



St Edmund Arrowsmith
Catholic High School
*Prepare the way of the Lord through **Actions***

YEAR 7 ASSESSMENT 1 REVISION BOOKLET

Art	
How will pupils be assessed?	Pupils will be assessed on their knowledge of the key words. They will also be assessed on their classwork as it will demonstrate their ability to put their knowledge of key words into practice.
Topic list	KEY WORDS Please learn these Year 7 key words and meanings in preparation for your Art Assessment starting the week of 4th December – 15th December 2023 1. Tone - Tone is lightness and darkness. 2. Texture – Texture creates a feeling of an object and makes it more interesting. 3. Shading – Shading is a technique using dark or light colour to give impression of shape. 4. Mark Making – Mark making is experimenting with lines and shapes to make different textures and tones. 5. Tonal Colour – Tonal colour is when you blend harmonising/related colours together going from light to dark. 6. Primary Colours– Primary colours are those that cannot be made from mixing other colours. The primary colours are red, blue and yellow. 7. Secondary Colours– Secondary colours are made by mixing the primary colours. They are green, purple and orange. For instance, green is a secondary colour made by mixing yellow and blue. 8. Complementary Colours – Complementary Colours are those which are opposite to each other on the colour wheel. For example, red and green. You DO NOT mix these – They look good next to each other. 9. Harmonising Colours/Related colours – Harmonising Colours or related colours are colours next to each other on the colour wheel and look nice together, they work in harmony. Examples of harmonising colours are orange and red. You DO mix these together. 10. Warm Colours – are colours that make you feel warm and make you think of warm things, like red, orange and yellow for the fire or the sun. 11. Cold Colours – are colours that make you feel cold and made you think of cool things, like blue, green and purple for ice or cold water. 12. Balance – Balance is when the artwork has equal focus on both sides and looks evenly arranged. 13. Symmetry – Symmetry is when something is the same on both sides, mirrored or equally balanced. 14. Proportion - the comparative measurements or size of different parts of a whole. 15. Contrast – Contrast is created by using opposites near or beside one another such as a light next to dark or a rough texture next to smooth. 16. Refinement – Refinement is when you go over your work, improving it in some way and trying to make it better. For example, you could neaten up your shading or colour, or make your lines sharper and more crisp.
Revision technique	Review and test yourself on the key words.

Computer Science	
How will pupils be assessed?	1 x 50-minute assessment completed in lesson using the computer. A combination of multiple choice, short answer and 1 extended programming question (writing code for a given problem using make code arcade). This will assess pupil knowledge of block-based programming, the theory behind the concepts of programming and practical application of the programming concepts.
Topic list	Key Concepts to learn: • Sequence • Variables • Sprites and control • Inputs and example devices • Outputs and example devices • Selection (if, else if nd else) • Iteration (for and while) For each of the key concepts listed above you will need to: • Define/describe the concept and its purpose • Read and recognise when the concept is used in a piece of code • Understand how the concept would work if it was being executed(ran) by a computer • Trace through a piece of code to determine the output • Find when there is an error with the concept and fix it • Write a program using a combination of concepts (variables, inputs, selection, turtle, output)
Revision technique	All pupils have a digital exercise book in computing – to access this from home, pupils can download the OneNote app from the app store or visit https://www.onenote.com/ and sign in with their school email address and password. This digital notebook can be utilised to create revision resources such as: mind maps and cue cards(focusing on key terminology) Just like sports, programming is a skill that needs to be practised. Make code arcade is a free platform where programming can be practiced: Microsoft MakeCode Arcade

Drama	
How will pupils be assessed?	Pupils will be assessed on a performance from the musical, 'Matilda'. Students will have the choice of performing a chosen scene or dance. DANCE TASK: 1. Students will learn/create your own choreography to the song "Revoltin' Children". 2. You must work as part of team to create dance moves/choreography and be rehearsed ready to share with the class to showcase your performance. 3. You may use some of the choreography/dance moves created in our lesson or in the professional version to help/inspire you. ACTING TASK: 1. You must choose a scene, character, block (set out) out the scene, then try acting the parts using the script. 2. Start to learn your lines. There are various techniques you can use to help you with this: reading over them, practising at home with family, recording your lines and listening to them back, highlighting your lines in the script, learning the lines in small sections. 3. Rehearse 'off script' to ensure scene is polished and prepared for the final performance. 4. Bring in any props that will assist in the professional performance of your scene. ALL – Learn key words/vocabulary from the list below. Learn both spellings and meanings.
Topic list	1. Choreography - the sequence of steps and movements in dance, especially in a ballet or other staged dance or the art or practice of designing choreographic movement sequences or formations. 2. Rehearsal - practise (a play, piece of music, or other work) for later public performance. 3. Physical Theatre - a genre of theatrical performance that uses physical movement for storytelling unlike physical acting in a play or lyrics in a piece of music. Also, it may incorporate other techniques such as mime, gesture and modern dance to create performance pieces. 4. Blocking - the creating/deciding upon/planning for the staging or positions of the actors in a scene. 5. Extract - a short passage taken from a text, film, or piece of music. 6. 'Off script' – when you have learned your lines and are able to perform them 'off script'. 7. Improvise - create and perform (music, drama, or verse) spontaneously or without preparation; made up. 8. Context - The background to a play is called its context, and this includes when and where the play is set. It is important to understand the context of a play, e.g. what would have been happening in that place and time.
Revision technique	Dance – Learn and rehearse the dance Warm up and down Use professional versions of the production to assist in your choreography Rehearse the dance at home Acting – Learn and rehearse the scene Learn lines by reading over them, practising at home with family, recording your lines and listening to them back, highlighting your lines in the script, learning the lines in small sections.

English	
How will pupils be assessed?	1x 45 minute assessment completed in lesson. Knowledge section: Pupils will need to identify and define literary techniques used based on definitions found on the knowledge organiser. They will need to recall what the 'Big Six' features and demonstrate good use of SPaG. Skills section: Pupils will be asked to write one article based on a choice of given topics.
Topic list	Using the 'Y7 Term 1 English Knowledge Organiser', pupils should learn: -all information found on the knowledge organiser Pupils should also revise the techniques use for article writing using the article booklet which has been worked through in class.
Revision technique	Pupils should use the knowledge organiser for the assessment which will be given to pupils by their English teacher. It would be useful for pupils to be tested on the listed information from the organiser and for pupils to practise writing articles by using the class booklet.

French	
How will pupils be assessed?	Listening and Reading Paper – You will write all answers in English. You will read or listen to short passages of French and: ➤ complete a gap-fill exercise. ➤ select the correct answer from a list of options. ➤ Complete some comprehension questions. ➤ listen to French sentences and complete the missing words you hear in French. Writing Paper – You will write all answers in French. ➤ Unjumble sentences putting words into the correct order. ➤ Fill in the missing words from a sentence.
Topic list	The assessment focuses on the language covered so far: Introducing myself: • Greeting people and saying how you are feeling (SB1). • Giving your name, age, and birthday (SB2). • Describing what you look like (SB3). • Saying what your personality is like (SB4).
Revision technique	Use your sentence builders to practise the vocabulary. You could: ✓ make flashcards ✓ write practice sentences ✓ create a mind map of the key words and phrases ✓ ask someone else to test you on the vocabulary

Geography	
How will pupils be assessed?	One 40-minute assessment (in class)
Topic list	• Key words and definitions (from a revised list) • What is Geography? • Deserts – Location, Characteristics, Adaptations • Settlement – reasons for growth • Sustainable settlements
Revision technique	A revision sheet and sample questions have been given to all pupils in class and will be discussed in lessons up to four weeks before the assessment.

History	
How will pupils be assessed?	One 55-minute assessment (in class)
Topic list	• What is History? / Battle of Hastings/ Norman Control (Fact Test). • Battle of Hastings (Describe question) • William of Normandy (Inference Question)
Revision technique	A revision sheet and sample questions have been given to all pupils in class and will be discussed in lessons up to four weeks before the assessment.

Maths	
How will pupils be assessed?	2 assessments: 1 x Arithmetic paper (40mins) 1 x Reasoning paper (20mins) Students will only be assessed on content they have been taught.
Topic list	Arithmetic paper: • Rounding 10, 100,1000 • BIDMAS • Negative numbers • Multiplying and dividing by powers of 10 • Long multiplication with decimals • Short division • Factors multiples and primes • Decimal calculations • Estimation Reasoning paper: • Negative numbers • Related calculations • Multiples factors and primes • Lowest common multiple (LCM) Highest common factor (HCF) • Product of prime factors • Rounding to a given number of significant figures • Long multiplication with decimals
Revision technique	Complete the Mathswatch revision assignment. Refer to the revision list. Learn formulas and how to use them. Learn general skills and practice answering lots of questions. Learn how to apply your skills to problem solving and reasoning questions and practice lots. The best way to revise Maths is to do Maths (and to check your answers are correct)!

Music	
How will pupils be assessed?	80% of the grade will be generated from performances pupils completed during term 1A. <i>This will be a performance of Colours of Day on glockenspiel (or own instrument if applicable) and Bind us Together on glockenspiel.</i> 20% of the grade will be generated from a written assessment completed in class during the year 7 assessment window.
Topic list	Understanding and defining musical elements: melody, rhythm, tempo, pitch, tonality, dynamics, structure Recognizing percussion instruments: glockenspiel, maracas, tambour, triangle, double-headed woodblock, tambourine, claves, cymbal, woodblock, hand bells.
Revision technique	Spend time revising and consolidating the key terms from the revision list handed out by your class teacher. Create mind maps, cue cards or a method of your choice to help you learn and remember.

PE	
How will pupils be assessed?	<u>ME in PE – Head, Heart and Hands</u> CREATING A LOVE FOR PHYSICAL EDUCATION Embed foundational movements through exposure to various sporting activities Hands - What are the skills are? How do you do it? Head – When should you use the skills? Why do you do it? Heart – What fitness do you use? Why does this help? • Practical assessment completed at the end of a unit <i>Average score out of 20 (66% of mark)</i> • Written assessment completed during their assessment window <i>Average score out of 10 (33% of mark)</i> <i>*Please note not all activities are covered, this will depend on your child's PE group</i>
Topic list	<u>BASKETBALL</u> Hands and Head – Dribbling, Passing (Chest, Bounce, Overhead), Receiving, Defensive position and Shooting (Set shot and Lay Up) Heart – Agility, Reaction time, Coordination and Speed <u>DANCE</u> Hands and Head – Motif (Genres), Actions, Dynamics (Sustained, Percussive, Swinging, Suspended, Collapsed and Vibratory), Movement Memory and Motif Development (Repetition, Variation and Transformation) Heart – Balance, Stamina, Coordination and Strength <u>FOOTBALL</u> Hands – Dribbling, Close control, Beating an opponent, Passing (Short range) and Tackling Head – Beating an opponent, Tackling, Attacking and Defensive tactics. Heart – Stamina, Reaction time, Speed and Agility <u>GYMNASTICS</u> Hands – Travelling, Elevations, Rolling and Balances (Individual, Part/Full weight) Head – Sequence development (Control, Body tension, Creativity and Fluency) Heart – Balance, Flexibility, Coordination and Strength
Revision technique	Use KNOWLEDGE ORGANISERS for definition and explanations. Remember what they have covered in practical lessons to recall HOW and WHY to perform skills.

RE	
How will pupils be assessed?	1 x 40 minute assessment in class
Topic list	1. Genesis1 – what happens and what does it teach us about God. 2. Genesis 2 - what happens and what does it teach us about God and humans 3. Stewardship – what is it and how/why can Christians be stewards. 4. Principles of Catholic Social Teaching. 5. Keywords and their meanings. 6. The life of St Edmund Arrowsmith 7. Benefits of living in a community 8. House saints and their example of being martyrs
Revision technique	Use their books to revise the topic. Learn key words and content from Knowledge organiser. Use guidance from knowledge expert books.

Science	
How will pupils be assessed?	One 45-minute assessment
Topic list	<u>Chemistry:</u> How do we write symbols for elements? What are the common properties of metals and non-metals? What are elements made of? What do the numbers on the periodic table tell us? What are compounds and how are they formed? What does a chemical formula tell us? What happens to mass in a chemical reaction? What is combustion and what are the products of burning fuels? What is the effect of oxygen on combustion? What is produced when metals burn in air? How do we test for an unknown gas? What is thermal decomposition?
Revision technique	Pupils should use the retrieval quizzes and questions and answers in their handbooks to test themselves to help them learn the content. Pupils can also use the bitesize website to help them with their revision and develop their understanding of science: Biology: https://www.bbc.co.uk/bitesize/subjects/z4882hv Chemistry: https://www.bbc.co.uk/bitesize/subjects/znxttyrd Physics: https://www.bbc.co.uk/bitesize/subjects/zh2xsbk

Spanish	
How will pupils be assessed?	Listening and Reading Paper – You will write all answers in English. You will read or listen to short passages of Spanish and: ➤ complete a gap-fill exercise. ➤ select the correct answer from a list of options. ➤ Complete some comprehension questions. ➤ listen to Spanish sentences and complete the missing words you hear in Spanish. Writing Paper – You will write all answers in Spanish. ➤ Unjumble sentences putting words into the correct order, ➤ Fill in the missing words from a sentence.
Topic list	The assessment focuses on the language covered so far: Introducing myself: • Greeting people and saying how you are feeling (SB1). • Giving your name, age, and birthday (SB2). • Describing what you look like (SB3). • Saying what your personality is like (SB4).
Revision technique	Use your sentence builders to practise the vocabulary. You could: ✓ make flashcards ✓ write practice sentences ✓ create a mind map of the key words and phrases ✓ ask someone else to test you on the vocabulary.

Technology	
How will pupils be assessed?	30-minute exam. A range of multiple-choice questions and extended responses based on your knowledge of the project you have completed so far in technology.
Topic list	1. Subject Knowledge - What does DT stand for? → Design and Technology. - Understand the meaning and purpose of Design and Technology as a school subject. 2. Health & Safety - Protective equipment in a workshop: goggles, apron, gloves. - Difference between safety glasses vs. normal glasses (only safety glasses protect properly). - General safety rules in DT rooms (e.g., tie back hair, follow instructions, wear correct equipment). 3. Healthy Living 5 portions of fruit and vegetables a day. - Examples of portion sizes (one apple = one portion, etc.). 4. Measurement & Conversions Converting cm to mm: multiply by 10. - e.g., 12.6 cm = 126 mm. - Know common conversions: 1 cm = 10 mm, 1 m = 100 cm = 1000 mm 5. Tools & Equipment - Revise common DT equipment (ruler, saw, glue gun, file, drill, scissors, sewing machine, etc.). - Be able to name one tool and explain its function (e.g., "A saw is used to cut wood"). 6. Measuring Shapes - How to use a ruler correctly to measure in millimetres. - Practice measuring objects and writing answers in mm only. 7. Ratio & Scaling in Recipes - Practice scaling up recipes using multiplication. 8. Designing Skills Mood boards: what they are and why designers use them (collecting ideas, colours, styles, inspiration). - Logo design basics: Use simple shapes and clear ideas. Relate design to a subject (e.g., football for PE, book for English). Use colour thoughtfully. Add annotation (notes explaining choices). 9. Evaluation Skills - How to evaluate a design: Does it link to the subject/theme? the colours suitable? What are the strengths of the design? How could it be improved?
Revision technique	You can use your booklets/class notes to revise. Create revision notes and learn key vocabulary.