

BRIDGEWATER

HIGH SCHOOL

Yr 7 BITESIZE TASK REVISION PLAN

Year 7 Spring Assessments

Assessment Information

In each academic subject, students will complete an Assessment which will be staggered throughout the Spring Term and take place in normal classrooms. Please see the timetable below.

Questions set will be based on the material they have been taught this year at Bridgewater High school. Students will sit their subject assessments in classrooms during a timetabled slot.

Assessments offer students and staff the opportunity to assess how well taught material has been embedded in the long-term memory. Knowledge and understanding from prior learning can enable future learning to be built upon at greater depth. Identifying weaker areas of remembered content aids our staff in building retrieval activities in their forthcoming curriculum.

Students and parents will receive feedback after the assessments have been marked by our staff. You will receive a full report by email in the week commencing 31st March. The report will contain the Assessment Mark as well as an indicator of Effort, Progress and Concerns.

This information pack provides independent revision activities for each academic subject. We strongly encourage your child to make use of this information.

Subject	Timetable Assessments for each subject will take place during a two -week Assessment Window to ensure all pupils can take their assessment. They will take place in the first lesson during the Assessment Window and teachers will confirm the exact date of each assessment with pupils and post this on Satchel 1.
Science	13 th -24 th January
Design & Technology French Maths RS Music ICT Dance Drama	3 rd -14 th February
Geography History English	10 th - 28 th February
Food Science	24 th February – 7 th March
PE	3 rd - 14 th March
Art and Design	10 th -21 st March

Year 7 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
Dance: Alphabet of Movement	45 minutes	Practical assessment in small groups. You will be demonstrating your choreographic knowledge of EFGSTT =, your development and knowledge of the technique of these movements and your growing movement vocabulary.

Task	Learning Focus	Activity/Resource
1.	Confident demonstration of EFGSTT	Come prepared with ideas for each movement. You will receive an alphabet sheet with ideas and we will be asking you to create your own movements to match the letters.
2.	Wide variety of movements	Use of YouTube to watch and appreciate different dances/ dance styles. Use any dance videos to get ideas of different movements that you could use with your group.
3.	Developing movement memory, accuracy, timing and confidence	Use of independent rehearsal Responding to feedback in lessons Use of systematic repetition as a rehearsal strategy at home Create 2 different systems, e.g. Memory, timing Rehearse it multiple times alternating between focusing on each system
4.	Developing creativity in your choreography: Use of Levels / Canon / Transitions / Directions / Formations / Dynamics/ Pathways	Use of Knowledge organiser Prior knowledge Independent planning prior to lessons Responding to feedback in lessons Planning prior to lessons and independent research

KEY INDEPENDENT ONLINE RESOURCES

Videos to watch/ appreciate and take ideas from:

<https://www.youtube.com/watch?v=SNCQsu5uXbo>

<https://www.youtube.com/watch?v=09yJUyDrBzg&t=20s>

<https://www.youtube.com/watch?v=REPPgPcw4hk>

Music: Your dance teacher will publish your class's music on Satchel one.

Year 7 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
Drama	1-hour practical lesson	Pantomime

Task	Learning Focus	Activity/Resource
1	To understand the genre of Pantomime and how it is presented to an audience.	What is a pantomime? Iain Lauchlan explains all
2	To be able to work collaboratively with others to create scenes for a Pantomime.	Bing Videos - Collaborating creatively
3	To use voice and movement to effectively portray my role on stage.	Bing Videos - Actor tips for Pantomime style

KEY INDEPENDENT ONLINE RESOURCES

Any further research you can do to help you creatively present your role to the audience, the better. Watch the following 'Cinderella' link and see how the professionals portray your role for the audience. How is comedy created? How is music used to engage the audience? Can you use any tips?

[Bing Videos](#)

- Cbeebies 'Cinderella' pantomime

SUBJECT	TIME	PAPER/TOPIC DETAILS
Art & Design	40 minutes	Formal Elements

Task	Learning Focus	Activity/Resource
1	To embed the Formal Elements of Art	Revising what each of the seven Formal Elements of Art are and know the definition of each one.

Year 7 Spring Assessments

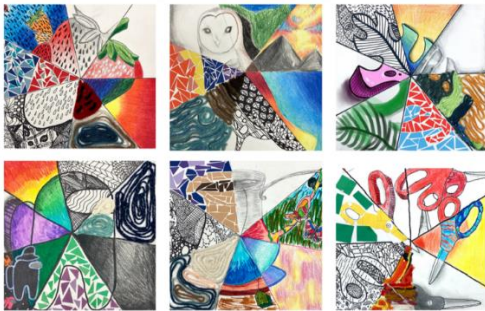
2

To be able to demonstrate each formal element of art by creating an image that includes all seven elements using pencil, pen (biro NOT felt tips or highlighters) and colour pencils.

Practise by creating a simple line drawing of something, for example an apple. Divide the page that you have drawn it on into seven sections and fill each section in so that it represents one of the formal elements. **See examples below:**



3



On the day of your assessment the image that you complete will be on the assessment paper already drawn for you. To prepare yourself for the assessment, practice doing your own versions of the examples above

KEY INDEPENDENT ONLINE RESOURCES

Year 7 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
Music	20-30 minutes	PART 1 OPTION 1 – Instruments of the Orchestra OPTION 2 – Ukulele and Singing PART 2 OPTION 2 - Performance

Task	Learning Focus	Activity/Resource
OPTION 1 – INSTRUMENTS OF THE ORCHESTRA		
1	Listening Quiz <ul style="list-style-type: none"> - Naming instruments from the Orchestra - Naming the section an instrument is from <ul style="list-style-type: none"> o Strings: Violin/Viola/Cello/Double Bass o Brass: Trumpet/Trombone/French Horn/Tuba o Woodwind: Piccolo/Flute/Clarinet/Oboe/Bassoon o Percussion: Triangle/Cymbals/Bass drum/Snare/Xylophone - Naming performance techniques <ul style="list-style-type: none"> o Pizzicato o Arco - Types of reeds and mouth pieces 	TEACHING GADGET Username: bridgewaterhigh Password: music Instruments > Options of Brass and Strings General musicianship > Games: <ul style="list-style-type: none"> - Orchestra Lesson - Orchestra Listening - Orchestra Instruments - Orchestra Instruments (20) - Instruments Identifier BRASS - Instrument Identifier STRINGS - Instrument Identifier PERCUSSION - Instrument Identifier WOODWIND - Instrument Families
OPTION 2 – Ukulele and Singing		
1	Listening Quiz <ul style="list-style-type: none"> - Identify the instrument heard - Identify the voice or group of voices - Hear how many different notes are being played - Identify the difference between <ul style="list-style-type: none"> o Plucked o Strummed - Knowing the different parts of the Ukulele - TEXTURE <ul style="list-style-type: none"> o Monophonic – Single layer of sound 	TEACHING GADGET Username: bridgewaterhigh Password: music <ul style="list-style-type: none"> - General Musicianship > Tempo - General Musicianship > Dynamics - Uku parts Quiz

Year 7 Spring Assessments

	<ul style="list-style-type: none"> ○ Homophonic – Multiple layers of sound <i>moving together</i> ○ Polyphonic – Multiple layers of sound moving independently <p>- DYNAMICS</p> <ul style="list-style-type: none"> ○ Pianissimo – Very quiet ○ Piano - Quiet ○ Mezzo-piano – Medium-quiet ○ Mezzo-forte – Medium-loud ○ Forte - Loud ○ Fortissimo – Very loud ○ Crescendo – Getting louder ○ Diminuendo – Getting quieter <p>- TEMPO</p> <ul style="list-style-type: none"> ○ Slow ○ Moderate ○ Fast 	
--	--	--

2	<p>Performance</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <tr><td rowspan="5" style="writing-mode: vertical-rl; transform: rotate(180deg);">SINGING</td><td>PITCH</td><td>Am I singing the correct notes?</td></tr> <tr><td>RHYTHM</td><td>Am I singing the correct rhythm?</td></tr> <tr><td>PROJECTION</td><td>Am I loud enough?</td></tr> <tr><td>ENUNCIATION</td><td>Are my words easy enough to understand?</td></tr> <tr><td>SINGING AND PLAYING</td><td>Can I sing and play together?</td></tr> <tr><td rowspan="4" style="writing-mode: vertical-rl; transform: rotate(180deg);">UKULELE</td><td>SIMPLE CHORDS</td><td>C and Am</td></tr> <tr><td>DIFFICULT CHORDS</td><td>F and G</td></tr> <tr><td>INTONATION</td><td>Do the notes ring out clearly?</td></tr> <tr><td>SIMPLE STRUMMING</td><td>1-3 strums per chord.</td></tr> <tr><td>DIFFICULT STRUMMING</td><td>4+ strums per chord.</td></tr> <tr><td rowspan="4" style="writing-mode: vertical-rl; transform: rotate(180deg);">ENSEMBLE</td><td>TIMING</td><td>Am I in time with my group?</td></tr> <tr><td>DYNAMICS</td><td>Are there loud and quiet sections?</td></tr> <tr><td>TEXTURE</td><td>Is everyone performing at the same time?</td></tr> <tr><td>LEADERSHIP</td><td>Leadership</td></tr> <tr><td>TEAMWORK</td><td>Teamwork</td></tr> </table>	SINGING	PITCH	Am I singing the correct notes?	RHYTHM	Am I singing the correct rhythm?	PROJECTION	Am I loud enough?	ENUNCIATION	Are my words easy enough to understand?	SINGING AND PLAYING	Can I sing and play together?	UKULELE	SIMPLE CHORDS	C and Am	DIFFICULT CHORDS	F and G	INTONATION	Do the notes ring out clearly?	SIMPLE STRUMMING	1-3 strums per chord.	DIFFICULT STRUMMING	4+ strums per chord.	ENSEMBLE	TIMING	Am I in time with my group?	DYNAMICS	Are there loud and quiet sections?	TEXTURE	Is everyone performing at the same time?	LEADERSHIP	Leadership	TEAMWORK	Teamwork	<p>Song</p> <p>Counting Stars One Republic</p> <p>Chords: Am – C – G F</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>Am</p> </div> <div style="text-align: center;"> <p>C</p> </div> <div style="text-align: center;"> <p>G</p> </div> <div style="text-align: center;"> <p>F</p> </div> </div> <p>Lyrics</p>
SINGING	PITCH		Am I singing the correct notes?																																
	RHYTHM		Am I singing the correct rhythm?																																
	PROJECTION		Am I loud enough?																																
	ENUNCIATION		Are my words easy enough to understand?																																
	SINGING AND PLAYING	Can I sing and play together?																																	
UKULELE	SIMPLE CHORDS	C and Am																																	
	DIFFICULT CHORDS	F and G																																	
	INTONATION	Do the notes ring out clearly?																																	
	SIMPLE STRUMMING	1-3 strums per chord.																																	
DIFFICULT STRUMMING	4+ strums per chord.																																		
ENSEMBLE	TIMING	Am I in time with my group?																																	
	DYNAMICS	Are there loud and quiet sections?																																	
	TEXTURE	Is everyone performing at the same time?																																	
	LEADERSHIP	Leadership																																	
TEAMWORK	Teamwork																																		

KEY INDEPENDENT ONLINE RESOURCES

Teaching Gadget

Username: bridgewaterhigh
Password: music

Year 7 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
French	40 minutes	<p>Topic: Self and Family</p> <p>Questions are on everything that has been covered in year 9 so far this term. The paper is made up of:</p> <p>12 match up questions – 12 marks</p> <p>14 mark listening for errors and correcting</p> <p>3 translation sentences into English from French</p> <p>2 translation sentences into French from English</p>

Task	Learning Focus	Activity/Resource
1	Introducing yourself and others	<p>Create flashcards of new vocabulary and self/peer test</p> <p>Record new vocabulary into a phone (use annotations) and then play back and write the spelling</p> <p>Use Linguagenut</p>
2	Numbers to 31	<p>Practise counting up in French – try different steps (count up in 2s, 3s, 5s etc)</p> <p>Use Linguagenut</p>
3	Months	<p>Create flashcards of new vocabulary and self/peer test</p> <p>Record new vocabulary into a phone (use annotations) and then play back and write the spelling</p> <p>Use Linguagenut</p>
4	Giving ages with "avoir"	<p>Practise giving your age and then the ages of members of your family out loud and written down – check you have the right verb</p> <p>Use Linguagenut</p>
5	Giving height and build with "être"	<p>Create flashcards of new vocabulary and self/peer test</p> <p>Record new vocabulary into a phone (use annotations) and then play back and write the spelling</p> <p>Use Linguagenut</p>
6	Talking about eye and hair colour	<p>Create flashcards of new vocabulary and self/peer test</p> <p>Record new vocabulary into a phone (use annotations) and then play back and write the spelling</p> <p>Try drawing people in your family and describing them – but get the right verb</p> <p>Use Linguagenut</p>
7	Practice translation	Cover translation challenges with paper – redo from memory

KEY INDEPENDENT ONLINE RESOURCES

www.languagenut.com Use your login and go over the tasks on this topic area

Year 7 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
Geography	30 minutes	Questions on Year 7 Weather and Climate topic

Task	Learning Focus	Activity/Resource
1	<u>Weather and Climate</u> To know the difference between weather and climate.	Produce a flashcard to give the definitions of weather and climate: Weather - KS3 Geography - BBC Bitesize
2	<u>Microclimate</u> To know the factors affecting microclimate.	Draw a diagram to show the factors that affect the microclimate around the school using the notes in your book: Micro climates - Weather and Climate for Key Stage 3. (weebly.com)
3	<u>How is the weather recorded?</u> To know how the weather is measured.	Look at the section on measuring the weather then cover and write down what you can remember: Weather - KS3 Geography - BBC Bitesize
4	<u>Three Types of rainfall</u> To know the 3 types of rainfall.	Produce annotated diagrams to show the 3 types of rainfall: Different types of rainfall in the UK - Is weather in the UK becoming more extreme? - AQA - GCSE Geography Revision - AQA - BBC Bitesize
5	<u>Britain's Climate</u> To know the factors affecting the UK climate.	List the factors affecting the UK climate: Factors effecting the unique climate of the UK - How can weather be hazardous? - OCR - GCSE Geography Revision - OCR - BBC Bitesize
6	<u>High Pressure</u> To know the features of an anticyclone.	Produce an annotated diagram to show the features of an anticyclone: High pressure and anticyclones - Weather in the UK - 3rd level Geography Revision - BBC Bitesize
7	<u>Low Pressure</u> To know the features of a depression.	Produce an annotated diagram to show the features of a depression: Low pressure and depressions - Weather in the UK - 3rd level Geography Revision - BBC Bitesize
8	<u>UK weather forecasts</u> To know what a weather forecast is like.	Watch today's weather forecast and list some key terms used: BBC Weather - Home
9	<u>Check understanding</u>	Complete the quizzes on weather: Weather - KS3 Geography - BBC Bitesize
10	<u>Summary</u>	Produce a flashcard to give the definitions of weather and climate: Weather - KS3 Geography - BBC Bitesize

KEY INDEPENDENT ONLINE RESOURCES

BBC bitesize: [KS3 Geography - BBC Bitesize](#)

GCSE pod KS3 Geography: [GCSEPod](#)

BHS VLE Geography (Username: **pupil** Password: **appleton**): [Geography Year 7 \(bridgewaterhigh.com\)](#)

Quizzes: [Key Stage 3 Geography | KS3 Revision | Education Quizzes](#)

Seneca revision information: [Geography: KS3 \(senecalearning.com\)](#)

Year 7 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
History	40 minutes	Section A: Multiple choice quiz Section B: Knowledge retrieval Section C: Historical interpretation

Task	Learning Focus	Activity/Resource
1	To recap previous learning on how beliefs have shaped history.	<p>Look, cover, write check the 5 bullet points below to revise previous knowledge of beliefs.</p> <ul style="list-style-type: none"> Christianity is the religion based on Jesus Christ, his teachings and beliefs. The head of the Catholic Church is the Pope. Monks lived in monasteries; they devoted their lives to God. They also housed travellers, nursed the sick and helped the poor. A relic is an object of religious importance. The Church changed during the Norman conquest as William built stone churches and he appointed Norman bishops.
2	To recall key knowledge of the Crusades	Create a mind map of the Crusades (what were they and any consequences/outcomes). You can use your book and revision guide to help you.
3	To understand why people went on the Crusades.	Using dual coding revise the key reasons why people went on the Crusades. E.g for access to Jerusalem, the pope ordered them to go, promised forgiveness, adventure etc. (see revision guide for more info).
4	What were the crusades?	<p>What were the Crusades? - The Crusades - KS3 History - BBC Bitesize</p> <p>Read the information online and then attempt the quiz at the end.</p>
5	What were the consequences of the crusades?	<p>What were the consequences of the Crusades? - KS3 History - BBC Bitesize</p> <p>Read the information online and then attempt the quiz at the end.</p>

KEY INDEPENDENT ONLINE RESOURCES

- Please see attached revision guide on SMHW.
- <https://www.bbc.co.uk/bitesize/topics/zgs2qfr/articles/zmbmp9q#zwr2p9q>
- <https://www.johndclare.net/KS3/1-3-6.htm>
- <https://kids.britannica.com/kids/article/Crusades/353022>

Year 7 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
Religious Education	40 minutes	Judaism assessment = 25 marks Questions are on everything that has been covered in this unit. Each paper is made up of: 5 multi choice questions = 5 marks 5 key words and definitions = 5 marks Extended writing = 15 marks

Task	Learning Focus	Activity/Resource
1	Learn all the key words on your knowledge organiser	Create flashcards for all the key terms on your knowledge organiser. Follow the Leitner technique to learn all the key words and definitions
2	Test yourself on how well you have learned the key words	<ul style="list-style-type: none"> Complete the SMHW quiz on key terms for this unit. Have a go at creating your own key word quiz to test your friends!
3	Explain Why Abraham and Moses are so important in Judaism.	<ul style="list-style-type: none"> Use the notes in your book to create a mind map about Abraham Using your mind map, write a short explanation of the importance of Abraham in Judaism Use the notes in your book to create a mind map about Moses Using your mind map, write a short explanation of the importance of Moses in Judaism

KEY INDEPENDENT ONLINE RESOURCES

<https://www.bbc.co.uk/bitesize/topics/z2863qt/articles/zw3vcxs#zpwd239>

<https://www.bbc.co.uk/bitesize/topics/z2863qt/articles/zsk7h4j>

Year 7 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
Computing & IT	40 minutes	<p>Questions are mostly based on everything that has been covered in the .2 programming unit, but there will be 10 x MCQ's based on the previous term's unit.</p> <p>30 multiple choice questions – 30 marks. 1 extended writing question – 10 marks. No calculators.</p>

Task	Learning Focus	Activity/Resource
1.	To be able to identify the main components of a computer system.	Create a mind map of the four components that make up a computer system and add detail to each section. [Input, Process, Output, Storage]
2.	Understanding the Boolean logic conditions.	Create a mind map of the three Boolean logic conditions [AND, OR, NOT]. Include the rules of each gate and real life examples.
3.	Understanding how the CPU and computers use binary to store data.	<p>Look, cover, write check the bullet points below to revise previous knowledge the CPU and binary:</p> <ul style="list-style-type: none"> • The purpose of the CPU is process data • The CPU needs to process data into binary, which is the only language a computer can understand. • Every computer system is made up of transistors which are tiny electrical devices use which represents two states, on [1] and off [0]. • Electricity is present if there is a 1 and if it is not present it is a 0, this is known as binary. • Boolean logic gates and transistors are used together to make computer systems.
4.	Be able to convert binary numbers to denary and denary numbers to binary.	Binary conversion game - https://learningcontent.cisco.com/games/binary/index.html
5.	Understanding the terms 'e-safety' and 'cyberbullying' and how it can impact other people.	Create flash cards based on how to deal with cyberbullying using the following website: How to deal with cyber-bullying - BBC Bitesize

KEY INDEPENDENT ONLINE RESOURCES

Digital devices test questions - [Digital devices test questions - KS3 Computer Science - BBC Bitesize](#)
 Boolean logic revision - [What is Boolean logic? - Boolean logic - KS3 Computer Science Revision - BBC Bitesize](#)
 Binary break out game - [Binary Breakout | Mathematics | Computing](#)

Year 7 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
Design & Technology Lamp Project	40mins	<ul style="list-style-type: none"> Multiple choice questions on prior knowledge Short questions about plastics and woods One extended writing question

Task	Learning Focus	Activity/Resource
1	Categories and examples of Woods and Plastics	Make a set of flash cards using your knowledge organiser showing categories, sub-categories of Woods and Plastics and their uses
2	Categories and examples of Woods and Plastics	Complete a worksheet answering questions about categories, sub-categories of Woods and Plastics and their uses
3	Categories and examples of Woods and Plastics	Complete a 'SatchelOne' quiz about categories, sub-categories of Woods and Plastics and their uses

SUBJECT	TIME	PAPER/TOPIC DETAILS
Design & Technology- Crisp Packet Project	40mins	<ul style="list-style-type: none"> Multiple choice questions on prior knowledge Short questions about CAD/CAM and Photoshop and CATDIPP One extended writing question linked to the topic

Task	Learning Focus	Activity/Resource
1	CAD/CAM	Use your Knowledge Organiser to revise for the written test with a Mind Map of CAD/CAM advantages & disadvantages.
2	CAD/CAM	Use your Knowledge Organiser to revise for the written test by creating labelled diagrams of the Laser Cutter & 3D Printing showing the 5 stages of the process
3	CAD/CAM	Complete a 'SatchelOne' quiz about CAD/CAM-use all attempts
4	CATDIPP-The purpose of packaging	Use your Knowledge Organiser to revise the definition of CATDIPP

Year 7 Spring Assessments

KEY INDEPENDENT ONLINE RESOURCES

SUBJECT	TIME	PAPER/TOPIC DETAILS
Design & Technology (Food)	40 minutes	Nutrition. Knowledge Organiser Test /50 marks with one longer answer question included.

Task	Learning Focus	Activity/Resource
1	Revise using Knowledge Organiser	Read through the knowledge organiser and test yourself on the key points
2	The Eatwell Guide	Create 2 flash cards on the Eatwell Guide https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/
3	Nutrients – functions and sources	Complete the nutrients knowledge wheel. Sheet will be on satchel or handed out in class.
4	Deepen understanding of the Eatwell Guide	Watch the videos and make notes https://www.youtube.com/watch?v=xtFx55a-j0Y
5	Ways to reduce Sugar	Read the information on better sugar swaps and make notes Reducing sugar - Food facts - Healthier Families - NHS

KEY INDEPENDENT ONLINE RESOURCES

- [Free education resources for teaching young people aged 3-16 years about where food comes from, cooking and healthy eating, and teacher training. - Food A Fact Of Life](#)
- [British Nutrition Foundation - Homepage](#)
- [The Eatwell Guide - NHS](#)

Year 7 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
English	45 minutes	<ul style="list-style-type: none"> 5 recall questions 5 reading questions based on a text not studied in class to assess pupils' ability to read and infer meaning

Task	Learning Focus	Activity/Resource
1	To develop independent reading skills	Boost your reading skills this week by reading at home every night for 10-20 mins. Use your homework booklet for recommended books this half term.
2	To further develop inference skills	Read the London Eye extract in your homework booklet and complete the task.
3	Revision or The Hound of the Baskervilles extract	In your homework booklet, independently annotate and make notes on how the hound is presented in the extract. Use the notes to help you prepare for your assessment.
4	Flash cards to help pupils remember key aspects of the Hound of the Baskervilles extract	Choose 5 hound quotations to learn and make notes around each quotation on: <ul style="list-style-type: none"> What does the hound look like? Any techniques used by the author to describe the hound How are we supposed to feel about the hound?

KEY INDEPENDENT ONLINE RESOURCES

SUBJECT	TIME	PAPER/TOPIC DETAILS
Mathematics (bold topics are Advanced only)	45 minutes	Non- Calculator – 50 marks Questions are on everything that has been covered in year 7 so far

Task	Learning Focus	Activity/Resource
1	Create a revision mind map on how to calculate the range and median.	Exercise book

Year 7 Spring Assessments

2	Understand place value using number lines.	Sparx codes: M763, M522, M704
3	Convert between fractions, decimals and percentages.	Sparx codes: M671, M158, M410, M958, M533
4	Solve problems with addition and subtraction.	Sparx codes: M920, M899, M152, M429

KEY INDEPENDENT ONLINE RESOURCES

[Sparx Maths - Home](#)

SUBJECT	TIME	PAPER/TOPIC DETAILS
Science	40 Minutes	You will be assessed on topics within the working scientifically unit. Questions can be either multiple choice, short answer style or extended response (no more than 6 marks though)

Task	Learning Focus	Activity/Resource
1	Changes of State	Read through the information and complete the activities- What are changes of state? - BBC Bitesize
2	Energy Resources	Read through the information and complete the activities- Generating electricity guide for KS3 physics students - BBC Bitesize
3	Variables	Read through the information and complete the activities- Variables - Working scientifically - KS3 Science - BBC Bitesize
4	Cell Structure	Read through the information and create flashcards to learn the parts of the cell and it's function. What are plant and animal cells? - BBC Bitesize

Year 7 Spring Assessments

5	Energy Transfer	Read through the information and complete the activities- Energy stores and energy transfers - Forces and movement - KS3 Physics - BBC Bitesize
6	Revision Wheel	Create a revision wheel for the topics that will be on the QMA.

KEY INDEPENDENT ONLINE RESOURCES

KS3 bitesize- working scientifically- [Working scientifically - KS3 Biology - BBC Bitesize](#)

KS3 bitesize- [KS3 Science - BBC Bitesize](#)

SUBJECT	TIME	PAPER/TOPIC DETAILS
<h1>Physical Education</h1>		Assessment will be ongoing throughout lessons on each of the practical areas that they study.

Task	Learning Focus	Activity/Resource
1	Invasion Games Rugby Football Netball Handball	Pupils are assessed on their ability <ul style="list-style-type: none"> to produce the intended skills/techniques with consistency and accuracy. to perform the skills/techniques in isolation and in a competitive situation to apply the rules and regulations within a game situation.
2	Health and Fitness	Pupils are assessed on their <ul style="list-style-type: none"> Level of physical performance across the methods of training and fitness testing. Knowledge and understanding demonstrated of training methods and fitness testing.
3	Striking Badminton Table tennis	Pupils are assessed on their ability to <ul style="list-style-type: none"> Demonstrate the intended skills /techniques with consistency and accuracy. Perform skills in isolation and in a competitive situation. To apply the rules /regulations within a game

Year 7 Spring Assessments

KEY INDEPENDENT ONLINE RESOURCES

--