



Year 7

CUMULATIVE ASSESSMENT REVISION GUIDE



Dear Parents/Carers,

Our Year 7, 8 and 9 students will be sitting their cumulative assessments in term 3. The assessments will assess students' knowledge and understanding of the content they have covered in these subjects to date. Students will receive dates of these assessments from their class teachers. Assessments will take place in classrooms with class teachers for each subject during normal timetabled lessons. Students entitled to access arrangements will sit their assessments in their normal classroom and the class teacher will oversee the arrangement as their normal way of working. Students entitled to higher level arrangements will carry out their assessments in a separate venue to ensure they can access their support in an appropriate environment.

Whilst these assessments are internal, rather than the externally assessed ones that are taken at the end of Year 11 and Year 13, it is nevertheless important that students take them seriously and engage fully in revising at home and in all the revision activities their teachers will deliver in lessons. Revision really helps students consolidate learning, builds their confidence, and embeds the core knowledge they will need for future success in these subjects. There is no such thing as being 'bad at revision' - it is a skill that needs lots of practice for students to become efficient at it and it takes time – the main thing is to persevere and use the techniques recommended by their subject teachers and in this KS3 Revision Guide which are tried and tested, and often also supported by research into memory and retrieval.

These assessments are also an excellent opportunity for students to become more accustomed at completing assessments in formal conditions, something we want them to feel confident and relaxed about later on in their school careers. At the same time, we must stress that we do not want students to get unnecessarily worried about the assessments, and we ask for your support here. Above all else, the assessments are a valuable opportunity for teachers to assess the areas students have grasped well and those where further consolidation may still be required. In the current climate, these assessments will also be particularly useful to help teachers identify any gaps in learning that may have developed recently and help them to address these with students.

However, it really is not the end of the world if an assessment does not go as well as expected. Revision at home is important, but it is equally important not to over-do-it. We suggest that an average of 60 minutes of revision per night during the couple of weeks before these assessments will be plenty for students to be well-prepared, assuming that they have been working hard in lessons. These 60 minutes of revision should be broken down into 3 periods of 20 minutes, in 3 different subjects. We ask our subject staff that when homework is set, it relates directly to the assessments to support students' revision as much as possible. Please do take the time to help your child prepare for these assessments.

Some things you could do to support them are:

- Reassure them about the exams – we all want them to do their best but if they go wrong, it is not the end of the world;
- Read through this KS3 Revision Guide together to understand what is expected of them in each assessment and recommendations about revision. Encourage them to talk to you about different subjects and topics;
- Talk to your child about any subjects they are more worried about and consider creating a little more time for these subjects in their revision plan. Encourage them to speak to their teachers if they are worried or have questions;
- Create a revision timetable (see template included) – aim for 60 minutes per day – this 60 minutes of revision is best completed as 3 x 20 min blocks in 3 different subjects, with a break in between the blocks;
- Test your child on what they have learnt by asking them questions based on the content in their curriculum booklets or any other recommended techniques from the Revision Guide;
- Encourage your child to pin up key definitions and concepts on post-it notes around their room;
- Think about creating a separate folder for revision materials, revision notes, revision quizzes and exam questions.

For our Year 7s in particular, revising for assessments may still be a relatively unfamiliar process. To help you support your child with their revision in Year 7, 8 or 9, please use the information in this KS3 Revision Guide that students will also receive a copy of. This booklet contains the topics the assessments will cover, suggested revision activities and where to go for more help. If your child loses their booklet, this can be accessed electronically via Teams.

Once papers have been completed, marked, and moderated, we will report your child's percentage score on each exam. We will also report the average (mean) percentage – these will be sent in the next set of reports. For any subject-specific queries, please contact your child's teacher for that subject. For any other more overarching queries relating to the exams, please get in touch with your child's Head of Year. Finally, may I take this opportunity to wish your child the best of luck with their assessments and encourage them to speak with subject teachers, their Form Tutor, Pastoral Leader or Guidance Manager if they have any worries or questions.

Yours sincerely,

Karen Davey
Deputy Headteacher



TIPS FOR

SUCCESSFUL REVISION

How should I organise my revision?

- Make your own revision timetable or a tick list of topics for each subject
- It is important to spend some time deciding what to revise and when, so that you are fully prepared for every subject. Use a diary or wall chart to organise the time you have available for revision
- Try to vary the subjects you are revising
- Try tackling the subject you least like / find most difficult first and working towards a preferred one, rather than leaving difficult topics to the end of the day
- Do not plan to revise too late into the evening as your revision will be much less effective if you are too tired.

Action points for students

- Create the revision timetable (use the template in this booklet) and put it somewhere your family can see it; the fridge is a good place!
- Ask your teachers for help if there is something you do not understand
- Attendance is key; aim for 100% attendance and also attend revision and support sessions after school.

What can families do to support students?

- Provide a quiet study environment
- Help students construct a revision timetable and keep a copy somewhere visible
- Consider places students can work; a parent's home office, an attic room, a relative's house
- Be positive, particularly in moments of panic
- Offer help and support; carry out regular revision "book looks"
- Offer some incentives to work
- Consider taking students away from the house for scheduled breaks
- Make sure they have a healthy balanced diet whilst revising
- Try to avoid tension or arguments
- Encourage regular exercise.

What should I be doing just before a test or examination?

The night before...

- get plenty of sleep.
- pack your equipment.
- double check what examinations you have, where they are and what equipment you will need.

On the day...

- arrive in good time.
- consider walking to school and getting fresh air, this can help wake you up.
- do not drink too much water but have some with you to sip throughout the examination.

- remember your clear pencil case or plastic bag for essential stationary.

In the examination room...

- read any instructions carefully before you start.
- ask the teacher if you are not sure about something before you begin.
- allow enough time for every question.

What are the most effective ways to revise?

1. **Create a study plan:** Setting aside specific times and dates to revise is a great way to be organized and prepared
2. **Review notes and re-read the material:** Going over class notes, lectures, and reading materials can help solidify the material in your mind and help you identify areas you need to focus on
3. **Retrieval practice:** Make flash cards or notes on key facts or definitions. Try to recall the knowledge and repeat at a later date just as you are starting to forget it (see the diagrams below)
4. **Take practice tests:** Taking practice tests or quizzes can help you understand what types of questions may be on an upcoming exam and prepare you for it
5. **Explain concepts to others:** Explaining concepts to others can help you better retain the information. It can also help you identify any gaps in your understanding
6. **Connect the material to real life:** Connecting the material to real life examples can help make the material more meaningful and help you remember it
7. **Use mnemonic devices:** Mnemonic devices are memory tools such as acronyms, rhymes, and stories that can help you remember key concepts
8. **Ask for help:** If you are having difficulty understanding a topic, don't be afraid to ask for help. Talking to a teacher, parent, or classmate can help you understand the material better.

4 'BEST BETS' for LEARNING from RESEARCH

RETRIEVAL PRACTICE

Trying to recall learning at the point of forgetting
e.g. quick quizzes, MCQs

SPACED LEARNING

Leaving a gap between bouts of learning
e.g. short sessions over a period of time

DRAWING your UNDERSTANDING

Using pictures & graphic organisation to represent learning
e.g. illustration of a concept, mindmap, flowchart, picture annotations of a poem

ELABORATION / making connections

Elaborating on the learning in answer to 'how' or 'why' questions.
e.g. justifying an answer, explaining the details of a process

4 Methods of Retrieval Practice

Before you start put away all your books & classroom materials.

- Retrieval Practice Examples
- Exit Tickets
 - Starter quizzes
 - Multiple choice quizzes
 - Short answer tests
 - Free write
 - Think, pair, share
 - Ranking & sorting
 - Challenge grids

BRAIN DUMP

Write, draw a picture, create a mind-map on everything you know about a topic.

Give yourself a time limit, say 5 minutes, then have a look at your books & add a few things you forgot.

QUIZZING

Create practice questions on a topic. Swap your questions with a partner & answer.

Question - What is a metaphor?

- A comparison using 'like' or 'than'
- A comparison where one thing is another.
- A comparison with a human attribute

FLASHCARDS

Create your own flashcards, question on one side answer on the other. Can you make links between the cards?

You need to repeat the Q&A process for flashcards you fail on more frequently & less frequently for those you answer correctly.

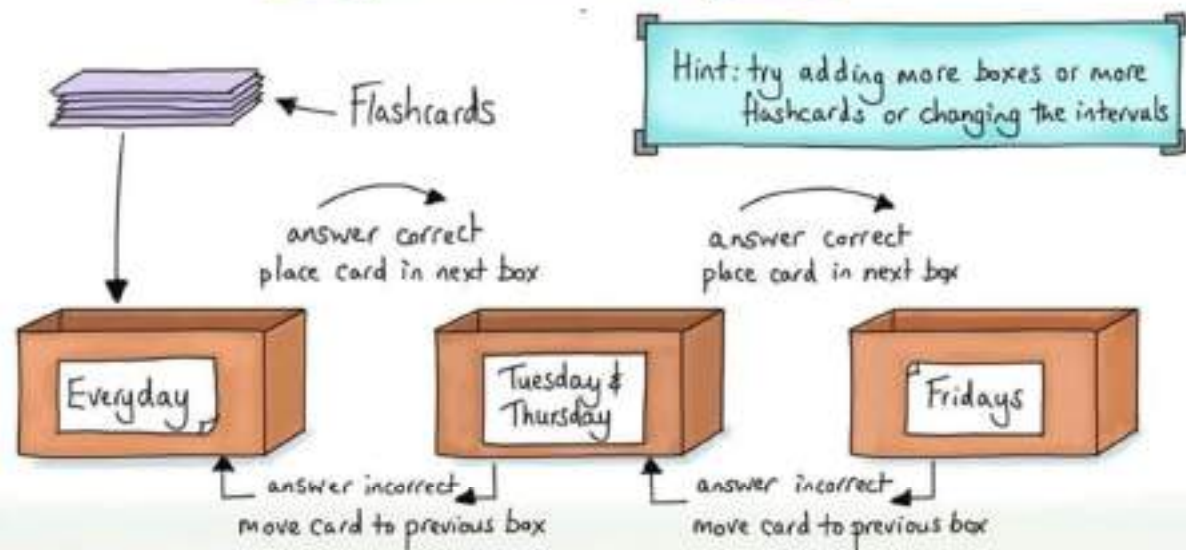
KNOWLEDGE ORGANISERS

Complete a knowledge organiser template for key information about a topic.

You can use knowledge organisers to learn new topics & make links in between subjects or ideas.

After you have retrieved as much as you can go back to your books & check what you've missed. Next time focus on that missing information

LEITNER Flash card method



An effective use of flashcards to prompt & recall learning using spaced practice proposed by Leitner in the 1970s. It focuses on the proficiency of recall of the learner. Information which is easily recalled has a longer time lapse before the next recall opportunity.

EXAM COMMAND WORDS

Analyse	Break down into its fundamental parts and examine each in detail, stating its significance.		Key point 1 this shows/operates/gives/illustrates. Name and describe each key point.
Compare	Identify differences and similarities between two or more sources of evidence.		however, whereas, larger than, greater, smaller, more than....
Describe	Write about the features of a source of evidence using factual details.		patterns, trends, characteristics, distributions, effects, relationships
Discuss	Build up a balanced argument with supporting details.		Fact... this is supported by shown by, you can see that, exemplified by, an example of this is....
Evaluate	Make a judgement about or give an opinion on a source of evidence, backed up by supporting details.		This shows that... I believe that... In my opinion... The evidence shows us that....
Explain	Give reasons or causes for. Show an understanding of how or why something has occurred.		this happened and this shows... causes a reaction... shows how it can/will
Summarise	Draw your key ideas and key points on a source of evidence together in one short section of writing.		Must be: concise, accurate, objective Condenses information into key points



SUPPORT FOR

REVISION AND HOMEWORK

The following pages contain a range of information for each subject with tips and links designed to assist students in their revision. If students would like further support with revision please encourage them to contact their guidance team, tutor or subject teachers.

A reminder that we also offer homework club before and after school in the library and at lunchtime in B3. Teachers and computers are available at all these times to support you with homework as required.



EXAMPLE REVISION TIMETABLE

WEEKLY REVISION PLANNER								
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY
8:30AM - 4PM	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	9AM - 10AM	BREAKFAST / SHOWER	BREAKFAST / SHOWER
4PM - 5PM	HOMEWORK	TV / GAMING / SOCIAL MEDIA	HOMEWORK	TV / GAMING / SOCIAL MEDIA	HOMEWORK	10AM - 11AM	REVISION - ENGLISH	REVISION - SCIENCE
5PM - 6PM	DINNER	DINNER	DINNER	DINNER	DINNER	11AM - 1PM	SEEING FRIENDS / LUNCH	SPORT / LUNCH
6PM - 7PM	REVISION - GEOGRAPHY	HOMEWORK	REVISION - HISTORY	REVISION - FRENCH	REVISION - SCIENCE	1PM - 3PM	REVISION - MATHS	REVISION - FLASH CARDS
7PM - 8PM	REVISION - MATHS	REVISION - ENGLISH	FREE TIME	HOMEWORK	FREE TIME	3PM - 5PM	OUT WITH FAMILY	SPORT / TV / GAMING
8PM - 9PM	FREE TIME / SHOWER	FREE TIME / SHOWER	FREE TIME / SHOWER	FREE TIME / SHOWER	FREE TIME / SHOWER	6PM - 8PM	DINNER / FREE TIME	DINNER / FREE TIME



3D DESIGN, ART & TEXTILES

In term 3 you will be assessed on your current project. You will be assessed on the quality of your all your sketchbook work and your final practical outcomes.

Tips for successful assessment:

- Watch and listen to your teacher carefully in lessons when they are modelling step by step instructions.
- Try to copy your teacher's techniques to your best ability.
- Listen to verbal feedback/advice to develop and refine your work well
- Use your curriculum resource booklets to support your work in lessons.
- Present your work carefully and creatively in your sketchbook.
- When writing about artists and evaluating your work use the support sheets provided:

Analysing artists/designers – Structure your writing using the writing frames in your resource booklets. Use the suggested keywords in your writing to demonstrate your understanding of the mediums and techniques you are using and the artists/designers you have researched.

Evaluations - Describe and explain your processes and techniques throughout the project thoroughly. Be reflective and write about what and who inspired your project. Explain how your ideas have developed, what went well and how you could develop and improve in the future.

As students work through the KS3 curriculum in preparation for GCSE level at KS4. Students will be marked using the four GCSE assessment objectives in the table below. This gives us an indication of their starting point in Year 7 and throughout their journey into Year 11. Students are marked out of 96 marks in total.

Examples of high-quality KS3 sketchbook presentation:



We expect learners to be working between the following levels each year but there may be some exceptions where students go beyond or below:

Year 7 – Levels 1-2 (5 - 34 marks)

Year 8 – Levels 2-3 (34 - 47 marks)

Year 9 – Levels 3-4 (35 - 53 marks)

Level band	Assessment Objective 1 (AO1) Develop ideas through investigations, demonstrating critical understanding of sources.	Assessment Objective 2 (AO2) Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Assessment Objective 3 (AO3) Record ideas, observations and insights relevant to intentions as work progresses.	Assessment Objective 4 (AO4) Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
	Mark not applicable to any AO/As.			
0-1 Marks Level 1	0			
	1 Just	Minimal ability to develop ideas through investigations.	Minimal ability to refine ideas.	Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.
	2 Adequately			Minimal ability to present a personal and meaningful response and realise intentions.
15-21 Marks Level 2	3 Clearly	Minimal ability to demonstrate critical understanding of sources.	Minimal ability to select and experiment with appropriate media, materials, techniques and processes.	Minimal ability to demonstrate understanding of visual language.
	4 Convincingly			Minimal ability to present a personal and meaningful response and realise intentions.
	5 Just	Some ability to develop ideas through purposeful investigations.	Some ability to refine ideas.	Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.
25-34 Marks Level 3	6 Adequately	Some ability to demonstrate critical understanding of sources.	Some ability to select and experiment with appropriate media, materials, techniques and processes.	Some ability to present a personal and meaningful response and realise intentions.
	7 Clearly			Some ability to demonstrate understanding of visual language.
	8 Convincingly			Some ability to present a personal and meaningful response and realise intentions.
35-47 Marks Level 4	9 Just	A moderate ability to effectively develop ideas through purposeful investigations.	A moderate ability to thoughtfully refine ideas.	A moderate ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.
	10 Adequately	A moderate ability to demonstrate critical understanding of sources.	A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A moderate ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.
	11 Clearly			A moderate ability to demonstrate understanding of visual language.
48-53 Marks Level 5	12 Convincingly			A moderate ability to present a personal and meaningful response and realise intentions.
	13 Just	A consistent ability to effectively develop ideas through purposeful investigations.	A consistent ability to thoughtfully refine ideas.	A consistent ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.
	14 Adequately	A consistent ability to demonstrate critical understanding of sources.	A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A consistent ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.
54-61 Marks Level 6	15 Clearly			A consistent ability to demonstrate understanding of visual language.
	16 Convincingly			A consistent ability to present a personal and meaningful response and realise intentions.
	17 Just	A highly developed ability to effectively develop ideas through creative and purposeful investigations.	A highly developed ability to thoughtfully refine ideas.	A highly developed ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.
62-71 Marks Level 7	18 Adequately	A highly developed ability to demonstrate critical understanding of sources.	A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A highly developed ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.
	19 Clearly			A highly developed ability to demonstrate understanding of visual language.
	20 Convincingly			A highly developed ability to present a personal and meaningful response and realise intentions with confidence and conviction.
72-88 Marks Level 8	21 Just	An exceptional ability to effectively develop ideas through creative and purposeful investigations.	An exceptional ability to thoughtfully refine ideas with discrimination.	An exceptional ability to skilfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.
	22 Adequately	An exceptional ability to demonstrate critical understanding of sources.	An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	An exceptional ability to skilfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.
	23 Clearly			An exceptional ability to demonstrate understanding of visual language.
89-95 Marks Level 9	24 Convincingly	An exceptional ability to engage with and demonstrate critical understanding of sources.		An exceptional ability to present a personal and meaningful response and realise intentions with confidence and conviction.

At the start of term 3 you will have a written cumulative assessment in your music and drama lessons. This will test you on your knowledge and understanding of the keywords taught in terms 1 and 2.

Your teacher will have given you back your term 1 and 2 workbooks and you should use these to revise from. Have a look at your low stakes tests in your booklets to see if you can identify the keywords that you are not confident with and begin with these.

Use the following tips for revision to help you:

- Read through the keywords
- Cover up the meaning of the word and test yourself
- Cover up the keyword and see if you can write down the keyword
- Ask someone at home to test you

Once completed, your score for your written cumulative assessment will be added to the score for your practical assessment which you have done in class this term, giving you an overall grade.

Year 7 Drama Class Workbook



Puppetry

Name	
Class	

Key Words	
Puppetry	A puppet is an object, often resembling a human, animal or mythical figure, that is animated or manipulated by a person called a puppeteer.
Puppeteer	A puppeteer is a person who manipulates the puppet into life. They fully control the puppet's movement, actions and gestures. Some puppeteers use visible strings that the whole audience can see, while others choose to remain hidden so the audience only sees the puppet.
Hand Puppet	Not referred to as a glove puppet. The puppeteer uses their hand, fingers and thumb to move the puppet's arms and head.
Live Hand Puppet	A puppet that requires live puppeteers, who will perform the puppet's mouth and left hand, the other hand performs the right hand. These puppets can walk, jump and use their hands.
Rod Puppet	A puppet that uses thin sticks, known as rods, to move their arms. The puppeteer will usually control the mouth with one hand and both of the other arms with the other.
Shadow Puppet	A flat, articulated figure that moves with the use of rods. They are usually very delicate despite the audience only ever seeing their shadow.
Marionette	A puppet that is controlled from above by strings. Each part of the puppet will have a string attached, and puppeteers use these strings to move the puppet. Marionettes are usually controlled by manipulating the strings.
Cloaking	Cloaking is when an actor looks straight at the audience, giving them a chance to understand what the character is thinking.
Ventriloquism	A performance in which a person (a ventriloquist) creates the illusion that their puppet (or known as a "dummy") is speaking, but is actually controlled by the ventriloquist's hands.
Mime/Lip Sync	Mime is a form of acting in which the actor uses their body to tell a story without words.
Manipulation	Controlling something by using your hands.



In term 3 you will be completing a cumulative assessment for English. It will be one assessment that will include questions on your previous learning. The topics you studied, which will appear in the assessment, are outlined on your knowledge organiser in your curriculum booklet.

Tips for preparing:

1. Use your **term 1 and term 2 curriculum booklets**. Find the '**Knowledge Organiser**' pages and use these to help you revise for each topic. (See an example from year 7 below).
2. Use the **revise it** tasks in your **homework booklets** to test yourself.
3. Spend time revising the topics you know least well. Revising is an active process so writing yourself quiz cards/flashcards and testing yourself with them is a good method.

English Department Excellence Department Enrichment

Take pride in your work

Take your time and ensure that your handwriting is as neat as possible. Use blue or black ink.
Use a ruler and a pencil to underline your work from the previous lesson.
Write the date on the left hand side of the page and underline it.
Write the 'big question' on the right hand side of the page and underline it.
Cross out mistakes using one line.
Use a green pen for improvements or peer assessment.

Note: If your English teacher is unhappy with your presentation, you will be given a warning to improve. Should you not improve, you will be expected to re-write the work during break or lunch time.

Be ready for learning

You should bring the following equipment to all English lessons:

- Pens (Blue or Black AND Green)
- Pencil
- Ruler
- Eraser
- Sharpener
- Mini-white board and pen
- Highlighter

Make sure you bring in a reading book (from the Library or from home) and Homework Booklet on the day it is due.

English Department Excellence Department Enrichment

Knowledge Organiser Chinese Cinderella

Terminology	Definition	Examples	Terminology	Definition	Examples
Fragment	A fragment is a group of words that is not a complete sentence. Usually a fragment lacks a subject, verb or both.	It is a great meal. Robert and Jack.	Alliteration	Words that begin with the same sound and players need to each other.	Tasty toots.
Sentence	A group of words that has a subject and a verb and that expresses a complete thought.	Robert and Jack ate great food.	Personification	A metaphor in which you describe an inanimate object in human terms.	The sun smiled at her.
Main Clause	A clause that expresses a complete thought and could stand alone as a sentence.	As soon as Carl left, it started to rain.	Chronotopes	Words whose pronunciation imitate the sounds they describe.	Boing! Crash!
Subordinate Clause	A clause that does not express a complete thought and cannot stand alone in a sentence.	As soon as Carl left, I started to rain.	Simile	Using 'like' or 'as' to compare two different things to show they have a similarity.	Cool as a cucumber.
Coordinating Conjunction	Conjunctions that join two or more independent clauses each an and, but, or, nor, for and so.	Terrell is curly, yet he was still fat.	Metaphor	Makes a comparison by directly relating one thing to another.	She has a heart of gold.
Relative Clause	A clause can be used to give additional information about a noun. They are introduced by a relative pronoun such as that, which, whose, where and when.	The footballer that missed the penalty has retired.			
Noun Appositive	A second noun, or a phrase or clause equivalent to a noun, that is placed beside another to explain it more fully.	George Washington, a great general, was the first president of the United States.			
Verb	A doing or being word.	Fire ate a cake.			
Pronoun	A word that you use to refer to someone or something when you do not need to use a noun.	He ate a cake.			
Adjective	A describing word.	Peter ate a delicious cake.			

Subordinating Conjunctions

Because	If	Although
As	When	Since
Before	Even though	While
After	Whenever	Unless
Despite	As long as	whereas

Coordinating Conjunctions

F	For	A literary word for 'but'
A	And	Joins two related clauses.
N	Nor	Joins two negative possibilities.
B	But	Provides a contrast between two clauses.
O	Or	Connects two possibilities.
Y	Yet	Another way of saying 'despite'
S	So	Another way of saying 'therefore'

In term 3, you will be completing a cumulative assessment for ethics. It will be one assessment that will include all themes you have studied in term 1 and term 2. Questions can be the same, similar or related to the topics you have studied with the teacher in the classroom or asked to research independently in your homework tasks.

Tips for preparing:

1. Spend time reading and reflecting on the topics we have written in the classrooms in your workbooks.
2. Read all Power Point Presentations delivered by your ethics teacher on your ethics Teams group.
3. Discuss with your family and friends the topics we have covered in studying religions.
4. To explore more on religions you have studied in term 1 and 2, visit some of these websites:

<p style="text-align: center;">Mosque</p> <p style="text-align: center;">www.truetube.co.uk/resource/holy-cribs-the-mosque/</p>	<p style="text-align: center;">Church</p> <p style="text-align: center;">www.youtube.com/watch?v=xkY-HCBcMqM</p>
<p style="text-align: center;">Synagogue</p> <p style="text-align: center;">www.youtube.com/watch?v=nwPt4ev2VY</p>	<p style="text-align: center;">Sikh temple – Gurdwara</p> <p style="text-align: center;">www.youtube.com/watch?v=9R98e03In6c</p>
<p style="text-align: center;">Buddhist temple – Vihara</p> <p style="text-align: center;">www.youtube.com/watch?v=WawmRP0frhY</p>	<p style="text-align: center;">Hindu temple – Mandir</p> <p style="text-align: center;">www.youtube.com/watch?v=ub8LK9Wp3vs</p>

<p style="text-align: center;">Buddhism beliefs</p> <p style="text-align: center;">www.bbc.co.uk/bitesize/topics/zs86n39</p>	<p style="text-align: center;">Buddhism practices and communities</p> <p style="text-align: center;">www.bbc.co.uk/bitesize/topics/z37s34j</p>
<p style="text-align: center;">Christianity beliefs</p> <p style="text-align: center;">www.bbc.co.uk/bitesize/topics/z4tb4wx</p>	<p style="text-align: center;">Christianity practices and communities</p> <p style="text-align: center;">www.bbc.co.uk/bitesize/topics/zds4d2p</p>
<p style="text-align: center;">Hinduism beliefs</p> <p style="text-align: center;">www.bbc.co.uk/bitesize/topics/z2bw2hv</p>	<p style="text-align: center;">Hinduism practices and communities</p> <p style="text-align: center;">www.bbc.co.uk/bitesize/topics/zt42tfr</p>
<p style="text-align: center;">Islam beliefs</p> <p style="text-align: center;">www.bbc.co.uk/bitesize/topics/zfwhfg8</p>	<p style="text-align: center;">Islam practices and communities</p> <p style="text-align: center;">www.bbc.co.uk/bitesize/topics/zbmygk7</p>
<p style="text-align: center;">Judaism beliefs</p> <p style="text-align: center;">www.bbc.co.uk/bitesize/topics/z9prkqt</p>	<p style="text-align: center;">Judaism practices and communities</p> <p style="text-align: center;">www.bbc.co.uk/bitesize/topics/zwykjsx</p>
<p style="text-align: center;">Sikhism beliefs</p> <p style="text-align: center;">www.bbc.co.uk/bitesize/topics/zyqnvew</p>	<p style="text-align: center;">Sikhism practices and communities</p> <p style="text-align: center;">www.bbc.co.uk/bitesize/topics/zg63cdm</p>

If you decide to read some of the books on below, please ask for guidance from your ethics teacher as final messages of the text depend on their historic context and symbolic meaning.

<p>Qur'an www.quran.com/en</p>	<p>Guru Granth Sahib www.srigranth.org/servlet/gurbani.gurbani?Action=Page&Param=1</p>
<p>Bible (from various denominations) www.biblegateway.com</p>	<p>Vedas www.sacred-texts.com/hin/#vedas</p>
<p>Bhagavad Gita www.vedabase.io/en/library/bg</p>	<p>Tripitaka www.accesstoinstight.org/tipitaka</p>
<p>Tanakh www.chabad.org/library/bible_cdo/aid/63255/jewish/The-Bible-with-Rashi.htm</p>	

FOOD TECHNOLOGY

All the work students need to revise for the end of Unit tests are on Microsoft Teams in the Virtual Learning Tile for each year group.

The PowerPoints to use for revision are listed by lessons.

Each Teacher will individually tell their classes which lessons and PowerPoints they need to read over to prepare for the tests. This information will be posted on the chat function in TEAMS.

The work is also on each class groups individual Tile on Microsoft TEAMS. All students have already been shown how to access the materials in their lessons.

For any specific enquiries please contact your child's teacher directly.

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In term 3 you will be completing a cumulative assessment for geography. It will be one assessment that will include questions on your term 1 and 2 learning. The topics you studied, which will appear in the assessment, are outlined below.

Tips for preparing:

1. Use your **term 1 and term 2 curriculum booklets**. Find the '**Knowledge Organiser**' pages and use these to help you revise for each topic.
2. Use the **quick quizzes** on the following page of the curriculum booklet to test yourself.
3. Spend time revising the topics you know least well. Revising is an active process so writing yourself quiz cards/flashcards and testing yourself with them is a good method.

The assessment could include questions on the following units:

» **Topic 1 – Global and Local Geography**

- The meaning of and difference between human and physical geography
- Examples of human and physical geography
- Global geography, such as the location of the continents and oceans
- The geography of Europe, including its location and connectivity
- The location of Kent, its infrastructure and level of connectivity to mainland Europe
- The geology of Kent, including the main rock types found in Kent and how this has affected where people live (spring-line settlements)
- The difference between 4 and 6 figure grid references
- An understanding of how to do 4 and 6 figure grid references

» **Topic 2 – Weather and Climate Change**

- The water cycle and the keywords associated with it (e.g. evaporation, condensation, precipitation, transpiration, surface run-off, ground water flow) and their meanings
- The difference between weather and climate
- What latitude is and how it impacts climate
- The climate of the UK
- Interpreting climate graphs
- How climate has changed over the past 500 years
- The impacts of climate change on our planet



Year 7 will have their first cumulative assessment in History in Term 2 after they have completed Enquiry 4. There second cumulative assessment will take place between Term 4 and 6. This will be on all the enquiries they will have studied up until that point.

It will be one assessment that will include all of the topics they have learnt up to and including Enquiry 4, there is a reminder of these below.

Tips for preparing:

1. Use your knowledge organisers to revise the key terms and information.
2. Use the activities you have completed in your curriculum booklets in class to remind yourself of the most important information.
3. Use the websites below to help you with any topics you may have found hard.
4. Revise using memory based techniques – read through your CB or KO and then cover the information, write what you can from memory and then check your answers – repeating the process until you are confident.

As well as regularly completing their homework and using the Knowledge Organisers in their Curriculum Booklet for revision, pupils can also use the following websites for additional research, if not listed below BBC Bitesize is a good revision resource which will likely have additional content for revision. The list below also contains key words that pupils should have a good understanding of.

Enquiry 1: How does Pompeii help us to understand Roman life?	
Key Words:	Pupils should be able to explain:
<ul style="list-style-type: none"> ▪ Value ▪ Limitation ▪ Physical Artefact ▪ Aqueduct ▪ Hypocaust ▪ Source ▪ Roman Forum 	<ul style="list-style-type: none"> ▪ The destruction of Pompeii and how this led to the creation of a 'time capsule' city. ▪ The key features of a Roman town. ▪ Different discoveries that were made in Pompeii. ▪ What the different discoveries of Pompeii can tell us about life in a Roman town. ▪ The values and limitations of physical sources. ▪ The values and limitations of written sources. ▪ The values and limitations of the letter written by Pliny the Younger.
Educational Videos:	Helpful Websites:
www.youtube.com/watch?v=bMySiG_P6q4 www.youtube.com/watch?v=8tHaY_pw0D0 www.youtube.com/watch?v=dY_3ggKg0Bc	www.britannica.com/place/Pompeii www.kids.nationalgeographic.com/history/article/pompeii

Enquiry 2: How can views of the early middle ages as a 'dark age' be challenged by discoveries at Sutton Hoo?	
Key Words:	Pupils should be able to explain:
<ul style="list-style-type: none"> ▪ Anglo-Saxon ▪ Early Middle Ages ▪ Dark Ages ▪ Burial Mound 	<ul style="list-style-type: none"> ▪ The traditional historical perspectives of the early middle ages and why it was considered a 'dark age'. ▪ How evidenced from Sutton Hoo can be used to counter this perspective. ▪ The lives of ordinary people in Anglo-Saxon England.
Educational Videos:	Helpful Websites:
www.youtube.com/watch?v=np0pD1wW_Bo www.youtube.com/watch?v=-cKGz-st75w	www.classroom.thenational.academy/units/how-dark-were-the-dark-ages-148d www.classroom.thenational.academy/units/why-has-alfred-been-called-alfred-the-great-479b

Enquiry 3: Why did William win the Battle of Hastings?	
Key Words & People:	Pupils should be able to explain:
<ul style="list-style-type: none"> ▪ Succession ▪ Succession Crisis ▪ Heir ▪ Causation ▪ William, Duke of Normandy ▪ Edgar Aethling ▪ Harald Hardrada ▪ Harold Godwinson ▪ Significance 	<ul style="list-style-type: none"> ▪ The reasons for the succession crisis in 1066. ▪ The reasons why each contender believed they had the right to inherit the throne. ▪ The reasons why William, Duke of Normandy won the Battle of Hastings.
Educational Videos:	Helpful Websites:
www.youtube.com/watch?v=1sK4JX0co8I www.youtube.com/watch?v=m9NdbxQWdJ8 www.youtube.com/watch?v=qtW7H7yPZLg www.youtube.com/watch?v=zigiVCFzZ38	www.classroom.thenational.academy/units/how-did-a-norman-become-king-of-england-ccc3

Enquiry 4: What were the consequences of the Norman invasion of Britain?	
Key Words:	Pupils should be able to explain:
<ul style="list-style-type: none"> ▪ Feudal System ▪ Domesday Book ▪ Harrying ▪ The Normans ▪ Consequence ▪ Motte and Bailey Castle ▪ Concentric Castle 	<ul style="list-style-type: none"> ▪ The Feudal System and how it worked. ▪ How the Domesday book was used as a measure of control by William I ▪ The reasons for the Harrying of the North and the impact of this. ▪ The reasons William I used castles. ▪ The changing castle design over time and the reason for these changes.
Educational Videos:	Helpful Websites:
www.youtube.com/watch?v=KGDu-_vi8sg www.youtube.com/watch?v=kNWoxIAZdkM	www.classroom.thenational.academy/units/how-much-did-england-change-during-the-norman-conquest-e464

Enquiry 5: What does the murder of Becket tell us about the power of the Church?	
Key Words & People:	Pupils should be able to explain:
<ul style="list-style-type: none"> ▪ Henry II ▪ Thomas Becket ▪ Archbishop ▪ Consequence ▪ Monastery ▪ Monk ▪ Nun 	<ul style="list-style-type: none"> ▪ The role of the Church in England ▪ The role of the Archbishop of Canterbury within the Church ▪ The reasons for conflict and tension between the Thomas Becket and Henry II ▪ The reasons why Thomas Becket was murdered ▪ Consequences of Becket's murder on both the monarch and the Church
Educational Videos:	Helpful Websites:
www.youtube.com/watch?v=GtYb038Q7DY www.youtube.com/watch?v=_EKUIBz_po0	www.britishmuseum.org/blog/thomas-becket-murder-shook-middle-ages www.canterbury-cathedral.org/

Enquiry 6: Who held power in medieval towns?	
Key Words & People:	Pupils should be able to explain:
<ul style="list-style-type: none"> ▪ Medieval ▪ Church ▪ Guild ▪ Apprenticeship ▪ Liege Lord ▪ Significance 	<ul style="list-style-type: none"> ▪ The daily life of ordinary people in a Medieval towns ▪ The role and influence of guilds on towns ▪ Who it was that made important decisions in towns ▪ The people who were excluded from medieval towns.
Educational Videos:	Helpful Websites:
www.youtube.com/watch?v=yq3q7KMLvw0&t=425s www.youtube.com/watch?v=XwbQNYgZIU	www.bbc.co.uk/bitesize/topics/zvc2m39/articles/zwyh6g8

Enquiry 7: Why have opinions of King John changed?	
Key Words & People:	Pupils should be able to explain:
<ul style="list-style-type: none"> ▪ Interpretations ▪ Magna Carta ▪ King John ▪ Richard I ▪ Crusades ▪ Nobility ▪ Barons 	<ul style="list-style-type: none"> ▪ How the Crusades influenced interpretations of Richard I ▪ What England was like at the start of King John's reign ▪ Reasons for the Church disliking King John ▪ Reasons for the Barons disliking King John ▪ Reasons for the signing of the Magna Carta ▪ Reasons why the interpretations of King John differ
Educational Videos:	Helpful Websites:
www.youtube.com/watch?v=wWKTy1NlxZE&t=14s	www.britannica.com/biography/John-king-of-England www.bbc.co.uk/history/historic_figures/john.shtml www.bl.uk/people/king-john

Enquiry 8: What were the consequences of the Black Death?	
Key Words & People:	Pupils should be able to explain:
<ul style="list-style-type: none"> ▪ Black Death ▪ Plague ▪ Statute of Labourers ▪ Revolt ▪ Peasants ▪ Consequences 	<ul style="list-style-type: none"> ▪ The symptoms of the Black Death ▪ When and how the Black Death arrived in England ▪ What people believed caused the Black Death in 1348 ▪ Short term and long term consequences of the Black Death ▪ The reasons for the introduction of the Statute of Labourers ▪ The reasons for and consequences of the Peasants Revolt
Educational Videos:	Helpful Websites:
www.youtu.be/om_BlzXaVwU?feature=shared www.youtube.com/results?search_query=bbc+teach+black+death www.youtube.com/watch?v=hvcDk74cir0	www.bbc.co.uk/bitesize/topics/zqjwxnb/articles/zdkssk7 www.bbc.co.uk/bitesize/topics/z93txbk/articles/zyb77yc www.historic-uk.com/HistoryUK/HistoryofEngland/The-Black-Death/

Enquiry 9: How did England change under the Tudors?	
Key Words & People:	Pupils should be able to explain:
<ul style="list-style-type: none"> ▪ Henry VII ▪ Henry VIII ▪ Edward VI ▪ Mary I ▪ Elizabeth I ▪ Reformation ▪ European Reformation ▪ Break with Rome ▪ Dissolution of Monasteries ▪ Religious Rollercoaster ▪ Change ▪ Continuity ▪ Protestant ▪ Catholic 	<ul style="list-style-type: none"> ▪ Differences between Catholicism and Protestantism ▪ How the Tudor dynasty came to power ▪ What caused the European Reformation ▪ What led to the Reformation in England ▪ The reasons why Henry VIII broke with the Roman Catholic Church ▪ The religious changes under Henry VIII, Edward VI, Mary I and Elizabeth I.
Educational Videos:	Helpful Websites:
www.youtube.com/watch?v=LiYk7MQKd4Q www.youtube.com/watch?v=-Ryulu2XrEE	www.english-heritage.org.uk/learn/story-of-england/tudors/ www.bbc.co.uk/bitesize/topics/zwcsp4



MATHEMATICS

Please see below a guide on how the maths department structure assessments, how you will know that your child has an upcoming assessment and what your child needs to do in order to prepare for the assessment.

There are approximately 12-14 units of work for each year group taught with an approach where the pace of the lesson matches the students rather than being pre-prescribed, therefore each class will complete assessments at a time which is right for them. The assessments are completed in class under timed exam conditions. There will be a cumulative assessment at the end of the school year to establish what learning over time has been achieved.

When a unit of work is completed the teacher will inform the class of the date of their end of unit assessment, this is typically 2 weeks after the completion date. Revision for this assessment forms part of their homework and the class teacher will explain this each time so that your child is aware.

To prepare for their assessment your child should use the curriculum booklet which they will be bringing home (these can also be found on Teams and downloaded from our website). In this is a list of content of the unit which has been covered. The revision skills they have been learning will come in useful here as the curriculum booklet will support in producing some highly effective flashcards. At the back of the booklet there are steps to success which can support your child and you in understanding the methods needed to answer the questions that will be on their assessment. There will also be modelled example questions which have been completed in class for your child to use and test their understanding of the methods, this could be by explaining these methods to you with a focus on why each step is done. There are key vocabulary grids which include the definitions of the vocabulary needed to support in understanding vocabulary in the question being asked.

There are a number of websites which can be used in addition to the resources they have to hand. For example Sparx, Corbettmaths, maths genie and YouTube to name a few. Our advice as a school is to watch the videos first, making notes as you work through them prior to practicing using the notes on questions. The list of contents at the beginning of the curriculum booklet provides you with the topics to search.

At the start of term 3 you will have a written cumulative assessment in your music and drama lessons. This will test you on your knowledge and understanding of the keywords taught in terms 1 and 2.

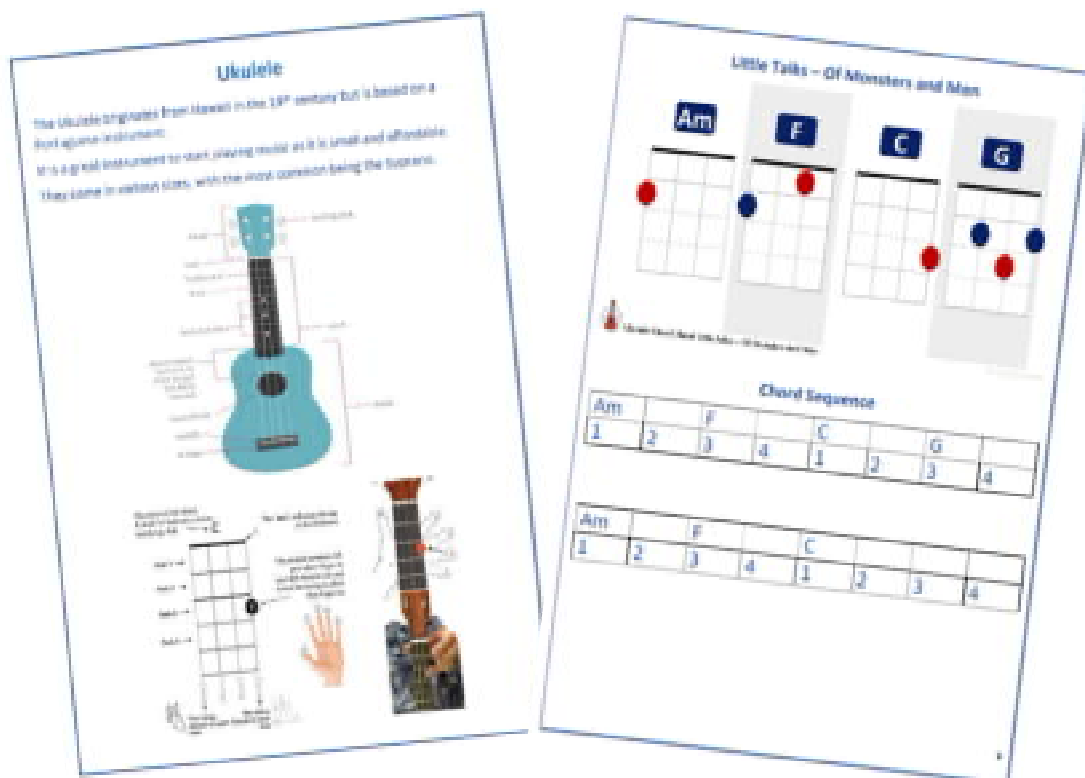
Your teacher will have given you back your term 1 and 2 workbooks and you should use these to revise from. Have a look at your low stakes tests in your booklets to see if you can identify the keywords that you are not confident with and begin with these.

Use the following tips for revision to help you:

- Read through the keywords
- Cover up the meaning of the word and test yourself
- Cover up the keyword and see if you can write down the keyword
- Ask someone at home to test you

For music, pay particular attention to the note lengths (semibreve, minim, crotchet and quaver), making sure you know the note name, what it looks like and how long it lasts.

Once completed, your score for your written cumulative assessment will be added to the score for your practical assessment which you have done in class this term, giving you an overall grade.





Cumulative assessments are completed after Atoms, Elements & Compounds and How plants work. Your teacher will inform you of the date. In each assessment, you can be assessed on anything you have studied up to that point. When you move into Y8, your cumulative assessments will also include topics you have studied in Y7.

Tips for preparing:

1. Use your curriculum and exercise books to check what you need to know.
2. Use the quizzes on BBC bitesize (BBC Bitesize) to test yourself.
3. Spend time revising the topic you know least well. Revising is an active process so writing yourself quiz cards/flashcards and testing yourself with them is a good method. This link takes you to a short video on how to use flashcards: Flashcards & the Leitner system.

Topic	Curriculum booklet name	BBC Bitesize link
What is science?	Energy Energy Energy	What is science?
Converting units of measurement		Converting units
Energy		Energy
States of matter	States of Matter	States of matter
Elements, mixtures and compounds	Atoms, elements & compounds Atoms, elements & compounds Atoms, elements & compounds Atoms, elements & compounds Atoms, elements & compounds Atoms, elements & compounds	Elements, mixtures and compounds
Separating techniques		Separating techniques
Pure and impure substances		Pure and impure substances
Chemical and physical changes		Chemical and Physical changes
Concentration calculations		Concentration calculations
Conservation of mass		Conservation of mass
Writing word equations		Chemical & Physical changes
Life processes	How animals work	Life processes
Respiration		Respiration

Organs and Organ systems	How animals work	Cells, organs & organ systems
Animal cells	How animals work and How plants work	Animal & Plant cells
Specialised cells	How animals work	Specialised animal cells
Photosynthesis	How plants work	Photosynthesis
Plant cells and structures		Specialised plant cells & structures
Microscopes		Microscopes
Diffusion		Diffusion - chemistry Diffusion - biology
Forces	Forces and motion	Forces
Balanced and unbalanced forces		Resultant forces
Moments and levers		Moments
Speed and relative motion		Speed & Relative motion
Distance-time graph		Distance-time graphs
Reactivity & displacement	Chemical reactions	Displacement
Extracting metals		Extracting metals
Man-made materials		Man-made materials
Acids and alkalis		The pH scale
Reactions of acid		Neutralisation: acid + metal hydroxides Acids + metals