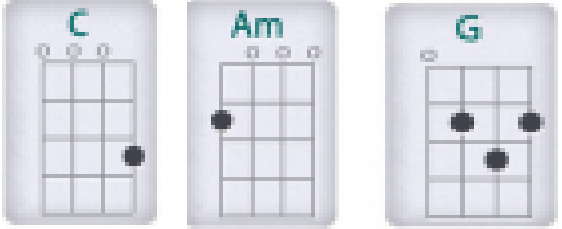





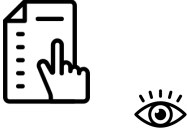

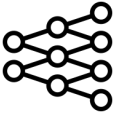


**Assessment Week 1 - 2021/22**  
**Information for students, parents & carers - YEAR 7**  
 Assessments begin on Monday 8th November for Year 7

Subject	Topics to revise	Resources, further information and support
<b>Art</b>	<p><b><u>The Formal Elements</u></b>            Students will not complete an assessment. Their sketchbooks will be assessed by their class teacher during assessment week.            Students will be assessed on:</p> <ul style="list-style-type: none"> <li>- Understanding of the formal elements of Art studied.</li> <li>-Research skills: written and visual</li> <li>-Exploration of ideas in response to the artists studied and investigation of the formal elements studied.</li> <li>-Control of media techniques and processes, including: pencil, pen/fine ,coloured pencil and watercolour.</li> </ul>	<p>The Formal Elements knowledge Organiser  <a href="https://medium.com/@smutchings/the-fundamental-elements-of-art-846c1c3a44b1">https://medium.com/@smutchings/the-fundamental-elements-of-art-846c1c3a44b1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zp766fr/revision/1">https://www.bbc.co.uk/bitesize/guides/zp766fr/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z8rh2nb/revision/1">https://www.bbc.co.uk/bitesize/guides/z8rh2nb/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z9vv39q/revision/1">https://www.bbc.co.uk/bitesize/guides/z9vv39q/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zccx6fr/revision/1">https://www.bbc.co.uk/bitesize/guides/zccx6fr/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z3bqycw/revision/1">https://www.bbc.co.uk/bitesize/guides/z3bqycw/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z2jjwxs/revision/1">https://www.bbc.co.uk/bitesize/guides/z2jjwxs/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z8m9k7h/revision/1">https://www.bbc.co.uk/bitesize/guides/z8m9k7h/revision/1</a></p>
<b>English</b>	<p><b><u>Analysis of a text</u></b>            Students will read an extract from a piece of non-fiction writing and will complete tasks about it which support analytical writing. This will link in to our Autobiography unit.</p> <p>Non-Fiction writing which was assessed in September will also contribute to the reported grade for English</p>	<p>Your exercise books and knowledge organisers will be useful and will support your revision. You may also like to review the following lessons where we have rehearsed the assessed skills:</p> <p><a href="https://docs.google.com/presentation/d/1D5d-RbCuJvRlR8pl_aSHkT-u4PUgKchCPYV1VZT3GKc/edit?usp=sharing">https://docs.google.com/presentation/d/1D5d-RbCuJvRlR8pl_aSHkT-u4PUgKchCPYV1VZT3GKc/edit?usp=sharing</a></p> <p><a href="https://docs.google.com/presentation/d/14xeffsJKFut6R9gUXSbJtR5K9caq7bP-gRS_Vthb948/edit?usp=sharing">https://docs.google.com/presentation/d/14xeffsJKFut6R9gUXSbJtR5K9caq7bP-gRS_Vthb948/edit?usp=sharing</a></p> <p><a href="https://docs.google.com/presentation/d/1iaW9tsofZxp5ZTasSSJXT0J4cAp3DgJ3WZQb1OJ339Y/edit?usp=sharing">https://docs.google.com/presentation/d/1iaW9tsofZxp5ZTasSSJXT0J4cAp3DgJ3WZQb1OJ339Y/edit?usp=sharing</a></p>
<b>French</b>	<p><b><u>Theme 1 - Identity and Culture</u></b></p> <ul style="list-style-type: none"> <li>- Yourself and others</li> </ul> <p>Pupils will need to be able to use and understand vocabulary to introduce and describe themselves and others.            This will include</p> <ul style="list-style-type: none"> <li>- 1st and 3rd person use of the common irregular verbs 'have' and 'be'.</li> <li>- a variety of complex discourse markers to introduce and link their ideas.</li> <li>- agreement of gender and number with different pronouns and adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>- Knowledge organisers up to quiz session 6.  <a href="https://docs.google.com/presentation/d/1EW9PwLxJh9KuW3Nj5fC_krTCRzHA_OKmLJt_mnMGQtU/edit?usp=sharing">https://docs.google.com/presentation/d/1EW9PwLxJh9KuW3Nj5fC_krTCRzHA_OKmLJt_mnMGQtU/edit?usp=sharing</a></li> <li>- Sentence builders grids.           <ul style="list-style-type: none"> <li>- <a href="#">Grid 1 - Introductions</a></li> <li>- <a href="#">Grid 2 - Descriptions - personality</a></li> <li>- <a href="#">Grid 3 - Descriptions - Hair &amp; Eyes</a></li> </ul> </li> </ul>

<b>Geography</b>	<p><b>Africa</b>  Major physical features of Africa  The climate of Africa and Ethiopia  Coffee farming in Ethiopia  Life in Addis Ababa  The Grand Renaissance Dam</p> <p><b>Geographical skills</b>  Map skills (continents and oceans, description of location), satellite images, climate graphs, calculation of range.</p>	Students will be given a copy of the revision guide
<b>History</b>	<p><b>How did England develop 1000-1600?</b>  The Norman Conquest  Durham Castle  The murder of Thomas Becket  Magna Carta</p>	Students will create some revision materials in class which should be taken home to complete and used to test themselves. They also have the essential facts for each topic on their knowledge organisers. There is a link to a Google folder below with revision materials for each topic.  <a href="https://drive.google.com/open?id=1wXxGZ5Jwcl6jBcXaIE-RUsF8HKf8CB0J">https://drive.google.com/open?id=1wXxGZ5Jwcl6jBcXaIE-RUsF8HKf8CB0J</a>  <a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a>
<b>IT</b>	<p><b>The school network and using email</b></p> <p><b>Online safety</b></p> <p><b>Computer systems and networks</b>  Input, output and storage devices, Human Computer, Health and Safety, wired and wireless networks, the internet, the world wide web</p>	<a href="https://www.bbc.com/bitesize/guides/z9p9kqt/revision/1">https://www.bbc.com/bitesize/guides/z9p9kqt/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/z8nk87h/revision/1">https://www.bbc.co.uk/bitesize/guides/z8nk87h/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/topics/zmpsgk7">https://www.bbc.co.uk/bitesize/topics/zmpsgk7</a>
<b>Maths</b>	<p>The topics you will need to revise include:</p> <p><b>Place value</b>  -Reading and writing numbers  -Addition and subtraction</p> <p><b>Arrays</b>  -Understanding of multiplication  -Different methods of completing multiplication  -Connecting multiplication and division</p> <p><b>Properties of numbers</b>  -Factors  -Multiples  -Primes</p> <p><b>Negative numbers</b>  -Understanding negative numbers  -Operations using negative numbers</p> <p>The Year 7 Assessment will cover topics from key stage 2 in addition to the above topics.</p>	<a href="https://hegartymaths.com/read-write-positive-integers">https://hegartymaths.com/read-write-positive-integers</a> <a href="https://hegartymaths.com/addition-subtraction-worded-problems">https://hegartymaths.com/addition-subtraction-worded-problems</a>  <a href="https://hegartymaths.com/distributive-law-of-multiplication">https://hegartymaths.com/distributive-law-of-multiplication</a> <a href="https://hegartymaths.com/multiplication-division-worded-problems">https://hegartymaths.com/multiplication-division-worded-problems</a> <a href="https://hegartymaths.com/related-multiplication-division-facts">https://hegartymaths.com/related-multiplication-division-facts</a>  <a href="https://hegartymaths.com/factors-of-a-number">https://hegartymaths.com/factors-of-a-number</a> <a href="https://hegartymaths.com/multiple-of-a-number">https://hegartymaths.com/multiple-of-a-number</a> <a href="https://hegartymaths.com/prime-numbers">https://hegartymaths.com/prime-numbers</a>  <a href="https://hegartymaths.com/compare-negative-numbers">https://hegartymaths.com/compare-negative-numbers</a> <a href="https://hegartymaths.com/adding-subtracting-positive-negative-numbers">https://hegartymaths.com/adding-subtracting-positive-negative-numbers</a>

<b>Music</b>	<p><b>Performing music:</b></p> <ul style="list-style-type: none"> <li>• Students will complete a rhythm study that uses the chords: C,F,G,Am</li> <li>• Students will play songs from the Rockschool debut ukulele book that we have been working on in class</li> </ul> <p><b>Composing Music:</b></p> <ul style="list-style-type: none"> <li>• Students will compose a 16 bar rhythm in simple time that uses basic note values and repetition.</li> </ul> <p><b>Music Theory:</b></p> <ul style="list-style-type: none"> <li>• Students will complete a challenge grid that is based on grade 1 theory- note values/ time signatures/ scales/ bars-bar lines/ treble clef.</li> </ul>	<p><a href="http://www.teachinggadget.com">www.teachinggadget.com</a> Students have been issued the school username and password.</p> <p><a href="#">Ukulele chords</a></p> 
<b>Drama</b>	<p><b>Written Assessment: Silent film, melodrama, pantomime</b> Physical performance skills. Characteristics of silent films and slapstick comedy. Melodrama traditions and stock characters.</p> <p><b>Practical Assessment:</b> Students will be assessed on their development and performance in lessons of practical drama.</p>	<p>Students can take their book home to revise from. As well as their Knowledge Organisers.</p> <p><a href="http://drama4kids.com/drama-talk/49-what-is-slapstick-comedy">http://drama4kids.com/drama-talk/49-what-is-slapstick-comedy</a> <a href="https://www.youtube.com/watch?v=FmiA0a-4zy8">https://www.youtube.com/watch?v=FmiA0a-4zy8</a> <a href="https://www.youtube.com/watch?v=LMu6ScX_YBc&amp;t=66s">https://www.youtube.com/watch?v=LMu6ScX_YBc&amp;t=66s</a> <a href="https://www.bbc.co.uk/bitesize/guides/zqtgq6f/revision/2">https://www.bbc.co.uk/bitesize/guides/zqtgq6f/revision/2</a> <a href="https://www.bbc.co.uk/bitesize/guides/zg8tgk7/revision/1">https://www.bbc.co.uk/bitesize/guides/zg8tgk7/revision/1</a></p>
<b>RE</b>	<p><b>What does it mean to be a Christian?</b> Beliefs in God and Jesus The meaning of a Messiah Story Of Abraham and Christian origins The Bible</p>	<p>Exercise books <a href="http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=724">http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=724</a> <a href="http://www.bbc.co.uk/religion/religions/christianity/beliefs/basics_1.shtml">http://www.bbc.co.uk/religion/religions/christianity/beliefs/basics_1.shtml</a> <a href="http://www.bbc.co.uk/religion/religions/christianity/">http://www.bbc.co.uk/religion/religions/christianity/</a></p>
<b>Science</b>	<p><b>Biology 1A</b> – Cells, genetics, inheritance and modification Cells,Genetics, Inheritance and modification</p> <p><b>Chemistry 1A</b> – Atoms, compounds and states of matter Atomic structure, The periodic table, Ionic bonding, Covalent bonding, Metallic bonding, States of matter</p>	<ol style="list-style-type: none"> <li>1. BBC bitesize – notes, explanations and quizzes of common science concepts. Which are exam board specific <a href="https://www.bbc.co.uk/education/subjects/zrkw2hv">https://www.bbc.co.uk/education/subjects/zrkw2hv</a></li> <li>2. Exercise books</li> <li>3. Y7 Revision booklets - Knowledge organisers</li> <li>4. Gojimo app or online version - free multiple choice quizzes which are exam board specific <a href="http://app.gojimo.co/qualifications/">http://app.gojimo.co/qualifications/</a></li> <li>5. Ted ED science education videos on YouTube</li> <li>6. Seneca online science course – notes and explanations of common science concepts. <a href="https://senecalearning.com/">https://senecalearning.com/</a></li> <li>7. Fuse school revision videos on YouTube</li> <li>8. S-cool revision resources - notes and explanations of common science concepts. Not exam board specific <a href="https://www.s-cool.co.uk/gcse">https://www.s-cool.co.uk/gcse</a></li> </ol>

		<p>9. Grade Gorilla – physics only notes and multiple choice quizzes  <a href="https://gradegorilla.com/index.php">https://gradegorilla.com/index.php</a></p> <p>10. Revision science - notes and explanations of common science concepts.  Not exam board specific  <a href="https://revisionscience.com/">https://revisionscience.com/</a></p>
<b>Technology</b>	<p><b><u>Resistant Materials Technology</u></b>  -Health and Safety in the workshop  -The classification of timbers  -Identification and use of common workshop tools and equipment</p> <p><b><u>Textiles Technology</u></b>  -Health and Safety in the textiles room  -Sewing techniques  -Identification and use of common tools and equipment.</p> <p><b><u>Food Technology</u></b>  -Health, safety and food hygiene  -The Eatwell Guide, eight tips for healthy eating</p>	<p>Knowledge organisers  Class Booklets, practical experience in lessons.  Worksheets and homework tasks.</p> <p>BBC Bitesize: Food  <a href="http://www.bbc.co.uk/education/topics/zg86n39/resources/1">http://www.bbc.co.uk/education/topics/zg86n39/resources/1</a></p> <p>The Eatwell Guide:  <a href="http://www.foodfactoflife.org.uk/Sheet.aspx?siteId=20&amp;sectionId=129&amp;contentId=800">http://www.foodfactoflife.org.uk/Sheet.aspx?siteId=20&amp;sectionId=129&amp;contentId=800</a></p>
<b>PE</b>	<p>Students will be assessed on teaching games for understanding looking specifically at invasion games. They will be assessed on:</p> <ul style="list-style-type: none"> <li>● Possession</li> <li>● Creating Space</li> <li>● Defending Space</li> <li>● Attacking the goal</li> <li>● Defending the goal.</li> </ul> <p>Modified games will be used in this unit to look at these skills. Students will also be assessed on their decision making skills during game play.</p>	<p>Knowledge Organisers.  Use of the internet to research the principles.  Watch live sports events.  Watch sports moments on YouTube - for example 'best goals in football' and look at what skills were used.  Research tactics and strategies that could be used in invasion games.  Attendance of extra curricular clubs - term one focus sports support assessment week.</p>

	<p><b>Flash Cards</b></p>	<ul style="list-style-type: none"> <li>• On one side of the card, write a key term or question.</li> <li>• On the other side of the card, answer that question or write a definition for the term.</li> <li>• Try to complete the answer/definition on the front before checking the answer on the back.</li> </ul>
	<p><b>Mapping from memory.</b></p>	<ul style="list-style-type: none"> <li>• Write down everything you know about a particular topic.</li> <li>• Try to organise and link your ideas together in a concept map.</li> <li>• Do this without looking at your notes.</li> <li>• You could give yourself a few headings to get going.</li> <li>• Review your notes and add missing information.</li> </ul>
	<p><b>Cornell note taking</b></p>	<ul style="list-style-type: none"> <li>• Rule a line straight down your page, about 6-7 cm in from the left hand side.</li> <li>• Write any lesson notes on the right hand side.</li> <li>• Create questions on the left hand side based on your notes.</li> <li>• Cover up your notes side with a piece of paper and try to answer the questions you wrote.</li> </ul>
	<p><b>Look, cover, write, check</b></p>	<ul style="list-style-type: none"> <li>• <b>Look</b> at a small section that you are trying to learn (read it over and over in your head.)</li> <li>• <b>Cover</b> one side you have been reading.</li> <li>• <b>Write</b> as much as you can remember of the whole section without looking back.</li> <li>• <b>Check</b> with a green pen to ensure 100% accuracy of spellings and content.</li> </ul>
	<p><b>Inside outside circle</b></p>	<ul style="list-style-type: none"> <li>• Each student creates a question (plus answer).</li> <li>• Class forms 2 concentric circles.</li> <li>• Students face each other to ask a question and answer a question.</li> <li>• Outside rotates, inside stays still.</li> </ul>
	<p><b>Elaboration</b></p>	<ul style="list-style-type: none"> <li>• Make a list of the ideas you need to learn for your assessment.</li> <li>• Go down the list and ask yourself questions.</li> <li>• Next look for the answers to your questions.</li> <li>• Elaborate then start to make connections between different ideas.</li> <li>• Keep practising until you can elaborate without looking at your subject materials.</li> </ul>
	<p><b>Condensing</b></p>	<ul style="list-style-type: none"> <li>• Simplify your notes: from your exercise book or a revision guide.</li> <li>• Fold the sheet in half and condense your simplified notes.</li> <li>• Fold again and simplify down further to key words, headings etc.</li> <li>• Pick out a single heading and subheading for the final condensing fold.</li> </ul>
	<p><b>Expanding</b></p>	<ul style="list-style-type: none"> <li>• Pick out a single heading and subheading and write this in the centre of a sheet of paper.</li> <li>• In the next circle expand on the initial idea/topic.</li> <li>• Continue in each circle to add more detail and make connections.</li> </ul>