



BRIDGEWATER
HIGH SCHOOL

**YEAR 7 BITESIZE TASK
REVISION PLAN**

Year 7 Summer Assessments

In each academic subject, students will complete an end of year assessment from 18th -22nd May. The normal timetable will be suspended for these subjects (see timetable below) and pupils will sit these assessments at the same time.

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/carers will receive feedback after the assessments have been marked by our staff. You will receive a full report by email in the week commencing 13th July. 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.

	Period 1	Period 2	Period 3	Period 4	Period 5
Monday 18th May			French		Music
Tuesday 19th May	Science		Maths (Stockton)	Maths (Appleton)	
Wednesday 20th May	Religious Studies		Food		
Thursday 21st May	Computing & IT		English		
Friday 22nd May	Geography			History	

Design & Technology will take place during scheduled D&T lessons during the above week

The following subjects will be sat in the normal scheduled lessons during the week beginning Monday 1st June

PE/ Drama/Dance/ Art

Year 7 Summer Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
Art & Design	1 LESSON (45 MINUTES)	A tonal drawing of a Natural form .

Task	Learning Focus	Activity/Resource
1	Developing drawing skills	We have been looking at forms found in nature for your latest project. For your assessment we will be drawing seedheads.
2	Developing observation drawing skills.	On A5 paper, use pencil to lightly sketch a seedhead exactly as it is in front of you. Find an image of a seedhead by searching online for a poppy seedhead.
3	Developing observation drawing skills and application of tone to create form.	Add shading (tone) to your drawing to make it look 3D. You can practice doing more drawings like this to prepare you for the assessment.

KEY INDEPENDENT ONLINE RESOURCES

Year 7 Summer Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
<h2>Computing & IT</h2>	40 minutes	<p>Questions are based on everything that has been covered so far this academic year. There are 10 marks for each 7.1 and 7.2 units along with 20 marks for 7.3 Total marks (40)</p> <p>You may want to reuse or revisit previous revision materials created for prior tests. No calculators.</p>

Task	Learning Focus	Activity/Resource
1.	Unit 3 – Spreadsheets - Understanding how a spreadsheet can be used to organise and process data.	<p>Along with revisiting lesson 1-3 in your student workbooks (7.3), use the following website; How spreadsheets work - Spreadsheets - KS3 ICT Revision - BBC Bitesize and make flash cards around the following pages;</p> <ol style="list-style-type: none"> 1. How spreadsheets work 2. Making a basic spreadsheet 3. Formatting 4. Formulas & Functions <p>Additionally use your workbook to remind yourself of the function and benefits of 'autofill' in a spreadsheet</p>
2.	Unit 3 – Spreadsheets - Be able to explain the difference between primary and secondary data.	<p>Make flash cards on both using the following website (or your student workbook); Using primary and secondary data - Investigating - AQA - GCSE Design and Technology Revision - AQA - BBC Bitesize</p>
3.	Unit 2 – Programming - To be able to identify the main components of a computer system.	<p>Create a mind map of the four components that make up a computer system and add detail to each section. [Input, Process, Output, Storage]</p>
4.	Unit 2- Programming - Understanding the Boolean logic conditions.	<p>Create a mind map of the three Boolean logic conditions [AND, OR, NOT]. Include the rules of each gate and real life examples.</p>
5.	Unit 2- Programming - Be able to convert binary numbers to denary and denary numbers to binary.	<p>Binary conversion game - https://learningcontent.cisco.com/games/binary/index.html</p>
6.	Unit 2 – Programming – Understand the Fetch-Decode-Execute cycle	<p>Make flash cards of the to ensure you can explain the process of this cycle</p> <p>The fetch-execute cycle - The CPU and the fetch-execute cycle - KS3 Computer Science Revision - BBC Bitesize</p>

Year 7 Summer Assessments

7.	Unit 1 – E-safety – Identify the key features of a 'good' poster	Using the Internet, find an example of a “good” poster based on E-Safety. Annotate around the poster the features that make it good, e.g. font size, font style, font colour, background colour, title, images. Can you take it a step further and explain why they are good features? Use your student workbook (7.1) to refresh your memory of a similar activity
8.	Unit 1 – E-safety – Identify key features of a slide deck	Revisit your 7.1 student workbook and using the knowledge organiser and project, consider what is meant by 'slide deck'. Create a set of flashcards that focus on the key features of a slide deck and HOW they can help an audience to understand information clearly.
9.	Unit 1 – E-safety – Understand what makes a good and bad friend online. Consider also the term 'cyberbullying'.	Create a set of flash cards that focus on the characteristics of good online friendships, they should include the key terms: support, consent, trust and kindness. On the other side of your card you should write in a definition of what those words mean. Read through the content on Cyberbullying on: What is cyber bullying and how can you deal with it? - BBC Bitesize. Write down a paragraph that answers the following questions: What is cyberbullying? Why do people cyber bully? How can you stop cyberbullies?

KEY INDEPENDENT ONLINE RESOURCES – as noted in the activity/resource

Year 7 Summer Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
DANCE	1 hour practical assessment lesson	American Hoedown

Task	Learning Focus	Activity/Resource
1.	Accuracy of teacher taught movements and phrases: Hoedown Key actions	<ul style="list-style-type: none"> Mental rehearsals of the key steps/ phrases from the lesson (thinking of the dance to aid movement memory) Physical rehearsals with the music (attached on Satchel 1, details below). Repeated rehearsals of the dance piece with the music and without will aid memory, accuracy and confidence.
2.	Performance skills: Memory, extension, timing, facial expressions and energy	<ul style="list-style-type: none"> Use of the mirror in rehearsal in lessons and self-reflection Use of peer feedback in rehearsals Teacher feedback from your mid-way assessment Use of systematic repetition to rehearse: 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. These systems could be: <ol style="list-style-type: none"> 1: Focus on facial expressions 2: Focus on timing 3: Focus on where you are in the space 4: Focus on extension
3.	Contribution to the creative process	<ul style="list-style-type: none"> Contributing ideas of movements and/ or choreography tools to your group. Movement such as do-di do, linking arms, the basket lift and choreography tools such as crossing pathways, canon and unison
4.	Use of space in choreography: Long ways set formation/ meeting and parting/ different formations and directions	<ul style="list-style-type: none"> A range of different uses of space (choreography tools). Changing directions, levels, formations and meeting and parting in movements such as the do-di do.

KEY INDEPENDENT ONLINE RESOURCES

- YouTube/ Spotify for the music: Cotton Eye Joe
- A Variety of hoedown steps to aid accuracy and movement ideas are in these tutorial videos. These videos also include a warmup if rehearsing at home:
<https://youtu.be/vLXsFQY4vHM?si=z1FFWqJ5oFmUX9Gv>
<https://youtu.be/htwxFPU5rTw?si=z04jEaZ3FCSpmrOB>
https://youtu.be/lchfDZDhImI?si=6z6ViR7t157Vy3_f

Year 7 Summer Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
Design & Technology LAMP Project (Room 68)	40 ins	Section A consists mostly of multiple-choice questions from projects completed since September. Section B consists of question from your current project complete. If you are in room 68 this is the <u>LAMP PROJECT</u> and if you are in room 107 this is the <u>CAD/CAM PROJECT.</u>

Task	Learning Focus	Activity/Resource
1	Sustainability & Environmental Issues	Use the revision materials you made for Spring exams (Flash cards and Mind Maps) to revisit the key term definitions & examples
2	CAD/CAM & Photoshop	Use the revision materials you made for Spring exams (Flash cards and Mind Maps) to revisit the key term definitions and examples. Also names of Photoshop tools
3	Tools & equipment	draw pictures of the tools & equipment you have used and remember the names and what they are used for
1.	Structures	Write, draw, read, cover and remember the four structural forces – Tension, Torsion, Compression & Shear
2.	Material Category types & sources	Make Flash cards of Wood & Plastic categories definitions and examples from Knowledge Organiser (NOT circuit symbols)
6	Primary processing	Practise drawing stages of making of raw materials to useable materials i.e. trees into wood and oil into plastic)

KEY INDEPENDENT ONLINE RESOURCES

- You will be set two HW on Satchel One by your teachers consisting of an active revision task and then a Quiz.
- Knowledge Organisers – Lamp & CAD/CAM projects
- www.technologystudent.com

Year 7 Summer Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
Design & Technology- CAD/CAM Project (Room 107)	40 ins	Section A consists mostly of multiple-choice questions from projects completed since September. Section B consists of question from your current project complete. If you are in room 107 this is the LAMP PROJECT and if you are in room 68 this is the CAD/CAM PROJECT .

Task	Learning Focus	Activity/Resource
1	Sustainability & environmental Issues	Use the revision materials you made for Spring exams (Flash cards and Mind Maps) to revisit the key term definitions & examples
2	Material types & sources	Use the revision materials you made for Spring exams (Flash cards and Mind Maps) to revisit the key term definitions & examples
3	Tools & equipment	Draw pictures of the tools & equipment you have used and remember the names and what they are used for
4	Structures	Write, draw, read, cover and remember the four structural forces – Tension, Torsion, Compression & Shear
5	CAD/CAM	Make Flashcards of key terms, definitions, advantages and disadvantages. Practise drawing labelled diagrams that explain the stages of Laser Cutting and 3D printing.
6	Photo Shop	Make Flash Cards of Tools and their uses from Knowledge Organiser
7	CATDIPP	Make Flash Cards of their names and meanings from Knowledge Organise

KEY INDEPENDENT ONLINE RESOURCES

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Year 7 Summer Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
Design & Technology (Food)	40 minutes	Nutrients, The Eatwell Guide, Equipment, Food Safety, health related diseases. Multiple choice, shorter answers and longer exam style question

Task	Learning Focus	Activity/Resource
1	Nutrients and The Eatwell Guide	Watch the videos and make a flashcard for each section of the Eatwell Guide https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/
2	Food Safety	Watch the video and create a mind map of steps to follow to prevent cross-contamination https://youtu.be/horgGwEAm7s?si=9fwVYP3pL_0kFn7Q
3	Revise using Knowledge Organisers	Read through the knowledge organisers on satchel one and test yourself on the key points. Create flashcards/mind maps

KEY INDEPENDENT ONLINE RESOURCES

[The Eatwell Guide - NHS](https://www.nhs.uk/live-well/eat-well/)
www.food.gov.uk
www.foodafactoflife.org.uk
www.bbc.com/bitesize/clips/zqt87ty

Year 7 Summer Assessments

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

Task	Learning Focus	Activity/Resource
1	Mime	Mime is a drama technique where the actor can move but can't talk. This is often accompanied with music to help convey the emotion or context of the scene to the audience. Mime was used in 'Silent Movies' as the motion picture was invented before the ability to use audio.
2	Exaggerated physicality and facial expressions	Without dialogue, the audience can get confused. Exaggerating physicality of movements and facial expressions allow the audience to understand the plot. 'Silent Movies' were often melodramatic (over the top) to compensate for the lack of dialogue, leading to exaggeration and physical comedy.
3	Use of captions	Captions were used intermittently (at different points) to guide the audience through the plot.

KEY INDEPENDENT ONLINE RESOURCES

1. [The Little Ball 🏀 | A Masterful Mime Performance by Carlos Martínez](#) - captivating the audience through Mime.
2. [Charlie Chaplin - The Lion's Cage](#) - Famous 'Silent Movie' actor, Charlie Chaplin.
3. ["Late For Class" - A Student Silent Film](#) - how captions are used to guide us through the story.

Year 7 Summer Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
English	40 minutes	20 minutes reading section 20 minutes writing section

Task	Learning Focus	Activity/Resource
1	Revising Symbolism	Use BBC Bitesize to learn about how writers create symbolism https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/zwq33j6#z9ctp4j
2	Revision of how writers use language	Use BBC Bitesize to learn about how writers use language https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/z6w4xyc#z6fd8hv
3	Reading skills	Read through your Spring Assessment (The Hound of the Baskervilles) and revise how to answer each question type. Find 5 details- bullet point your answers Use mini zoom analysis when you need to explain a point Use quick points with a quote to answer straightforward points
4	Spelling and connectives	Revise the connectives given to you for your Malala MT this half term and revise how to develop an argument using your MT.

KEY INDEPENDENT ONLINE RESOURCES

BBC Bitesize

Year 7 Summer Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
French	40 minutes	<u>Describing self, family and free time activities</u> Section 1- vocabulary match up Section 2 - gap-fill reading task Section 3 – translation task (French to English) Section 4 – translation task (English to French) Section 4 – Writing task – describe self and family

Task	Learning Focus	Activity/Resource
1	Describing self	Create flashcards using sentence builders from module 2 'je me presente 1&2'
2	Describing others	Choose a celebrity/sports person/family member and try to write 5 sentences to describe them using the sentence builders 'je me presente 1&2'
3	Opinion phrases and adjectives	Look through your sentence builders from all modules this year and sort opinion phrases and adjectives into positives and negatives
4	Translation Skills	Look, cover, write, - swap between languages covering either the French or English for each piece of vocabulary to check you know the correct translations each time.
5	Free time phrases	Using the sentence builder for 'les loisirs' make 2 lists, 1 of hobbies that you like and 1 of hobbies that you dislike, then try to add an adjective for each.
6	Verbs	Cover the verb column on 'les loisirs' and check you can say which verb should be used with each different activity.
7	Complex Structures	Try to write the longest sentence possible making sure that you are using the complex structure column to say what you would like to do.

KEY INDEPENDENT ONLINE RESOURCES

www.languagenut.com

Year 7 Summer Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
Geography	40 minutes (+10 minutes as 25% extra time)	Section A Year 7 Topics. Section B Extended writing section.

Task	Learning Focus	Activity/Resource
1	To know the 3 types of Geography	Draw Venn Diagram to show examples of the 3 types of geography: What is geography? - BBC Bitesize
2	To know the points on a compass	Draw a diagram to show the 16 points of a compass: Map symbols, direction and contour lines - BBC Bitesize
3	To be able to use 4 and 6 figure grid references	Watch the clip and complete the multiple choice questions underneath: Measuring distances and grid references - BBC Bitesize
4	To know the features of anticyclones and depressions	Produce a flash card using the notes in your book or link to show the weather seen in an anticyclone and depression: BBC Bitesize Geography Key Stage 3 - BBC Bitesize
5	To know what globalisation is and the advantages and disadvantages it brings	Produce a table to show the advantages and disadvantages of globalisation: Globalisation - BBC Bitesize
6	To know what the conditions are like in sweatshops	Watch the clip The clothes on our back (Geography of My Stuff - GEOGRAPHY FOR 2024 & BEYOND (geographypods.com)) make a list of the conditions found in sweatshops
7	To know the land use in different parts of a city (CBD, inner city and suburbs)	Produce an annotated diagram to show the land use in each part of a city: What do we mean by land use? - Internet Geography
8	To know the different settlement patterns (nucleated, linear and dispersed)	Look, cover, write: look At the patterns of settlements then cover your work and reproduce the diagram: All the settlement patterns including linear, nucleated and dispersed. (3dgeography.co.uk)
9	Check understanding	Complete the quizzes on geographical skills, maps and settlement: Key Stage 3 Geography KS3 Revision Education Quizzes
10	Summary	Complete a revision clock to summarize your learning: Username: pupil Password: appleton

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 Summer Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
<h2>History</h2>	40 minutes	Section A- multiple choice (Migration/Norman Conquest) Section B- comprehension questions (Crusades/Medieval Monarchs) Section C- Extended writing (Change over time)

Task	Learning Focus	Activity/Resource
1	To understand the impact groups have had on the British Isles	Using dual coding to revise the impact different migrating groups have had on the British Isles e.g. Celts, Romans, Anglo-Saxons, Vikings, Jews, Huguenots, etc. <i>(If completed for assessment 1, then try to re-create the dual coding again from memory).</i>
2	To understand the impact of the Norman Conquest	To create flashcards answering the following key questions: <ol style="list-style-type: none"> 1. Why was there a crisis in 1066? 2. Name 3 claimants to the throne 3. Explain 2 consequences of the Battle of Stamford Bridge 4. Name which tactic William used to win the Battle of Hastings. 5. List what changes William made to religion.
3	To understand the impact of the Norman Conquest.	From memory try and recreate your diagram of the Feudal System. Then look at your diagram and add any parts that are missing. Now follow the link and answer the quiz questions at the end. The feudal system - William's control of England - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize Then answer the key question- how did the Feudal System change England?
4	To understand the impact of the Norman Conquest	Claimants to the throne - The Norman Conquest - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize Follow the link and use the information to then attempt the multiple-choice quiz at the end.
5	To recall key knowledge of the Crusades.	Create a mind map of the Crusades (what were they, any consequences/outcomes and key individuals). You can use your book and revision guide to help you. <i>(If you have created this for assessment 3, again try to recreate it from memory).</i>
6	To recall key knowledge of the Crusades.	What were the consequences of the Crusades? - KS3 History - BBC Bitesize

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		Follow the link and use the information to then attempt the multiple-choice quiz at the end.
7	To recall key knowledge about Medieval Monarchs.	Create flashcards answering the below key questions: <ol style="list-style-type: none">1. Give one reason why King John was considered a bad King2. How did the Magna Carta affect the power of the King3. Give one reason why the Peasants revolted in 13814. Who was the leader of the Peasants' Revolt5. Give one consequence of the Peasants' Revolt.
8	To recall key information about the Magna Carta	King John and the Magna Carta - The Magna Carta - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize Follow the link and use the information to then attempt the multiple-choice quiz at the end.

KEY INDEPENDENT ONLINE RESOURCES

[KS3 History - BBC Bitesize](#)

Revision guides posted on satchel 1.

Exercise books.

Year 7 Summer Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
Mathematics	40 mins	Non- Calculator – 45 marks Questions are on everything that has been covered in year 7 so far.

Task	Learning Focus	Activity/Resource
1	Sparx homework - week 36	Topics include: Working with negative numbers Ordering fractions, decimals and percentages Rounding numbers and decimals
2	Sparx homework – week 37	Topics include: Percentages of amounts Substitution Sequences Solving equations
3	Sparx homework – week 38	Topics include: Area of shapes Pictograms/bar models Averages Fractions of amounts

KEY INDEPENDENT ONLINE RESOURCES

[Sparx Maths - Home](#)

Year 7 Summer Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
Music	45	End Of Year

Task	Learning Focus	Activity/Resource
1	EPA for Change	<ul style="list-style-type: none"> • Note duration <ul style="list-style-type: none"> ○ Name the notes ○ Note lengths ○ Note rests ○ Note symbols
2	Ukulele and Singing	<ul style="list-style-type: none"> • Musical alphabet • Pitches and phrases/mnemonic for: <ul style="list-style-type: none"> ○ Treble Clef • Identifying pitches <ul style="list-style-type: none"> ○ Treble clef ○ Ledger lines • Strings <ul style="list-style-type: none"> ○ How many ○ Names • Chord diagram – Identify <ul style="list-style-type: none"> ○ Finger ○ String ○ Fret • Define a chord
3	Instruments of the Orchestra	<ul style="list-style-type: none"> • Naming instruments you hear • Naming the orchestral family an instrument is from <ul style="list-style-type: none"> ○ Brass ○ Percussion ○ Woodwind ○ Strings
4	Musicals	<ul style="list-style-type: none"> • Tempo • Performance type: <ul style="list-style-type: none"> ○ Solo/Duet/Chorus/Trio • Dynamics <ul style="list-style-type: none"> ○ Diminuendo ○ Crescendo ○ Fortissimo ○ Pianissimo • Structure • Melody • Texture <ul style="list-style-type: none"> ○ Polyphonic ○ Monophonic

KEY INDEPENDENT ONLINE RESOURCES

A booklet will be shared on Satchel one with **ALL** the information we recommend you revise.

You also have Teaching Gadget to help practice your skills:

Username: bridgewaterhigh

Password: music

Year 7 Summer Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
<h2>Physical Education</h2>		<p>Athletics assessment</p> <p>Pupils will be awarded a score out of 25 for the athletics events that they perform. This is broken down into a score out of 10 for skills and 15 for competitive performance.</p> <p>They will then be awarded an average mark based on their top 3 performances. This will take place during their PE lessons.</p> <p>Pupils will also be assessed in their striking and fielding lessons. Pupils will be awarded a score out of 25. This is broken down into a score out of 10 for skills and 15 for competitive performance.</p> <p>The final score will be entered as a % on their interim based upon an average score from athletics/striking and fielding.</p> <p>Assessment in PE will be on-going this term and there will be NO written exam.</p>

Task	Learning Focus	Activity/Resource
1	<p>Sprints 100m/200m/300m</p> <p>Sprint starts and rules of sprinting.</p> <p>Relays 4 x 100m</p> <p>Passing and receiving the baton, track positioning.</p> <p>Middle distance events 800m\1500m</p> <p>Start, rules, pace</p>	<p>Athletics</p> <p>Pupils perform a range of track and field events. Pupils are taught the skills/techniques that apply to the track/field event.</p> <p>Pupils perform an effective individual/group warm-up applicable to the event.</p> <p>Pupils follow and apply the rules and regulations across all athletic events.</p>

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	<p>Throwing events Shot, Discus, Javelin Preparation and throwing techniques.</p> <p>Jumping events High Jump Run up, take-off and landing.</p>	<p>Athletics point scoring table to be displayed on the notice boards and sent out to pupils on Satchel – one.</p> <p>Knowledge organisers to be shared on satchel.</p> <p>ATHLETICS ENRICHMENT CLUB – WEDNESDAYS AFTER SCHOOL.</p>
2	<p>Striking and Fielding</p> <p>Rounders/Cricket – throwing, catching, bowling, batting, fielding and games</p> <p>Tennis / Pickleball – Ground strokes, serves, rallying and game play.</p>	<p>Pupils will be assessed on their ability</p> <ul style="list-style-type: none"> - to perform the intended skill/techniques most of the time with a high level of accuracy - to perform the intended skills both in isolation and in a competitive game situation. - to perform when faced with opposition or challenge (how is their decision making affected) - to demonstrate a knowledge and understanding of the rules and to be able to apply them within a game situation. <p>Knowledge organisers to be shared on satchel.</p>
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KEY INDEPENDENT ONLINE RESOURCES

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Year 7 Summer Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
Religious Education	40 minutes	The paper will consist of a mixture of multiple-choice questions and written responses which explain contrasting religious practices for each unit.

Task	Learning Focus	Activity/Resource
1	Unit 1: What is Religion and Worldviews?	Make flash cards of keywords on the Knowledge Organiser for this unit. Use the Leitner technique to learn key terms. Create a mind map explaining the features of each of the three disciplines within Religious Studies (Theology, Philosophy and Social Sciences).
2	Unit 2: What does it mean to be 'The chosen people'?	Make flash cards of keywords on the Knowledge Organiser for this unit. Use the Leitner technique to learn key terms. Create a mind map which explains the significance of Passover and the ways in which Jews celebrate Passover.
3	Unit 3: What unites and divides Christians?	Make flash cards of keywords on the Knowledge Organiser for this unit. Use the Leitner technique to learn key terms. Create a mind map which explains the features of an infant baptism and the features of a believers' baptism. Explain the differences between infant baptism and believers' baptism to someone else.

KEY INDEPENDENT ONLINE RESOURCES

The Knowledge Organisers for each unit of work will be posted on satchel one. Students can use these in addition to the notes in their books.

[How to study flashcards using the Leitner system](#)

The video above shows how to use the Leitner technique

<https://www.youtube.com/watch?v=QF84Wx0dGTg>

The video above explains the Jewish festival of Passover

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

The video above looks at Christian Baptism

Year 7 Summer Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
Science	40 Minutes	You will be assessed on topics from Year 7 Questions can be either multiple choice, short answer style or extended response (no more than 6 marks though)

Task	Learning Focus	Activity/Resource
1	Human reproduction	Read through the information and complete the activities- Human reproduction - Reproduction - KS3 Biology - BBC Bitesize
2	Plant reproduction	Read through the information and complete the activities- Fruit and seeds - Reproduction - KS3 Biology - BBC Bitesize Learn the parts of the flower and where the pollen and ovules are produced- What is pollination? Reproduction - KS3 Biology - BBC Bitesize
3	Circuits	Read through the information and complete the activities- Introduction to circuits - Electricity - KS3 Physics - BBC Bitesize
4	Renewable & non-renewable energy	Read through the information and complete the activities- Generating electricity guide for KS3 physics students - BBC Bitesize
5	Flame Tests	Use the look/cover/write/check method to learn the flame test colours- <ul style="list-style-type: none"> • Potassium- lilac • Magnesium- no colour • Copper- blue/green • Sodium- yellow • Calcium- red • Barium- green
6	Chromatography	Read through the information and complete the activities- Chromatography guide for KS3 chemistry students - BBC Bitesize
7	Distillation	Read through the information and complete the activities- Distillation - BBC Bitesize
8	Changes of state	Read through the information and complete the activities- What are changes of state? - BBC Bitesize
9	Graphs	Read through the information and complete the activities- Graphs and charts - Working scientifically - KS3 Science - BBC Bitesize

KEY INDEPENDENT ONLINE RESOURCES

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

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