

# Year 7

## Revision Booklet

**"By failing to prepare you are preparing to fail."**

**Benjamin Franklin**

For life, not school, we learn.

**H → Honesty**

**E → Equity**

**A → Aspiration**

**R → Respect**

**T → Tenacity**

Dear Year 7,

I appreciate all the hard work you put in during the last two terms and how well you adapted to the transition from Primary to Secondary school. It has been a challenging time, but you showed your commitment and dedication to making those changes successfully. Moreover, I strongly believe that you have all gained confidence since September and have become independent learners.

As we are approaching the end of this academic year, I would like to remind all year 7 students and your parents/carers that we will be conducting your End-of-Year Assessments in the first week of June. During these assessments, you will be evaluated in all of your subjects to assess your understanding and progress in Year 7.

I understand that the sound of assessments can be daunting and stressful, but overall, they provide you with a platform to showcase your knowledge and understanding in various subjects, and they provide us with information to nurture and support your learning in the next academic year. No matter how stressful the assessment period may be, I want to assure you that we are here for you and will be with you every step of the way. You are not alone in this journey, and we are committed, dedicated, and passionate about providing you with the support you need for each step of your Villiers' journey. Therefore, I would like to offer my support and advice to all Year 7 students for your upcoming assessment.

The best way to approach your upcoming assessments is with a positive mindset and staying calm. Make sure you believe in your abilities and strengths and trust in your preparation and hard work which you have done over the past two terms. Get a good night's sleep the night before your assessments, get up early, and come to school on time so you are not stressed about being late. To ensure you do your independent revision, set up realistic goals and create your learning schedule.

Make sure you divide your study material into manageable portions and allocate time each day for review and practice them. To enable your understanding, use various study resources given by your subject teachers, such as teachers' notes, personal notes, exercise books, and textbooks. Use your parents' support and teachers' advice to consolidate upcoming topics. If you have questions or need clarification, don't hesitate to contact your teachers or classmates.

During your end of end-of-year assessment, it is very important to stay calm and focused. Make sure you manage your time wisely on each question by allocating enough time for each section or question. It is also very important that you read every question carefully, highlight the key information and answer them to the best of your ability.

Do not let a difficult question discourage you from completing the rest of the papers, instead, move on to the next one and come back to it later if you have time left.

As Villiers's motto is "**For Life, not school, we learn.**" So, it is essential to remember that your abilities are not determined by your performance in assessments. What counts the most is your commitment, dedication, effort, and growth during the learning process. No matter what results you achieve in your upcoming assessments, what truly matters is that you possess talents and skills that contribute to your development and knowledge in the future.

We wish you all the best for your end-of-year assessments, we believe in you, and we know you will do your best to achieve the best.

Best wishes,

Mr. V. Viridi - Head of Year 7

Mrs. S. Viridi - Deputy Head of Year 7

**My expectation as your Head of Year 7**

**Respect**  
**Responsible**  
**Represent**

**Treat everyone with kindness and compassion.**

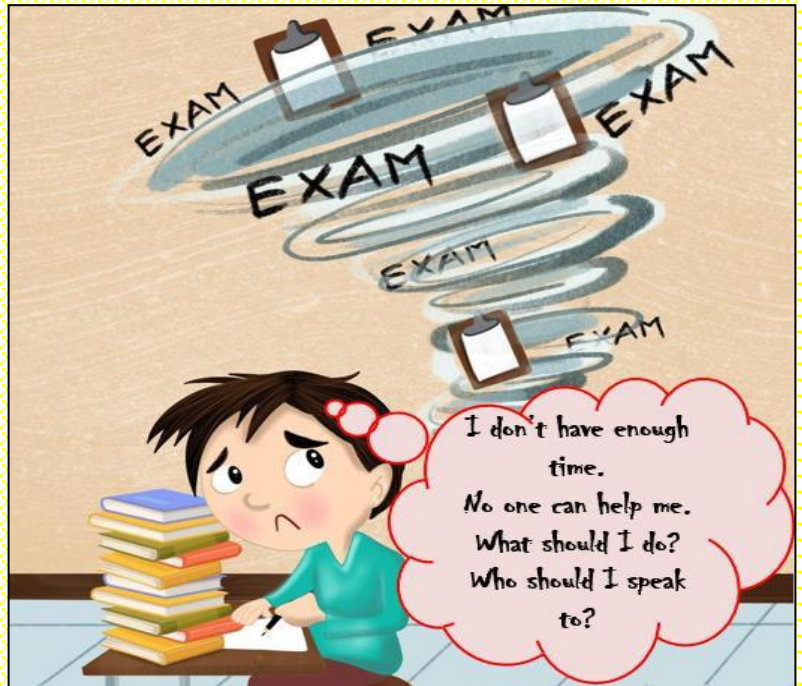
**GREAT**

**EXPECTATIONS**

## Keeping yourself healthy during Exams

Let's work together!

### Exam Stress

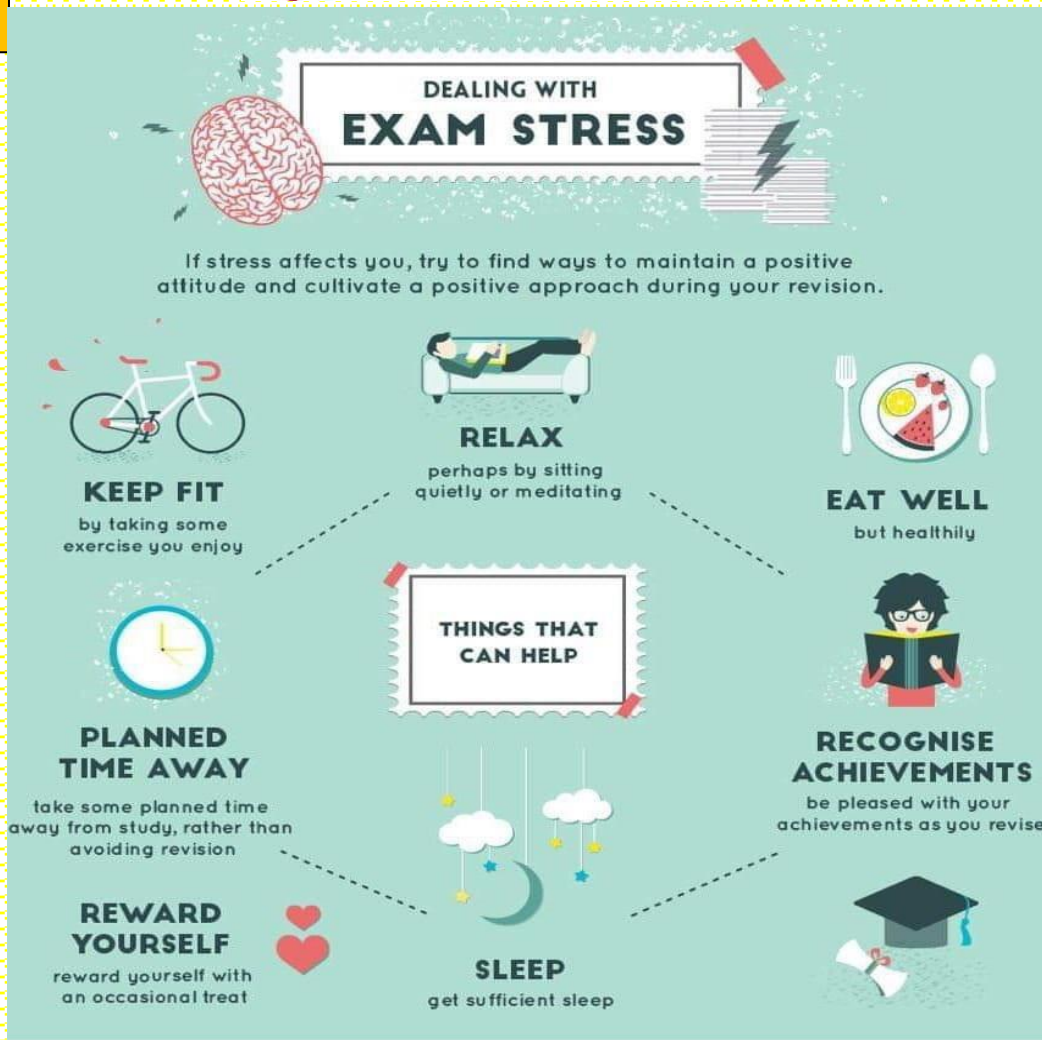


Feeling anxious and stressed about exams is to be expected. These feelings are **completely normal**. They **motivate** your actions and can be used in a **positive** way to prepare for your exams.

You must plan and apply different strategies at the right time and the right place now to help you prepare yourself for the **inevitable** stress that will happen.

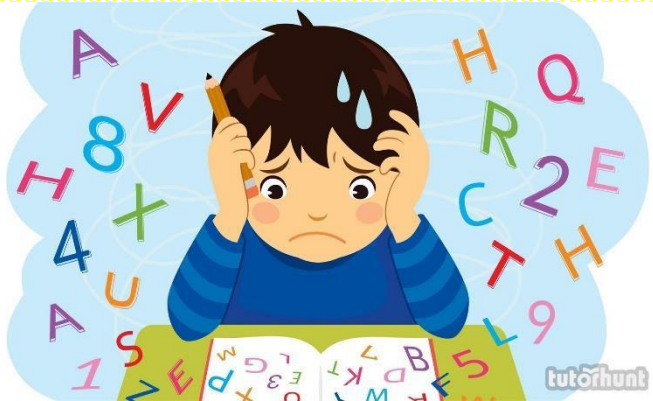
**It is easier to do it now than later...**

Look after  
Yourself!



- You need between 8 and 10 hours of **sleep** a night.
- **Drink** lots of water (avoid caffeine and high-energy/ sugary drinks)
- **Eat** slow-release carbs (brown bread, rice, and pasta, also fruit and vegetables)
- **Exercise** for at least half an hour a day
- **Treat** yourself to dark chocolate (fights the stress hormone and releases endorphins)
- Schedule rest **breaks/** time to unwind (e.g. have a hot bath, bake, or watch a funny film)

**Things to avoid during the exams**



- Using digital devices half an hour before bed.
- Drinking coffee, tea, or energy drinks in the evening (these will hinder sleep).
- Negative or stressed people.
- Comparing yourself to others.
- Cutting out all the enjoyment in your life.
- Setting ridiculous goals.

**THINGS TO AVOID DURING EXAM SEASON!**



There are some things you really should be avoiding during exam season...

by Dan | thinkstudent.co.uk

**1 NOT EATING**

Having a healthy diet whilst in the middle of the stress and angst of exams is vital, as it will help to coordinate your thoughts and have you feeling fresh and revitalized when it comes to revision.



**2 SHUTTING PEOPLE OUT**

Talking to friends and family about your exams is a great way to relieve some of the stress and tension you may feel. Make sure you use them!

**3 BEING LAZY**

A big pitfall in exam season is to think that you've got it all under control - this is fine, but it's when you stop revising because of this that it becomes a problem.



**4 NEGATIVE SURROUNDINGS**

Negativity can lead to you doubting your ability, and that means more mistakes made in the exams. You should try to stay near positive people whilst under the stress.

**5 LIE IN'S**

Staying in bed until late afternoon is a bad idea! Try to wake up relatively early by setting an alarm to ensure the maximum time and efficiency when revising.



**6 DISTRACTIONS**

Things such as loud music, tempting food and your phone can be a major drawback in the progress of your revision, so try and avoid getting caught up with things that may or may not be more exciting than

**7 BECOMING COMPLACENT**

Don't start thinking that just because you're super super good at a subject you can cruise during the exam!

## Strategies you should use during exams



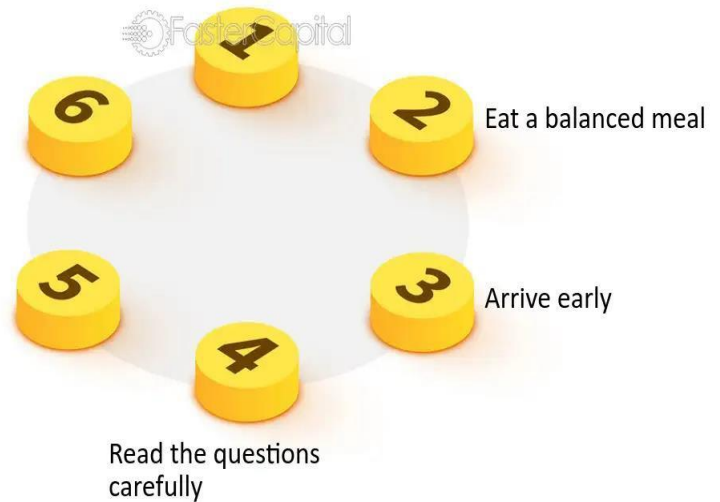
### Tips and Strategies for Exam Day

Get a good night's sleep

FasterCapital

Take breaks

Use process of elimination



- Listen to **classical music** – this is less distracting than music with lyrics. Classical music is also known to boost brain power.
- Break your revision down into **small chunks** (use the revision table to help)
- **Treat** yourself/ set goals – if you achieve so much do something that you like. Revision involves a lot of discipline
- Go for a walk – **fresh air** helps alleviate stress

# Revision Techniques

## REVISION TIPS



### Create and use a revision planner

Plan out your revision timetable, how long have you got before each exam? Which exams require more revision time?



### Set an alarm and start early!

The morning is the best time to revise and remember the sooner you start the sooner you're finished.



### Find a nice space to revise in

Some where bright, tidy, comfortable and free of distractions.



### Be ready and prepared to revise

Create a checklist of things you need!  
Pen ✓ Paper ✓ Notes ✓ Past exams ✓  
Revision guide ✓ Drink & snacks ✓



### Limit distractions

Keep possible distractions to a minimum.  
Turn off your phone to fight temptation.  
(You can check it as a reward later)



### Revise, Repeat, Remember

Everyone revises and learns differently find the system that works best for you and stick with it.  
**Revise. Repeat. Remember**



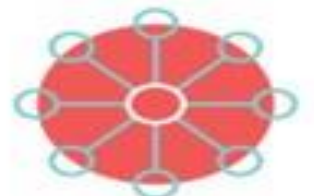
### Prioritise your time

Give extra time to subjects and areas you're struggling with.



### Set a target!

Finish the next three pages of notes  
Revise for an hour  
Complete an old exam paper



### Use a mind map

Mind maps are a brilliant visual tool for remembering facts and data.



### Use a post-it note

Struggling to remember a key fact? Jot it down on a post it note and stick it around the house, by the mirror, on the fridge or the back of the toilet door!



### Question the question

Is there a better, more precise way to answer the question? Now is the time to think of and revise your answers.



### The more you put in the more you get out!

Reward yourself once you meet a revision target.




**Organisation**

Organisation is the **ability** to be systematic and efficient. Strong organisational skills are demonstrated by planning your time and your workload effectively and this skill leads you to complete your homework/classwork and exam preparation.



**Notes  
Less is  
more**

- Where?**  
Sit at a desk – somewhere designed for study
- What?**  
Make task specific & realistic
- How?**  
Like > Less favoured > Like
- When?**  
Alert – times of the day...
- Why?**  
Review

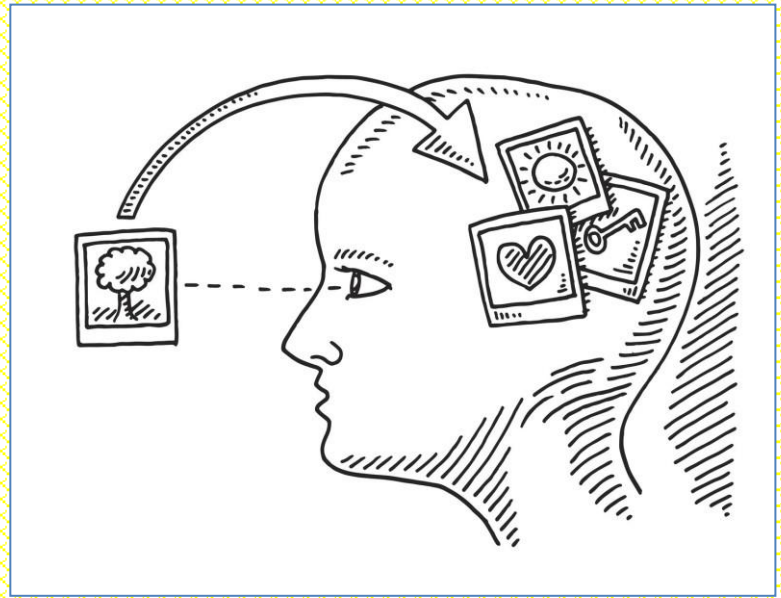
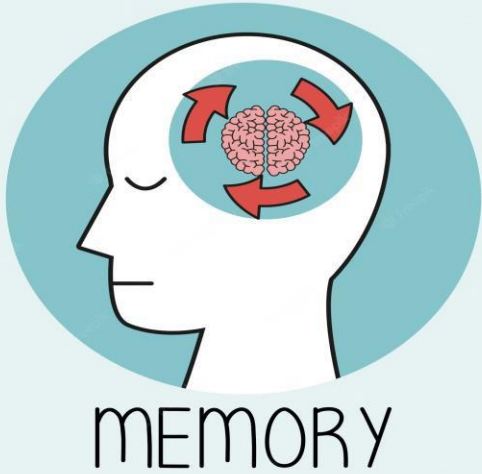
**Keep distractions to a minimum.** This means no TV, distracting music, phone calls or social media. Find a quiet workspace where you can concentrate. If you are too distracted at home, try doing your homework in the school library.

## Self- confidence

- When children believe they are good at something, they often do better.
- Can be influenced by a reader's perception of self-competence in their reading ability which helps students to do well in their exams.
- Positive self-confidence encourages you to do well with challenging tasks.
- Believing in your strengths and hard work can lead you to cope with any assessments or job interview.

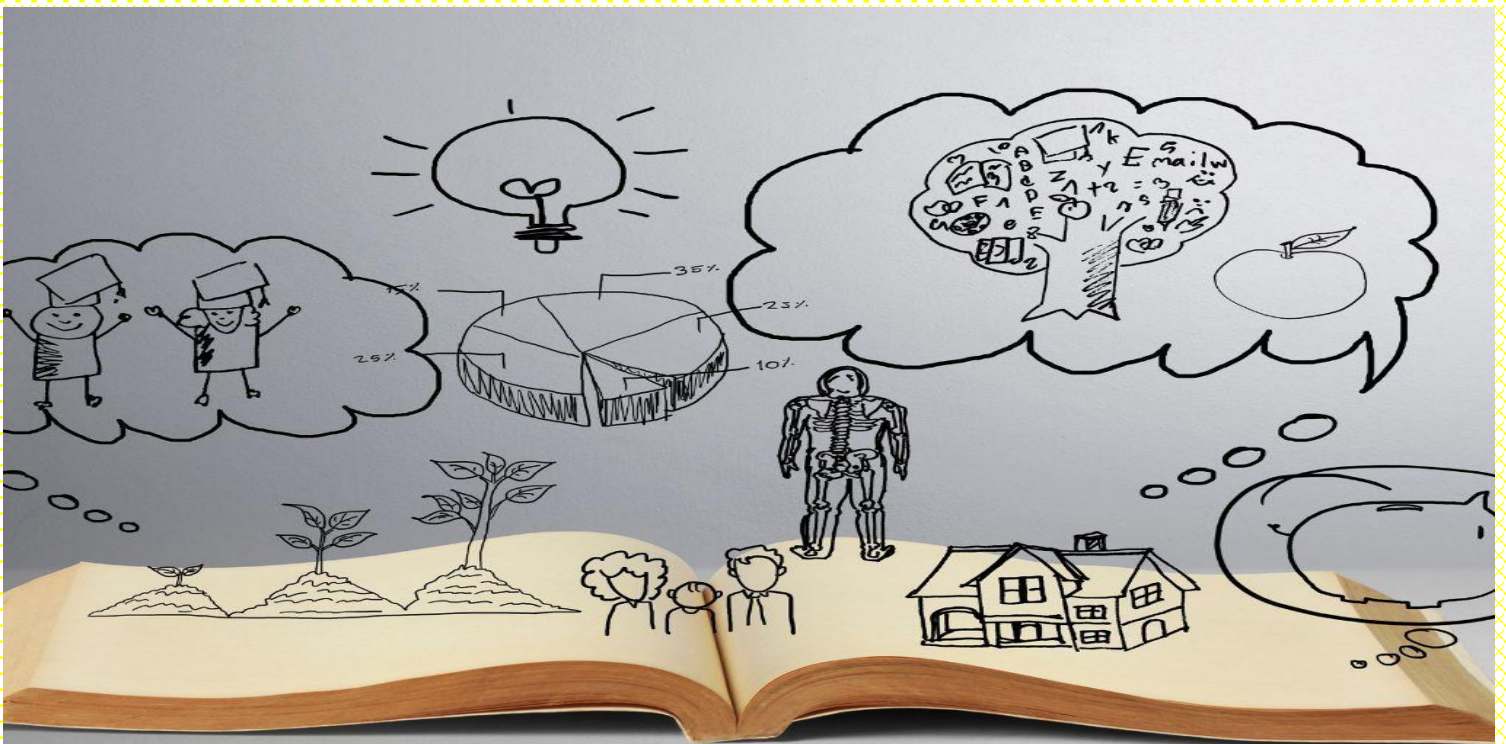


**Processes of Memory**



**Memory** refers to the psychological processes of **acquiring, storing, retaining,** and later **retrieving** information. There are three major processes involved in memory: encoding, storage, and retrieval.

Human memory involves the ability to both preserve and recover information. However, this is not a flawless process. Sometimes people forget or misremember things.





Compare the way memory works in a computer and in humans

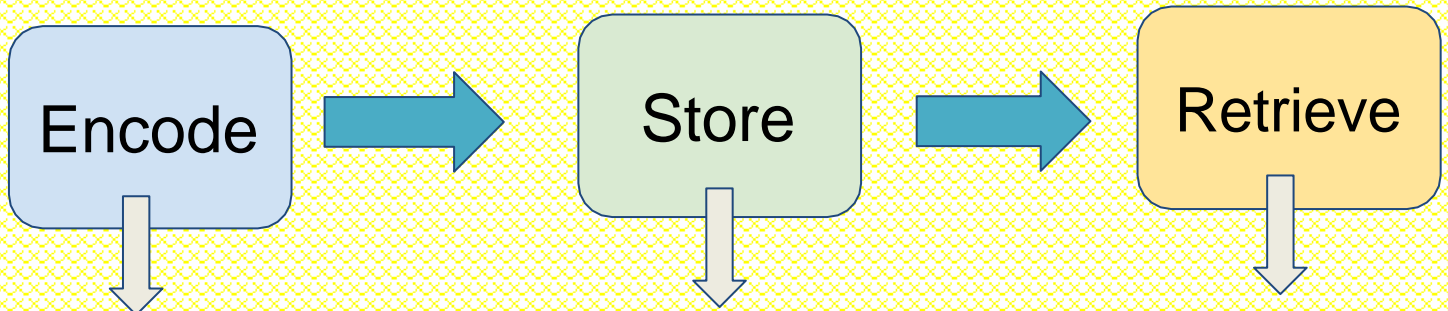


Memory describes lots of different things eg:

- To remember your last birthday.
- To remember the capital of France.
- To remember what you did in your last maths lesson.
- To remember where you put a necklace.
- To remember how to ride a bicycle.



How is this process achieved in the human brain?



The information must be translated into a form so that it can be held in your brain.

The information is kept in your brain for a time - or possibly a lifetime.

The information has to be located and brought back out of one of the memory stores.





# Revision Timetable

Organising your time into achievable blocks is the best way to revise. You still need time to relax and enjoy yourself as well.

- Plan revision into achievable chunks e.g. 45 mins with 5 min breaks every 15 mins or 2 x 30 min with 5 minutes breaks in between.
- Make sure that your plan breaks into your revision (use your phone to set your timer).
- Cover all subjects over the course of a week.
- Plan time to see friends or go out.

## REVISION TIMETABLE

Your schedule

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
9AM							
10AM							
11AM							
12PM							
1PM							
2PM							
3PM							
4PM							
5PM							
6PM							

## Creating Mind Maps

**Mind Maps help to simplify complex ideas, make connections to see the “bigger picture” and allow you to be creative so you don’t get bored.**

### How To:

- Use a landscape sheet of A4 or A3 paper.
- Put the **topic** in the centre.
- Main Branches: Your branches should have one word or two for clarity. Think of each branch as a heading in an essay or a book.
- Sub-branches: From your main branches draw sub-branches and from those sub-branches you can draw more branches. Here you can create associations between ideas.

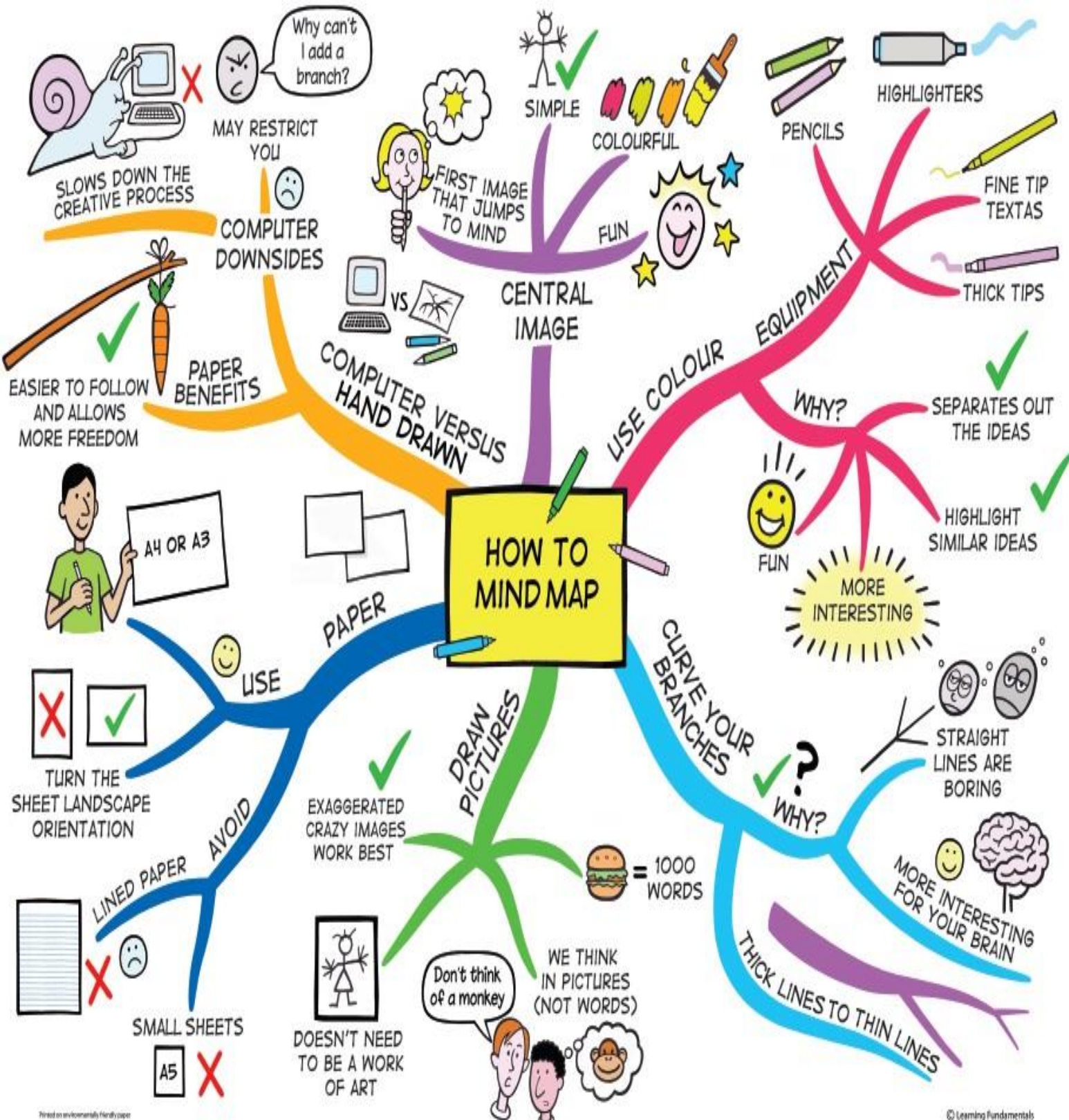
### Top Tips:

- Use **COLOUR** to make it visually interesting. Use a different colour for different branches to link the learning together.
- **Draw pictures**. They don’t need to be a work of art, but they will help you to remember it.
- Make sure each branch is **curved** and not straight. The brain is more stimulated by curved lines.

Here are some videos on how to Mind Map in the best way

<https://www.youtube.com/watch?v=PUxv3BAFM8>

<https://www.youtube.com/watch?v=oY4sUQzXJ1g>



## Read, Recall, Review

This technique helps you to recall/remember key information for specific topics. This would be useful for the Speaking Test or any other situation where you need to be able to recall information.

How to do it...

**Step 1-** Read the specific information you want to remember.

**Step 2-** Write it down without looking at the information you have read.

**Step 3-** Review it to check that it is correct.

Repeat this process 3 times for each bit of information.

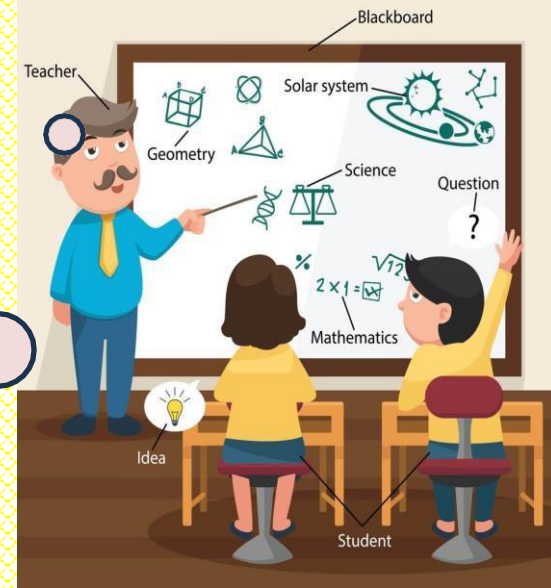
## Exam Style Questions

**The best way to practice exam questions is to.**

1. Identify the command word and topic of the question.
2. Decide what the question is wanting you to do.
3. If you cannot answer the question you need to go and spend 10 minutes revising that topic before attempting the question first time.
4. Once you answered it, mark the question using the correct mark scheme.
5. If you didn't do well, spend another 10 minutes revising the topic before moving to the next question.

# Listening

Listening is one of the most important skills you can have. How well you listen has a major impact on your study or exam preparation and the quality of your relationships with other people.



The ability to pay attention to and effectively interpret what other people are saying.

**"storytelling enhances the listening skills of children"**

## Passive Listening

Passive listening can mean listening without really concentrating. It is what we may do when we are listening to:

- Music playing in the background.
- Conversations we aren't part of.
- Topics that don't interest us.
- People talking to us when we have other things on our minds or are involved in other activities.



Passive listening is fine in some situations, but can be a problem in others. It can even be disrespectful.

There are two types of listening?

## Active Listening

- To listen actively means to be really paying attention and involved.
- Just like others know when you are listening passively, they can tell when you are listening actively.



What parts of your body are involved when you are listening actively?

**Listening**

**How do active listening skills help you?**

**Pay attention**

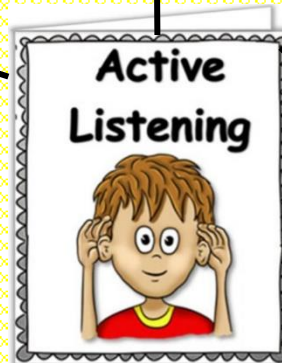
- Prepare yourself
- Block out distractions

**Hold Judgement:**

- Keep an open mind
- Avoid assumptions
- Avoid finishing sentences

**Share**

- Introduce your ideas



**Summarise**

- Restate key themes
- It sound like you are saying ...

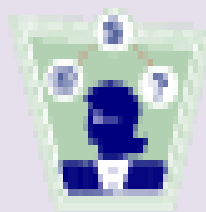
**Reflect**

- Repeat the message
- Give feedback
- I understand what you mean

**Clarity**

- Ask questions
- Could you repeat that?

## Reading Strategy



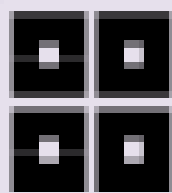
Think about it. Does the word make sense with the rest of the sentence or paragraph?



Look for context clues. Is there a definition in the sentence? Is it the opposite of something?



Sound out the letters and blend them together to hear it.



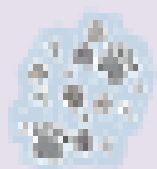
Is it a compound word?

Is it a word that has a prefix or a suffix?



Look for word families.

Does part of the word look familiar?



Reread again if you don't understand. Sometimes the meaning will become clear.

**Reading Strategy**

**What makes a good reader?**

**Reading for meaning:**

- Literal meaning
- Inference- reading beyond
- And between the lines

**Developing a personal response:**

- Expressing opinions
- Justifying
- Explaining
- Connecting with own experiences.

**Responding to a text**

- Cultural
- Historical
- Social understanding

**Developing critical skills:**

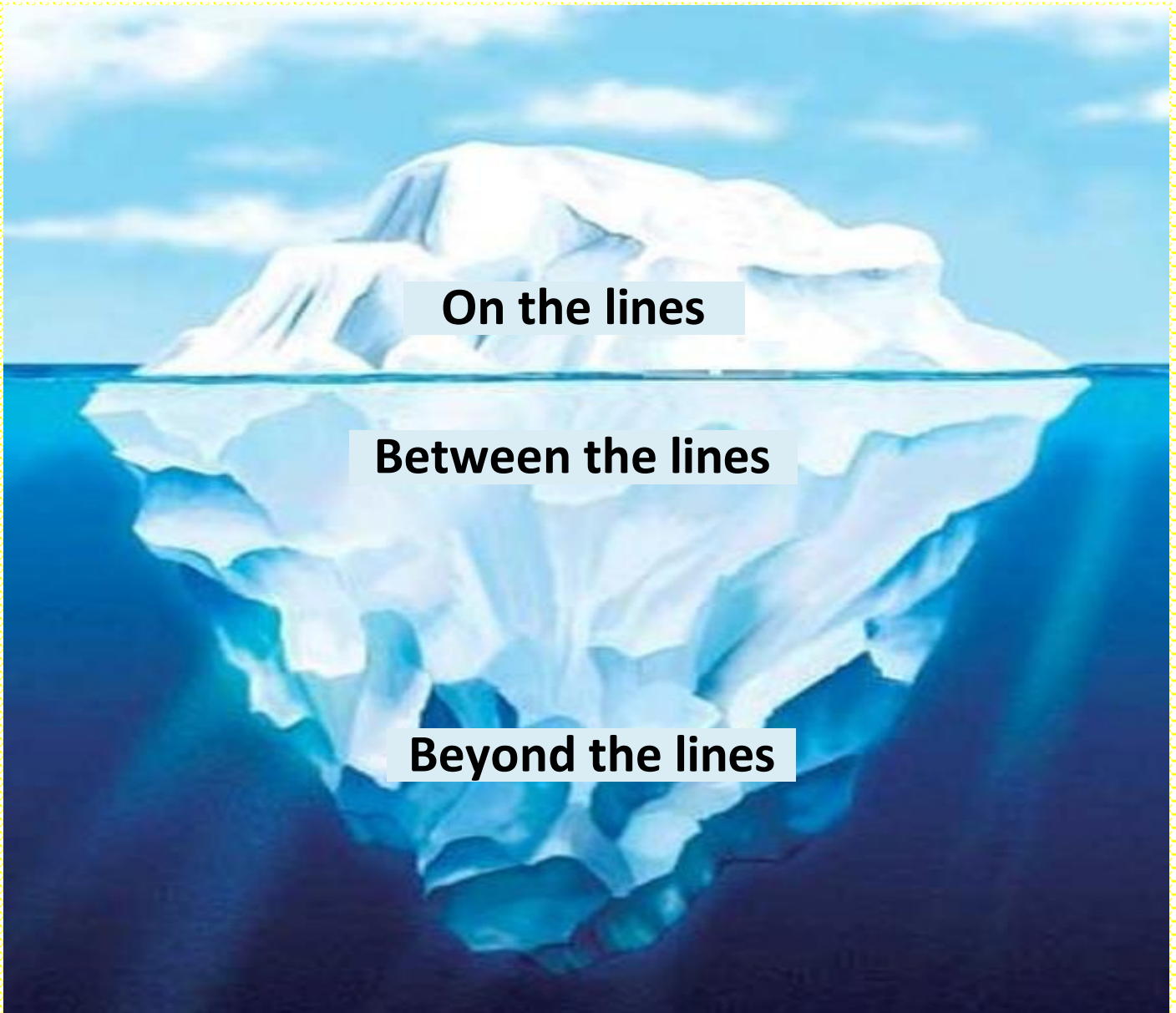
- Analysis
- Reflection
- Comparison
- Judgement

**Understanding the writer's craft:**

- Structure and form
- Imagery
- Narrative techniques
- Media techniques
- Poetic forms

Reading Strategy

Reading for meaning



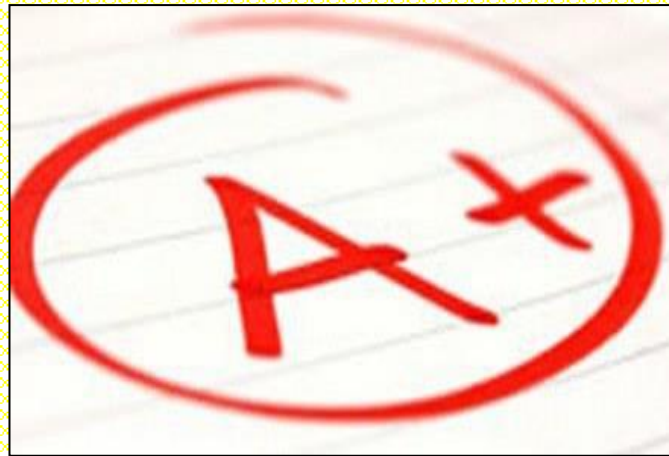
**On the Lines-** something you are told directly- LITERAL

**Between the lines-** something you can work out logically from the clues in the text- INFERENCE

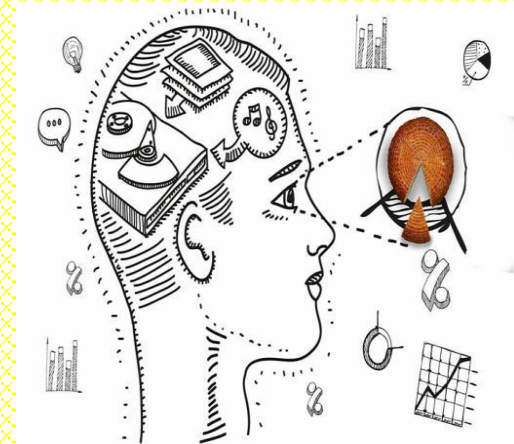
**Beyond the lines-** something you can make an intelligent guess at, using your knowledge

## Reading improves school performance!

- Research shows that very eager and enthusiastic readers get better results across all subjects.
- The Programme for International Student Assessment (PISA) has shown that: Being a frequent reader is more of an advantage than having well-educated parents.
- 'Children from disadvantaged backgrounds who read often tend to score better than more privileged pupils who do not read at all.



Learning Style:



Visual Learners

- Turn notes into bullet points. Highlight keywords. Keep shortening them until you have one word which will trigger your memory for each point.
- Make flashcards with the key ideas. (see [www.flashcardexchange.com](http://www.flashcardexchange.com) for ideas).
- Practise past exam papers
- Draw Mind Maps for topics to show how the main ideas link together
- Write out keywords and definitions on flash cards. Colour code them. Get someone to test you.
- Turn your notes into pictures or diagrams such as flow charts
- Use websites e.g. BBC Bitesize.
- Learning posters – put key information on small posters. Use patterns, colours and drawings. Pin them up where you will see them often (like on the bedroom wall/door/ fridge door).

## Auditory Learners

- Use Mnemonics to remember key facts (Richard Gave Battle In Vain)
- Make up questions and get somebody to test you verbally. Put aside the ones you don't know and keep working on them until you learn them all.
- Record notes and put them on an MP3 player. Listen to them as often as possible.
- Make a podcast
- *Make a rhyme, rap, or song out of your revision notes (yes it works!)*
- Read your notes out loud to your cat or dog! Sounds stupid but it works!
- Explain key ideas to a friend. Teaching other people helps you to learn yourself.
- Practise past exam papers



## Kinaesthetic learners

- Associate information with actions. Act out your notes as you read them.
- Walk around the room whilst revising.
- Write information on Post-Its and stick it around the room. Move around the room reading the notes.
- Make up a play involving key ideas and act it out.
- Role-play key events or arguments from subjects with friends.
- Instead of reading notes summarise them using a computer.
- Turn your notes into a PowerPoint and share it with friends.
- Practise past exam papers



## Kinesthetic Learning Style

## Discover your preferred learning style:

This questionnaire will help you discover what kind of learner you are. Read each of the statements and circle the one each row that best describes you.



I prefer lessons where we can discuss things.

**A**

I prefer lessons where there is something to look at (like a picture, chart, diagram or video) or something to draw.

**V**

I prefer lessons where we can do something practical – or at least move around.

**K**



I often fiddle with things in class (a pen, paper clip or rubber band.)

**K**

I often sing or hum to myself in class.

**A**

I often doodle in class.

**V**



When learning a new skill, I prefer to just get on with it.

**K**

When learning a new skill, I prefer someone to explain to me how to do it.

**A**

When learning a new skill, I prefer to watch someone else show me how to do it.

**V**



When the adverts come on the telly – I like to watch them.

**V**

When the adverts come on the telly – I get up and do something.

**K**

When the adverts come on the telly – I like to sing along with them.

**A**



I would prefer to listen to a story.

**A**

I would prefer to see a comic strip of a story.

**V**

I would prefer to act out a story.

**K**



I am good at learning physical skills.

**K**

I have a good memory for people's names.

**A**

I have a good memory for faces.

**V**



I prefer teachers who use diagrams to show us things.

**V**

I prefer teachers who get us to do something.

**K**

I prefer teachers who explain things to us.

**A**



If I get in trouble in class, it's for talking.

**A**

If I get in trouble in class, it's for drawing on the desk or all over my books.

**V**

If I get in trouble in class it's for fidgeting.

**K**



On a long journey I like to look at the scenery or read a book.

**V**

On a long journey I can't wait until we stop so I can walk around.

**K**

On a long journey I like to listen to music or talk to the other travellers.

**A**



I use my hands a lot when I am talking.

**K**

When I am discussing something, I sometimes use words my friends don't know.

**A**

When I am discussing something, I like to doodle.

**V**



If I could be famous, I would be a sports-person (or dancer).

**K**

If I could be famous, I would be a film-star.

**V**

If I could be famous, I would be a singer.

**A**



I would rather go outside and play.

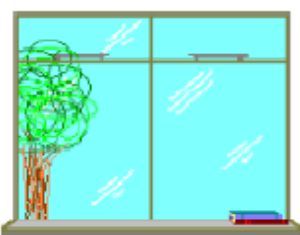
**K**

I would rather watch my favourite TV programme.

**V**

I would rather listen to my favourite music.

**A**



I get distracted in class if I can see something outside the window.


**V**


I get distracted in class if I can hear something happening outside.


**A**

I lose concentration if I have to sit still for a long time.

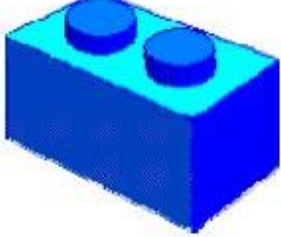
**K**

	<p>I am good at drawing.</p> <p style="text-align: center;"><b>V</b></p>	<p>I am good at making things.</p> <p style="text-align: center;"><b>K</b></p>	<p>I am a good listener.</p> <p style="text-align: center;"><b>A</b></p>
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	<p>Out of these 3 jobs - I would prefer to be a radio DJ (or presenter).</p> <p style="text-align: center;"><b>A</b></p>	<p>Out of these 3 jobs - I would prefer to be a mechanic.</p> <p style="text-align: center;"><b>K</b></p>	<p>Out of these 3 jobs - I would prefer to be an artist (or designer).</p> <p style="text-align: center;"><b>V</b></p>
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	<p>In my spare time I would prefer to do something physical, such as sport or dancing.</p> <p style="text-align: center;"><b>K</b></p>	<p>In my spare time I would prefer to watch TV or a video.</p> <p style="text-align: center;"><b>V</b></p>	<p>In my spare time I would prefer to listen to music or chat with friends.</p> <p style="text-align: center;"><b>A</b></p>
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	<p>The type of puzzle I would prefer is "Spot the difference".</p> <p style="text-align: center;"><b>V</b></p>	<p>The type of puzzle I would prefer is "Name that tune".</p> <p style="text-align: center;"><b>A</b></p>	<p>The type of puzzle I would prefer is "Rubik's cube".</p> <p style="text-align: center;"><b>K</b></p>
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	<p>If I needed to build a Lego model, I would get someone to explain how or to read the instructions to me.</p> <p style="text-align: center;"><b>A</b></p>	<p>If I needed to build a Lego model, I would try to work out which bits fit together.</p> <p style="text-align: center;"><b>K</b></p>	<p>If I needed to build a Lego model, I would follow the diagram or the picture on the packet.</p> <p style="text-align: center;"><b>V</b></p>
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**Add up your total scores:** Count how many times you circled each letter.

**V =            A =            K =**

If **V** was your highest score, you are probably a visual learner.

If **A** was your highest score, you are probably an auditory learner.

If **K** was your highest score you are probably a kinaesthetic learner.

If you have two or three very close scores you might be a mix of two learning styles.

Your learning style can help to inform of the best way to revise. Read the following information for ideas on how to revise based on your learning style. Remember this is a guide only anybody can use any of these techniques and still be an effective learner.

# Revision Topics Index

1. Art
2. Computer Science
3. Drama
4. English
5. French
6. Geography
7. History
8. Mathematics
9. Music
10. Religious Education
11. Science
12. Spanish

**Year Group: 7**

**Subject: Computer Science**

**Assessment Period: Summer Term**

**Topics to be assessed:**

Topic	Description	Resources	Most recommended study skill
Scratch Programming/ or general programming concepts	Understanding of the key programming terms- variables, constants, storing a value in a variable, overwriting a variable, what are operators e.g. Arithmetic operators; Assignment operators; Comparison operators; Logical operators	<a href="#">Year 7</a> ; resources have been shared via Google Classroom i.e. CS UK presentations and worksheets	Students will be given workbook to revise ; plus Using practice questions from the worksheets (CS UK)
Computer Hardware	Understanding of the key terms e.g. CPU, why do we need a CPU, what is RAM/ROM, difference between primary and secondary memory, how CPU/RAM/Hard drive work together, what are input/output devices and how they work with the CPU/RAM,	<a href="#">Year 7</a> ; resources have been shared via Google Classroom	Students will be given workbook to revise; plus Using practice questions from the worksheets (CS UK)

Using HTML tags to create webpages/build websites	Understanding of the basic structure of a webpage and know how to use some of the basic HTML tags e.g. <html> <head> <body> hyperlink tag, how to add an image on a webpage, header tags e.g. <h1>	<a href="#">Year 7</a> ; resources have been shared via Google Classroom	Students will be given workbook to revise; Using practice questions from the worksheets (CS UK)
Spreadsheets	Understanding the parts of Spreadsheet Be able to Use Formulae using the KEY words such as SUM MUL DIV. Understanding how to create Graphs and use of functions	<a href="#">Year 7 Spreadsheets : Using Graphs(1).ppt</a> resources have been shared on google classroom	Students will be given workbook to revise: Using practise questions

**Subject: Drama**

**Year Group: 7**

**Assessment Period: Summer Term**

**Topics to be assessed: Story Telling**

Topic	Description	Resources	Most recommended study skill
Topic 1	Fairytales – how do they work? What do they consist of? Why are they so popular?	Grimms Tales on GC	Mindmaps
Topic 2	Character work – the different stereotypes that we see in fairy tales.	PP on GC	Freewriting

**Subject: English**

**Year Group: Year 7**

**Assessment Period: Summer Term**

**Topics to be assessed:** Historical context, language analysis, descriptive writing, poetic devices, Shakespeare’s characters, Shakespeare’s

**Language**

Topic	Description	Resources	Most recommended study skill
Historical literature	Understanding literary context and features of the historical novel.	Exercise books. Now or Never, Bali Rai	Reading, language analysis. Quotation explosions, mind-maps, summarising.
Descriptive writing	Being able to use imagery and figurative language to convey a particular tone.	Exercise books, extracts, word wheels, word banks, synonyms and antonyms.	Reading, narrative perspective in writing, writing in 1 <sup>st</sup> and 3 <sup>rd</sup> person, creative writing skills. Learning new words for use in writing, learning emotive words/ synonyms and antonyms.
Poetic devices, Culture and Identity.	Being able to apply knowledge of context and poetic devices to explain a poem.	Exercise books. Poetry anthology. BBC Bitesize.	Memorising poetic devices. Mind maps of form, imagery, structural techniques.

Introduction to Shakespeare	Building familiarity with Shakespeare's characters. Understanding Shakespeare's language. Understanding Elizabethan and Jacobean context.	Exercise books. Extracts, BBC Bitesize, dramatized clips, film clips.	Reading, language analysis, character analysis.
Short stories.	Understanding narrative structure. Applying language analysis, using structure to create narratives. Building characters.	Exercise books, story anthologies.	Reading. Understanding narrative structure. Understanding form, structural techniques. Creative writing.

**Subject: French**

**Year Group: Year 7**

**Assessment Period: Summer Term**

**Topics to be assessed:**

Topic	Description	Resources	Most recommended study skill
School subjects	<ul style="list-style-type: none"> <li>•What subjects do you study at school?</li> <li>•What subjects do you like and why?</li> </ul>	<ul style="list-style-type: none"> <li>•Vocabulary list</li> <li>•Linguascope – subjects</li> <li>•BBC Bitesize - <a href="https://www.bbc.co.uk/bitesize/articles/z4q8g7h">https://www.bbc.co.uk/bitesize/articles/z4q8g7h</a></li> <li>•Kerboodle Allez 1 – unit 2</li> </ul>	See reading/writing skills
Telling the time	<ul style="list-style-type: none"> <li>•Be able to say what time it is</li> <li>•When are your lessons?</li> <li>•When does school start?</li> </ul>	<ul style="list-style-type: none"> <li>•Vocabulary list</li> <li>•BBC Bitesize - <a href="https://www.bbc.co.uk/bitesize/articles/zfkgpg8">https://www.bbc.co.uk/bitesize/articles/zfkgpg8</a></li> <li>•Kerboodle Allez 1 – p98-100</li> </ul>	See reading/writing skills
School buildings	<ul style="list-style-type: none"> <li>•What is your school building like?</li> <li>•What is your opinion on your school building?</li> </ul>	<ul style="list-style-type: none"> <li>•Vocabulary list</li> <li>•Linguascope – classroom</li> </ul>	See reading/writing skills

<b>School uniform</b>	<ul style="list-style-type: none"> <li>•What is your school uniform?</li> <li>•Are you for or against school uniform?</li> </ul>	<ul style="list-style-type: none"> <li>•Vocabulary list</li> <li>•BBC Bitesize - <a href="https://www.bbc.co.uk/bitesize/guides/zng9hbk/revision/1">https://www.bbc.co.uk/bitesize/guides/zng9hbk/revision/1</a></li> <li>•Kerboodle Allez 1 – p46-47</li> </ul>	
<b>Compare schools in England with schools in French speaking countries</b>	<ul style="list-style-type: none"> <li>•What are the similarities and differences?</li> <li>•What do you prefer?</li> </ul>	<ul style="list-style-type: none"> <li>•Vocabulary list</li> <li>•BBC Bitesize - <a href="https://www.bbc.co.uk/teach/class-clips-video/ks2-french-going-to-primary-school-in-france/z6fgr2p">https://www.bbc.co.uk/teach/class-clips-video/ks2-french-going-to-primary-school-in-france/z6fgr2p</a></li> <li>•Kerboodle Allez 1 - p40</li> </ul>	
<b>Spelling bee words</b>	<ul style="list-style-type: none"> <li>•Can you include vocabulary from the spelling bee?</li> </ul>	<ul style="list-style-type: none"> <li>•Spelling bee lists in books and on Google Classroom</li> </ul>	<ul style="list-style-type: none"> <li>•Repetition through flashcards, Quizlet, Wordwall, online grammar testing</li> </ul>
<b>Reading revision</b>	<ul style="list-style-type: none"> <li>•Being able to read and answer questions about texts</li> </ul>	<ul style="list-style-type: none"> <li>•Kerboodle textbooks (Allez 1) – example readings</li> <li>•Reading activities on BBC Bitesize</li> </ul>	<ul style="list-style-type: none"> <li>•Practice readings</li> <li>•Revise vocabulary through flashcards; Quizlet; Wordwall</li> <li>•Learn vocabulary little and often – fifteen minutes everyday!</li> </ul>
<b>Writing revision</b>	<ul style="list-style-type: none"> <li>•Being able to write a paragraph about the topics above</li> </ul>	<ul style="list-style-type: none"> <li>•Writing checklists</li> <li>•Kerboodle textbooks (Allez 1) – example sentence builders and mini paragraphs</li> <li>•Example sentences on BBC Bitesize</li> </ul>	<ul style="list-style-type: none"> <li>•Write a model paragraph and memorise by covering and rewriting</li> <li>•Practice saying your paragraph aloud to friends/family members</li> </ul>

**Subject: Geography**

**Year Group: 7**

**Assessment Period: Summer Term**

**Topics to be assessed:**

Topic	Description	Resources	Most recommended study skill
Topic 1 Map Skills	Students must know the continents and oceans, OS map skills such as 4 and 6 figure grid referencing, scale and contour lines.	Notes from class  <a href="https://www.bbc.co.uk/bitesize/topics/zm38q6f/articles/ztpgbqt">https://www.bbc.co.uk/bitesize/topics/zm38q6f/articles/ztpgbqt</a>  <a href="https://www.bbc.co.uk/bitesize/topics/zm38q6f/articles/zhnrg7h">https://www.bbc.co.uk/bitesize/topics/zm38q6f/articles/zhnrg7h</a>	Flashcards and mind maps.
Topic 2: Settlement	Students must know about settlement functions, settlement hierarchy, settlement patterns and greenfield vs brownfield sites.. They must also know about the decline of the Docklands and the regeneration of Southall.	Notes from class  <a href="https://www.bbc.co.uk/bitesize/articles/zrbvjhv">https://www.bbc.co.uk/bitesize/articles/zrbvjhv</a>	Flashcards and mind maps.
Topic 3: Sustainable development	Students must know about key themes of sustainability such as: resources, countries, homes, oceans, food, water and plastic waste.	Notes from class  <a href="https://www.bbc.co.uk/bitesize/topics/zjsc87h">https://www.bbc.co.uk/bitesize/topics/zjsc87h</a>	Flashcards and mind maps.
Topic 4: Rivers	Students must know about the water cycle, drainage basins, uses of rivers, stages of the river and causes and management of flooding.	Notes from class  <a href="https://www.bbc.co.uk/bitesize/guides/z2prcdm/revision/1">https://www.bbc.co.uk/bitesize/guides/z2prcdm/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zgycwmn/revision/1">https://www.bbc.co.uk/bitesize/guides/zgycwmn/revision/1</a>	Flashcards and mind maps.

**Subject: History**

**Year Group: 7**

**Assessment Period: Summer Term**

**Topics to be assessed:**

<b>Topic</b>	<b>Description</b>	<b>Resources</b>	<b>Most recommended study skill</b>
Topic 1 Local Study: Southall	Students must know the key people, places and events linked to the question 'What made Southall Significant?'	Revision booklets they filled in throughout the year	Self quizzes using task 6 of their revision homework booklet.
Topic 2: Romans	Students must know the key people, places and events linked to the question 'How far did Roman Governance change from the Monarchy to Empire?'	Revision booklets they filled in throughout the year  <a href="https://www.bbc.co.uk/bitesize/topics/zhxmn39">https://www.bbc.co.uk/bitesize/topics/zhxmn39</a>	Self quizzes using task 6 of their revision homework booklet.
Topic 3: Anglo Saxons	Students must know the key people, places and events linked to the question 'How great were the changes in England, after the Romans left?'	Revision booklets they filled in throughout the year  <a href="https://www.bbc.co.uk/bitesize/topics/zp6xsbk">https://www.bbc.co.uk/bitesize/topics/zp6xsbk</a>	Self quizzes using task 6 of their revision homework booklet.

Topic 4: Baghdad	Students must know the key people, places and events linked to the question 'What made Baghdad so special in the Golden Age?'	Revision booklets they filled in throughout the year  <a href="https://www.bbc.co.uk/bitesize/topics/z4v6m39">https://www.bbc.co.uk/bitesize/topics/z4v6m39</a>	Self quizzes using task 6 of their revision homework booklet.
Topic 5: Norman Conquest	Students must know the key people, places and events linked to the question 'How did William win the Battle of Hastings?' 'how big were the changes to England William made?'	Revision booklets they filled in throughout the year  <a href="https://www.bbc.co.uk/bitesize/topics/zshtyrd">https://www.bbc.co.uk/bitesize/topics/zshtyrd</a>	Self quizzes using task 6 of their revision homework booklet.
Topic 6: The First Crusade	Students must know the key people, places and events linked to the question 'How were the Christian Crusaders able to win the First Crusade?'	Revision booklets they filled in throughout the year  <a href="https://www.bbc.co.uk/bitesize/topics/zgs2qfr">https://www.bbc.co.uk/bitesize/topics/zgs2qfr</a>	Self quizzes using task 6 of their revision homework booklet.
Topic 7: Black Death	Students must know the key people, places and events linked to the question 'How great a change did the Black Death have on England?'	Revision booklets they filled in throughout the year  <a href="https://www.bbc.co.uk/bitesize/topics/zqjwxnb">https://www.bbc.co.uk/bitesize/topics/zqjwxnb</a>	Self quizzes using task 6 of their revision homework booklet.

**Subject: Mathematics**

**Year Group: 7**

**Assessment Period**

**Topics to be assessed:**

Topic	Description	Resources	Most recommended study skill
Topic 1: Number and Ratio	<ul style="list-style-type: none"> <li>•Writing numbers in words</li> <li>•Writing numbers in figures</li> <li>•Rounding numbers to powers of ten</li> <li>•Ordering decimals</li> <li>•Ordering FDP</li> <li>•Place value</li> <li>•Fraction shaded</li> <li>•Comparing fractions</li> <li>•Powers and roots</li> <li>•Problem solving involving addition, subtraction, expressing a number as a fraction of another.</li> <li>•Function machines</li> <li>•Better value for money</li> <li>•Ratio</li> <li>•Simple interest</li> </ul>	<p>Maths watch Clip N2B            Maths watch Clip N27a            Maths watch Clip 38            Maths watch Clip N23a            Maths watch Clip N23b            Maths watch Clip 70            Maths watch Clip N25            Maths watch Clip N26            Maths watch Clip R5b            Maths watch Clip R7            Maths watch Clip R4</p> <p><a href="https://corbettmaths.com/2019/10/07/rounding-significant-figures-textbook-exercise/">https://corbettmaths.com/2019/10/07/rounding-significant-figures-textbook-exercise/</a></p> <p><a href="https://corbettmaths.com/wp-content/uploads/2022/11/Rounding-277-pdf.pdf">https://corbettmaths.com/wp-content/uploads/2022/11/Rounding-277-pdf.pdf</a></p> <p><a href="https://corbettmaths.com/wp-content/uploads/2022/06/Simple-Interest-1.pdf">https://corbettmaths.com/wp-content/uploads/2022/06/Simple-Interest-1.pdf</a></p>	<p>Active learning            Spaced repetition            Retrieval practice</p>

<p>Topic 2: Analysing data and probability</p>	<ul style="list-style-type: none"> <li>•Simple probability</li> <li>•Interpreting graph</li> <li>•</li> </ul>	<p>Maths watch Clip P2a</p>	<p>Active learning Spaced repetition Retrieval practice</p>
<p>Topic 3: Algebra</p>	<ul style="list-style-type: none"> <li>•Simplifying expressions</li> <li>•Factorising</li> <li>•The nth term</li> <li>•Expand and simplify</li> </ul>	<p>Maths watch Clip A8 Maths watch Clip A9 Maths watch Clip A11c</p>	<p>Active learning Spaced repetition Retrieval practice</p>
<p>Topic 4: Geometry and measures</p>	<ul style="list-style-type: none"> <li>•Measuring angles</li> <li>•Length</li> <li>•Involving area of rectangle and triangle</li> <li>•Volume problem solving</li> <li>•Time and wages</li> <li>•Scaling-up recipes</li> </ul>	<p>Maths watch Clip G10b Maths watch Clip G20a Maths watch Clip G20c Maths watch Clip 39 Maths watch Clip 115 <a href="https://corbettmaths.com/wp-content/uploads/2018/02/measuring-angles.pdf">https://corbettmaths.com/wp-content/uploads/2018/02/measuring-angles.pdf</a></p>	<p>Active learning Spaced repetition Retrieval practice</p>

**Subject: Music**

**Year Group: 7**

**Assessment Period:**

**Topics to be assessed:**

Topic	Description	Resources	Most recommended study skill
Practical music making	Your final assessment will be based upon your practical work in music so far (pulse and rhythm, singing and keyboard skills) and will take into account your elements of music test score.		
Rhythm	Revise the note values chart. You must know the name, shape and value of each note (from semibreve to semiquaver). You will be asked to name the notes and state the value of the notes. You may be asked to add the value of 2 or more notes together. For example: <i>a crotchet plus a minim equals?</i> The answer is 3.	The note values table can be found in your music class in Google Classroom.	Memorise the list. Practice the reciting the note values aloud. Make flashcards and ask someone to test you. Practice drawing the notes, remembering their shape and whether they are white or black.
Musical Notation	Revise the layout of the keyboard and the names of the black and white notes. Revise the names of the notes on the treble stave.	The keyboard diagram and notation chart can be found in your music class in Google Classroom.	Memorise the names of the lines and spaces on the treble stave. Make flashcards and ask someone to test you. Try these videos to help you revise.: <a href="https://www.youtube.com/watch?v=a7K2JozRIFs">https://www.youtube.com/watch?v=a7K2JozRIFs</a> <a href="https://www.youtube.com/watch?v=4S9awPx2ho4">https://www.youtube.com/watch?v=4S9awPx2ho4</a>

Keyboard Skills	Your final assessment will be based upon your progress through the keyboard skills booklet and the accuracy and fluency of your performance of each melody.	If you have a keyboard at home ask for a sheet to take home to practice.	Practice each melody slowly with a steady beat. Check the following: <ul style="list-style-type: none"> <li>•your hand-position,</li> <li>•the correct value of every note,</li> <li>•the name of the notes on the stave</li> <li>•the correct notes on the keyboard,</li> <li>•the correct fingers,</li> <li>•your touch – are you playing with a ‘legato’ touch?</li> <li>•your ‘timing’ – are you playing in time with the beat?</li> <li>•Finally – are you playing fluently and accurately?</li> </ul>
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## Subject: Religious Education

**Year Group: Year 7**

**Assessment Period: Summer Term**

### Topics to be assessed:

Topic	Description	Resources	Most recommended study skill
Topic 1	Christian Beliefs: -The life of Jesus - His baptism -knowledge of The Good Samaritan -Why Jesus died - Jesus’ resurrection	<ul style="list-style-type: none"> <li>•<a href="https://www.bbc.co.uk/bitesize/articles/zk4fxyc">https://www.bbc.co.uk/bitesize/articles/zk4fxyc</a></li> <li>•Notes posted on Google Classroom</li> <li>•Notes taken in exercise books and handouts</li> </ul>	Pomodoro technique ( <a href="https://www.youtube.com/watch?v=mNBmG24djoY">https://www.youtube.com/watch?v=mNBmG24djoY</a> ) <ul style="list-style-type: none"> <li>•Mind mapping</li> <li>•Flashcards, practice questions, and summarizing can be effective.</li> </ul>
Topic 2	Christian Practices: -Eucharist -Baptism -Worship -Different denominations	<ul style="list-style-type: none"> <li>•<a href="https://www.bbc.co.uk/bitesize/articles/zk4fxyc">https://www.bbc.co.uk/bitesize/articles/zk4fxyc</a></li> <li>•Notes posted on Google Classroom</li> <li>•Notes taken in exercise books and handouts</li> </ul>	Pomodoro technique <ul style="list-style-type: none"> <li>•Mind mapping</li> <li>•Flashcards, practice questions, and summarizing can be effective.</li> </ul>

<p>Topic 3</p>	<p>Jewish Practices</p> <ul style="list-style-type: none"> <li>•Hanukah</li> <li>•Kosher</li> <li>•Shabbat</li> <li>•Weddings</li> </ul>	<ul style="list-style-type: none"> <li>•<a href="https://www.bbc.co.uk/bitesize/articles/znhj-cqt">https://www.bbc.co.uk/bitesize/articles/znhj-cqt</a></li> <li>•Notes posted on Google Classroom</li> <li>•Notes taken in exercise books and handouts</li> </ul>	<p>Pomodoro technique</p> <ul style="list-style-type: none"> <li>•Mind mapping</li> <li>•Flashcards, practice questions, and summarizing can be effective.</li> </ul>
<p>Topic 4</p>	<p>Islam Beliefs</p> <ul style="list-style-type: none"> <li>•Pre-Islamic Arabia</li> <li>•Prophet Muhammad</li> <li>•Qur'an</li> <li>•Afterlife</li> </ul>	<ul style="list-style-type: none"> <li>•<a href="https://www.bbc.co.uk/bitesize/articles/znhj-cqt">https://www.bbc.co.uk/bitesize/articles/znhj-cqt</a></li> <li>•Notes posted on Google Classroom</li> <li>•Notes taken in exercise books and handouts</li> </ul>	<p>Pomodoro technique</p> <ul style="list-style-type: none"> <li>•Mind mapping</li> <li>•Flashcards, practice questions, and summarizing can be effective.</li> </ul>

**Subject: Science**

**Year Group: 7**

**Assessment Period: Summer Term**

**Topics to be assessed:**

Topic	Description	Resources	Most recommended study skill
1	Working Scientifically	<ul style="list-style-type: none"> <li>•Year 7 Collins revision guide.</li> <li>•Exam questions practised in class.</li> <li>•Resources posted on google classroom.</li> <li>•<a href="https://senecalearning.com/en-GB/blog/free-key-stage-3-science-revision/">https://senecalearning.com/en-GB/blog/free-key-stage-3-science-revision/</a></li> <li>•<a href="https://www.bbc.co.uk/bitesize/subjects/zng4d2p-information, videos and quizzes">https://www.bbc.co.uk/bitesize/subjects/zng4d2p-information, videos and quizzes</a></li> <li>•<a href="https://gradegorilla.com/KS3-physics-revision-questions.php">https://gradegorilla.com/KS3-physics-revision-questions.php</a>– Self marking revision quizzes</li> <li>•<a href="https://senecalearning.com">https://senecalearning.com</a>– KS3 Science section (set up a free account)</li> </ul>	<ul style="list-style-type: none"> <li>•Active learning</li> <li>•Retrieval practice</li> <li>•Spaced repetition</li> <li>•Mind mapping</li> <li>•Explanations using models</li> <li>•Peer teaching</li> <li>•Summarising a topic and talking self through.</li> <li>•Quiz</li> </ul>
2	Acids and Alkalis		
3	Cells		
4	Forces		
5	The Particles and their behaviour		
6	Structure and function of body systems		
7	Sound		
8	Elements, atoms and compounds		
9	Light		
10	Reproduction		

**Subject: Spanish**

**Year Group: Year 7**

**Assessment Period: Summer Term**

**Topics to be assessed:**

Topic	Description	Resources	Most recommended study skill
School subjects	<ul style="list-style-type: none"> <li>•What subjects do you study at school?</li> <li>•What subjects do you like and why?</li> </ul>	<ul style="list-style-type: none"> <li>•Vocabulary list</li> <li>•Linguascope – subjects</li> <li>•BBC Bitesize - <a href="https://www.bbc.co.uk/bitesize/guides/zks9t39/revision/1">https://www.bbc.co.uk/bitesize/guides/zks9t39/revision/1</a></li> <li>•Kerboodle Zoom 1 – p40-41, 48-49</li> </ul>	See reading/writing skills
Telling the time	<ul style="list-style-type: none"> <li>•Be able to say what time it is</li> <li>•When are your lessons?</li> <li>•When does school start?</li> </ul>	<ul style="list-style-type: none"> <li>•Vocabulary list</li> <li>•BBC Bitesize - <a href="https://www.bbc.co.uk/bitesize/topics/zfqt6v4/articles/zmftwty">https://www.bbc.co.uk/bitesize/topics/zfqt6v4/articles/zmftwty</a></li> <li>•Kerboodle Zoom 1 – p98-100, p165</li> </ul>	See reading/writing skills
School buildings	<ul style="list-style-type: none"> <li>•What is your school building like?</li> <li>•What is your opinion on your school building?</li> </ul>	<ul style="list-style-type: none"> <li>•Vocabulary list</li> <li>•Linguascope – classroom</li> <li>•Kerboodle Zoom 1 – p44-45</li> </ul>	See reading/writing skills
School uniform	<ul style="list-style-type: none"> <li>•What is your school uniform?</li> <li>•Are you for or against school uniform?</li> </ul>	<ul style="list-style-type: none"> <li>•Vocabulary list</li> <li>•BBC Bitesize - <a href="https://www.bbc.co.uk/bitesize/articles/zkrx2sg">https://www.bbc.co.uk/bitesize/articles/zkrx2sg</a></li> <li>•Kerboodle Zoom 1 – p46-47</li> </ul>	

Compare schools in England with schools in Spanish speaking countries	<ul style="list-style-type: none"> <li>•What are the similarities and differences?</li> <li>•What do you prefer?</li> </ul>	<ul style="list-style-type: none"> <li>•Vocabulary list</li> <li>•BBC Bitesize - <a href="https://www.bbc.co.uk/bitesize/clips/zbrcjxs">https://www.bbc.co.uk/bitesize/clips/zbrcjxs</a></li> <li>•Kerboodle Zoom 1 – p52-53, p103</li> </ul>	
Spelling bee words	<ul style="list-style-type: none"> <li>•Can you include vocabulary from the spelling bee?</li> </ul>	<ul style="list-style-type: none"> <li>•Spelling bee lists in books and on Google Classroom</li> </ul>	Repetition through flashcards, Quizlet, Wordwall, online grammar testing
Reading revision	<ul style="list-style-type: none"> <li>•Being able to read and answer questions about texts</li> </ul>	<ul style="list-style-type: none"> <li>•Kerboodle textbooks (Allez 1) – example readings</li> <li>•Reading activities on BBC Bitesize</li> </ul>	<p>Practice readings</p> <p>Revise vocabulary through flashcards; Quizlet; Wordwall</p> <p>Learn vocabulary little and often – fifteen minutes everyday!</p>
Writing revision	<ul style="list-style-type: none"> <li>•Being able to write a paragraph about the topics above</li> </ul>	<ul style="list-style-type: none"> <li>•Writing checklists</li> <li>•Kerboodle textbooks (Allez 1) – example sentence builders and mini paragraphs</li> <li>•Example sentences on BBC Bitesize</li> </ul>	<p>Write a model paragraph and memorise by covering and rewriting</p> <p>Practice saying your paragraph aloud to friends/family members</p>

Well-Being Support Apps

1. [Stop, Breathe & Think](#)

A friendly app to guide people through **meditations** for mindfulness & compassion.

2. [Clockwork Tomato](#)

Clockwork Tomato is a **time management** application, a method that boosts productivity by breaking down work periods into 25-minute slices, separated by short breaks.

3. [My Fitness Pal](#)

It can be very valuable to **exercise** during the exam period but it is also crucial to make sure that you're fuelling your body with the right foods.

4. [Noisli](#)

Noisli is designed to help you block out frustrating **background noise**, help get yourself in the zone and reduce stress.



## Revision Apps

### [1. Gojimo](#)

It works like this: you pick your subject and your exam board, then you take part in **quizzes** to test your knowledge. Not only do you get instant feedback, you are also given detailed explanations, so if you go wrong, you can work out why.

### [2. iMindMap and bubbl.us](#)

iMindMap or bubbl.us help create **mind maps** that can easily be shared with friends too. It works the same as it does on paper, but it is more mobile and, arguably, more collaborative.

### [3. Quizlet](#)

Quizlet enables students to create their own revision **flashcards**, as well as to use sets created by others. Teachers can also create sets to share with their students.

### [4. Memrise](#)

Great for learning and **testing vocab/** new words.

### [5. Get Revising](#)

Create **revision timetables** using Get Revising Study Planner tool.



**You are not alone...**

If you feel your stress is becoming too much, speak to a friend, family member, teacher or tutor.

We also have the college counsellors on [counselling@s6f.org.uk](mailto:counselling@s6f.org.uk)

It might be easier to talk to someone else. If so try:

- **ChildLine** free on 0800 11 11
- **SupportLine Telephone Helpline** on 01708 765200, email [info@supportline.org.uk](mailto:info@supportline.org.uk)
- **The Samaritans** on 116 123
- **Compass Buzz** on 0800 008 7452 (free phone) or 01609 777662 [www.compass-uk.org](http://www.compass-uk.org)

