



**BRIDGEWATER**  
HIGH SCHOOL

**Y7 Autumn Assessments  
2025**

**Bitesized Task Revision Plan**

# Year 7 Autumn Assessments

## Assessment Information

In each academic subject, students will complete an Assessment. Assessments in the Autumn Term will take place throughout the term. Students will sit their subject assessments in classrooms during the Assessment Window. Assessments will take place in the first lesson during the Assessment Window unless teachers give advanced notice of a change. Please refer to the timetable below.

Questions set will be based on the material they have been taught this year at Bridgewater High school. 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 15<sup>th</sup> December. The Progress 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

<b>Subject</b>	<b>Autumn Assessment Window</b> <small>The assessment will take place in the first lesson of the Assessment Window if a subject has more than one lesson during the week (unless you have specifically been told otherwise by your teacher)</small>
<b>Science</b>	<b>6<sup>th</sup> –10<sup>th</sup> October</b>
<b>Geography</b>	<b>6<sup>th</sup>-17<sup>th</sup> October</b>
<b>Design/Technology</b>	<b>13<sup>th</sup> - 24<sup>th</sup> October</b>
<b>History</b>	<b>13<sup>th</sup> - 24<sup>th</sup> October</b>
<b>Dance</b>	<b>13<sup>th</sup> - 24<sup>th</sup> October</b>
<b>Drama</b>	<b>13<sup>th</sup> - 24<sup>th</sup> October</b>
<b>English</b>	<b>13<sup>th</sup> - 17<sup>th</sup> October</b>
<b>ICT</b>	<b>13<sup>th</sup> -24<sup>th</sup> October</b>
<b>French</b>	<b>3<sup>rd</sup> - 14<sup>th</sup> November</b>
<b>Food</b>	<b>3<sup>rd</sup> - 14<sup>th</sup> November</b>
<b>Music</b>	<b>3<sup>rd</sup> - 14<sup>th</sup> November</b>
<b>Maths</b>	<b>3<sup>rd</sup> – 7<sup>th</sup> November</b>
<b>Art &amp; Design</b>	<b>3<sup>rd</sup> – 7<sup>th</sup> November</b>
<b>Religious Studies</b>	<b>10<sup>th</sup> - 20<sup>th</sup> November</b>

## Year 7 Autumn Assessments

Subject	Time	Paper/Topic Details
<b>Dance</b> EPA for Change	20 mins approx.	Pupils will participate in a class performance directed by the teacher. Pupils will perform as part of the evening EPA for Change event. Pupils will be individually assessed and perform this multiple times during lessons for the assessment. <b>Assessment focus: Performance.</b>

Task	Learning Focus	Activity/Resource
<b>1</b>	To develop coordination of the key steps that you are learning in class.	<ul style="list-style-type: none"> <li>Music. This will be accessed via Satchel One.</li> <li>Go over the steps repeatedly to make sure that you can do it with confidence and ease</li> <li>Then try the steps to the music to check your timing</li> </ul>
<b>2</b>	To develop your facial expression and character for the performance	<ul style="list-style-type: none"> <li>To rehearse the dance in front of a mirror OR video yourself so you can watch and see what you did well, and what you need to improve</li> <li>Do this at least 3 times or until you see an improvement in your facial expression</li> <li>TIP: Get a peer or a family member to watch you and give you feedback. Are you focused? Are you confident with the dance? Do you have good memory and are you in time with the music?</li> </ul>
<b>3</b>	Use systematic repetition as you approach your assessment/ performance day.	<ul style="list-style-type: none"> <li>Create 3 systems that you are going to focus on each time you rehearse the dance. This is systematic repetition. Develop a different skill each time.</li> <li>These systems could be:               <ol style="list-style-type: none"> <li>1: Focus on facial expressions</li> <li>2: Focus on timing</li> <li>3: Focus on where you are in the space</li> <li>4: Focus on extension</li> <li>5: Focus on projection: Making your movement big</li> </ol> </li> </ul>

### KEY INDEPENDENT ONLINE RESOURCES

**Order of the dance/ key steps as reminders will be provide on Satchel one.**

**Music: Refer to the links below for your individual class's track. Each class is different.**

[https://youtu.be/eicemBcYXsU?si=7EMuQ\\_NAZGpYyiTC](https://youtu.be/eicemBcYXsU?si=7EMuQ_NAZGpYyiTC)

<https://youtu.be/pSQk-4fddDI?si=ck9AQ3HAW0nzbaY->

[https://youtu.be/DykVJI6wr\\_4?si=nBtMig3cnRERtnQY](https://youtu.be/DykVJI6wr_4?si=nBtMig3cnRERtnQY)

<https://youtu.be/wEJd2RyGm8Q?si=Mu9I7x5siBrGzRbd>

<https://www.youtube.com/watch?v=O4N0Fsnsr4I>

<https://youtu.be/NyVYXRd1Ans?si=GDrLFjF8qEXRqasr>

<https://youtu.be/mSfH2AuhXfw?si=LLmnfsgagEfps1s6>

<https://youtu.be/MTnD7m3xnsU?si=61L4cwX1pGOFbouR>

## Year 7 Autumn Assessments

Subject	Time	Paper/Topic Details
<b>Art &amp; Design</b>	45 minutes	Practical exam – demonstrating knowledge and understanding of the Formal Elements of Art through drawing from observation - 20 marks

Task	Learning Focus	Activity/Resource
<b>1</b>	The formal elements of Art	Make flash cards – one for each formal element of art. The formal element goes on the front of the card – The definition and an example on the back. Use these to revise to learn what each element of art is.
<b>2</b>	Developing knowledge and understanding of the formal elements through drawing	Instructions provided on a Power Point set on Satchel One.
<b>3</b>	Developing drawing skills focusing on: line and shape only.	Instructions provided on a Power Point set on Satchel One
<b>4</b>	Developing drawing skills focussing on: line, shape, tone and form.	Instructions provided on a Power Point set on Satchel One
<b>5</b>	Developing drawing skills focusing on: line, shape, tone, form and texture.	Instructions provided on a Power Point set on Satchel One
<b>6</b>	Developing drawing skills focusing on: Line, shape, tone, form and texture	Instructions provided on a Power Point set on Satchel One
<b>7</b>	Developing drawing skills focusing on: Line, shape, tone, form, texture and colour.	Instructions provided on a Power Point set on Satchel One
<b>8</b>	Developing drawing skills focusing on: Line, shape, tone, form, texture, colour, and space	Instructions provided on a Power Point set on Satchel One

### KEY INDEPENDENT ONLINE RESOURCES

[The Formal Elements of Art](#)

[How to make and use Flash cards to help you revise](#)

[How to layer colour pencils](#)

[W:\EPA\Art\Year 7\Year 7 Autumn term Assessment 2024 Revision material.pdf](#)

## Year 7 Autumn Assessments

Subject	Time	Paper/Topic Details
<b>Drama</b>	10 minutes	Pupils will participate in a class performance directed by the teacher. Pupils will perform as part of the evening EPA for Change event. Pupils will be individually assessed.

<i>Task</i>	<b>Learning Focus</b>	<b>Activity/Resource</b>
<b>1</b>	To prepare for performance by learning lines to display character knowledge and understanding.	Script and/or relevant lines given to the pupil by the teacher. This will be accessed via Satchel One.
<i>Task</i>	<b>Learning Focus</b>	<b>Activity/Resource</b>
<b>2</b>	To prepare for performance by learning lines to display character knowledge and understanding.	Script and/or relevant lines given to the pupil by the teacher. This will be accessed via Satchel One.
<i>Task</i>	<b>Learning Focus</b>	<b>Activity/Resource</b>
<b>3</b>	To prepare for performance by learning lines to display character knowledge and understanding.	Script and/or relevant lines given to the pupil by the teacher. This will be accessed via Satchel One.

### KEY INDEPENDENT ONLINE RESOURCES

**Script and/or focus performance story to be provided on Satchel one.**

## Year 7 Autumn Assessments

Subject	Time	Paper/Topic Details
<b>Music</b>	40 minutes	Performance forms main part of assessment. There will be a Listening test based on pitch and rhythm. This is supplemented by your weekly homework tasks.

Task	Learning Focus	Activity/Resource
1	Duration	Teaching gadget: General Musicianship > Rhythm - Anything in rehearsal room 5 mins
2	Duration	Teaching gadget: General Musicianship > Rhythm Rhythm Duration Quiz/L2/L3 5 mins
3	Rhythm	Teaching gadget: General Musicianship > Rhythm Bar selector & True or False rhythm 5 mins
4	Rhythm	Teaching gadget: General Musicianship > Rhythm Rhythm Dictation L1 5 mins
5	Pitch	Teaching gadget: General Musicianship > Pitch Anything in rehearsal room 5 mins
6	Pitch	Teaching gadget: General Musicianship > Rhythm Treble Bass vlef lesson 5 mins
7	Pitch	Teaching gadget: General Musicianship > Rhythm Pitch Quiz L1/2 5 mins
8		

### KEY INDEPENDENT ONLINE RESOURCES

#### Teaching gadget credentials

**USERNAME:** bridgewaterhigh

**PASSWORD:** music

There are many other tasks in Rhythm and Pitch. You can also explore these, however, the ones noted above are focussed on the assessment.

You can also explore the other games in any of the sections.

## Year 7 Autumn Assessments

Subject	Time	Paper/Topic Details
<b>French</b>	40 minutes	Questions are on everything that has been covered in year 7 so far. Each paper is made up of: Vocabulary Matching – 12 marks Cloze Text – placing words in the correct context – 9 marks Translation (both into English and into French) 5 sentences – 39 marks

Task	Learning Focus	Activity/Resource
<b>1</b>	Days of the week	Sing/listen along to the days of the week song. Pause the video and see if you can sing/rap along <a href="https://youtu.be/Lpwf5N0rfVE">https://youtu.be/Lpwf5N0rfVE</a>
<b>2</b>	J'étudie + School Subjects	<ul style="list-style-type: none"> <li>• Create flashcards of new vocabulary and self/peer test</li> <li>• Record new vocabulary into a phone (use annotations) and then play back and write the spelling</li> </ul>
<b>3</b>	C'est/ce n'est pas + adjectives	<b>Look, cover, write check</b> – look at the adjectives in French, cover them and see if you can write the English, check your answers. Then do the reverse – cover the English, write them in French, check your spellings. Any you got incorrect or spelt incorrectly – copy out three times <b>GROUP IDEA:</b> Write each adjective in French on a separate piece of paper. Do the same with the translations in English. Shuffle the papers and play a game of snap with a classmate/family member
<b>4</b>	Opinion phrases + school subjects	<b>Look, cover, write check</b> – look at the opinions and subjects in French, cover them and see if you can write the English, check your answers. Then do the reverse – cover the English, write them in French, check your spellings. Any you got incorrect or spelt incorrectly – copy out three times
<b>5</b>	Conjunctions and additional opinions (in my opinion/ I think that/ I find that)	<ul style="list-style-type: none"> <li>• Create flashcards of new vocabulary and self/peer test</li> <li>• Record new vocabulary into a phone (use annotations) and then play back and write the spelling</li> </ul>
<b>6</b>	Intensifiers (really/very/quite/a bit/too)	<ul style="list-style-type: none"> <li>• Create flashcards of new vocabulary and self/peer test</li> <li>• Record new vocabulary into a phone (use annotations) and then play back and write the spelling</li> <li>• Practise combining intensifiers with adjectives</li> </ul>
<b>7</b>	Language manipulation	Look at pre-written sentences in your sentence builders. Practise changing nouns/adjectives/opinions and therefore the meaning of each sentence
<b>8</b>	Translation Practise	Cover translation challenges with paper – redo from memory (return to vocab learning stage above where there are errors)

### KEY INDEPENDENT ONLINE RESOURCES

[www.languagenut.com](http://www.languagenut.com) Use your login and go over the tasks on this topic area

## Year 7 Autumn Assessments

Subject	Time	Paper/Topic Details
<b>Geography</b>	30 minutes	Section A – 15 multiple choice questions based on the geographical skills topic studied this year Section B – draw and label a field sketch

Task	Learning Focus	Activity/Resource
<b>1</b>	To know the 3 types of Geography	Draw Venn Diagram to show examples of the 3 types of geography: <a href="#">What is geography? - BBC Bitesize</a>
<b>2</b>	To know the geography of the UK	Label a blank map of the UK to show the countries, capitals, seas and oceans.
<b>3</b>	To know the continents and oceans of the world	Watch the clips and complete the multiple choice questions underneath: <a href="#">Exploring locations - the seven continents - Years 1/2 - P2/3 - Geography Collection - BBC Bitesize</a> <a href="#">Oceans of the world - BBC Bitesize</a>
<b>4</b>	To know what lines of latitude and longitude are	Produce an annotated diagram using the notes in your book or link below to show what latitude and longitude are: <a href="#">Latitude and longitude - Atlas skills - KS3 Geography (Environment and society) Revision - BBC Bitesize</a>
<b>5</b>	To be able to draw a field sketch of a scene	Practice drawing a field sketch such as the view from your window at home or using the link: <a href="#">Field sketches in Geography - Internet Geography</a>
<b>6</b>	To know the difference between labels and annotations	Produce a flashcard giving the definitions of a label and annotation
<b>7</b>	To know what line and bar graphs are and why we use them	Look, cover, write: watch the clip and read the information on bar and line graphs then write down what you remember: <a href="#">Types of graphs in geography - Graphical skills – WJEC - GCSE Geography Revision - WJEC - BBC Bitesize</a>
<b>8</b>	To know what pie charts and scatter graphs are and why we use them	Produce an annotated diagram to show what pie charts and scatter graphs are: <a href="#">Other geographical graphs - Graphical skills – WJEC - GCSE Geography Revision - WJEC - BBC Bitesize</a>
<b>9</b>	Check understanding	Complete the 3 quizzes on geographical skills: <a href="#">Key Stage 3 Geography   KS3 Revision   Education Quizzes</a>
<b>10</b>	Summary Username: <b>pupil</b> Password: <b>appleton</b>	Complete a revision clock to summarize your learning: <a href="#">Revision clock</a>

### KEY INDEPENDENT ONLINE RESOURCES

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

GCSEpod KS3 Geography: [GCSEPod](#)

Bridgewater School VLE Geography (pupil/appleton): [Geography Year 7 \(bridgewaterhigh.com\)](#)

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

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

## Year 7 Autumn Assessments

Subject	Time	Paper/Topic Details
<b>History</b> How has migration shaped the British Isles?	40 minutes	Section A: Chronology task Section B: What can you learn from a source? Section C: Explain question (PEA paragraph)

Task	Learning Focus	Activity/Resource
<b>1</b>	To understand what groups have migrated to Britain.	Read your timeline of the different groups that have migrated to the British Isles. Turn this over and write down from memory the groups in chronological order. Check this and see how many you have got correct.
<b>2</b>	To understand key historical terminology.	<b>Read, cover, write check</b> the key historical terminology of the words: migration, British Isles and Commonwealth.
<b>3</b>	To understand the impact individuals have had on the British Isles	Create a quiz to test a Y7 student on the <b>impact different individuals</b> have had on the British Isles. You might include questions considering the impact of the following individuals such as Boudicca, Emperor Claudius, King Ethelbert etc.
<b>4</b>	To understand the impact groups have had on the British Isles	Using <b>dual coding</b> to revise the <b>impact</b> different <b>migrating groups</b> have had on the British Isles. You will need to revise at least two groups e.g. Celts, Romans, Anglo-Saxons, Vikings, Jews, Huguenots, etc.

### KEY INDEPENDENT ONLINE RESOURCES

- Please see attached revision guide on SMHW.
- <https://www.bbc.co.uk/bitesize/guides/z2mn2p3/revision/1>
- Impact of Romans – <https://www.bbc.co.uk/bitesize/articles/>
- Impact of Alfred the Great - <https://www.historic-uk.com/HistoryUK/HistoryofEngland/Alfred-the-Great/>

## Year 7 Autumn Assessments

Subject	Time	Paper/Topic Details
<b>Computing &amp; IT</b>	40 minutes	Questions are on everything that has been covered in year 7 so far. Each assessment is made up of: 30 multiple choice questions – 30 marks 1 extended writing question – 10 marks No calculators

Task	Learning Focus	Activity/Resource
<b>1</b>	Understand what makes a good and bad online friendship.	<a href="https://www.bbc.co.uk/bitesize/guides/z9p9kqt/test">https://www.bbc.co.uk/bitesize/guides/z9p9kqt/test</a>
<b>2</b>	Identify characteristics of cyberbullying.	<a href="https://www.bbc.co.uk/bitesize/guides/zrtrd2p/test">https://www.bbc.co.uk/bitesize/guides/zrtrd2p/test</a>
<b>3</b>	Understand what a website is.	<a href="https://www.bbc.co.uk/bitesize/guides/z8nk87h/test">https://www.bbc.co.uk/bitesize/guides/z8nk87h/test</a>
<b>4</b>	Understand what makes an effective website.	<a href="https://www.bbc.co.uk/bitesize/articles/z6qj2v4">https://www.bbc.co.uk/bitesize/articles/z6qj2v4</a>
<b>5</b>	Understand how websites are structured.	<a href="https://www.bbc.co.uk/bitesize/guides/zx7x6sg/test">https://www.bbc.co.uk/bitesize/guides/zx7x6sg/test</a>
<b>6</b>	Understand website publishing.	<a href="https://www.educationquizzes.com/ks3/ict/web-publishing-01/">https://www.educationquizzes.com/ks3/ict/web-publishing-01/</a>
<b>7</b>		<a href="https://www.educationquizzes.com/ks3/ict/web-publishing-02/">https://www.educationquizzes.com/ks3/ict/web-publishing-02/</a>
<b>8</b>		<a href="https://www.educationquizzes.com/ks3/ict/web-publishing-03/">https://www.educationquizzes.com/ks3/ict/web-publishing-03/</a>

### KEY INDEPENDENT ONLINE RESOURCES

- Coding websites in HTML - [HTML Tutorial \(w3schools.com\)](http://www.w3schools.com/html/)
- Coding websites in CSS - [CSS Tutorial \(w3schools.com\)](http://www.w3schools.com/css/)
- Internet E-Safety - [The internet - eSafety - KS3 ICT Revision - BBC Bitesize](#)
- Safer Internet - [Homepage - UK Safer Internet Centre](#)
- Cyberbullying - [Quiz: Are you an accidental cyberbully? - CBBC - BBC](#)
- CEOP - [CEOP Education](#)

PowerPoint skills building - [PowerPoint for Windows training - Microsoft Support](#)

## Year 7 Autumn Assessments

Subject	Time	Assessment details
<b>English</b>	45 minutes	Writing Assessment Write a narrative using genre features of Myths and Legends
Task	Learning Focus	Activity
1	Genre conventions	Create a quiz about the genre conventions we have studied. Ask an adult to test you on the answers on three separate occasions.
2	Vocabulary boost	Use the KIM (Keyword, Information, Memory clue) format to remind you of the key vocabulary you will use in your narrative.
3	Familiarise yourself with the genre conventions	Read the opening chapter of ' <b>Percy Jackson and the Lightning Thief</b> ' by Rick Riordan: <a href="https://2.files.edl.io/JHeWjTYaE6vSh3EgfBKWn1X4Odb8EZ4N5SkucuPB03mk1BFO.pdf">https://2.files.edl.io/JHeWjTYaE6vSh3EgfBKWn1X4Odb8EZ4N5SkucuPB03mk1BFO.pdf</a> Note features of myths and the narrative style that the writer has used. Where did the chapter shift from teenage novel to myth? Which sentence types do you think are effective? Write your own in a similar style.
4	Familiarise yourself with the genre conventions	Read an extract from ' <b>Odd and the Frost Giants</b> ' by Neil Gaiman. <a href="https://www.lovereading4kids.co.uk/extract/5908/Odd-and-the-Frost-Giants-by-Neil-Gaiman.html">https://www.lovereading4kids.co.uk/extract/5908/Odd-and-the-Frost-Giants-by-Neil-Gaiman.html</a> Which legend features has the writer used? What do we learn about Odd? How is his character introduced? Does the writer focus on setting or character information first?
5	Story arc	Choose one of the extracts below to boost your knowledge of myths and legends. <b>'Who Let the Gods Out'</b> by Maz Evans <a href="https://www.chickenhousebooks.com/wp-content/uploads/2016/08/Who-let-the-Gods-out-Chapter-1.pdf">https://www.chickenhousebooks.com/wp-content/uploads/2016/08/Who-let-the-Gods-out-Chapter-1.pdf</a> <b>'Skandar and the Unicorn Thief'</b> by A.F. Steadman <a href="https://www.readingzone.com/media/r14dtmw4/skandarandtheunicornthief_chap1.pdf">https://www.readingzone.com/media/r14dtmw4/skandarandtheunicornthief_chap1.pdf</a> Plan your legend or myth story the story arc template and planning grid.
<b>KEY INDEPENDENT ONLINE RESOURCES</b>		
Key Stage 3 BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/articles/ztsj2v4#z2v26g8">https://www.bbc.co.uk/bitesize/articles/ztsj2v4#z2v26g8</a> Summary of myths and legends: <a href="https://arcusstudios.co.uk/portfolio/bbc-bitesize-myths-and-legends/">https://arcusstudios.co.uk/portfolio/bbc-bitesize-myths-and-legends/</a>		

## Year 7 Autumn Assessments

Subject	Time	Paper/Topic Details
<b>Maths</b>  (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
<b>1</b>	Create a flashcard to name the different types of sequences and their definitions (e.g. Linear)	Exercise book
<b>2</b>	Be able to describe rules for and continue linear, geometric, Fibonacci and non-linear sequences	Sparx codes M381, M241, M981
<b>3</b>	Write a help sheet for a friend to explain how you would work out missing terms in a sequence (e.g. Linear sequence 3 ___ 15 ___)	Exercise book
<b>4</b>	Be able to calculate with algebraic function machines and use algebraic notation correctly	Sparx codes M813, M830
<b>5</b>	Create a revision resource to explain how to substitute and the order of operations	Exercise book
<b>6</b>	Solve one ( <b>and two</b> ) step equations	Sparx codes M707, <b>M509</b>

### KEY INDEPENDENT ONLINE RESOURCES

#### **Sparx independent learning**

Log in to Sparx and use the 'independent learning' tab to search for that topic or Sparx code. This provides a bank of questions on that topic to complete. There are also videos to support each question if needed.

## Year 7 Autumn Assessments

Subject	Time	Paper/Topic Details
<b>Music</b>	40 minutes	Performance forms main part of assessment. There will be a Listening test based on pitch and rhythm. This is supplemented by your weekly homework tasks.

Task	Learning Focus	Activity/Resource
<b>1</b>	Duration	Teaching gadget: General Musicianship > Rhythm - Anything in rehearsal room 5 mins
<b>2</b>	Duration	Teaching gadget: General Musicianship > Rhythm Rhythm Duration Quiz/L2/L3 5 mins
<b>3</b>	Rhythm	Teaching gadget: General Musicianship > Rhythm Bar selector & True or False rhythm 5 mins
<b>4</b>	Rhythm	Teaching gadget: General Musicianship > Rhythm Rhythm Dictation L1 5 mins
<b>5</b>	Pitch	Teaching gadget: General Musicianship > Pitch Anything in rehearsal room 5 mins
<b>6</b>	Pitch	Teaching gadget: General Musicianship > Rhythm Treble Bass vlef lesson 5 mins
<b>7</b>	Pitch	Teaching gadget: General Musicianship > Rhythm Pitch Quiz L1/2 5 mins

### KEY INDEPENDENT ONLINE RESOURCES

#### **Teaching gadget credentials**

**USERNAME:** bridgewaterhigh

**PASSWORD:** music

There are many other tasks in Rhythm and Pitch. You can also explore these, however, the ones noted above are focussed on the assessment.

You can also explore the other games in any of the sections.

## Year 7 Autumn Assessments

Subject	Time	Paper/Topic Details
<b>Physical Education</b>	40 minutes	Health and Fitness There will be 25 multiple choice questions on the topics that have been covered in your Health and Fitness lessons this term

	Learning Focus	Activity/Resource
<b>1</b>	Methods of training Continuous & Circuit training	Practical in lesson Knowledge Organiser
<b>2</b>	Methods of training Interval & fartlek training	Practical in lesson Knowledge organiser
<b>3</b>	Warm ups/Cool downs Purpose and benefits of	Practical in lesson Knowledge Organisers
<b>4</b>	Heart rates Resting/maximum	Practical in lesson Knowledge organisers.
<b>5</b>	Immediate effects of exercise	Practical in lesson Knowledge organisers
<b>6</b>	Fitness Testing Multi stage fitness test Cooper 12 minute run	Practical in lesson Knowledge organisers
<b>7</b>	Major muscles involved in movement.	Practical in lesson Knowledge organisers
<b>KEY INDEPENDENT ONLINE RESOURCES</b>		

## Year 7 Autumn Assessments

Subject	Time	Paper/Topic Details
<b>Religious Education</b>	40 minutes	World views assessment = 25 marks Questions are on everything that has been covered in year 7 so far. Each paper is made up of: 5 multi choice questions = 5 marks 5 key words and definitions = 5 marks Analysis of world view data = 5 marks Extended writing = 10 marks

Task	Learning Focus	Activity/Resource
<b>1</b>	Learn all the key words on your knowledge organiser	Follow the Leitner technique to learn all the key words you have created flash cards for.
<b>2</b>	Test yourself on how well you have learned the key words	<ul style="list-style-type: none"> <li>▪ Complete the SMHW quiz on key terms for this unit.</li> <li>▪ Have a go at creating your own key word quiz to test your friends!</li> </ul>
<b>3</b>	Explain what influences your worldview.	<a href="https://www.youtube.com/watch?v=AFRxKF-Jdos">https://www.youtube.com/watch?v=AFRxKF-Jdos</a> <ul style="list-style-type: none"> <li>▪ Watch the video 'Nobody Stands Nowhere'.</li> <li>▪ Create a mind map of the different things that can influence our world view.</li> <li>▪ Using your mind map, write a short explanation of the things that influence your world view.</li> </ul>
<b>KEY INDEPENDENT ONLINE RESOURCES</b>		
<a href="https://www.youtube.com/watch?v=AFRxKF-Jdos">https://www.youtube.com/watch?v=AFRxKF-Jdos</a> <b>Nobody stands nowhere video</b>		

## Year 7 Autumn Assessments

Subject	Time	Paper/Topic Details
<b>Science</b>	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
<b>1</b>	Working Scientifically	Make 2 flashcards per lesson-start with the core ideas in the mastery booklet.
<b>2</b>	Apparatus	Use the look/cover/write check method to learn the description and function for the the first 10 pieces of apparatus (beaker- timer)- <a href="#">Apparatus - Apparatus and techniques - National 5 Biology Revision - BBC Bitesize</a>
<b>3</b>	Variables	Read through the information and complete the activities- <a href="#">Variables - Working scientifically - KS3 Science - BBC Bitesize</a>
<b>4</b>	The Bunsen burner	Read through the information and complete the activities- <a href="#">Working safely in the lab - Working scientifically - KS3 Science - BBC Bitesize</a>
<b>5</b>	Hypothesis	Read through the information and complete the activities- <a href="#">Writing a hypothesis and prediction - Working scientifically - KS3 Science - BBC Bitesize</a>
<b>6</b>	Writing a method	Watch the video and read section on writing a method- <a href="#">Planning an experiment - Working scientifically - KS3 Science - BBC Bitesize</a>

### KEY INDEPENDENT ONLINE RESOURCES

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

## Year 7 Autumn Assessments

Subject	Time	Paper/Topic Details
<b>DESIGN &amp; TECHNOLOGY</b>	Your test is 30 minutes long	Questions are on everything that has been covered in year 7 so far. Each paper is made up of: Multi choice questions, 2 or 3 mark questions or drawings, an extended answer question – 6-10 marks

<i>Task</i>	Learning Focus	Activity/Resource
<b>1</b>	Metals/Woods/Plastics/Papers and Boards	Make flashcards on properties and uses of materials [make one in class] then use in class as a starter next lesson.
<b>2</b>	Tools and their uses	Make a mind map showing tools we have used in the workshop and their uses. -Starter questions in class based on tools the next lesson
<b>3</b>	Metals/Woods/Plastics/Papers and Boards Tools and their uses Health and Safety	Complete quiz on 'SatchelOne'
<b>4</b>	Know the 6R's	Write a definition of the 6R's

### KEY INDEPENDENT ONLINE RESOURCES

## Year 7 Autumn Assessments

Subject	Time	Paper/Topic Details
<b>D &amp; T - Food</b>		
Health, Hygiene and Safety	Your test is 30 minutes long	Questions are on everything that has been covered in year 7 so far with a focus on health, hygiene and safety.
Sensory Testing	1 lesson	A taste testing session will be completed in lesson and then you will write an evaluation for each sample – including sensory descriptive words.
Food Poisoning article	1 lesson	You will read an article about what happens when rules are not followed in the food room. Comprehension task identifying mistakes and explaining what rules must be followed to keep everyone safe.

Task	Learning Focus	Activity/Resource
<b>1</b>	4 C's for good food hygiene	<a href="https://www.youtube.com/watch?v=q9fjY_3sXP4">https://www.youtube.com/watch?v=q9fjY_3sXP4</a> Watch the video and make a mind map of what the 4's are and include an example of how we can follow that rule. -Starter questions based on 4's next lesson
<b>2</b>	Hygiene Rules	Complete the hygiene revision wheel – think of a rule specific to food - for each letter of the word HYGIENE.
<b>3</b>	Sensory Testing	Complete the sensory word tables – use a range of descriptive words to complete a table for taste/texture/smell/appearance. - This will be used to complete an assessed piece of written work.
<b>4</b>	Safe Food storage and key temperatures	Complete the Satchel One revision quiz.
<b>5</b>	Food poisoning and bacteria	<a href="https://www.youtube.com/watch?v=flxmB8NKMzE&amp;ab_channel=BBCTeach">https://www.youtube.com/watch?v=flxmB8NKMzE&amp;ab_channel=BBCTeach</a> Watch the video link about food hygiene and bacteria – mind map the 4 conditions bacteria need to grow and key storage and cooking temperatures.

### KEY INDEPENDENT ONLINE RESOURCES

# **Year 7 Autumn Assessments**