Ready to Revise
Year 7

St. George's School
A Church of England Academy

Topics, tips and techniques

To help you get organised and ready for exams.

Exam Timetable

Subject	Exam Date	Notes
English		
Maths		
Science		
RE		
Geography		
History		
French		
Computing		
Technology		
Art		
Music /Drama		

Preparing for exams

Throughout your time at school onto further study and university you will have to prepare for exams. Learning the skills needed to be organised and how to revise effectively will help you be successful and fulfil your potential. Below are some tips to get you started:

- Start early, revising over a longer time instead of cramming last minute gives your brain the best chance of remembering all you need it to.
- Plan your time using a revision planner. This will help you fit in your revision and allow for some free time to.
- Make you sure have lists of what you need to revise for each subject.
- Use the techniques in this booklet to revise. Revision needs to be active simply reading through will not work. Learn good study habits now.
- Find a quiet space to work, switch off distractions, such as your phone or the TV. It's better to work uninterrupted for an hour than all evening not concentrating.

Revision Planners

Example Revision Planner

- Once you have a list of topics to revise divide your time up between them.
- Be realistic and give yourself free time and breaks.
- Once you've made your plan stick to it.
- Remember to add a bit of time to test yourself on the bits you've already revised to help you remember.
- The earlier you start revising the easier it will be as you can space it out more.

Week 1	4-5pm	5.-6pm	6-7pm	7-8pm	8-9pm	9-9.30pm9.30pm
Monday	Revise Geog topic 1	Tea time	X Box	RE revise Hinduism	Science Topic 1	Relax
Tuesday	My Maths revision	Tea time	History Topic 1	Break	Practise Maths Paper	
Wednesday		Tea time	Science Topic 2	Football Training	Football Training	Re-Test Science notes
Thursday	History Topic 2	Tea time	My Maths Revision	Break	Science topic 3	Relax
Friday	English revision	Tea time	Night off cinema	Night off cinema	Night off cinema	Re test Geog.

Revision Planners

Use the planners below to organise your time. Divide you revision time between subjects and plan in your free time as well. There are ones for during school weeks, half term and weekends. Aim to revise for 1-2 hr each night on the run up to exams.

Week 1	4-5pm	5-6pm	6-7pm	7-8pm	8-9pm	9-9.30pm
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Week 2	4-5pm	5.-6pm	6-7pm	7-8pm	8-9pm	9-9.30pm
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Half Term	9am-10.30am	10.30am-12am	12pm-1.30pm	1.30pm-3pm	3pm-4.30pm	4.30pm-6pm	6pm-7.30pm	7.30pm-9pm
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
Saturday								
Sunday								

Weekend 1	9-10am	10-11am	11-12pm	12-1pm	1-2pm	2-3pm	3-4pm	5-6pm	6-7pm	7-8pm	8-9pm
Saturday											
Sunday											

Weekend 2	9-10am	10-11am	11-12pm	12-1pm	1-2pm	2-3pm	3-4pm	5-6pm	6-7pm	7-8pm	8-9pm
Saturday											
Sunday											

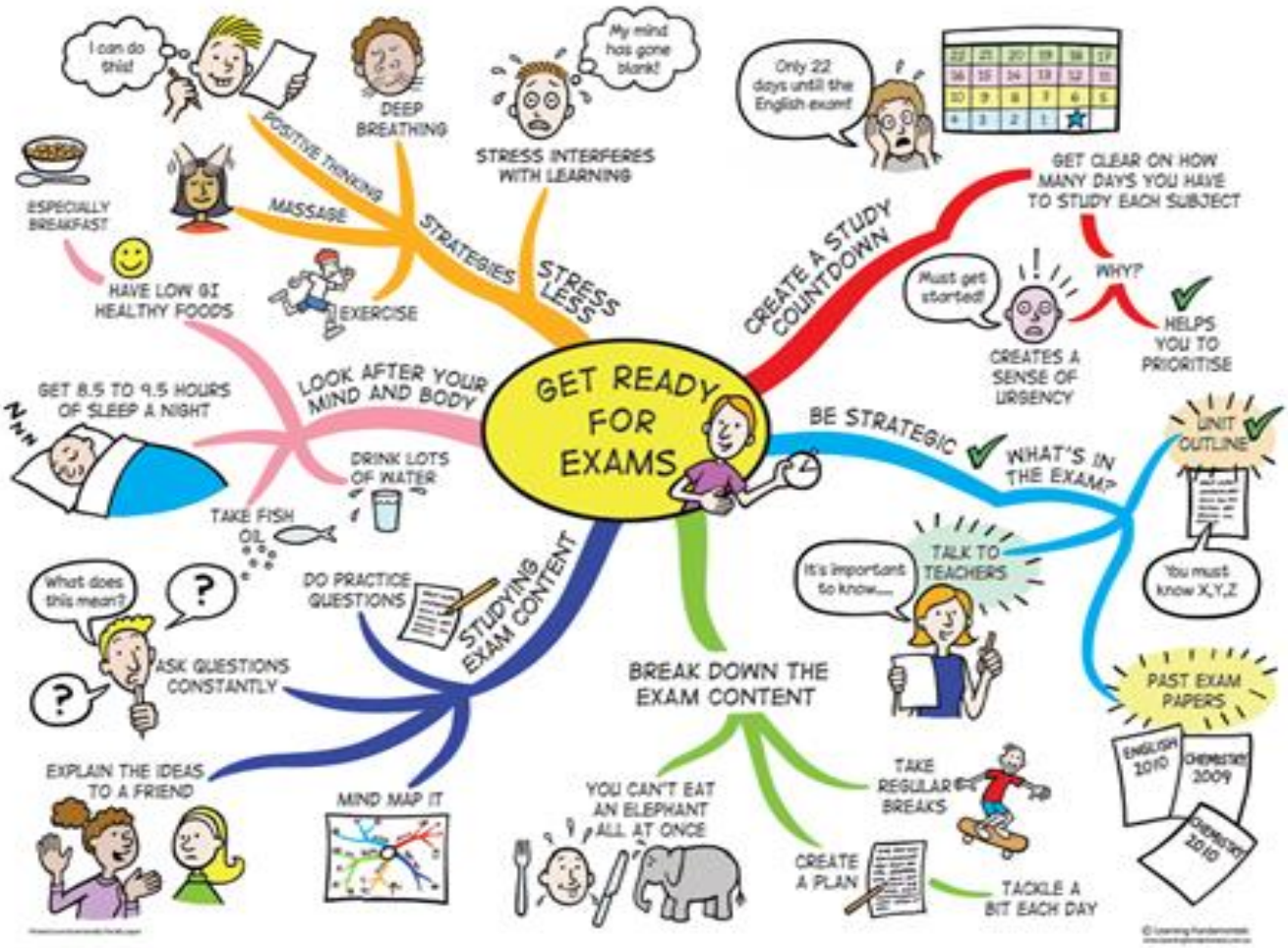
Weekend 3	9-10am	10-11am	11-12pm	12-1pm	1-2pm	2-3pm	3-4pm	5-6pm	6-7pm	7-8pm	8-9pm
Saturday											
Sunday											

REVISION MAPS

Get yourself a piece of A3 or A4 paper. Using your class notes, re-write the most relevant information Use brainstorms, tables and information trees to organise your maps. When you have finished them stick them all around your bedroom etc.

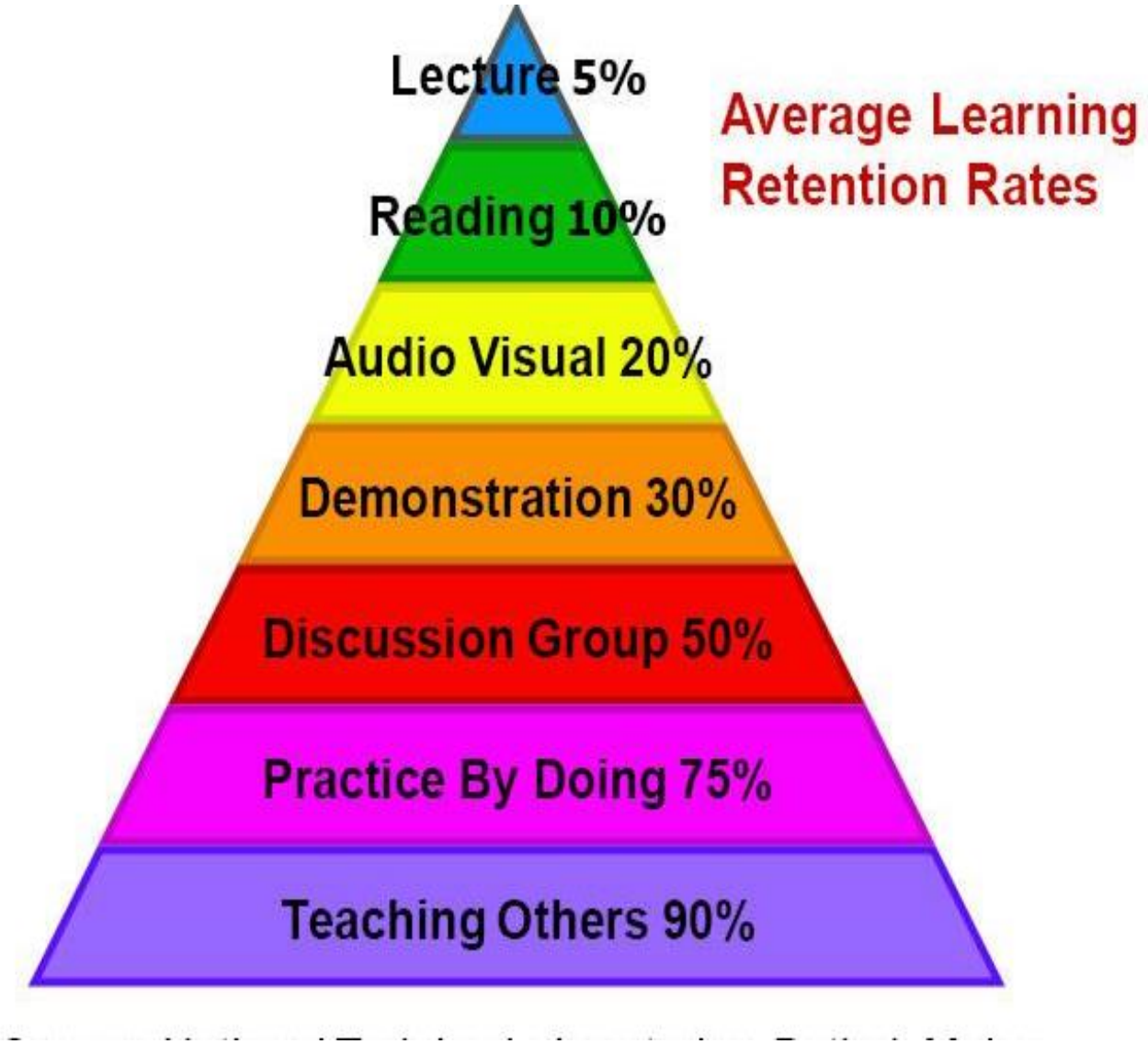
KEY TIPS.

Use lots of colour and add diagrams and sketches. These will help you remember better than just plain text.



How We Learn

The pyramid below shows us how researchers think we learn. From it we can see that over time we only remember about 5% of what is just told to us and only 10% of what we read. When learning becomes more active we get better results. If we discuss and talk about what we are learning it goes up to 50%. Once we have learnt something well enough to teach someone else about it we reach 90%. This shows us that revision needs to be active and discussing, testing and teaching someone else what you've learnt will help you remember more.

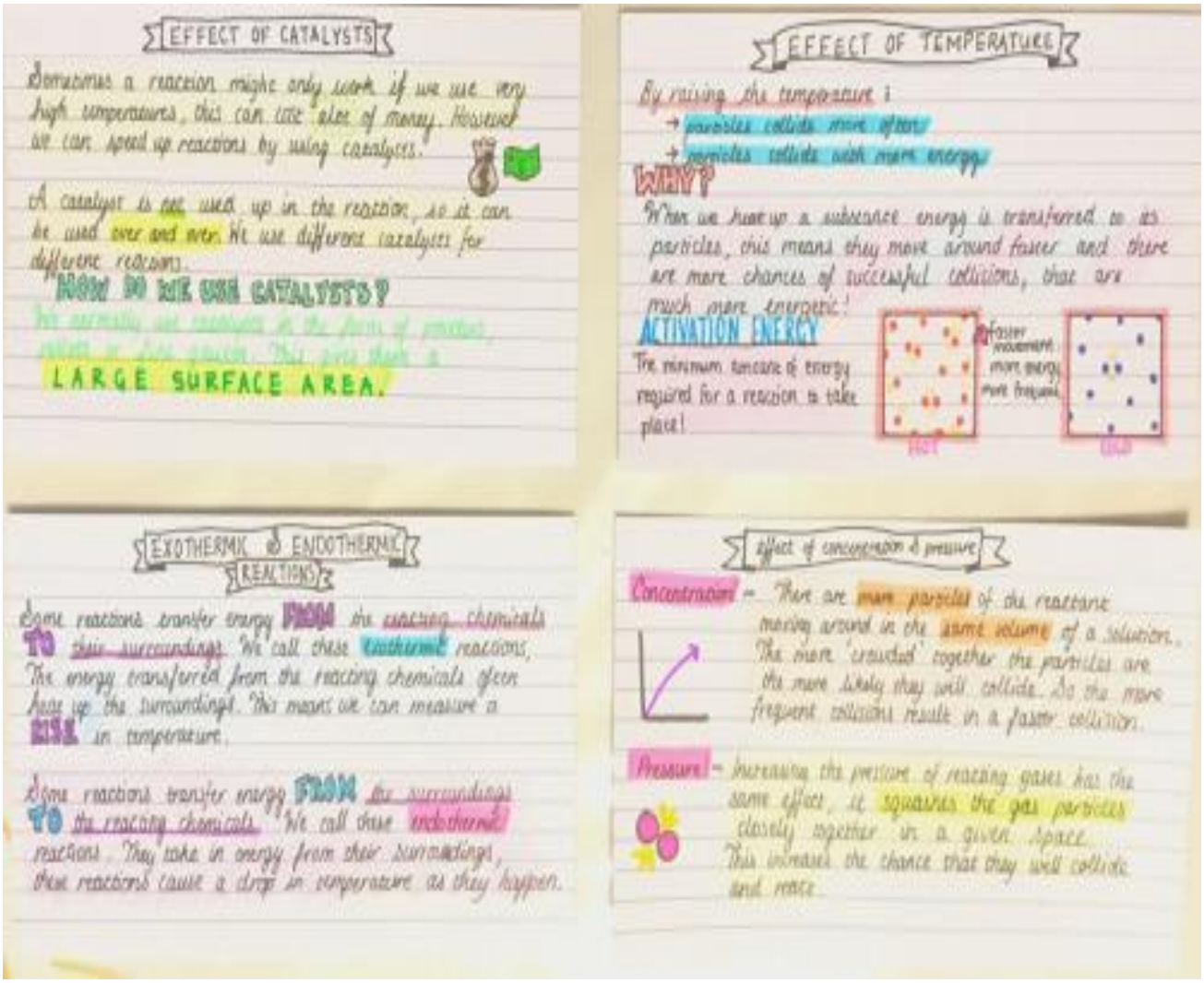


REVISION CARDS

Get yourself some pocket sized pieces of card. Using your mind maps, revision books or your class notes, summarise the main points. Use your cards for definitions, key words and lists or groups of information When you have finished them get a parent or friend to test you to see how much information you can remember?

KEY TIPS: Use a highlighter pen and keep the information brief – no more than 5 points per card

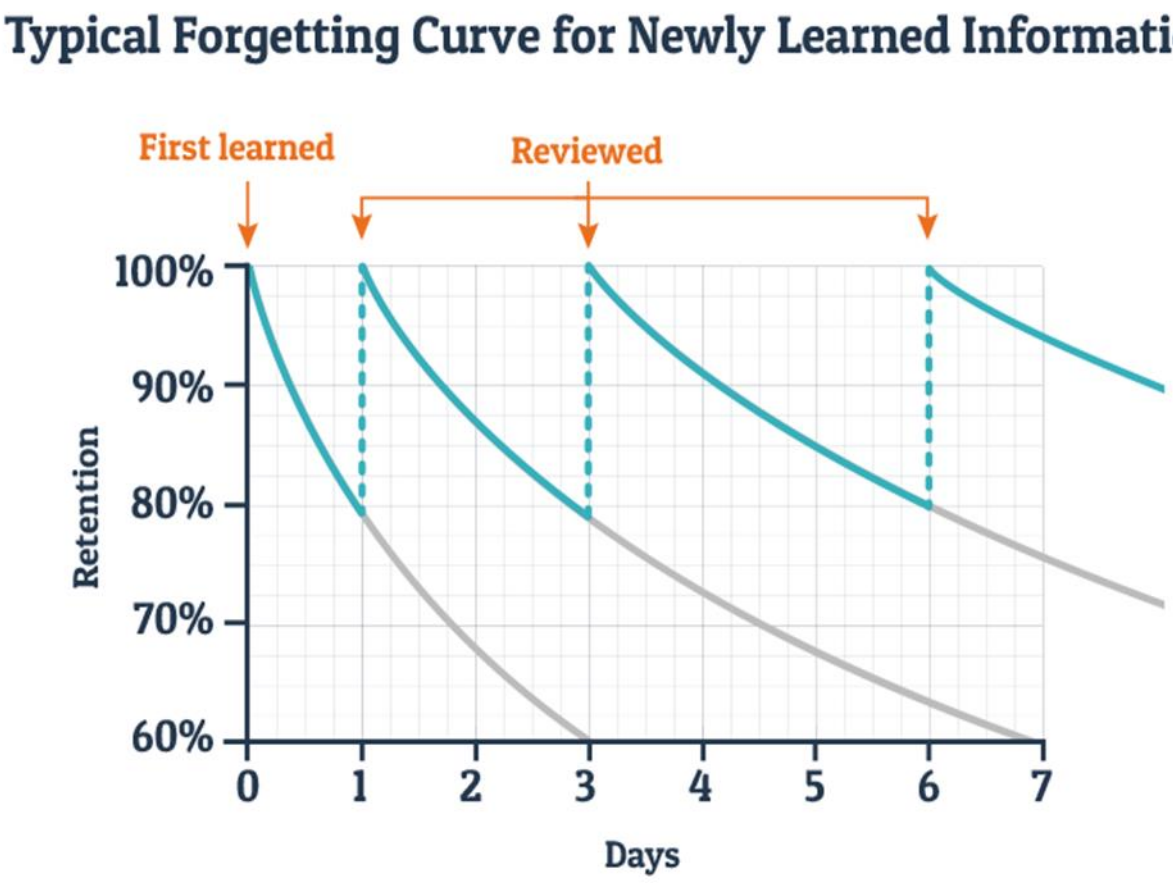
Once you have made a set of cards test yourself every few days to help you learn the information.



How to beat the 'forgetting Curve'

What the graph below shows us is that when we learn something new, after 3 days, we are lucky if we can remember 60% of what we learnt. To remember more if we review the information on the second day by the day after we will know 80% instead of 60% - handy for an exam! If we'd started working sooner and reviewed again after 6 days our memories then go up to around 90%. Repetition is easy enough, the more frequently we repeat something, the more likely it is we will remember it. For this reason, one suggestion given to improve memory retention when revising is to review and test yourself regularly. Research has shown that reviewing at regular intervals does increase how much we can remember and that over time, less frequent reviews are needed.

Example: Day 1 make revision cards. Day 2 spend 10 minutes reviewing or testing yourself on them. Day 3 do another quick review / test. Day 6 review & Test again. Then review weekly until your exam.



St George's School

English Revision Tasks

Descriptive Writing

Write a description using this image as a stimulus.

Tips:
Use a juicy sentence to hook the reader – a complex sentence to give description.
Put yourself in the image and then describe what is immediately around you and then work outwards.
Change focus-how would this scene change as the hours went by (morning, early afternoon, evening)
Use the 'crafting my writing sheet' to add description, language devices, and structural techniques.
Think about colours, the use of light, and the time of year.

Narrative Writing

Write the **opening** to a story suggested by

Tips:

- Use a juicy sentence to hook the reader – a short sentence to create suspense or a complex sentence to build tension or give description.
- Use and keep it in the past tense. Was / did/ have taken etc.
- Use the 'crafting my writing sheet' to add description, language devices, and structural techniques.

STRUCTURE

Make sure you structure your writing and organise it in a way to maintain the reader's interest.

***Paragraphs** – to signal a change in focus (TiP ToP – time, people, topic, place)*

***Circular structure** – An element from the opening of the story is repeated / referred back to at the end.*

Short Paragraphs: Used for impact and to draw attention from the reader.

Sentence types:

Simple – creates suspense, shock, fear, increases the pace of your writing.

I froze.

The room went dark.

Compound - adds more detail and description.

I reached into my pocket and took out my phone

I tried calling her but got no answer

Complex – the use of long, complex sentences often increases tension.

Effect: Can be used to add lots of descriptive detail

As I was walking home, I noticed a strange shadow loitering ahead.

LANGUAGE AND IMAGERY

Metaphors – *A **blanket of snow** covered the garden*

Imagery - *The giant tree **was ablaze** with the **orange**, **red**, and **yellow** leaves*

Alliteration - *The tap tinkled a tune*

Senses – description that appeals to our sense - ***see, smell, touch, hear, taste***

Simile – raindrops glistened in the sun **like** diamonds

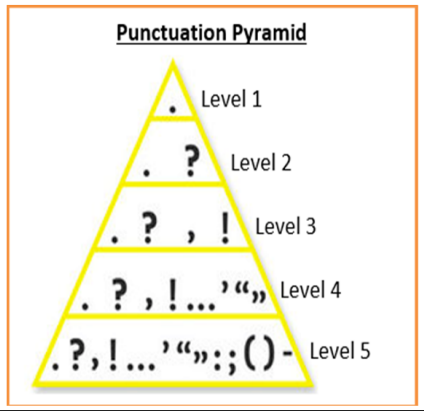
Onomatopoeia – ***bang! Whoosh! Whistled, drip, tap, creak***

Adverbs – ***suddenly, quickly, cautiously, anxiously, clumsily***

Personification - *the trees **fluttered** and **danced** in the breeze*

Crafting my writing

PUNCTUATION:



OPENERS TO VARY SENTENCE STRUCTURES:

Adjectives: ***cold*** *and* ***afraid****, I quickly walked home.*

Conjunctions: **As, although, if, after, as long as…**

As *I sat by the lake, swans paddled up and down*

***Adverbs**: slowly, worryingly, suddenly, cautiously, carefully, alone, quietly, silently, timidly, funnily.*

Slowly*, I rose to my feet without making a sound.*

***-ing words**: grabbing, searching, running, thinking*

Grabbing *my phone, I ran out of the house…*

***Preposition**: At, above, over, below, underneath, next to*

At the end of the street *stood the dark, lifeless house.*

Adjectives:

Beautiful	Wonderful	Complex
Tranquil	Ecstatic	Exasperated
Relaxed	Terrible	Bright
Disgusting	Awful	Frightening
Comfortable	Sinister	Magical

Adverbs:

Slowly	Carefully	Rapidly
Quickly	Warmly	Gently
Painfully	Forcefully	Rudely
Creatively	Softly	Carelessly
Roughly	Deafeningly	Cruely
Violently	Gradually	

Topic: Explorations in Creative Reading and Writing

- How will I be tested?
  1 Reading Exam Paper (50 minutes)
- What will be on each paper?
  One fiction extract and two questions.
  - Spend 10 minutes reading the extract provided.
  - Question 1 (AO1) is worth 4 marks. Spend only 5 minutes on this question.
  - Question 2 (AO2 Language) is worth 20 marks. Spend 30 minutes on this question (including 5 minutes to plan).

How do I tackle the questions and what is being tested in each?

Question 1AO1: Pick out and understand pieces of explicit and implicit information from the text.

- You will be asked to find four facts.
- Most information will be explicit (it will be obvious in the extract) but keep an eye out for implicit information too (information that needs to be worked out / interpreted from the text).
- The question will usually look something like this:
  Read again the first part of the source, lines 1 to 7. List four things from this part of the text about the inside of the house.
  (4 marks)

Top Tips

- The facts in your answer must come from the part of the text mentioned in the question.
- Just list the facts (in quotes or your own words) but make sure they are written in sentences.
- You will need to list 4 things you learn about in the text.

Question 2 AO2: Explain how writers use language to achieve their purpose and influence readers. Use technical terms to support your analysis of language.

- You will be asked to find the important words and phrases in the extract and write about the effects they have.
- You will need to find examples of language devices the writer chooses to use. You could use the following grid to help you understand what to look for:

PERSONIFICATION / METAPHOR / SIMILE / ALLITERATED SOUND / REPETITION / CONTRAST / ONOMAOPOEIA / ASSONANCE / ADJECTIVES / VERBS / ADVERBS / NOUN PHRASES	Look out for words that could have more than one meaning - what further ideas or images could they have?	Which specific emotions could you be encouraged to feel as a result of the writer's word choice?
Identify particular techniques that have been used within the text. How do they create a specific effect?	Analysing LANGUAGE could be…	Choose verbs, adverbs or adjectives to explode. How does the word create a particular image that you could link to the character or setting?
Consider the language that a character uses in their speech. - is it timid, polite, authoritative, aggressive etc? Something else? What does the language suggest about their character?	Which words help you to identify the tone or mood of the character? How do the words imply how they are feeling and possible reasons why?	Can you find single words which add to the detail given? Can you find adjectives that add extra description or verbs and adverbs that show us about actions?

- The question will usually look something like this:

How does the writer use language to create a tense atmosphere?
You could include the writer's choice of:

- Words and phrases
- Language features and techniques
- Sentence forms.

Use the following chart to help you plan your answer:

Language Feature / Device	Quote	Analysis / Connotations
Adjectives	"The dark, sinister passage echoed"	
	"As the paper squirmed in the intense light of the sun stabbed at it".	

(20 marks)

Top Tips

- Use PETAL paragraphs in your answer.
- Aim to write about five quotations from the extract.
- Write about the methods the writer has used and their effect on the reader.
- Use technical terminology to describe the writer's use of language (verbs, adverbs, adjectives etc).

Revision you can do!

Complete the following chart to help you revise the techniques writers often use in fiction extracts.

Language Feature / Device	Definition	Your own example
Verb		
Adjective		
Noun phrase		
Adverb		
Simile		
Metaphor		
Personification		
Contrast		
Semantic Field		
Pathetic Fallacy		
Onomatopoeia		
Repetition		

Look at the following extract and try to use PETAL to write one paragraph about how the writer uses language to create a tense atmosphere.

Sixty seconds. That's how long we're required to stand on our metal circles before the sound of a gong releases us. Step off before the minute is up, and land mines blow your legs off. Sixty seconds to take in the ring of tributes all equidistant from the Cornucopia, a giant golden horn shaped like a cone with a curved tail, the mouth of which is at least twenty feet high, spilling over with the things that will give us life here in the arena. Food, containers of water, weapons, medicine, garments, fire starters. Strewn around the Cornucopia are other supplies, their value decreasing the farther they are from the horn. For instance, only a few steps from my feet lies a three-foot square of plastic. Certainly it could be of some use in a downpour. But there in the mouth, I can see a tent pack that would protect from almost any sort of weather. If I had the guts to go in and fight for it against the other twenty-three tributes. Which I have been instructed not to do.

POINT	Use key words from the question to make a statement about the use of language.
EVIDENCE	Give a short quotation from the text to show an example of where the writer has used language effectively and to support the statement you have just made. Think PROVE IT!
TECHNIQUE/TERMINOLOGY	Identify a language technique used within the quote or use subject terminology to zoom into an individual word.
ANALYSIS	Explain the underlying meanings of the words in the quote, making reference to connotations. Explain the effect of the language – does it affect the atmosphere / mood?
LINK	Link back to the question or link to the reader reaction when they read this part of the text. What does it make them think or feel?

St George's School
Year 7 - Maths

Each Year 7 student has been assigned Mathswatch revision homework which covers all content learnt this year.

It is important that your child completes the homework to a high standard and watches the linked videos when they need support.

If your child is having any problems gaining access to Mathswatch they must speak to their teacher.

The topics that will be assessed are:

- Place value
- Rounding to decimal places and significant figures
- Addition and subtraction of integers and decimals
- Multiplication and division of integers and decimals
- Order of operations
- Highest common factor and lowest common multiple
- Powers and roots
- Prime factor decomposition
- Mean, median, mode and range
- Fractions (add and subtract, multiplication and division, order and compare, use of equivalence, simplifying, converting between mixed and improper fractions, converting between fractions and decimals, calculating a fraction of an amount.)
- Statistics (types of data, tally charts, two way tables, bar charts, pictograms, line graphs)
- Algebra (Collecting like terms, forming expressions, algebraic notation, expanding brackets, substitution, solving equations)
- Nth term of a sequence

St George's School
Year 7 - Science

Textbook	Oxford KS3 Science Activate 1
Revision Guide	CGP KS3 Science Complete Study & Practice ISBN: 978 1 84146 385 8

	Topics	Keywords			
Biology	Cells	Organism Cell Microscope Observation Nucleus	Cell membrane Mitochondria Respiration Cell wall Vacuole	Chloroplast Cytoplasm Diffusion Concentration	Unicellular Amoeba Euglena Flagellum
	Muscles skeletal system and Organisation	Multicellular Tissue Organ Organ system Rib cage	Respiratory system Circulatory system Ligaments Tendon Antagonistic	Contract Bone skeleton Support Protect Digestive system	Bone marrow Joint Cartilage Nervous system
	Reproduction	Adolescence Puberty Sex hormones Sperm Testes Scrotum Semen Sperm duct Urethra Penis Sexual intercourse Egg cell Ovary	Oviduct Ovulation Contraception Condom Contraceptive pill Uterus Cervix Vagina Gamete Fertilisation Cilia Ejaculation Embryo	Implantation Gestation Foetus Placenta Umbilical cord Fluid sac Period Menstrual cycle Petal Sepal Stamen Anther Pollen	Filament Carpel Stigma Style Ovary Ovule Pollination Fertilisation Fruit Seed Germination Seed dispersal
	Variation	Variation Species Gene Characteristic Continuous	Discontinuous Inherited Environmental	Compete Survive Distribution curve Natural selection Population	Offspring Adapted Extinct Endangered Biodiversity
Chemistry	States of Matter and Particle Model	Material Particle Mixture Substance Property Solid	Liquid Gas States of matter Melting Change of state Freezing	Melting point Conserve Boiling Boiling point Evaporation	Condensation Sublimation Diffusion Collide Gas pressure
	Elements, atoms and compounds	Element Periodic table	Chemical symbol Atom	Compound Molecule	Chemical formula

	Reactions	Chemical reaction Reversible Catalyst Physical change Reactant Product	Word equation Hazard Risk Fuel Combustion Fossil fuels	Non-renewable Oxidation Thermal decomposition Discrete	Conservation of mass Balanced symbol equations Endothermic Exothermic
	Acids and Alkalis	Acid Alkali Corrosive Concentrated	Dilute Indicator Litmus	Universal indicator Ph scale Neutral	Neutralisation Base Salt
Physics	Forces	Push Pull Contact force Friction Air resistance Gravity Non-contact force Interaction pair Newton meter	Newton Deform Compress Stretch Reaction Extension Tension Elastic limit Hookes law	Linear Lubrication Water resistance Drag force Streamlined Magnetic force Electrostatic force Field Weight	Mass Kilogram Gravitational field strength Balanced Equilibrium Unbalanced Driving force Resistive force
	Energy changes and transfers	Gravitational Chemical Kinetic Elastic Magnetic Electrostatic Thermal	Transfer Mechanical Heating Electrical Light Sound	Stored Energy = force x Distance Thermal equilibrium Conduction Convection Radiation	Insulators Conservation of energy Created Destroyed Waste useful
	Sound	Oscillation Vibration Energy Undulation Amplitude Frequency Wavelength Peak Crest Trough Transverse Longitudinal Compression	Rarefaction Reflection Incident wave Reflected wave Superpose Vibration Medium Vacuum Speed of sound Speed of light Pitch Loudness	Microphone Oscilloscope Hertz Infrasound Ultrasound Ear Pinna Auditory canal Eardrum Outer ear Ossicle Middle ear	Amplify Oval window Cochlea Auditory nerve Inner ear Decibel Diaphragm Amplifier Echo Reverberation Transmitter Receiver
	Magnets	Charges Flow Positive Negative Electrons Electric field	Electric force Opposite Attract Same Repel	Magnetic field Bar magnet North South Pole Field lines Compass	Current Solenoid Coil of wire Electromagnet Motor

St George's School
Year 7 - RE

	Half Term 1	Half Term 2
Autumn Term	**How can RE help me to understand my community?** What do we believe at St. George's? Introduction to life as a Christian	**How can RE help me to develop my community?** Setting up our perfect community. What challenges do people encounter?
Spring Term	**Where in the world is Christianity?** What's the Big Story? How do Old Testament stories link to our life today?	**Do you have to go to a church building to be a good Christian?** What's a Church? How and why do we worship? What is it like to be part of a Christian community?
Summer Term	**Is it Fair** What and who do we value? How should we treat others? Why do we treat others differently? How does the media influence people' attitudes? Is equality possible? Can faith change and transform people's attitudes?	**How do society and the media portray Islam?** Who are the Muslims? Why is the Prophet Muhammad an important figure? What are the key features of the Islamic faith?

St George's School
Year 7 - History

Topic	Knowledge	Key Words
Body in the Bog	**Features:** ▪ A body was discovered in April 1952 in Nebelgard Fen, near Grauballe in Denmark. ▪ Evidence that the victim had been murdered because he had a cut across his throat and a rope around his neck. ▪ The victim's hands were smooth and unused to work. ▪ His stomach contents included a vegetarian soup and pollen showing he died at 2000 years earlier **Causes:** ▪ Tacitus claims that the people of northern Europe sacrificed people to their gods. ▪ The goddess was Nerthus who lived in a pool of water. ▪ Once a year a servant of Nerthus (possibly a priest) was sacrificed by being murdered. **However:** ▪ Tacitus never visited northern Europe so never witnessed these events for himself. ▪ Julius Caesar claims that those killed were criminals. ▪ The Romans like to show that their enemies were more violent and brutal than they were.	Sacrifice Nerthus Tacitus pollen
Battle of Hastings	**Causes:** ▪ Edward the Confessor, King of England, died in January 1066 ▪ The throne was claimed by: Harold Godwinson; William of Normandy; Harald Hardraad of Norway. ▪ **Problems faced by Harold Godwinson** ▪ William prepared an invasion fleet to attack the south coast of England in the summer of 1066 but the winds were blowing in the wrong direction. ▪ Godwinson had to pay for an army to defend the south coast all through the summer. ▪ Harold Godwinson had fallen out with his brother Tostig who encouraged Hardraada to attack England. ▪ Hardraada was the first to land in England in August 1066, but in the north. Godwinson had to march north. ▪ Hardraada defeated the English at the Battle of Fulford but was defeated and killed at Stamford Bridge in September 1066. He had arrived with 300 ships but only 25 returned to Norway. ▪ On XX William landed in the south of England. Godwinson had to march south immediately to fight William. ▪ Harold and William faced each other on 14th October 1066 on Senlac Hill. ▪ Harold's men were tired and fought on foot; William's men were rested and used archers and cavalry. ▪ The battle lasted all day: William had three horses killed form under him and a rumour suggested that William had been killed but he removed his helmet to show he was still alive. ▪ Harold used untrained soldiers called the fyrd. When the Normans pretended to retreat they ran down the hill and were killed by the cavalry. ▪ The battle ended when Harold was killed either by an arrow in the eye or cut to pieces. **Consequences** 1. The Anglo Saxon kings were replaced by French Norman kings 2. French and Latin became the language of government; English the language of the peasants. 3. The Feudal system was introduced into England.	Witan Feudal system Latin Anglo Saxon Cavalry Archer Fyrd

	4. Slavery was outlawed. 5. Rebellions by the English continued until the 'harrying of the North' in 1069-70 when an estimated 100,000 people were killed. 6. In 1086 the Doomsday book was written.	
The medieval church	• The hierarchy of the Church, such as the Pope • The importance of heaven and hell to medieval people • Features of the Catholic mass: use of Latin, role of saints, colourful churches.	Hierarchy Pope Latin Church/ church Catholic
Murder of Becket	• Becket's friendship with Henry II and why they fell out. • How Becket died. • The reaction of Henry to Becket's death: Henry's regret and punishment.	Archbishop Monk Knights Altar
King John	Causes of John's problems, such as Richard I spending England's money on the Crusades ▪ Problems faced by John: ▪ lack of money, ▪ arguments with the Pope and church, ▪ loss of land in France ▪ Consequences of John's failures: ▪ war with the barons ▪ Forces to sign the Magna Carta in 1215	Excommunication Barons Freeman Magna Carta Crusades
Black Death	• The arrive in England in Melcombe, Dorset in 1348 • The causes of the Black Death: fleas and rats • The medieval beliefs about the causes: God, air and contact. • Medieval treatments: prayers, flagellation and toads • Understanding of the consequences for the Black Death for the peasants and lords.	Buboes Bubonic plague Pneumonic Plague Flagellants Flagellation
Peasants' Revolt	• Causes, including the Black Death, Statute of Labourers, the Poll Tax and John Ball • The key events: the revolts in Essex and Kent, the march on London and the meeting at Smithfield between Wat Tyler and King Richard II • The consequences: Richard II's order to arrest the leaders and the end of the Feudal System.	Poll tax Revolt Statute Labourers Feudal system
The Crusades	• The causes of the Crusades for example pilgrimages to the Holy Land, for land and wealth and to show bravery • Understand what life was like in an Islamic city • The consequences of the Crusades for Europe, for example the products and ideas brought back by the Crusaders	Crusader Islamic Knight

St George's School
Year 7 - Spanish

Term	Topics	Keywords
Term 1	Introducing yourself • Age and numbers 1-15 • Birthday and months of the year • Items in my schoolbag	Me llamo_____ Tengo 12 años Mi cumpleaños es el _____ de _____. En mi mochila, tengo ….
Term 2	In school • School subjects • What you do in lessons • Talking about teachers • Giving opinions and reasons • Talking about food	Estudio español, matemáticas, francés, dibujo En clase, hablo, escucho, leo, escribo (Me gusta) el profesor de matemáticas (porque) es divertido, simpático, aburrido, antipático
Term 3	My family • Talking about family members • Talking about pets • Describing your appearance • Describing your personality	En mi familia, hay ___ personas Mi madre, mi padre, mi hermano, mi hermana Tengo un perro, un gato, una tortuga Soy alto, guapo, bajo, feo Tengo los ojos azules, marrones, verdes
Term 4	At home • Describing where you live • Talking about your house • Describing your bedroom • Daily Routine • Talking about activities you do	Vivo en una ciudad que se llama…. Mi casa es bastante grande/moderna/vieja En mi dormitorio, hay una cama…. Hago mis deberes, veo la televisión, me levanto, me visto, me lavo los dientes.
Term 5	Free time • What you do in your spare time • Talking about what sports you do • Using infinitives • Talking about future plans	En mi tiempo libre, mando mensajes, hablo con mis amigos, voy al cine, salgo con amigos. Me gusta ir al cine, escuchar música, ver la televisión.
Term 6	Town and City • Saying what your town is like • Directions • Weather • Time • Using two tenses together	En mi ciudad, hay un museo, una torre, un polideportivo, una plaza de toros Hace buen tiempo, llueve, nieva, hace frío, hace calor

St George's School
Year 7 - Geography

		Topics	Keywords
Progress Period 1	Global Zones and Hot Deserts	You should be able to define the different types of Geography. Human; Physical; Environmental.	Human Physical Environmental Vegetation Desert Development Climate Temperature Rainfall Industry Habitat Challenges Deficit
		You should be able to name the main continents and oceans.	
		You should be able to name the main climatic zones.	
		You should be able to read a climate graph.	
		You should be able to locate and describe desert areas around the world.	
		You should be able to identify the ***physical*** characteristics of hot deserts: Climate; Water; Plants & Animals.	
		You should be able to explain how people cope with the challenges of hot deserts.	
Progress Period 2	Map skills	I should be able to use the 8 point compass to identify directions and give directions. I should be able to apply this skill when reading OS maps.	Scale Grid Reference Continent Direction Land use Country Symbol Relief City Country Continent Key Contour
		I should be able to use a key to identify symbols on a map and describe land use. I should be able to apply this skill when reading OS maps.	
		I should be able to locate places using 4 figure grid references and to give instructions. I should be able to apply this skill when reading OS maps.	
		I could be able to locate places using 6 figure grid references and to give instructions. I should be able to apply this skill when reading OS maps.	
		I should be able to identify contour lines on a map and describe patterns of relief. I should be able to apply this skill when reading OS maps.	
Progress Period 3	Rivers & Flooding	You should be able to identify how a river changes between the source and the mouth.	Source Mouth Erosion Transportation Deposition Meander River Cliff River Beach Resistant Rock Overhang Plunge Pool Cause Effect Response
		You should be able to describe the processes of erosion, transportation & deposition.	
		You should be able to explain the processes that lead to the formation of meanders and waterfalls.	
		You should be able to define the terms cause, effect and response.	
		You should be able to explain the factors that lead to flooding.	
		You should be able to describe and explain the effects and responses to a flood event. (CASE STUDY: Boscastle Flood)	
Progress Period 4	Urban Zones	You should be able to define the terms urban and rural.	Urban Rural Urban Zone Inner City CBD Inner City
		You should be able to identify and describe the different urban zones eg. CBD	

St George's School
Year 7 – Food Technology

Key stage 3 Food Technology Exam

There will be a theory and a practical exam.

Students will be given a brief to investigate. They will produce four design ideas, one of which they will cook in the practical exam.

Year 7 – Salad in a jar

Students will be assessed demonstrating the following areas in a practical exam:

- Personal hygiene & food safety
- Independently following a recipe
- Time keeping
- Practical skills and working methods
- Presentation and portion control

Students will be assessed in the following areas in a theory exam:

- Understanding the key nutrients, the function of nutrients, food sources of nutrients
- Healthy eating plate
- Understanding food safety and personal hygiene
- Creative design ideas that meet the brief