: Students will need to identify properties of plastics	3 correct properties will be awarded 1 mark each	3
Q3: Students will be asked discuss the environmental impacts of plastics	Discussing both good and bad points about plastics and giving examples	8
Q4a: Students will be need to design a logo to meet a set of given criteria	Using sketches and notes	8
Q4b: Students will be asked write design criteria for a particular product	Accurate design criteria given	2
Q4c: Students will be asked to design packaging which meets the design criteria from 4b	Quality of drawing (using isometric drawing, use of colour, rendering and thick and thin lines) Quality of annotation explaining how the design meets the design criteria	14
Q4d: Students will be asked draw an accurate net for the packaging they created in 4c	The accuracy of the net including dimensions	6
Q4e: Students will be asked to evaluate their packaging ideas against the design criteria from 4b	Quality of drawing (using isometric drawing and rendering) Quality of annotation to explain features of the packaging	6