



**St Edmund Arrowsmith**  
**Catholic High School**

*Prepare the way of the Lord*

# Year 7

## End of Year

## Assessments

## Revision Booklet

## 2025

### **Y7 Assessments starting Monday 12<sup>th</sup> May to Friday 23<sup>rd</sup> May 2025**

<b>WEEK A</b>	<b>Mon 12<sup>th</sup></b>	<b>Tue 13<sup>th</sup></b>	<b>Wed 14<sup>th</sup></b>	<b>Thur 15<sup>th</sup></b>	<b>Fri 16<sup>th</sup></b>
<b>P1</b>		Drama – 7H Maths – 7Y1,2,3,4 & 5 Music – 7G PE – 7XB1, 7XB2, 7XG1 & 7XG2		Art – 7M Drama – 7O History – 7A & 7L	
<b>P2</b>	Computing – 7C History – 7G Music – 7B		Art – 7C & 7H Computing – 7G Drama – 7A & 7B Music – 7O, 7S & 7W	English – 7X1,2,3,4 & 5	Drama – 7G
<b>P3</b>	English – Y1,2,3,4 & 5		Computing – 7S Music – 7L & 7M	Maths 7X1,2,3,4,5 & 7T	Computing – 7A Geography – 7G, 7M & 7S History – 7O & 7W Music – 7H
<b>P4</b>	Art – 7O Computing – 7L	Art – 7A Computing – 7O & 7B Music – 7C	History – 7H RE - 7B		Drama – 7L Computing – 7W
<b>P5</b>	Art - 7L History – 7M PE – 7YB1, 7YB2, 7YG1 & 7YG2	French – 7CMC & 7ROU Technology – 7YB1, 2 & 3	Computing – 7M		

WEEK B	Mon 19 <sup>th</sup>	Tues 20 <sup>th</sup>	Wed 21 <sup>st</sup>	Thur 22 <sup>nd</sup>	Fri 23 <sup>rd</sup>
P1	Science – Y1,2,3,4 & 5 Art – 7B Drama – 7C Music – 7A RE – 7G & 7H		French – 7NHA, 7PAS & 7TPA Maths – 7Y1,2,3,4 & 5 Technology – 7XB1,2 & 3	Science – 7X1,2,3,4,5 & 7T	Maths 7X1,2,3,4,5 & 7T
P2	Drama – 7S	Spanish – 7ROU & 7PAS Technology – 7XA1,2,3 & 4		Art – 7W Hi – 7B PE – 7ZB1, 7ZB2, 7ZG1 & 7ZG2 RE – 7A, 7C, 7O, 7S & 7T	Geography - 7C
P3		Art – 7G Computing – 7H Geography – 7A, 7B, 7O & 7T History – 7C & 7S RE – 7L, 7M & 7W		Drama – 7W	
P4			Geography – 7H		Art – 7S Drama – 7M Geography – 7L & 7W
P5		Spanish – 7NHA & 7TPA Technology – 7YA1,2,3 & 4			

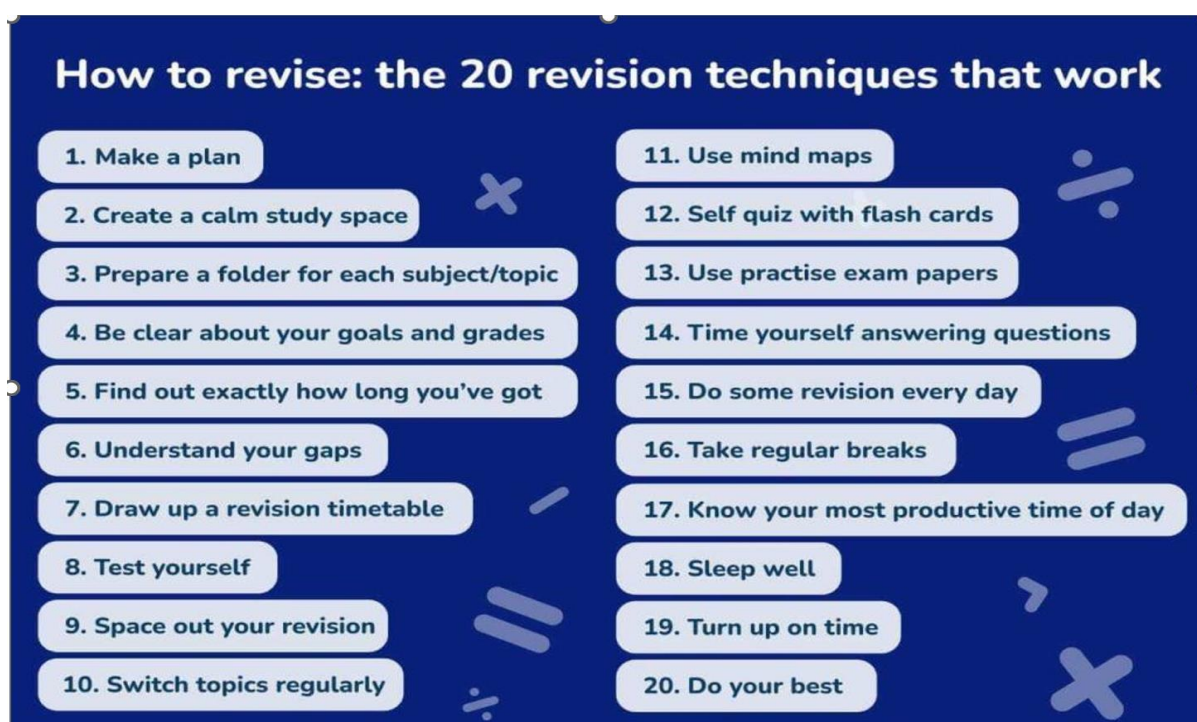
## Introduction

This booklet details important information about End of Year assessments which will take place from the 12 May to 23 May.

The booklet contains a timetable of the assessments and the topics that will be covered in the assessment.

Please use this information to prepare yourself for the tasks. Each department has provided pupils with some useful techniques/resources to help with revision. Registration sessions after easter will also help support pupils in the various techniques that pupils might use.

Some of these include:



Remember, assessments are much easier to experience when pupils are fully prepared.

Good luck everyone on your learning journey.

*“Try your best... Do your best... Sow the best and reap the best!”*

<b>Art</b>	
How will pupils be assessed?	<p>You will be assessed on your ability to draw creatively, imaginatively, and skilfully. You must take an existing image and change it in a personal and creative way. You are being assessed on your ability to mix different images and themes into a new creative and unique drawing.</p> <p>The exam task enables us to assess students' ability to respond to the work of an artist, refine and experiment with themes, record images and create personal outcomes.</p> <p>You will also answer questions on the work of an artist.</p>
Topic list	<p>Information on the artist Yayoi Kusama</p> <p>See relevant information in the Art revision material.</p>
Revision technique	<p>To help you prepare, the KS3 exam will have an observational drawing task to complete before. This task will be to draw and copy the image as accurately as possible. This will help you by teaching you to think about the image that you are going to develop by looking carefully at the shapes and shading that make it up. This also gives you plenty of opportunity to think about what theme you want to combine and mix with the original image.</p> <p>During the observational drawing preparation time, students will be expected to look at the image and copy it to the best of their ability, adding tonal shading, mark making and texture where appropriate. Students may use the grid method, and this will be explained and demonstrated in the lesson.</p> <p>The grid method is a technique where students draw a grid over an image and then another grid over a blank rectangle or sheet. Students can then break the image into smaller sections and this can help them keep the image in proportion.</p>

<b>Computer Science</b>	
How will pupils be assessed?	<p>One on-screen test which includes a range of multiple choice and short answer questions. The assessment will check pupil knowledge and understanding of key vocabulary studied throughout year 7, alongside their practical problem-solving skill. The interactive story produced in the e-safety unit will account for 10% of the assessment, the interactive story will be marked on 3 areas, design, functionality and literacy.</p>
Topic list	<p>Binary, denary and hexadecimal conversions</p> <p>Authentication methods</p> <p>Decrypting and encrypting messages</p> <p>Cyber bullying and exploitation</p> <p>Make code arcade programming</p> <ul style="list-style-type: none"> <li>• Variables, input and output</li> <li>• Sequence, selection and iteration</li> <li>• Arrays</li> </ul>
Revision technique	<p>Log into OneNote and make revision resources from your notes</p> <p>Play binary conversion games</p> <p>Use make code arcade to practice programming from home:  <a href="https://arcade.makecode.com/">https://arcade.makecode.com/</a></p> <p>Utilise the knowledge organizer provided to test yourself or have some else test you.</p>

<b>Drama</b>	
How will pupils be assessed?	<p><b><u>The Boy at the Back of the Class – Novel</u></b></p> <p>You will be performing a devised piece of theatre using the text as a stimulus. You will be given a choice of three ‘missing’ scenes from the novel to create the scene. You must ‘read between the lines’, use your knowledge of the meaning/themes of the text, and draw on the information given on the characters to create a scene fully in context with the novel as a whole.</p> <p><b>Students should ensure that their chosen characters, blocking (setting out) and the scene itself is in CONTEXT with the play as a whole and would fit the themes/meaning discussed throughout our learning journey.</b></p>
Topic list	Script Work
Revision technique	<p>Rehearse your lines independently at home. Write a Script for your own devised scene that includes cue lines to help with rehearsals.</p> <p>Learn the spellings and meanings of the key words in preparation for your written assessment.</p>

<b>English</b>	The Greeks and ‘A Midsummer Night’s Dream’
How will pupils be assessed?	<p>One 50-minute assessment which will include knowledge recall</p> <p>Section 1: Recall of Greek Myths facts – see knowledge organiser</p> <p>Section 2: Tier 2 and Tier 3 Vocabulary check</p> <p>Section 3: Plot recall for ‘A Midsummer Night’s Dream’</p> <p>Section 4: SPAG test – see knowledge organiser for topics</p> <p>Section 5: Annotate and analyse an extract from ‘A Midsummer’s Night’s Dream’ using ‘<b>What, How, Why</b>’ structure</p>
Topic list	<p>Knowledge about Greek myths – see knowledge organiser</p> <p>Definitions of key vocabulary (Tier 2 and 3)</p> <p>Plot of ‘A Midsummer Night’s Dream’</p> <p>SPAG rules from the back of the knowledge organiser</p> <p>‘A Midsummer Night’s Dream’ annotations on key extracts</p> <p>‘What, How, Why’ structure</p>
Revision technique	<p>Recall of key knowledge – look, cover, write, check</p> <p>Creating mind maps</p> <p>Peer/family testing of knowledge</p> <p>Learning all the information from the knowledge organiser</p>

<b>French</b>	
How will pupils be assessed?	<p>A 1-hour assessment, testing language from the two key topics covered this year.</p> <p>There will be a <b>reading paper</b> and a <b>writing paper</b>.</p> <p>On the reading paper, pupils will show their <b>understanding of the texts</b> by answering questions in English.</p> <p>The writing tasks will require pupils to <b>translate sentences into French</b> and to <b>write words and phrases from memory</b>.</p>
Topic list	<ul style="list-style-type: none"> <li>• Describing myself (name, age, birthday, physical appearance and personality)</li> <li>• My family</li> <li>• My house (location, rooms, activities at home)</li> </ul>
Revision technique	<p>Practise <b>vocabulary recall</b> as well as <b>writing sentences</b>.</p> <p>The language tested will be from the <b>Sentence Builders</b> used throughout Year 7.</p> <p>There will be <b>vocabulary revision exercises</b> set by each class teacher. (This will be set online via BookWidget).</p>

<b>Geography</b>	
How will pupils be assessed?	<p>One 50-minute written assessment based on revision from a two-sided content sheet. Questions will cover information from the Year 7 Term 2 and Term 3 topics.</p>
Topic list	<ul style="list-style-type: none"> <li>• Sustainability</li> <li>• Weather and Climate</li> <li>• Water Cycle and Types of Rainfall</li> <li>• Weather Hazards</li> <li>• World Map – Locating Key Features</li> </ul>
Revision technique	Recall, retrieval and skills detailed in the REVISION SHEET

<b>History</b>	
How will pupils be assessed?	<p>45 Minute Assessment</p> <p>The Exam will be in three sections - a factual knowledge section; How useful is a source question and an Explain WHY question.</p>
Topic list	Topics will be Henry VIII, The Black Death and Life as a Medieval Peasant.
Revision technique	<ol style="list-style-type: none"> <li>1. Highlight the key words and read over them several times.</li> <li>2. Try and memorise the key words above then cover them over and try and test yourself.</li> <li>3. Once you've tried this, give the sheet to someone at home and ask them to test you.</li> </ol> <p>Pupils will be given their revision materials alongside information already in their exercise book. They will also be taught two revision lessons in class before the exam.</p>

<b>Maths</b>	
How will pupils be assessed?	Two assessments papers. Both assessments have 20 minutes non calculator questions and 30 minutes calculator questions Both assessments contain the topics that pupils have covered this year.
Topic list	<p><b><u>7X1, 7Y1, 7X2, 7Y2</u></b></p> <ul style="list-style-type: none"> <li>• Substitution</li> <li>• Substitution into a formula</li> <li>• Sequences</li> <li>• Nth term</li> <li>• Find Factors</li> <li>• Forming an Equation</li> <li>• Forming an expression</li> <li>• Expand double brackets</li> <li>• Solving equations</li> <li>• Expanding/simplifying single brackets</li> <li>• Factorising an expression</li> <li>• Forming/solving an equation</li> <li>• Area of triangles problem</li> <li>• Area of a trapezium with money problem</li> <li>• Perimeter of a compound shape</li> <li>• Perimeter with properties of triangles</li> <li>• Negative numbers</li> <li>• Percentage of a shape that is shaded</li> <li>• Percentage with money problem</li> <li>• Product of prime factors</li> <li>• Lowest common multiple problem</li> <li>• Find the reciprocal</li> <li>• Find Multiples</li> <li>• Rounding (significant figures)</li> <li>• Order of operations (BIDMAS)</li> <li>• Estimation</li> <li>• Using a calculator</li> <li>• Converting between metric units</li> <li>• Converting between units of area</li> <li>• Percentage increase with money problem</li> <li>• Factorise a quadratic expression</li> <li>• Algebraic proof</li> <li>• Simplify a surd</li> </ul> <p><b><u>7X3, 7Y3, 7X4, 7Y4, 7X5, 7Y5</u></b></p> <ul style="list-style-type: none"> <li>• Percentage of amounts</li> <li>• Substitution into a formula</li> <li>• Substitution</li> <li>• Sequences</li> <li>• Continuing a sequence of numbers and explaining</li> <li>• Solving equations (One step)</li> </ul>



	<ul style="list-style-type: none"> <li>• Forming an expression/equation</li> <li>• Multiple/Factor/Prime number from a list</li> <li>• Collecting like terms</li> <li>• Simplifying algebra</li> <li>• Expanding/simplifying single brackets</li> <li>• Expanding a single bracket</li> <li>• Factorising an expression</li> <li>• Factorising expressions</li> <li>• Perimeter (Counting)</li> <li>• Area (Counting)</li> <li>• Negative numbers</li> <li>• Negative numbers in real life</li> <li>• Ordering whole numbers and decimals</li> <li>• Order of operations (BIDMAS)</li> <li>• Understanding percentages</li> <li>• Percentage increase with money problem</li> <li>• Shading in a percentage of a shape</li> <li>• Using Percentages</li> <li>• Rounding to the nearest 100</li> <li>• Lowest common multiple problem</li> <li>• Ordering decimals and percentages</li> <li>• Converting between decimal/fraction/percentage</li> <li>• Writing numbers in figures</li> <li>• Converting improper fractions to mixed numbers</li> <li>• Listing Prime Numbers</li> <li>• Rounding (significant figures)</li> <li>• Converting between units of area</li> <li>• Estimation</li> <li>• Using a calculator</li> <li>• Converting between metric units</li> </ul>
Revision technique	<p>Log in to Mathswatch and complete the revision assignment that has been created for you.</p> <p>Recall key facts and formulae linked to the topics above. Use flash cards to test your understanding of this. Ensure you are confident with all topics detailed on the Revision List.</p>

<b>Music</b>	
How will pupils be assessed?	<p><b>A short assessment completed under test conditions in class:</b></p> <ul style="list-style-type: none"> <li>• Matching key terms to definitions of musical elements</li> <li>• Labeling music notation and note values.</li> </ul>
Topic list	<p><b>Musical elements:</b> dynamics, rhythm, pitch, structure, melody, instrumentation, tempo, texture, tonality, harmony.</p> <p><b>Music theory:</b> treble clef, time signature, stave, crotchets, minims, semibreves.</p>
Revision technique	<p>Revision list to be emailed out before assessment week. Learn the key terms and their definitions. Create cue cards, mind maps etc. to help learn and consolidate the key concepts of music.</p>

<b>PE</b>	
How will pupils be assessed?	<p>Pupils will be assessed on their knowledge and understanding (<b>HEAD</b>), their awareness of fitness (<b>HEART</b>) and their practical ability (<b>HANDS</b>) in their recent activities.</p> <p>This will be pre-dominantly in a practical task where pupils will/or have perform(ed) and be asked about the task. There will also be a small written test (for each activity) that will contribute to their HEAD scores for their overall assessment.</p>
Topic list	<ul style="list-style-type: none"> <li>• Football (Boys)</li> <li>• Rugby (Boys)</li> <li>• Netball (Girls)</li> <li>• Gymnastics (Girls)</li> <li>• Athletics (Sprinting technique, starts and relay-change overs)</li> </ul>
Revision technique	<p>Pupils can access knowledge organiser which has a breakdown of the coaching points (<b>HANDS</b>) for each technique, descriptions of why and when we should use these techniques (<b>HEAD</b>) and examples of how fitness is used in these activities (<b>HEART</b>). A copy of these knowledge organisers will be emailed to you.</p> <ul style="list-style-type: none"> <li>• Read – Go through the organizer.</li> <li>• Rest – Have a break and see if it sticks.</li> <li>• Test – Write down as much as you can remember without looking.</li> <li>• Review – see how you have done and fill in the blanks.</li> </ul>

<b>RE</b>	
How will pupils be assessed?	<p>Pupils will sit one written assessment lasting 1 Lesson which will be completed in class under exam conditions.</p> <p>This piece of work will assess the recall of knowledge and the ability to explain concepts studied throughout the year. There will be evaluation questions where you must provide arguments for and against.</p>
Topic list	<ul style="list-style-type: none"> <li>• Creation and Covenant</li> <li>• Desert to Garden</li> </ul>
Revision technique	<p>Pupils will be given a knowledge organiser and be directed by their classroom teacher to complete specific revision tasks inside class and for homework.</p>

<b>Science</b>	
How will pupils be assessed?	<p>A 1 hour assessment testing the key content pupils have been studying in science this year.</p>
Topic list	<p>Chemistry Unit 1:</p> <ul style="list-style-type: none"> <li>- How do we write symbols for elements?</li> <li>- What are the common properties of metals and non-metals?</li> <li>- What are elements made of?</li> <li>- What do the numbers on the periodic table tell us?</li> <li>- What are compounds and how are they formed?</li> <li>- What does a chemical formula tell us?</li> <li>- What happens to mass in a chemical reaction?</li> </ul>

	<ul style="list-style-type: none"> <li>- What is needed for combustion?</li> <li>- What are the products of burning fuels?</li> <li>- What is the effect of oxygen on combustion?</li> <li>- How do you investigate the energy in fuels?</li> <li>- What is produced when metals burn in air?</li> <li>- How do we test for an unknown gas?</li> <li>- What is thermal decomposition?</li> </ul> <p>Biology Unit 1</p> <ul style="list-style-type: none"> <li>- What are the life processes?</li> <li>- What is inside animal cells?</li> <li>- How do substances diffuse into and out of cells?</li> <li>- Do all animal cells look the same?</li> <li>- What is the difference between cells, tissues and organs?</li> <li>- What happens in the breathing system?</li> <li>- How does exercise affect your breathing and why?</li> <li>- What happens in the digestive system?</li> <li>- What are digestive enzymes?</li> <li>- What happens in photosynthesis?</li> <li>- Are plant cells the same as animal cells?</li> <li>- How can we use a microscope to see plant cells?</li> </ul> <p>Physics Unit 1:</p> <ul style="list-style-type: none"> <li>- What are the energy stores?</li> <li>- What happens in an energy transfer?</li> <li>- What is the difference between solids, liquids and gases?</li> <li>- What happens to substances when they are heated?</li> <li>- What happens to substances when they are cooled?</li> <li>- What can a force do?</li> <li>- What is a non-contact force?</li> <li>- What is earth's place in the solar system?</li> <li>- What happens when energy is transferred electrically?</li> <li>- What is the difference between a conductor and an insulator?</li> <li>- What are waves?</li> </ul> <p>Chemistry Unit 2</p> <ul style="list-style-type: none"> <li>- What are the states of matter?</li> <li>- How can we change the state of matter?</li> <li>- What are pure substances and mixtures?</li> <li>- How do you separate a solid from a liquid?</li> <li>- How do you separate a soluble solid from a liquid?</li> <li>- How do you separate a mixture of liquids?</li> <li>- How do you separate a mixture of inks?</li> <li>- What is earth's structure and atmosphere?</li> <li>- What is global warming?</li> <li>- What are sedimentary rocks?</li> <li>- What are igneous and metamorphic rocks?</li> <li>- What happens in the rock cycle?</li> <li>- What is the difference between composites, polymers and ceramics?</li> </ul>
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Revision technique	<p>Pupils should use the retrieval quizzes and questions and answers in their handbooks to test themselves to help them learn the content.</p> <p>Pupils can also use the bitesize website to help them with their revision and develop their understanding of science:</p> <p>Biology: <a href="https://www.bbc.co.uk/bitesize/subjects/z4882hv">https://www.bbc.co.uk/bitesize/subjects/z4882hv</a></p> <p>Chemistry: <a href="https://www.bbc.co.uk/bitesize/subjects/znxytyrd">https://www.bbc.co.uk/bitesize/subjects/znxytyrd</a></p> <p>Physics: <a href="https://www.bbc.co.uk/bitesize/subjects/zh2xsbk">https://www.bbc.co.uk/bitesize/subjects/zh2xsbk</a></p>
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<b>Spanish</b>	
How will pupils be assessed?	<p>A 1-hour assessment, testing language from the two key topics covered this year. There will be a <b>reading paper</b> and a <b>writing paper</b>. On the reading paper, pupils will show their <b>understanding of the texts</b> by answering questions in English. The writing tasks will require pupils to <b>translate sentences into Spanish</b> and to <b>write words and phrases from memory</b>.</p>
Topic list	<ul style="list-style-type: none"> <li>• Describing myself (name, age, birthday, physical appearance and personality)</li> <li>• My family</li> <li>• My house (location, rooms, activities at home)</li> </ul>
Revision technique	<p>Practise <b>vocabulary recall</b> as well as <b>writing sentences</b>. The language tested will be from the <b>Sentence Builders</b> used throughout Year 7.</p> <p>There will be <b>vocabulary revision exercises</b> set by each class teacher. (This will be set online via BookWidget).</p>

<b>Technology</b>	
How will pupils be assessed?	<p>50 minute exam.</p> <p>It will contain the following:</p> <p>A range of multiple-choice questions based on your knowledge of all areas of technology.</p> <p>Extended response questions.</p> <p>A Design Technology Maths related questions on symmetry.</p> <p>Written Evaluation skills.</p>
Topic list	<p>The questions will test your knowledge and understanding from the following areas:</p> <p>Food preparation and nutrition – healthy eating, hygiene and health and safety.</p> <p>Design Technology – health and safety, materials and their uses, tools and equipment and knowledge of ‘The Design Cycle’.</p> <p>Maths in Design Technology - symmetry</p> <p>Evaluation and modifications – you will be asked to evaluate and modify a product that has been made.</p>
Revision technique	<p>You can use your booklets to revise from, you will also receive an email containing knowledge organiser.</p> <p>Create revision notes and learn key vocabulary</p> <p>All questions for each project contain 5 multiple choice questions.</p> <ul style="list-style-type: none"> <li>- Read the questions carefully</li> <li>- Answer in as much detail as you possible can</li> </ul>