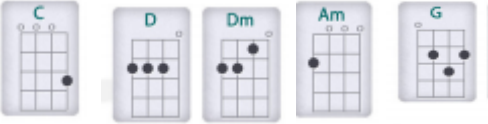



**Assessment Week 2 - 2021/22**  
**Information for students, parents & carers - YEAR 7**  
 Assessments begin on Monday 9th May for Year 7




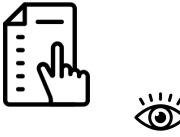

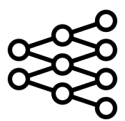


| Subject          | Topics to revise   | Resources, further information and support   |
|------------------|--|--|
| <b>Art</b>       | <p><b><u>Running Man 3D Sculpture</u></b><br/>           Students will not complete an assessment. Their sketchbooks will be assessed by their class teacher during assessment week.<br/>           Students will be assessed on:</p> <ul style="list-style-type: none"> <li>- Understanding of the 3D and sculptural form</li> <li>-Research skills: written and visual</li> <li>-Exploration of ideas in response to the artists studied and figurative sculpture</li> <li>-Control of media techniques and processes, including: pencil, fine liner and manipulation of materials to create 3D sculptural Forms.</li> </ul>   | <p><a href="https://youtu.be/PbRX0JQ68EI">https://youtu.be/PbRX0JQ68EI</a></p> <p><a href="https://youtu.be/Q_L77CB9Fmc">https://youtu.be/Q_L77CB9Fmc</a><br/> <a href="https://youtu.be/M58oMKBO7S0">https://youtu.be/M58oMKBO7S0</a><br/> <a href="https://youtu.be/M58oMKBO7S0">https://youtu.be/M58oMKBO7S0</a><br/> <a href="https://youtu.be/dCHGDZDIKw">https://youtu.be/dCHGDZDIKw</a></p> |
| <b>English</b>   | <p><b><u>Narrative Writing</u></b><br/>           Students will write a fictional piece where they will be required to write, in role, as a character. They will be assessed on a range of writing techniques including paragraphing, sentence structures and punctuation. They will also need to develop an engaging voice that suits their character and use a wide range of sophisticated devices and vocabulary. (Previous work on analysis of the writer's craft will also contribute to the student's reported grades).</p>  | <p><a href="https://www.bbc.co.uk/bitesize/guides/zpp4kqt/revision/1">https://www.bbc.co.uk/bitesize/guides/zpp4kqt/revision/1</a><br/> <a href="https://www.bbc.co.uk/bitesize/guides/zxqnfq8/revision/1">https://www.bbc.co.uk/bitesize/guides/zxqnfq8/revision/1</a><br/> <a href="https://www.bbc.co.uk/bitesize/topics/zr6bxyc">https://www.bbc.co.uk/bitesize/topics/zr6bxyc</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> <li>- Free time activities</li> </ul> <p><b><u>Theme 3 - Current study</u></b></p> <ul style="list-style-type: none"> <li>- Describe life at school</li> </ul> <p>As well as being able to use and understand topic specific vocabulary across these different topic areas, students will also need to show an understanding of and the ability to use a range of high frequency verbs in different structures (present tense, future / conditional tense, verb + infinitive), sentence structures (simple, complex, compound, subordinating, embedded), discourse markers, temporal adverbs, conjunctions, agreement of gender with nouns and adjectives, subject pronouns and possessive pronouns.</p> | <p>Slides 1 - 5 of the linked google slides presentation.<br/> <a href="https://docs.google.com/presentation/d/1CQmyfehb-heCgnMvrj0KBb0C7gVC1TnvghBAIh3nbAY/edit?usp=sharing">https://docs.google.com/presentation/d/1CQmyfehb-heCgnMvrj0KBb0C7gVC1TnvghBAIh3nbAY/edit?usp=sharing</a></p> <p>The phrases from the knowledge organisers so far.</p>  |
| <b>Geography</b> | <p><b><u>Africa</u></b><br/>           Climate and ecosystems<br/>           Illegal poaching and conservation</p> <p><b><u>Africa Key Skills:</u></b><br/>           Climate graph, pie charts, choropleth map, population pyramids</p>   | <p>Students will be given a knowledge organiser to revise.</p>   |

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|                | <p><b>Coasts</b><br/>Coastal processes (erosion, transportation and deposition)<br/>Coastal landforms of erosion and deposition<br/>management techniques (hard and soft engineering strategies including case study examples)<br/><b>Coast key skills:</b><br/>Mean, median, mode, percentage increase, diagrams</p> <p><b>Antarctica</b><br/>Animal adaptations<br/>Impacts of tourism<br/>Protecting Antarctica<br/><b>Antarctica key skills:</b><br/>Food chains/webs, satellite images</p>                                 |  |
| <b>History</b> | <p><b>How did England develop 1000-1600?</b><br/>The Norman Conquest, Durham Castle, the murder of Thomas Becket, the Magna Carta, the Reformation<br/><b>How did Britain develop 1600-1900?</b><br/>The English Civil War, creation of the United Kingdom, the Industrial Revolution, Durham mining</p>  | <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.</p> <p><a href="https://drive.google.com/open?id=1wXxGZ5Jwcl6jBcXaIE-RUsF8HKf8CB0J">https://drive.google.com/open?id=1wXxGZ5Jwcl6jBcXaIE-RUsF8HKf8CB0J</a></p>  |
| <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><br/><i>Input, output and storage devices, Human Computer, Health and Safety, wired and wireless networks, the internet, the world wide web</i></p> <p><b>Programming in Scratch</b></p> <p><b>Using software applications (spreadsheets, word processing)</b></p>  | <p><a href="https://www.bbc.com/bitesize/guides/z9p9kqt/revision/1">https://www.bbc.com/bitesize/guides/z9p9kqt/revision/1</a><br/><a href="https://www.bbc.co.uk/bitesize/guides/z8nk87h/revision/1">https://www.bbc.co.uk/bitesize/guides/z8nk87h/revision/1</a><br/><a href="https://www.bbc.co.uk/bitesize/topics/zmpsgk7">https://www.bbc.co.uk/bitesize/topics/zmpsgk7</a></p>   |
| <b>Maths</b>   | <ul style="list-style-type: none"> <li>-Simplifying algebraic expressions</li> <li>-Solving linear equations</li> <li>-Understanding and using inequalities</li> <li>-Finding missing angles in shapes and in parallel lines</li> <li>-Classifying and analysing 2D shapes</li> <li>-Reading and writing coordinates</li> <li>-Finding area and perimeter of 2D shapes</li> <li>-Prime factor decomposition</li> </ul> <p>The Year 7 Assessment will cover some topics from prior learning in addition to the above topics.</p> | <p><a href="https://hegartymaths.com/simplifying-expressions-involving-multiplication">https://hegartymaths.com/simplifying-expressions-involving-multiplication</a><br/><a href="https://hegartymaths.com/expand-a-single-bracket">https://hegartymaths.com/expand-a-single-bracket</a><br/><a href="https://hegartymaths.com/collecting-like-terms-1">https://hegartymaths.com/collecting-like-terms-1</a><br/><a href="https://hegartymaths.com/solve-2-step-equations-involving-multiplication">https://hegartymaths.com/solve-2-step-equations-involving-multiplication</a><br/><a href="https://hegartymaths.com/integer-solutions-to-inequalities">https://hegartymaths.com/integer-solutions-to-inequalities</a><br/><a href="https://hegartymaths.com/writing-inequalities-from-a-number-line">https://hegartymaths.com/writing-inequalities-from-a-number-line</a><br/><a href="https://hegartymaths.com/angles-around-a-point-1">https://hegartymaths.com/angles-around-a-point-1</a><br/><a href="https://hegartymaths.com/angles-in-a-triangle-1">https://hegartymaths.com/angles-in-a-triangle-1</a><br/><a href="https://hegartymaths.com/corresponding-angles">https://hegartymaths.com/corresponding-angles</a><br/><a href="https://hegartymaths.com/2d-shapes">https://hegartymaths.com/2d-shapes</a><br/><a href="https://hegartymaths.com/line-symmetry">https://hegartymaths.com/line-symmetry</a></p> |

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|--------------|--|--|
|              |  | <a href="https://hegartymaths.com/cartesian-axes-coordinates">https://hegartymaths.com/cartesian-axes-coordinates</a><br><a href="https://hegartymaths.com/perimeter-1">https://hegartymaths.com/perimeter-1</a><br><a href="https://hegartymaths.com/area-rectangles">https://hegartymaths.com/area-rectangles</a><br><a href="https://hegartymaths.com/prime-factorisation-1">https://hegartymaths.com/prime-factorisation-1</a>   |
| <b>Music</b> | <p><b>Performing music:</b></p> <ul style="list-style-type: none"> <li>Students will perform one of the pieces that they have been learning in class on the keyboard or ukulele. It is important that students play using the correct hand and fingering and try to keep in time.</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><br/> Students have been issued the school username and password.</p> <p><a href="https://www.ukulelemusicinfo.com/wp-content/uploads/2018/05/ukulele-chords-1.pdf">https://www.ukulelemusicinfo.com/wp-content/uploads/2018/05/ukulele-chords-1.pdf</a></p>  <p>Ode to Joy</p>  <p>Students can use a free piano app to practice the piece or go to:<br/> <a href="http://www.musicca.com/piano">www.musicca.com/piano</a></p> |
| <b>Drama</b> | <p><b>Written Assessment</b><br/> <b>Silent film, Melodrama, pantomime</b><br/> Physical performance skills<br/> Characteristics of silent films and slapstick comedy<br/> Pantomime and melodrama traditions and stock characters..</p> <p><b>Matilda</b><br/> Vocal &amp; Physical performance skills<br/> Lighting and sound.</p> <p><b>Practical Assessment</b><br/> Students will also be marked on their development, and practical performance in their lessons, performing a scene from Matilda.</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><br/> <a href="https://www.youtube.com/watch?v=FmiA0a-4zy8">https://www.youtube.com/watch?v=FmiA0a-4zy8</a><br/> <a href="https://www.bbc.co.uk/bitesize/guides/zqtgg6f/revision/2">https://www.bbc.co.uk/bitesize/guides/zqtgg6f/revision/2</a><br/> <a href="https://www.bbc.co.uk/bitesize/guides/zg8tgk7/revision/1">https://www.bbc.co.uk/bitesize/guides/zg8tgk7/revision/1</a></p>  |

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| <p><b>RE</b></p>      | <p><b><u>What does it mean to be a Christian?</u></b><br/>         Beliefs in God and Jesus<br/>         The meaning of a Messiah<br/>         Story Of Abraham and Christian origins<br/>         The Bible</p> <p><b><u>Are humans the most important thing on Earth?</u></b><br/>         Sanctity of life - life is sacred<br/>         Cloning and souls<br/>         Buddhists and animals<br/>         Hindus and the environment</p>  | <p>Exercise books<br/> <a href="http://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rId=724">http://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rId=724</a><br/> <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><br/> <a href="http://www.bbc.co.uk/religion/religions/christianity/">http://www.bbc.co.uk/religion/religions/christianity/</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zpx68mn/revision/1">https://www.bbc.co.uk/bitesize/guides/zpx68mn/revision/1</a><br/> <a href="https://indianexpress.com/article/what-is/what-is-the-chipko-movement-google-doodle-5111644/#:~:text=The%20Chipko%20movement%20was%20a.their%20own%20status%20in%20society.">https://indianexpress.com/article/what-is/what-is-the-chipko-movement-google-doodle-5111644/#:~:text=The%20Chipko%20movement%20was%20a.their%20own%20status%20in%20society.</a><br/> <a href="https://www.bbc.co.uk/religion/religions/buddhism/buddhistethics/animals.shtml">https://www.bbc.co.uk/religion/religions/buddhism/buddhistethics/animals.shtml</a><br/> <a href="https://www.latimes.com/archives/la-xpm-1998-jan-11-op-7167-story.html">https://www.latimes.com/archives/la-xpm-1998-jan-11-op-7167-story.html</a></p>   |
| <p><b>Science</b></p> | <p><b><u>Biology 1A</u></b> – Cells, genetics, inheritance and modification Cells, Genetics, Inheritance and modification</p> <p><b><u>Biology 1B</u></b> – Health, disease and the development of medicines Disease, Prevention and medicines, Health</p> <p><b><u>Chemistry 1A</u></b> – Atoms, compounds and states of matter Atomic structure, The periodic table, Ionic bonding, Covalent bonding, Metallic bonding, States of matter</p> <p><b><u>Physics 1A</u></b> – Forces, movement and energy Motion, Forces, Energy</p> | <p>1. Revision guides and workbooks can be bought for a discount through school for CGP combined science; physics, chemistry, biology or separate science (be careful as combined science books will not contain all needed info for separate science)<br/> <a href="https://www.cgpbooks.co.uk/School/books_gcse_science.books_gcse_science_edexcel_revision">https://www.cgpbooks.co.uk/School/books_gcse_science.books_gcse_science_edexcel_revision</a></p> <p>2. Tassomai – students can purchase an individual log in<br/> <a href="https://www.tassomai.com">https://www.tassomai.com</a></p> <p>3. Knowledge organisers and topic checklists in books</p> <p>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></p> <p>5. Ted ED science education videos on YouTube</p> <p>6. Seneca online science course – notes and explanations of common science concepts. Which are exam board specific<br/> <a href="https://senecalearning.com/">https://senecalearning.com/</a></p> <p>7. Fuse school revision videos on YouTube</p> <p>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></p> <p>9. BBC bitesize – notes, explanations and quizzes of common science concepts. Which are exam board specific<br/> <a href="https://www.bbc.co.uk/education/subjects/zrkw2hv">https://www.bbc.co.uk/education/subjects/zrkw2hv</a></p> <p>10. Grade Gorilla – physics only notes and multiple choice quizzes<br/> <a href="https://gradegorilla.com/index.php">https://gradegorilla.com/index.php</a></p> <p>11. Revision science - notes and explanations of common science concepts. Not exam board specific <a href="https://revisionscience.com/">https://revisionscience.com/</a></p> <p>12. My GCSE science.com – paid set of resources and revision question materials</p> |

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|                   |   | <a href="https://www.my-gcsescience.com/">https://www.my-gcsescience.com/</a><br>13. Oak national academy:<br><a href="https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3">https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3</a><br>14. Educake - students have a log in as it is used for homework but it can also be used for revision. Students can choose their own areas to revise or complete a quiz based on what they have previously done poorly on.<br><a href="https://www.educake.co.uk">https://www.educake.co.uk</a>  |
| <b>Technology</b> | <p><b>Resistant Materials</b></p> <ul style="list-style-type: none"> <li>- Health and Safety in the workshop</li> <li>- Classification of timbers and timber based materials</li> <li>- Identification and use of common tools and equipment.</li> <li>- Specification writing</li> <li>- Design communication</li> </ul> <p><b>Textiles Technology</b></p> <ul style="list-style-type: none"> <li>-Health and Safety in the textiles room</li> <li>-Sewing techniques</li> <li>-Identification and use of common tools and equipment.</li> </ul> <p><b>Food Technology</b></p> <ul style="list-style-type: none"> <li>-Health, safety and food hygiene</li> <li>-The Eatwell Guide, eight tips for healthy eating</li> </ul> | Class Booklets, practical experience in lessons.<br>Worksheets and homework tasks.<br><br>BBC Bitesize: Timber based materials<br><a href="https://www.bbc.co.uk/bitesize/guides/zkvny4j/revision/1">https://www.bbc.co.uk/bitesize/guides/zkvny4j/revision/1</a><br>BBC Bitesize: Annotation<br><a href="https://www.bbc.co.uk/bitesize/guides/z8r2tv4/revision/1">https://www.bbc.co.uk/bitesize/guides/z8r2tv4/revision/1</a><br><br>BBC Bitesize: Food<br><a href="http://www.bbc.co.uk/education/topics/zg86n39/resources/1">http://www.bbc.co.uk/education/topics/zg86n39/resources/1</a><br>The Eatwell Guide:<br><a href="http://www.foodafactoflife.org.uk/Sheet.aspx?siteId=20&amp;sectionId=129&amp;contentId=800">http://www.foodafactoflife.org.uk/Sheet.aspx?siteId=20&amp;sectionId=129&amp;contentId=800</a> |
| <b>PE</b>         | Students will be assessed on Alternative games looking specifically at invasion games. They will be assessed on: <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> Modified games will be used in this unit to look at these skills.<br>Students will also be assessed on their decision making skills during game play.   | Knowledge Organisers.<br>Use of the internet to research the principles.<br>Watch live sports events.<br>Watch sports moments on YouTube - for example 'best goals in football' and look at what skills were used.<br>Research tactics and strategies that could be used in invasion games.<br>Attendance of extra curricular clubs - term one focus sports support<br>Assessment Week.  |

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|    | <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>   |