

Year 7

Revision Guide

Half Term 1 assessments

Assessments begin on Monday 12 October 2026

Every topic you have studied, plus revision tips and a QR code for a video on each one.

Name: _____

Form: _____

Welcome

Your Half Term 1 assessments start on **Monday 12 October 2026**. This guide lists what you have been taught in every subject so you know exactly what to revise. Use it alongside your exercise books.

How to use this guide

- 1 Find your subject**
Use the contents list below. Each subject lists its topics and the key facts, words and skills to know.
- 2 Scan the QR code**
Point your phone camera at the QR code next to a topic. It opens a video search for that topic. Choose a video from a trusted source (for example BBC Bitesize, Oak National Academy, Khan Academy or Seneca) and watch it with a notebook handy.
- 3 Traffic-light it**
Under each QR code are three circles. Colour in **red** (I need help), **amber** (nearly there) or **green** (I know it). Revise reds first.
- 4 Test yourself**
Cover the page, write down everything you remember, then check and correct in green pen.

Always ask a parent, carer or teacher if you are unsure about a website. Never share personal details online.

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Revision tips that really work

Reading your notes over and over feels easy but does not work well. These methods do.

1 Practise recalling Close the book and write or say everything you remember about a topic. Then check what you missed. This is the single best way to learn.	2 Use flashcards Put a question or key word on the front and the answer on the back. Shuffle them and sort into 'know it' and 'still learning'.
3 Look, Cover, Write, Check Perfect for spellings, Spanish vocabulary and key words. Look, cover it up, write it from memory, then check.	4 Make a mind map Put the topic in the middle and branch out into key facts, words and diagrams. Use colours and small drawings.
5 Space it out Revise a little each day rather than all in one night. Come back to each topic a few days later to make it stick.	6 Short, focused bursts Work for 25 minutes with your phone out of the room, then take a 5 minute break. Repeat.
7 Start with your reds Do the topics you coloured red first, when you are freshest. Then move to amber and green.	8 Explain it to someone Teach a parent, sibling or friend. If you can explain it clearly, you understand it.
9 Look after yourself Sleep well, eat breakfast, drink water and move around. A rested brain remembers more.	10 Ask for help early If a topic still makes no sense, ask your teacher before the assessment, not after.

What to avoid

Only re-reading or highlighting notes; leaving everything until the night before; revising with social media open; spending all your time on topics you already know.

My revision planner

Plan which subjects you will revise and how. Tick when done. Start with your red topics.

Day	Subject(s)	Topics I will revise	How (flashcards, quiz, mind map...)	Done
Fri 9 Oct				
Sat 10 Oct				
Sun 11 Oct				
Mon 12 Oct				
Tue 13 Oct				
Wed 14 Oct				
Thu 15 Oct				
Fri 16 Oct				

English

Units: Introductory Module (reading, methods, word classes, punctuation) and The Wolves of Willoughby Chase (Part 1)

Reading for understanding and using evidence

- Read closely, predict what might happen and explain the text **in your own words**.
- **Evidence** = a short, relevant quotation. Then say what it **suggests** and the **effect** on the reader.
- Use **PQI**: **P**oint (your idea), **Q**uotation (evidence), **I**nterpretation (what it suggests / why the writer chose it).

Key words: evidence, infer, predict, narrator, protagonist, explain



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Language methods and their effects

- **Repetition**: repeating words or phrases for emphasis. **Alliteration**: words starting with the same sound.
- **Simile**: compares using 'like' or 'as'. **Metaphor**: says one thing *is* another. **Personification**: gives human qualities to a non-human thing.
- Always explain the **effect**: what does it make the reader think, feel or picture?

Key words: repetition, alliteration, simile, metaphor, personification, effect



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Word classes and punctuation

- **Noun** (naming word), **verb** (action/state), **adjective** (describes a noun), **adverb** (describes a verb).
- Capital letters for sentence starts and proper nouns; full stops end sentences; **commas** separate items in a list and mark clauses.

Key words: noun, verb, adjective, adverb, comma, clause, full stop, capital letter



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The Wolves of Willoughby Chase: context, structure and narrative voice

- Genre: a **gothic** adventure and a **bildungsroman** (a story about growing up). Set in **Victorian** times.
- Narrative structure: **exposition**, **rising action**, **climax**, **falling action**, **dénouement**. **Tension** = nervous uncertainty building to a big moment.
- **Third person limited**: follows one character's thoughts. **Third person omniscient**: the narrator knows everyone's thoughts.

Key words: gothic, bildungsroman, Victorian, exposition, tension, omniscient, orphan



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Characters, themes and methods in the novel

- **Protagonist** = main character (Bonnie). **Antagonist** = the opposing force (Miss Slighcarp: **menacing**, **deceptive**, a tyrant).
- **Explicit** characterisation = told directly. **Implicit** = shown through actions and speech. Sylvia is described as **cautious** and **considerate**; Bonnie as **impetuous** and **high-spirited**.
- Key theme: **deception**. Also know **foreshadowing** (hints at what is coming) and **symbolism** (an object or image standing for an idea).

Key words: characterisation, protagonist, antagonist, deception, foreshadowing, symbolism, dehumanisation



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Maths

Units: 7.00 Basic Numeracy (LUP and Middle sets), 7.01 Numerical Skills (Middle and Top), 7.02 Order of Operations (Middle and Top), 7.03 Introduction to Algebra (all sets). Check with your teacher which units are in your assessment.

Place value, odd and even numbers (7.00)

- The value of a digit depends on its column: in 3,482 the 4 is worth 400. In 0.37 the 3 is 3 tenths and the 7 is 7 hundredths.
- Even + even = even; odd + odd = even; odd + even = odd. Even $\times$ anything = even.
- Compare and order integers with $<$ and $>$: compare the number of digits first, then the first different place. Ascending = smallest first.

Key words: digit, place value, decimal point, integer, odd, even, inequality, ascending, descending



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Squares and square roots (7.00)

- Squaring = multiply a number by itself: $7^2 = 7 \times 7 = 49$. Learn the squares up to $15^2 = 225$.
- A square root **reverses** squaring: $\sqrt{49} = 7$.
- To find x when $x^2 = 36$, square root both sides: $x = 6$.

Key words: square number, square root, power, index



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Rounding whole numbers and decimals (7.01)

- Find the **degree of accuracy** (nearest 10, 100, 1000, whole number, 1 d.p., 2 d.p.), then look at the **checking digit** one place to the right.
- Checking digit **5 or more** rounds up; **4 or less** stays the same. Half-way rounds up.
- Money: round to the nearest pound by looking at the pence.

Key words: rounding, degree of accuracy, checking digit, decimal place, midpoint



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Estimating (7.01)

- Round each number to something easy, then calculate: 48×21 is about $50 \times 20 = 1000$.
- Estimate a square root using the square numbers either side: $\sqrt{30}$ lies between $\sqrt{25} = 5$ and $\sqrt{36} = 6$.
- Estimates help you **check** that an answer is sensible.

Key words: estimate, approximately, bounding, square root



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Comparing decimals and directed numbers (7.01)

- Compare decimals by adding **placeholder zeros** and finding the first different digit: $0.5 = 0.50$, which is bigger than 0.45.
- Directed numbers have a size and a sign. On a number line, further right = larger: -2 is greater than -7.
- Adding a negative = subtracting. **Subtracting a negative = adding**: $3 - (-5) = 8$.

Key words: directed number, negative, positive, inequality, zero pair



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Multiplying and dividing directed numbers (7.01)

- Same signs** give a **positive** answer. **Different signs** give a **negative** answer.
- $(-4) \times (-3) = 12$; $(-4) \times 3 = -12$; $(-20) \div (-5) = 4$; $20 \div (-5) = -4$.
- Sort out the sign first, then multiply or divide the numbers.

Key words: sign, product, quotient, negative, positive



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Order of operations (7.02)

- **Brackets** first, then **indices and roots**, then **$\times$ and $\div$** (left to right), then **$+$ and $-$** (left to right).
- $3 + 4 \times 2 = 11$, but $(3 + 4) \times 2 = 14$. And $2 + 3 \times 4^2 = 2 + 3 \times 16 = 50$.
- A fraction bar and a root sign work like brackets: work out the top and bottom (or inside the root) first. Top set: nested brackets and inserting brackets to hit a target.

Key words: BIDMAS, brackets, indices, roots, operations, left to right, numerator, denominator



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Algebra language and simplifying (7.03)

- **Expression:** no equals sign ($3a + 2$). **Equation:** has an equals sign and can be solved ($x + 3 = 7$). **Formula:** links quantities ($A = l \times w$). **Identity:** always true ($2x + 3x = 5x$).
- A **term** is separated by $+$ or $-$. The **coefficient** is the number multiplying the letter (in $5x$ it is 5). **Like terms** have the same letter part.
- $3a$ means $3 \times a$. Collect like terms: $3a + 2a = 5a$. Multiply: $2a \times 3b = 6ab$. Divide: $12x \div 4 = 3x$.

Key words: expression, equation, formula, identity, term, coefficient, like terms, simplify



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Substitution, one-step equations and rearranging (7.03)

- **Substitute:** replace every letter with its value. If $a = 3$, then $5a = 5 \times 3 = 15$. Use brackets for negatives: if $x = -2$, $x^2 = (-2)^2 = 4$.
- Solve with **inverse operations**, doing the same to both sides: $x + 5 = 12$ gives $x = 7$; $4x = 20$ gives $x = 5$; $x \div 3 = 6$ gives $x = 18$.
- Rearranging (Top set): if $A = lw$, then $l = A \div w$.

Key words: substitute, inverse operation, solve, subject, formula



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Science

Unit: Particles, substances and mixtures (7.01)

The particle model: solids, liquids and gases

- **Solid:** particles close together in a regular pattern, vibrating in place, strong forces of attraction.
- **Liquid:** particles close together but irregular, able to slide past each other, weaker forces.
- **Gas:** particles far apart, random, moving quickly in all directions, very weak forces. Practise drawing all three.

Key words: particle, matter, arrangement, vibrate, force of attraction



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Properties of states and changes of state

- Solids keep their shape and volume. Liquids keep their volume but take the shape of the container. Gases fill the container and can be squashed (compressed).
- **Melting** (solid to liquid), **freezing** (liquid to solid), **evaporating / boiling** (liquid to gas), **condensing** (gas to liquid).
- A change of state is a **physical change**: no new substance is made, it is reversible, and the particles themselves do not change.

Key words: melting, freezing, boiling, evaporating, condensing, physical change



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Melting points, boiling points and heating water

- **Melting point:** the temperature a solid turns to liquid. **Boiling point:** the temperature a liquid turns to gas.
- Stronger forces of attraction between particles means a higher melting and boiling point.
- During a change of state the **temperature stays constant** (the energy breaks the attractions). Higher tier: boiling happens throughout the liquid at its boiling point; evaporation happens only at the surface, at any temperature.

Key words: melting point, boiling point, temperature, evaporation



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Using a Bunsen burner safely

- Parts: **chimney**, **collar**, **air hole**, **gas tap**, gas hose and base.
- Lighting: goggles on, hair tied back, **air hole closed**, light the splint first, then turn on the gas.
- **Yellow safety flame** (air hole closed): easy to see, cooler. **Blue flame** (air hole open): hotter. Use the safety flame when not heating.

Key words: Bunsen burner, chimney, collar, air hole, safety flame, blue flame



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Diffusion and gas pressure

- **Diffusion**: particles spread out from an area of high concentration to low concentration because of their random movement. It is fastest in gases and speeds up when warmer.
- **Gas pressure** is caused by gas particles colliding with the walls of their container.
- More particles, or a higher temperature, means more frequent and harder collisions, so **higher pressure**.

Key words: diffusion, concentration, gas pressure, collisions, random movement



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Pure substances, mixtures, solutions and solubility

- **Pure substance**: one type of particle only. **Mixture**: different substances together, not chemically joined. **Solution**: a **solute** dissolved in a **solvent**.
- Mass is **conserved** when something dissolves: mass of solution = mass of solute + mass of solvent.
- **Saturated** = no more solute will dissolve. **Solubility** = how much dissolves (often g per 100 g of solvent). Higher temperature usually dissolves more solid, and different solvents dissolve different amounts.

Key words: pure, mixture, solution, solute, solvent, saturated, solubility, soluble, insoluble



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Filtration, evaporation, crystallisation and purifying rock salt

- **Filtration** separates an **insoluble** solid (residue) from a liquid (filtrate). **Evaporation** removes the solvent to leave the soluble solid. **Crystallisation**: heat to concentrate, then cool slowly to form crystals.
- **Rock salt**: crush and add water to dissolve the salt, filter out the sand, then evaporate the solution to get pure salt.

Key words: filtration, residue, filtrate, evaporation, crystallisation, rock salt



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Distillation and chromatography

- **Distillation** separates liquids with different **boiling points** (or a liquid from a solution). The liquid evaporates, then **condenses** in the condenser and is collected. A **Liebig condenser** has a cooling jacket, so it condenses more vapour.
- **Chromatography** separates dissolved substances (e.g. inks). Draw the start line in **pencil**; the solvent carries the substances up the paper, and the more soluble ones travel further.
- Reading a chromatogram: one spot = pure; several spots = mixture; match spots to known substances to identify them.

Key words: distillation, condenser, boiling point, chromatography, solvent, chromatogram



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History

Units: Empires East and West; Norman Conquest and Control (lessons 1-6)

Chronology: how historians measure time

- **Chronology** = putting events in the order they happened. Decade = 10 years, century = 100 years, millennium = 1000 years.
- The **Medieval period** is roughly **500 AD to 1500 AD**.
- Working out centuries: 1066 is in the 11th century (add one to the first two digits of the year).

Key words: chronology, decade, century, millennium, medieval, AD



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Empires along the Silk Road

- The **Silk Road** was a network of trade routes connecting China to Rome. **People, goods, ideas and beliefs** all travelled along it.
- Four empires: **Chinese dynasties** (religion, women, innovation); the **Islamic Empire** (knowledge and beliefs, the city of Baghdad); the **Byzantine Empire** (Constantinople, religion, women); the **Holy Roman Empire** (the Catholic Church in Europe).
- Compare the empires on women, innovation, knowledge and beliefs. Enquiry: **what was the world like in the year 1000?**

Key words: Silk Road, empire, dynasty, Baghdad, Constantinople, Catholic Church, trade



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Migration and Anglo-Saxon England

- Before 1066 Britain was **diverse** because of migration: Romans, Angles, Saxons, Jutes and Vikings all came.
- Anglo-Saxon women's experiences depended on their **class**. Beliefs and religion shaped everyday life.

Key words: migration, diversity, Anglo-Saxons, Vikings, Romans, Jutes



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1066: the succession crisis

- **Edward the Confessor** died in 1066 **without an heir**.
- Three claimants: **Harold Godwinson** (the English earl), **Harald Hardrada** (king of Norway) and **William of Normandy**.

Key words: heir, succession, claimant, Edward the Confessor, Godwinson, Hardrada, William



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Stamford Bridge and the Battle of Hastings

- **25 September 1066, Stamford Bridge**: Godwinson beat Hardrada, who was killed.
- **14 October 1066, Hastings**: William won and Godwinson was killed. William became king.
- Why William won: **luck, leadership and tactics**.

Key words: Stamford Bridge, Hastings, 1066, tactics, leadership, Norman Conquest



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Geography

Units: Introduction to geography; Introduction to climate change

Human and physical geography

- **Physical** geography = natural features and processes (mountains, rivers, volcanoes, weather).
- **Human** geography = people and what they do (cities, population, agriculture, ports).
- Common mistakes: farming and ports are **human**, even though they use land or water.

Key words: geography, physical, human, agriculture, population



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Maps, symbols and the compass

- Map features: **title, key, labels, scale and compass**. A **key** explains the symbols.
- Learn common OS map symbols and how to use the compass points N, E, S, W and NE, SE, SW, NW.

Key words: map, key, symbol, compass, scale, OS map



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Four-figure grid references

- **Eastings** (vertical lines, numbered across) come **before northings** (horizontal lines, numbered up).
- Remember: **along the corridor, then up the stairs**. Use the bottom-left corner of the square.

Key words: grid reference, easting, northing, grid square



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Relief and contour lines

- **Relief** = the shape and height of the land. **Altitude** = height above sea level.
- Shown on maps by **contour lines** (close together = steep), **colour** and **spot heights**.

Key words: relief, altitude, contour line, spot height



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Continents, oceans, latitude and longitude

- **7 continents**: Africa, Antarctica, Asia, Australia/Oceania, Europe, North America, South America.
- **5 oceans**: Pacific, Atlantic, Indian, Southern, Arctic.
- UK countries: England, Scotland, Wales, Northern Ireland. Seas around the British Isles include the North Sea, Irish Sea, Celtic Sea and English Channel.
- **Latitude** lines run west to east (the Equator is 0°). **Longitude** lines run north to south (the **Prime Meridian** is 0°).

Key words: continent, ocean, sea, latitude, longitude, equator, prime meridian



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Climate, weather and biomes

- **Weather** = day-to-day conditions. **Climate** = the average weather of a place over a long time.
- A **biome** is a large area with a similar climate, plants and animals. The key biome to know is the **tropical rainforest**.

Key words: climate, weather, biome, precipitation, tropical rainforest



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The greenhouse effect and the causes of climate change

- **Natural greenhouse effect:** gases like carbon dioxide trap heat, keeping Earth warm enough for life.
- **Enhanced greenhouse effect:** humans add extra greenhouse gases, mainly by burning **fossil fuels** (coal, oil, gas), so more heat is trapped and the planet warms.
- Other causes: agriculture and deforestation. Describe graph trends with **TEA**: Trend, Evidence, Anomaly.

Key words: greenhouse effect, enhanced, fossil fuel, carbon dioxide, global warming



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Effects of climate change and what we can do

- Effects include **heatwaves** and **sea level rise**. Group impacts as **social**, **environmental** or **economic**.
- Ways to reduce emissions: renewable energy, eating less meat, using cars and planes less. Some actions save more CO₂ than others, and some are easier for people to do.

Key words: heatwave, sea level rise, social, environmental, economic, renewable, emissions



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Religious Studies

Unit: The Origins of the Abrahamic Faiths

Religion in the UK and our local area

- A **census** counts the population and asks 'What religion do you follow?'. Know how to read bar charts and pie charts of the results.
- **Atheists** do not believe in God. Religious belief in the UK has decreased over time, and the pattern in our local area differs from the national picture.

Key words: census, atheist, church, mosque, synagogue, mandir, gurdwara



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Abraham and the covenant

- The **Abrahamic faiths** are Judaism, Christianity and Islam. All three are **monotheistic** (belief in one God) and trace their origins to Abraham.
- A **covenant** is a special agreement. God promised Abraham descendants and a land; Abraham promised to trust and follow God. Moses, Jesus and Muhammad are descendants of Abraham.
- Abraham rejected **polytheism** (many gods), breaking the idols in his father's shop.

Key words: covenant, monotheism, polytheism, descendants, Abraham, idols



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Moses, the Exodus and the Mosaic covenant

- Know three events from the life of Moses. The **Exodus** is the Israelites' escape from slavery in Egypt.
- The **Mosaic covenant**: God gave laws and commandments in the **Torah**, and the Israelites promised to obey.

Key words: Moses, Exodus, Israelites, Torah, Mosaic covenant



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Leviticus and atonement

- A **sin** is breaking God's laws. **Atonement** means making amends with God and seeking **forgiveness**.
- The Israelites used **sacrifice**, including the ritual of two goats, one of them the **scapegoat**. Christians also teach about the atonement of Jesus.

Key words: sin, atonement, Leviticus, sacrifice, scapegoat, forgiveness



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Ibrahim, Isma'il and the Prophet Muhammad

- A **prophet** is a messenger of God. In Islam the story of Ibrahim, Hajar and Isma'il links to **Makkah** and the **Kaaba**.
- Muslims remember this story today on **Hajj**, the pilgrimage to Makkah. Islam uses **Arabic** for its holy words and prayers.

Key words: prophet, Ibrahim, Isma'il, Makkah, Kaaba, Hajj, Arabic



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Spanish

Unit: All About Me

Greetings and feelings

- **Hola. ¿Cómo te llamas? Me llamo...** (What are you called? I am called...)
- **¿Qué tal? Estoy bien / mal / genial / regular.**

Key words: Hola, Qué tal, estoy, bien, mal, genial, regular, me llamo



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Numbers and ages

- **¿Cuántos años tienes? Tengo ... años.**
- 1-19: uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve.
- Up to 31 for dates: veinte, veintiuno... veinticinco... treinta, treinta y uno.

Key words: uno, dos, tres, diez, quince, diecinueve, veinte, treinta, tengo años



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Where I am from and my birthday

- **¿De dónde eres? Soy de ... pero vivo en ...** (I am from ... but I live in ...). Countries: Inglaterra, Gales, Francia, Alemania, España, Italia, Paquistán, Eslovaquia.
- **Mi cumpleaños es el ... de ...** Months: enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre.

Key words: soy de, vivo en, mi cumpleaños es, enero, febrero, marzo, Inglaterra



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Hobbies and giving a reason

- **En mi tiempo libre (no) me gusta / me encanta / me apasiona / odio** + bailar, nadar, montar en bici, tocar el piano, jugar al fútbol, cocinar, dormir, ver la televisión.
- Add a reason with **porque es** + interesante, guay, divertido, relajante, aburrido, irritante, difícil.
- Be ready to write a short paragraph about yourself using everything in the unit.

Key words: me gusta, me encanta, odio, porque es, divertido, aburrido, tiempo libre



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Spanish sounds and learning vocabulary

- Practise the sounds: **ll, que/qui, ce/ci, ñ, z, j, v**. For example, ñ sounds like 'ny', j is a breathy 'h', and ll sounds like 'y'. Say words aloud using your class vocabulary sheet.
- Learning method: **Read, Cover, Write, Check**. Use triggers (a picture or link) to help you remember each word.

Key words: phonics, ñ, ll, j, Read Cover Write Check, vocabulary



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Art

Unit: Elements of Art

Mark making

- Marks change with **speed, pressure and the material** you use. Aim for a wide variety of controlled marks.
- **Hatching** = parallel lines. **Cross-hatching** = lines crossing. **Stippling** = dots. **Scumbling** = loose, scribbly circular marks.

Key words: mark making, hatching, cross-hatching, stippling, scumbling, pressure



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Value and shading

- **Value** = how light or dark a tone is. Light-dark contrast makes things look three-dimensional (**form**).
- Shading techniques: **gradient** (smooth change from light to dark), **hatching** and **blending**.

Key words: value, tone, gradient, blending, contrast, form



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Texture, colour and light

- **Texture** = the surface quality of an object; show it with different marks.
- **Primary** colours (red, yellow, blue) mix to make **secondary** colours (orange, green, purple). Mixing a primary with a secondary makes a **tertiary** colour.
- Light direction decides where **highlights** and **shadows** fall. **Positive space** = the object; **negative space** = the space around it.

Key words: texture, primary, secondary, tertiary, colour wheel, highlight, shadow, positive space, negative space



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Design and Technology: Make it Shine

Unit: Make it Shine (electrical circuits and making a torch)

Simple series circuits

- A series circuit needs a **cell, wires, a bulb and a switch** in a **complete loop**. If the loop is broken (switch open) the bulb goes out.
- **Conductors** (e.g. metals) let electricity flow; **insulators** (e.g. plastic) do not. A **short circuit** bypasses a component and is a safety hazard.

Key words: series circuit, cell, bulb, switch, conductor, insulator, short circuit



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Making a torch: sequencing, making and testing

- Put the production steps in the correct **order (sequence)** and work safely with tools.
- Measure and mark out accurately, assemble and connect parts, then **test**. If it does not work, **fault-find**: check connections, the cell, the bulb and the switch.
- Be able to explain how your torch works and how you could improve it.

Key words: sequence, manufacture, fabrication, alignment, insulation, fault-finding, evaluate



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Food Technology

Unit: Foundations of Food: Safety, Nutrition and Knife Skills

Hygiene and food safety: the 4 Cs

- **Cleaning, Cooking, Chilling, Cross-contamination.** Wash hands, tie hair back, wear an apron.
- Prevent **cross-contamination** with colour-coded boards and by keeping raw and ready-to-eat food apart. The **danger zone** for bacteria is 5°C to 63°C.

Key words: hygiene, cross-contamination, danger zone, sanitise, hazard, 4 Cs



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Knife skills and cooking methods

- **Bridge hold** for rounded foods, **claw grip** for the hand holding the food: keep fingertips tucked away.
- Know: peel, slice, dice. **Simmer** = gentle bubbles. **Residual heat** = heat that remains after turning off the hob. Always manage the hob safely.

Key words: bridge hold, claw grip, peel, slice, dice, simmer, residual heat



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The Eatwell Guide and nutrition

- The Eatwell Guide shows the main food groups: fruit and vegetables; potatoes, bread, rice and pasta; beans, pulses, fish, eggs and meat; dairy and alternatives; oils and spreads.
- **Macronutrients** (protein, carbohydrate, fat) are needed in large amounts. **Micronutrients** (vitamins and minerals) in small amounts.
- Use **sensory words** (taste, aroma, texture, appearance) in evaluations.

Key words: Eatwell Guide, macronutrient, micronutrient, vitamin, mineral, sensory evaluation



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Music

Unit: Singing and The Elements. A formal assessment tests recall of the elements of music.

Melody and using your voice

- **Melody** = the main tune, a series of pitches. **Pitch** = how high or low a note is.
- Healthy singing: good **posture**, deep **breath**, and vocal **warm-ups** (they protect your voice and improve tone and clarity).

Key words: melody, pitch, steps, posture, breath, warm-up



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Tempo and dynamics

- **Tempo** = speed: **allegro** (fast), **adagio** (slow).
- **Dynamics** = volume: **forte** (loud), **piano** (quiet). Both make a performance expressive.

Key words: tempo, allegro, adagio, dynamics, forte, piano



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Harmony and tonality

- **Harmony** = two or more pitches sounding at the same time (chords). **Tonality** = whether music is in a **major** or **minor** key.
- Major usually sounds bright and happy; minor sounds sad or darker.

Key words: *harmony, tonality, major, minor, chord*



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Texture and structure

- **Texture** = the layers in music: **solo**, **unison** (everyone together), **harmony**, **canon**, **call and response**.
- **Structure** = how a song is organised: **verse** (same melody, different words) and **chorus**.

Key words: *texture, solo, unison, canon, call and response, structure, verse, chorus*



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Drama

Unit: Devising from a Picture Stimulus. Assessed through a devised group performance.

Warm-ups and rehearsal expectations

- Warm-ups build **focus**, **concentration**, **confidence** and **teamwork**, and prepare your body and voice.
- Know the **rehearsal space**, **performance space** and **audience space**, and the expectations for safe, focused practical work.

Key words: *warm-up, rehearsal, performance space, audience, focus, concentration*



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The devising process

- **Devising** = creating your own performance. A **stimulus** is the starting point (here, a picture).
- Move from ideas to performance: explore the stimulus, share ideas, plan, rehearse, perform and improve, always thinking about the **audience**.

Key words: *devising, stimulus, devising process, collaboration, audience*



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Dramatic devices

- **Freeze frame** (a still image), **slow motion**, **thoughts aloud** (saying a character's thoughts), **marking the moment** (highlighting an important moment).
- Use at least one device to make a key moment stronger.

Key words: *dramatic device, freeze frame, slow motion, thoughts aloud, marking the moment*



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ICT: Computer Safety

Unit: Computer Safety

Safety hazards and computer scams

- Spot hazards in an IT room (e.g. trailing cables, drinks near equipment) and know how to avoid them.
- A **scam** tries to trick you out of money or personal details. Warning signs: pressure to act fast, offers that are too good to be true, requests for passwords. **Report** it and tell a trusted adult.

Key words: hazard, scam, password, personal information, report



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Computer threats: viruses

- Virus**, **trojan** (disguised as something useful), **worm** (spreads by itself), **ransomware** (locks files and demands money), **spyware** (secretly watches you).
- Stay safe: do not open unknown links or attachments, keep software updated, use strong passwords.

Key words: virus, trojan, worm, ransomware, spyware, malware



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Online grooming and cyberbullying

- Grooming** is when someone builds trust with a young person online to harm them. **Cyberbullying** is bullying using digital devices.
- If something online feels wrong: do not reply, keep the evidence, **tell a trusted adult** and report it. This QR code goes to CEOP's Thinkuknow site for 11 to 13 year-olds.

Key words: grooming, cyberbullying, report, block, trusted adult, CEOP



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PSHE

Unit: Valuing Myself and Others (no written test planned, use this to self-review)

Sharing perspectives and extreme views

- Fact** = can be proved. **Opinion** = what someone thinks or feels. Give a reason with 'because'.
- Social media can be a platform for positive change, but **extreme views** can lead to prejudice, discrimination and even violence.

Key words: fact, opinion, viewpoint, extreme view, prejudice, discrimination



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Respecting differences

- Diversity** = the differences between people (e.g. race, culture, ability, sex, gender identity, age, sexual orientation).
- Prejudice**-based language and behaviour is unacceptable, offline and online. Ask questions about differences respectfully.

Key words: diversity, prejudice, stereotype, respect, tolerance



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Healthy relationships and getting support

- Healthy friendships have **trust, respect, honesty, kindness, boundaries and consent**. Family structures can look different.
- Know signs a relationship is unsafe or unhealthy, and how to get support. Talk about emotions using accurate words; being connected to others supports mental health.

Key words: trust, respect, boundaries, consent, healthy relationship, support



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Assessment week checklist

☐
☐
☐
☐
☐
☐

I know when each subject is assessed (check my exam date and time with the teacher)

I have the equipment each assessment needs (check with my teacher if unsure)

I have revised all my red and amber topics at least twice

I have gone to bed early and I will eat breakfast

I have read each question carefully and I will use all of my time

I will ask my teacher if I do not understand what to do

Good luck, Year 7. Do your best and be proud of your effort.

Mr.Darazkan - mdarazkan@firvale.com

KS3 Academic Lead

KS3 Home Learning

Scan a code below to open your child's Year 7, 8 or 9 Knowledge Organisers — the perfect place to start revising at home.

How to scan a QR code

1. Open the Camera app on your phone or tablet.
2. Point it steadily at the coloured code for your child's year group.
3. Tap the link/notification that pops up to open the revision page.
4. Scroll down, click on your year group and open the Knowledge Organiser.



SCAN ME

YEAR 7 Knowledge Organisers

Scan or click to open the Year 7 Knowledge Organisers, covering the key facts and vocabulary for every subject this term.

☐ www.firvale.com/learning/revision/ks3



SCAN ME

YEAR 8 Knowledge Organisers

Scan or click to open the Year 8 Knowledge Organisers, packed with revision content to support home learning.

☐ www.firvale.com/learning/revision/ks3



SCAN ME

YEAR 9 Knowledge Organisers

Scan or click to open the Year 9 Knowledge Organisers, ready to help your child prepare for KS4.

☐ www.firvale.com/learning/revision/ks3

Knowledge Organisers

 **United Learning Knowledge Organiser - Year 7**

 **United Learning Knowledge Organiser - Year 8**

 **United Learning Knowledge Organiser - Year 9**

? Need a printed copy?

If you are unable to access a Knowledge Organiser online, please contact **Mr Darazkan**, who will be happy to arrange a printed copy for your child.

✉ mdarazkan@firvale.com

SPARX Homework

Your child does SPARX homework every week for three subjects. Each one has its own day for "hand out" (when it's set) and "hand in" (when it's due). Here's when:

SPARX Reader

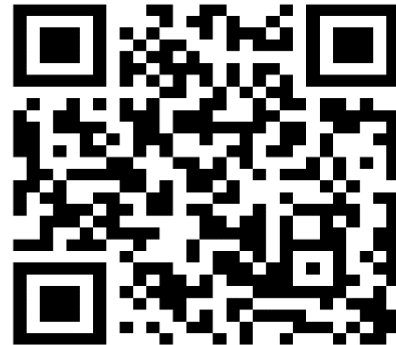
- Set: Wednesday, 7am
- Due: Tuesday, 5pm

SPARX Maths

- Set: Thursday, 7am
- Due: Wednesday, 5pm

SPARX Science

- Set: Friday, 7am
- Due: Thursday, 5pm



How to Log In to Sparx

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Please help your child check these days each week so their homework is never late. Thank you for your support!

SPARX	Hand out	Hand in
	Wednesday at 7am	Tuesday at 5pm
	Thursday at 7am	Wednesday at 5pm
	Friday at 7am	Thursday at 5pm

Thank you for supporting your child's learning at home.