

Year 7

Subject Specific

Revision Checklists

Mid-Year Exams

2021-22



■ Hard work ■ Kindness ■ Integrity ■ Excellence

Revising means going back to material you have already learned in class to:

Make sure you understand it

Memorise it

Here are 5 tips for revision to help you make the most of your time:

1. Draw up a revision timetable

Research shows that revising for 30-40 minutes of work followed by a short break is the most effective way to prepare for assessments. It is also best to split your time between different subjects rather than doing a whole evening on just one. Plan your revision in advance, don't leave it until the night before the assessment.

2. Use the checklists in this booklet

Use the checklists and resources suggested by your teachers in the following pages to track what topics you have covered for each subject. Use RAG rating to show how confident you are with each area and go back over any that you've marked Red or Amber. Online platforms show which areas you are weakest in and need to prioritise.

3. Flashcards, Revision posters and mind-maps

Flashcards are made using index cards which you can buy from any good stationery shop. Making your own revision materials helps you revise and is much more effective than just highlighting your book.

4. Teach someone or study in small groups /peers

You can't teach someone else effectively unless you understand it yourself, so practice with other people is a great way to revise.

5. Find a quiet space

This is a straightforward one! Put your phone away and remove as many distractions as you can. If you don't have a quiet space at home, you can stay after school and use the library.

Work as hard as you can and then be happy in the knowledge you couldn't have done anymore.

Happy studying!

Resources:

- 1) English Y7 *A Monster Calls* Revision Pack
- 2) Exercise book containing teacher writing feedback + targets
- 3) Creative writing video guides on Teams + Oak Academy

Exam content:

Topic / Skill	Revised (date & time)	Self-quizzed (date & time)
Ness' portrayal of Conor		
Ness' portrayal of the monster		
Ness' portrayal of grandma		
Ness ideas about grief		
Ness ideas about family		
Ness ideas about isolation/denial		
How to structure a story using Freytag's pyramid		
Figurative language		
Effective characterisation		

Section A: *A Monster Calls*- students will be given one of four studied extracts and will need to write an extended response based on one of the pre-released below topics. **Section B:** write a short story.

English top tips:

- Students must aim to write an introduction (thesis) + 3-4 paragraphs on the given topic for Section A
- Students must evidence their ideas using references or quotes from the text. Direct text should be written inside 'quote marks'
- Students must respond to the extract, but should aim to refer to elsewhere in the play for maximum marks
- Students will have 45 mins on Section A + 45 mins on Section B

Online Resources:

- 1) Sparx Maths
- 2) Corbett Maths

Exam content:

Topic / Skill	Sparx Maths Clips	Revised (date & time)	Self-quizzed (date & time)
<u>Place value</u>	M763, M704, M522, M527, M135		
<u>Addition and Subtraction</u>	M928, M429, M347, M152		
<u>Perimeter</u>	M920, M635, M690		
<u>Rounding and estimation</u>	M111, M431, M878		
<u>Multiplication and Division</u>	M113, M911, M187, M803, M462, M354, M873, M262		
<u>Factors, Multiples and Primes</u>	M227, M823, M698, M322		
<u>Area of rectangles, triangles & parallelograms</u>	M900, M390, M291, M610, M269, M996		

Maths top tips:

- ALWAYS show your working out.
- “NOT TO SCALE” You can’t measure the lines/angles on this shape as they are not drawn accurately!
- READ, READ, and READ the question!!!
- Finished the exam early? Go back and check over every single question.

Resources:

- 1) Seneca Science
- 2) CGP Revision Guide
- 3) Oak Academy (<https://teachers.thenational.academy/subjects/science/key-stages/key-stage-3>)

Exam content:

Topic / Skill	Revised (date)	Self-quizzed (date)
7BC- Microscope		
7BC: Unicellular organism		
7BC: Diffusion		
7BC: Plant and animal cells		
7BC: Specialised cell		
7BC: Organ systems		
7CP- Particle Model and Change of state		
7CP- Gas Pressure		
7CP- Particle model of a solution		
7CP- Pure and impure substance		
7CP: Technique to separate mixtures		
7PE: Energy stores		
7PE: Energy transfer		
7PE: Efficiency		
7PE: Conduction, Convection and Radiation		
7PE: Energy Cost		
7PE: Renewable and non-renewable energy		
7PE: Energy in Food		
7PE: Power and Energy		

Science top tips:

- Make sure all graphs and diagrams are in drawn in pencil
- Remember, we do not use the word amount in science, instead we use volume, concentration or mass depending on the question
- After calculations, make sure you use the correct units

Resources:

- 1) BBC Bitesize KS3 History: The Norman Conquest and William's Control of England
- 2) Seneca Learning: KS3 History sections - 1.2, 2.2.1, 2.3
- 3) Knowledge Organisers: Unit 1 and Unit 2
- 3) Your exercise book: Everything we have learnt so far

Exam content:

Topic / Skill	Revised (date & time)	Self-quizzed (date & time)
Topic: The Byzantine Empire		
Topic: The Islamic Empire		
Topic: The Norman Conquest		
Topic: How did William Control England?		
Skill: Explaining the causes of an event or situation		
Skill: Explaining what a source suggests about an event or situation		
Skill: identifying the argument in an historical interpretation		

History top tips:

- Read the questions carefully to make sure you are answering them.
- Answer **all** the 1-mark questions – it is better to guess than to leave blank!
- Source inference – remember to work out what the source tells you, and support this with a quote from the source.
- Include **detailed examples** to support your points in all your extended written answers.

Resources:

- 1) Revision booklet covering **UK's Geology and Development**
- 2) Knowledge Organisers (also included in your revision booklet)
- 3) Revision cards that you have made

Exam content:

Topic / Skill	Revised (date & time)	Self-quizzed (date & time)
Locate the main rock types, and physical landscapes in the UK.		
Describe how rocks are weathered by different physical, chemical, and biological processes.		
Describe how rock type, physical landforms and topography have influenced the population distribution in the UK.		
Compare and contrast different atlas maps showing the geology, relief, population distribution, and economic maps of the UK to analyse the influence of rock type.		
Interpret Ordnance Survey maps, aerial photographs, geology maps, and topographic maps to identify the impact of geology and weathering in creating distinctive landforms.		
Describe the distribution of developed, developing and newly emerging countries.		
Identify how development is measured through single development indicators and HDI.		
Explain the factors that affect development		
Assess a strategy that can be used to improve quality of life in a developing country / or region.		

Geography top tips:

Remember to follow the **Point => Develop** method of writing when responding to the 9-mark question. To gain the **9th** mark you must use **place-specific information** in **both** paragraphs.

Extended writing in paragraphs:	Possible sentence stems:
First paragraph:	
Point	One cause is/one feature is
Develop	This means
Point	Another cause is/another feature is
Develop	This means
Second paragraph:	
Point	One effect/one success is
Develop	This means
Point	One effect/one success is
Develop	This means

Resources:

1. Revision sheets
2. Knowledge organiser
3. Exercise book

Exam content:

Topic / Skill	Revised (date & time)	Self-quizzed (date & time)
Values/Britishness		
Personal values		
British values - democracy		
Culture, Multiculturalism, Diversity		
The role of the Prime minister		
Parliament – The Monarch, The house of Lords, The House of Commons, The role of the MP		
Elections – Choosing a government		
Judaism		
Abraham		
Key Jewish beliefs		
Orthodox vs Reform Judaism		
Jewish Scriptures		
The synagogue		
Shabbat		
Pesach and Yom Kippur		
Extended writing		
Abraham + Key Jewish beliefs + Synagogues		

RE top tips:

- Make **mind maps/flashcards** using your **exercise books**.
- Students should see their teacher to clear up any misconceptions/questions before the exam.

Resources:

- 1) Homework booklets 1 and 2
- 2) Memrise courses
- 3) Sentence builders in books and knowledge organisers

Exam content:

Topic	Revised (date & time)	Self-quizzed (date & time)
Classroom commands (receptive)		
Introductions and greetings		
Days of the week, months, dates		
Numbers up to 100		
Nationalities		
Age		
Weather		
Likes/dislikes		
Sports and free time activities		
Adverbs of time and frequency		
Colours		
Animals		
Family members		
Physical description		
Character description		

Listening, Reading and writing papers on above topics

French top tips:

- In writing, remember to develop your writing using connectives and opinions.
- Spelling (including accents) is important.
- Make sure you can use connectives (et, mais, aussi), opinions, present tense, irregular verbs 'avoir' and 'être' and question words.

Resources:

- 1) Homework booklets 1 and 2
- 2) Memrise courses
- 3) Sentence builders in books and knowledge organisers

Exam content:

Topic	Revised (date & time)	Self-quizzed (date & time)
Classroom commands (receptive)		
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Sports and free time activities		
Adverbs of time and frequency		
Colours		
Animals		
Family members		
Physical description		
Character description		

Listening, Reading and writing papers on above topics

Spanish top tips:

- In writing, remember to develop your writing using connectives and opinions.
- Spelling (including accents) is important.
- Make sure you can use connectives (y, pero, también), opinions, present tense, irregular verbs 'hacer' and 'jugar' and question words.

Resources:

- 1) Knowledge organiser to learn key words and terms.
- 2) Exercise books
- 3) Revision check list

Exam content: You are assessed on these three areas:

<u>Investigation:</u>		
How have you experimented with new materials and techniques in your sketchbook?		
<u>Implementation:</u>		
How have you used these new materials and techniques in your sustained piece of work?		
<u>Evaluation:</u>		
Considering how you would descriptively write how and why you used your key terms/skills.		
Key Term/skill:	Revised (date & time)	Self-quizzed (date & time)
Tone		
Colour		
Texture		
Vincent Van Gogh		
Paul Klee		

Art top tips:

- Revise which artists we have researched this term.
- Revise the main features of these artists' work.
- Practice adding tone, texture, and colour to your drawing.
- Practice using correct spelling and grammar in your writing.

Resources:

- 1) "Darkwood Manor" background information
- 2) Keywords chart on how to create **tension** within a scene
- 3) Example of written response

Exam content:

Topic / Skill	Revised (date & time)	Self-quizzed (date & time)
Directing: Considering how you would guide your group to experiment with:		
Stage space (<i>levels & proxemics</i>)		
Physicality (<i>face, movement, stillness & gesture</i>)		
Vocal skills (<i>tone, pace, pause, emphasis, volume</i>)		
Acting: Learning your lines and practising your use of:		
Stage space (<i>levels & proxemics</i>)		
Physicality (<i>face, movement, stillness & gesture</i>)		
Vocal skills (<i>tone, pace, pause, emphasis, volume</i>)		
Evaluation: Considering how you would descriptively write how and why you used:		
Stage space (<i>levels & proxemics</i>)		
Physicality (<i>face, movement, stillness & gesture</i>)		
Vocal skills (<i>tone, pace, pause, emphasis, volume</i>)		

Drama top tips:

- In the **directing assessment**, ensure you give ideas to your group, work with their ideas and for highest marks, develop their ideas further.
- In your **performance**, be confident and expressive to show your character.
- In the **written evaluation**, write in a way that your reader can fully picture how you would explore the scripted extract, using terminology above.

Resources:

- 1) Music Theory Booklet
- 2) Vamoosh and music scores
- 3) Instrument

Exam content:

Topic / Skill	Revised (date & time)	Self-quizzed (date & time)
<u>Performance:</u>		
Accuracy (<i>Intonation, rhythm</i>)		
Interpretation and ensemble skills (<i>Dynamics, articulation, communication</i>)		
Technique (<i>Bow hold, instrument hold</i>)		
<u>Listening, Aural and Theory:</u>		
Time Signature		
Rhythm (Kodaly)		
Note names		
Tempo markings (Italian words)		
Dynamics, articulation		
Melody (Ascending, descending)		

Music top tips:

- Practice slowly to get intonation and rhythm accurate
- Focus on holding instrument correctly
- Try to get a good clear sound from your instrument
- Play all dynamic and articulation markings

Assessment content:

<u>Topic / Skill:</u> Invasion Games (Basketball, Football, Handball, Netball, Rugby)	Revised (date & time)
KPI 1 - Core sending and receiving skills in isolation and small group settings KPI 1 - Individual attacking and defending skills	Throughout the term, teachers will continue to assess students during practical lessons and will verify assessment over the last week of the sport cycle.
KPI 2- Successfully employs simple tactics	Throughout the term, teachers will continue to assess students during practical lessons and will verify assessment over the last week of the sport cycle.
KPI 3 - Basic rules of Invasion Game	Throughout the term, teachers will continue to assess students during practical lessons and will verify assessment over the last week of the sport cycle.
KPI 4-6 - Leading a partner	Throughout the term, teachers will continue to assess students during practical lessons and will verify assessment over the last week of the sport cycle.
KPI 7 - Short periods of sustained exercise	Throughout the term, teachers will continue to assess students during practical lessons and will verify assessment over the last week of the sport cycle.
KPI 8 - Can conduct their own warm-up	Throughout the term, teachers will continue to assess students during practical lessons and will verify assessment over the last week of the sport cycle.
KPI 9 - Knows how physical activity contributes to a balanced lifestyle	Throughout the term, teachers will continue to assess students during practical lessons and will verify assessment over the last week of the sport cycle.