

2026 Year 7 Autumn Assessment revision booklet

What do I need to remember about this assessment?

You will complete two assessments this term:

Half-Term 1: Creative Writing Assessment

You will write your own piece of Creative Writing, inspired by an image prompt. Your writing should demonstrate your ability to use powerful vocabulary, describe the senses, and use key skills such as 'show, don't tell'.

Half-Term 2: Reading Assessment

You will answer a question based on an extract from *The Island at the End of Everything*. You will need to identify key ideas in the extract, explore characters and themes, identify writer's methods and support your ideas with evidence from the text.

What do I need to revise for this assessment?

Key Vocabulary: Make sure you can define and use the following terms:

- Protagonist - The main character
- Antagonist - A character or force opposing the protagonist
- Imagery - Language that creates pictures in the reader's mind
- Tone - The mood or attitude created by the writer
- Simile - A comparison using 'like' or 'as'
- Metaphor - A direct comparison
- Personification - Giving human qualities to non-human things
- Alliteration - Repetition of the same sound at the beginning of words

Creative Writing Assessment:

You should know how to do the following things in your writing:

- Describe settings in detail
- Use ambitious vocabulary
- Use paragraphs effectively
- Use similes, metaphors and personification
- Use the five senses
- Use 'show, don't tell'
- Use accurate punctuation and spelling

Writer's Methods

You should be able to identify and analyse methods being used by writers to create meaning.

Consider:

- What method is being used?
- What effect does it create?
- Why might the writer have chosen it?

Reading Assessment:**Plot and Key Events**

Make sure you know:

- The main events of the novel
- Ami's journey throughout the story
- Important turning points
- How relationships change during the novel

Characters

You should be able to describe:

- Ami
- Her family and friends
- How characters develop and change
- How relationships influence characters' decisions and identities

A Useful Revision Checklist

- ✓ I know the main events of the novel.
- ✓ I can explain how Ami changes throughout the story.
- ✓ I can identify similes, metaphors, personification and alliteration.
- ✓ I can use evidence from the text to support my ideas.
- ✓ I can write accurately using a range of punctuation and ambitious vocabulary.
- ✓ I can write creatively using descriptive language.

Where can I find help with revision?

- Re-read key chapters and notes from lessons
- Use your exercise book to revisit feedback and model responses
- Ask your English teacher if there is a concept you do not understand
- Create flashcards for key vocabulary and themes
- Practise short quotation-based questions
- Use BBC Bitesize to revise figurative language and creative writing skills

Remember: Revision is most effective when you test yourself regularly rather than simply reading through your notes.

What do I need to remember about this assessment?

This is a non calculator assessment

Read questions carefully

What do I need to revise for this assessment ?

Topic	Sparx Code
Multiplying and Dividing Whole numbers	M911, M113
Adding and dividing decimals	M429
Add and subtract Whole numbers	U417
Place values	M704
Rounding	M111
Ordering Integers, Decimals	M553
Square and cube numbers	M135
Percentages of amounts	M437
Prime, Factors and multiples	M322, M823,
Fraction of amounts	M695
Comparing fractions and decimals	M553

Where can I find help with revision?

Use Sparx Maths Independent Learning Section to input codes of topics you need to revise.

Do practise questions and watch videos

Ask your teacher if there is anything you don't understand

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Prime, Factors and multiples	M322, M823,
Fraction of amounts	M695
Writing a proportion as a percentage	M235
Add and Subtract Fractions	M835, M931
BIDMAS	M521
Perimeter	M635
Comparing fractions	M335
Comparing fractions and decimals	M553
Negative numbers	M106
Area	M900

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What do I need to remember about this assessment?

In your assessment you will complete a POP task covering the topic we have just covered. It will be completed in class in your exercise book and you will have 1 hour to complete.

What do I need to revise for this assessment ?**Half term 1(October)****WHAT DOES GENESIS 1 TEACH ABOUT CREATION?**

Genesis is the first book of the Bible and means '_____'. The first 2 chapters describe the creation of the universe. Genesis 1 describes ____ days of creation, and God resting on the 7th day. These days are symbolic and do not represent ____ hours. It was written like a _____ and teaches us about what God is like. It teaches that God is eternal, He has always existed. God is transcendent – He exists outside of space and time. God created everything from _____ – 'creation ex nihilo'.

WHAT DOES GENESIS 2 TEACH ABOUT CREATION?

Genesis 2 focuses on the creation of humans and was written by a different author. It reads as a story and includes lots of symbolism. God is shown to be close to humans and have a _____ with them. This is known as God being immanent. Genesis 2 shows God in a physical way, such as breathing life into _____ and creating Eve from Adam's ____.

WHAT ARE THE SCIENTIFIC THEORIES ABOUT CREATION?

The Big Bang theory explains that the universe began from a hot, dense point of energy and expanded outwards, about 14 _____ years ago. We know this because the universe is still expanding today. Charles _____ suggested **The Theory of Evolution**, that all living things change over generations to suit the environment. This is called natural selection or survival of the _____. The belief that only science can give answers about the origins of the universe is called _____.

WHAT DO CATHOLICS BELIEVE ABOUT THE SCIENTIFIC THEORIES ON CREATION?

Creationists are Christians who reject the science theories, and instead claim the Bible is literally _____. Most Catholics are not creationists. **Catholics believe the Big Bang Theory and Evolution are compatible with their faith in God** the creator. Catholics believe faith (belief in God) needs to work with reason (using intelligence). Fr Georges Lemaitre first suggested the _____ theory, showing Catholics that they can believe in scientific theories and God at the same time. **Pope Francis** said we have to be careful to not imagine God as a '_____' and the Big bang and evolution need God. There is no _____ between science and religion.

Half term 2 (December)

Why is the old testament important for Catholics?

It is important for Catholics because it describes the beginning of God's relationship with Humans in the story of _____ and contains promises and prophecies with the people of God after the fall that Catholics believe Jesus fulfils in the New Testament. The Old Testament shows Christians what God has planned for them. That is the coming of the _____ who Catholics believe is Jesus. By understanding the Old Testament Catholics understand the whole story of salvation history.

The Greek word biblia means 'book' and is the root for the word 'bible'. The bible is a whole _____ of books written over a period of 1500 years and took many years for the books to be confirmed. The agreed list by the end of the first century is called the canon of scripture, beginning with Genesis and ending with Revelation. To understand the Bible, we need to understand each book separately and then how they fit together. It has over 40 different _____ who were guided to write by the Holy Spirit. Their words were from _____ and this gives the Bible authority.

Where can I find help with revision?

Use your knowledge organisers in your exercise books and the information above.

Create your own notes, flash cards or mind maps of the information.

What do I need to remember about this assessment?

What do I need to revise for this assessment ?

Working Scientifically – Identifying Variables, Hazards, writing methods, writing conclusions, making predictions, calculating means and using data to draw conclusions and plot graphs

Ecosystems – food webs and food chains, interdependence, flowers and pollination, seed dispersal

Energy – food and fuels, forms of energy, energy resources, energy and power and energy dissipation

Where can I find help with revision?

BBC Bitesize

Educake – login and set yourself some quizzes (see your teacher for login details)

Knowledge organisers in class

What do I need to remember about this assessment?

You will be tested on the four skills of Speaking, Reading, Listening and Writing.

Your assessment will last one hour and will take place in your French lesson with your MFL teacher.

What do I need to revise for this assessment ?

Being confident with the vocabulary is a key to success. Use different strategies to practise vocabulary such as read aloud, cover and check, cue cards, mind maps or practising the spelling on a mini whiteboard.

Have a look at the writing completed in class and the translation homework. Learn from your mistakes.

List of topics:

- Greetings & Feelings
- The French alphabet
- Numbers up to 30
- Days of the week & Months
- Birthdays
- Family members
- Colours
- Physical description
- Personality
- Pets

Where can I find help with revision?

Use your knowledge organiser that you can find in your exercise book and on the school website. Your vocabulary book also has a record of all the vocabulary covered in class.

For extra practice, you can log into Languagenut. You can also look at the BBC Bitesize KS3 French.

What do I need to remember about this assessment?

- File management
- Social networking
- Keeping your data safe
- Email risks
- Searching the web
- Online Safety

What do I need to revise for this assessment ?

- ☐ What a file and folder are
 - ☐ How to organise files effectively
 - ☐ Benefits and risks of social networking
 - ☐ How to create a strong password
 - ☐ What 2FA is
 - ☐ What phishing means
 - ☐ How to spot a suspicious email
 - ☐ What a search engine does
 - ☐ How to evaluate a website
 - ☐ What personal information should not be shared online
- ☐ What a digital footprint is
 - ☐ How to stay safe online

Where can I find help with revision?

-You can access you Project diary on teams.

BBC Bitesize

<https://www.bbc.co.uk/bitesize/guides/z9p9kqt/revision/1>

what do I need to remember about this assessment?

- This is an **End of Unit Test** based on everything studied during the first half term.
- The enquiry has been: **How similar were Medieval Baghdad and Anglo-Saxon England?**
- The test is mainly focused on knowledge and recall.
- It will include:
 - Key vocabulary
 - Timeline/chronology questions
 - Multiple-choice questions
 - Short factual recall questions

Extended writing and source analysis are not part of this test; these are assessed separately.

Key words: monastery, Caliph, House of Wisdom, scholar, Viking, raid, empire, chronology, primary source, secondary source, infer, interpretation, Christianity and Islam.

What do I need to revise for this assessment?**History Skills**

- Chronology – putting events and dates in the correct order
- Dates, decades and centuries
- Primary and secondary sources
- Making inferences from evidence
- Historical interpretations

Anglo-Saxon England

- The role and purpose of monasteries
- The Viking raid on Lindisfarne – what happened, why it happened and how people explained it
- Daily life in an Anglo-Saxon village
- Leadership and religion in Anglo-Saxon society

Abbasid Baghdad

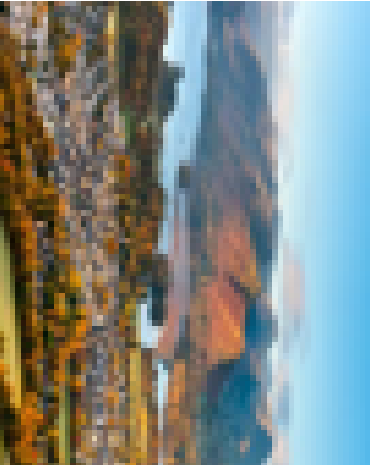
- Why Baghdad was important in the Islamic world
- The role of the Caliph
- The House of Wisdom
- Why Baghdad became a centre of learning, science and trade
- Daily life in Baghdad

Where can I find help with revision?

- Your **class notes**
- BBC Bitesize:
 - Anglo-Saxon England
 - Medieval Islamic Civilisations
- Make or use **flashcards**
- Use **Quizlet**
- Practice quick-fire questions with someone at home
- Recreate the timeline from memory and then check it
- Practice explaining differences between Anglo-Saxon England and Baghdad.

Information about this Assessment: Areas covered: 1) Geographical Skills	Must know Key words: Atmosphere Communications Compass Continent Contours Country Economic Ecosystems Environmental Geographer Geographical Information Systems Geography Grid References Human Geography Landforms Map Symbols Natural Hazards Physical Geography Population Quality of Life Recycling Settlement Social United Kingdom
What do I need to know for this assessment? Geographical Skills	
1) What is physical geography 2) What is human geography 3) Environmental geography (problems and solutions) 4) Continents, Oceans, Lines of latitude and longitude 5) How to interpret maps and graphs 6) The use of data in Geography (Percentages, Maps, Models, Median and Range) 7) What is Direction 8) What is Scale 9) Why do we need symbols on a map 10) What are grid references (4 and 4 figure) 11) How is height shown on a map 12) How do we use modern day mapping (GIS)	
Where can I find help with this test? 1) Your exercise book to refresh all the information to help you recall 2) Your classmate 3) BBC Bitesize	

Question types and guidance: Describe - set out main purpose (say what you see) Discuss - consider the positives and negatives of a scheme and come to a decision Explain - give reasons for your answer (Say why) Identify - indicate the main key idea Label - draw arrows to the key point (your arrow must touch the point) Use examples - give specific facts and figures about an issue (e.g. human and physical geography of Teesdale)
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Assessment Examples: <u>Explain the Human and Physical geography found in the image</u> This photograph showcases a picturesque view of a town nestled within a natural landscape, which contains both human and physical features. The image shows a town with a network of streets, buildings, and homes. These human settlements are arranged along the lower part of the image, with the houses and infrastructure clearly visible. This is likely a residential area, with the town spreading across a relatively small section of the landscape. The roads are visible, weaving through the town and connecting various areas, indicating communication through transport. In the background, there are rolling hills and steep mountain ranges, indicating the physical geography of the area. The mountains are covered with grass and trees, showing natural features that are characteristic of the Lake District region in the UK, where this photo could have been taken. There is a body of water in the middle ground, likely a lake, which reflects the surrounding landscape. This feature adds to the scenic beauty and shows how natural elements blend with human settlements.	
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