



BRIDGEWATER
HIGH SCHOOL

**Y7 Autumn Assessments
2026
Bitesize 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 14th 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

Subject	Assessment Window The assessment will take place in the first lesson of the Assessment Window. (Unless you have specifically been told otherwise by your teacher)
Geography History Dance Drama English ICT Maths Science	5th-16th October 12th - 23th October 12th - 23th October 12th - 23th October 12th - 23th October 19th October – 6th November 19th -23rd October 19th -23rd October
French Food PE Technology Art & Design RE Music	2nd- 13th November 2nd -13th November 2nd – 13th November 9th -19th November 9th -19th November 9th -19th November 23rd November – 4th December

Year 7 Autumn Assessments

Subject	Time	Paper/Topic Details
Dance EPA for Change	20 mins approx.	Pupils will participate in a class performance directed by the teacher. Pupils will perform this to video to be later edited and sent home to parents. Pupils will be individually assessed and perform this multiple times during lessons for the assessment. Assessment focus: Performance and contribution.

Task	Learning Focus	Activity/Resource
1	To develop coordination of the key steps that you are learning in class.	• Music. This will be accessed via Satchel One. • Go over the steps repeatedly to make sure that you can do it with confidence and ease • Then try the steps to the music to check your timing
2	To develop your facial expression and character for the performance	• 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 • Do this at least 3 times or until you see an improvement in your facial expression • 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?
3	Use systematic repetition as you approach your assessment/ performance day.	• 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: 1: Focus on facial expressions 2: Focus on timing 3: Focus on where you are in the space 4: Focus on extension 5: Focus on projection: Making your movement big

KEY INDEPENDENT ONLINE RESOURCES

Order of the dance/ key steps as reminders will be provided on Satchel one.
Music: Refer to YouTube for your individual class's track, titles below. Each class is different.
Links are on satchel one from your class teacher.
All in this together: High School Musical
Head in the Game: High School Musical
Nicest Kids in Town: Hairspray
Mamma Mia: Mamma Mia the Musical
This is me: The Greatest Showman

Year 7 Autumn Assessments

Subject	Time	Paper/Topic Details
Art & Design	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
1	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.
2	Developing knowledge and understanding of the formal elements through drawing	Instructions provided on a Power Point set on Satchel One.
3	Developing drawing skills focusing on: line and shape only.	Instructions provided on a Power Point set on Satchel One
4	Developing drawing skills focussing on: line, shape, tone and form.	Instructions provided on a Power Point set on Satchel One
5	Developing drawing skills focusing on: line, shape, tone, form and texture.	Instructions provided on a Power Point set on Satchel One
6	Developing drawing skills focusing on: Line, shape, tone, form and texture	Instructions provided on a Power Point set on Satchel One
7	Developing drawing skills focusing on: Line, shape, tone, form, texture and colour.	Instructions provided on a Power Point set on Satchel One
8	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
Drama	10 minutes	Pupils will participate in a class performance directed by the teacher. Pupils will perform as part of the EPA video sharing to parents. Pupils will be individually assessed.

Task	Learning Focus	Activity/Resource
1	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.
Task	Learning Focus	Activity/Resource
2	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.
Task	Learning Focus	Activity/Resource
3	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
French	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
1	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 https://youtu.be/Lpwf5N0rfVE
2	J'étudie + School Subjects	- Create flashcards of new vocabulary and self/peer test - Record new vocabulary into a phone (use annotations) and then play back and write the spelling
3	C'est/ce n'est pas + adjectives	Look, cover, write check – 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 GROUP IDEA: 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
4	Opinion phrases + school subjects	Look, cover, write check – 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
5	Conjunctions and additional opinions (in my opinion/ I think that/ I find that)	- Create flashcards of new vocabulary and self/peer test - Record new vocabulary into a phone (use annotations) and then play back and write the spelling
6	Intensifiers (really/very/quite/a bit/too)	- Create flashcards of new vocabulary and self/peer test - Record new vocabulary into a phone (use annotations) and then play back and write the spelling - Practise combining intensifiers with adjectives
7	Language manipulation	Look at pre-written sentences in your sentence builders. Practise changing nouns/adjectives/opinions and therefore the meaning of each sentence
8	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.languagehut.com Use your login and go over the tasks on this topic area

Year 7 Autumn Assessments

Subject	Time	Paper/Topic Details
Geography	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
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 geography of the UK	Label a blank map of the UK to show the countries, capitals, seas and oceans.
3	To know the continents and oceans of the world	Watch the clips and complete the multiple choice questions underneath: Exploring locations - the seven continents - Years 1/2 - P2/3 - Geography Collection - BBC Bitesize Oceans of the world - BBC Bitesize
4	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: Latitude and longitude - Atlas skills - KS3 Geography (Environment and society) Revision - BBC Bitesize
5	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: Field sketches in Geography - Internet Geography
6	To know the difference between labels and annotations	Produce a flashcard giving the definitions of a label and annotation
7	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: Types of graphs in geography - Graphical skills – WJEC - GCSE Geography Revision - WJEC - BBC Bitesize
8	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: Other geographical graphs - Graphical skills – WJEC - GCSE Geography Revision - WJEC - BBC Bitesize
9	Check understanding	Complete the 3 quizzes on geographical skills: Key Stage 3 Geography KS3 Revision Education Quizzes
10	Summary Username: pupil Password: appleton	Complete a revision clock to summarize your learning: Revision clock

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
History How has migration shaped the British Isles?	40 minutes	Section A: Chronology task Section B: Knowledge retrieval Section C: Explain question (PEA paragraph)

Task	Learning Focus	Activity/Resource
1	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.
2	To understand key historical terminology.	Read, cover, write check the key historical terminology of the words: migration, British Isles and Commonwealth.
3	To understand the impact groups have had on the British Isles	Create a quiz to test a Y7 student on the impact different groups have had on the British Isles. You might include questions considering the impact of the following groups such as Celts, Romans, Anglo-Saxons etc.
4	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. 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.
- Use your table in the book where we have looked at each group across the unit.
- <https://www.bbc.co.uk/bitesize/guides/z2mn2p3/revision/1>
- Impact of Romans – <https://www.bbc.co.uk/bitesize/articles/>

Year 7 Autumn Assessments

Subject	Time	Paper/Topic Details
Computing & IT	40 minutes	Section A: Knowledge retrieval Section B: Application of skills Section C: Explain question

Task	Learning Focus	Activity/Resource
1	Understand what makes a good and bad online friendship.	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.
2	Understand the term ' cyberbullying ' and be able to explain the impact this can have on people.	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?
3	Identify 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?
4	Identify key features of a slide deck.	Create a set of flashcards that focus on the key features of a slide deck, you should focus on the following terminology: text, images, charts, video clips and audio clips .
5	Understand why branding is important to a business.	Using the following businesses, write down one word or phrase that describes the business: McDonald's, Apple, Adidas, Pepsi, Google. For example: Nike – Just Do It, sports, quality shoes.
6.	Understand the importance of planning a project before completing it, including the use of a template.	Imagine a student, Alex, was asked to design a poster to promote a new school club. Alex did not plan before starting. Here's what happened: • Alex spent ages changing the background colour • Alex added too much text so it looked messy and was hard to read • The project was not finished in time because he did not know which steps to follow • When shown to the teacher, the poster did not meet the original instructions Write down three problems Alex faced because he did not plan properly. Explain how planning and using a template could have helped Alex avoid one of the problems.

KEY INDEPENDENT ONLINE RESOURCES

- BBC Bitesize: [File sharing, cyberbullying and smartphones](#) - eSafety - KS3 ICT Revision - BBC Bitesize
- Features of a poster: [How to make a poster](#) - BBC Bitesize
- Presentation software: [Presentation software](#) - Software applications - KS3 ICT Revision - BBC Bitesize
- Branding: [Branding - Product](#) - National 5 Business management Revision - BBC Bitesize

Year 7 Autumn Assessments

Subject	Time	Assessment details
English	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 'Percy Jackson and the Lightning Thief' by Rick Riordan: https://2.files.edl.io/JHeWjTYaE6vSh3EgfBKWn1X4Odb8EZ4N5SkucuPB03mk1BFO.pdf 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 'Odd and the Frost Giants' by Neil Gaiman. https://www.lovereading4kids.co.uk/extract/5908/Odd-and-the-Frost-Giants-by-Neil-Gaiman.html 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. 'Who Let the Gods Out' by Maz Evans https://www.chickenhousebooks.com/wp-content/uploads/2016/08/Who-let-the-Gods-out-Chapter-1.pdf 'Skandar and the Unicorn Thief' by A.F. Steadman https://www.readingzone.com/media/r14dtmw4/skandarandtheunicornthief_chap1.pdf Plan your legend or myth story the story arc template and planning grid.

KEY INDEPENDENT ONLINE RESOURCES

Key Stage 3 BBC Bitesize: <https://www.bbc.co.uk/bitesize/articles/ztsj2v4#z2v26g8>
Summary of myths and legends: <https://arcusstudios.co.uk/portfolio/bbc-bitesize-myths-and-legends/>

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Subject	Time	Paper/Topic Details
Maths	45 minutes	Non- Calculator – 50 marks Questions are on Sequences, Algebraic Notation and Expressions and Equations

Task	Learning Focus	Activity/Resource
1	Functions machines	Sparx Maths – already set on Sparx as per normal homework
2	Sequences and Algebraic Notation	Sparx Maths – already set on Sparx as per normal homework
3	Expressions and Equations	Sparx Maths – already set on Sparx as per normal homework

KEY INDEPENDENT ONLINE RESOURCES

Additional optional revision tasks

Create a flashcard to name the different types of sequences and their definitions (e.g. Linear)

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)

Create a revision resource to explain how to substitute and the order of operations.

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Subject	Time	Paper/Topic Details
Music	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

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
Physical Education	45 minutes	Practical Performance Focus Pupils will engage in a practical sporting performance, which may be either a team game or an individual activity, depending on the curriculum area being delivered. Pupils will develop and perform core skills and techniques through progressive and increasingly demanding drills designed to challenge and improve their ability. Following skill development, pupils will participate in a competitive match or performance, where they will demonstrate the skills appropriate to their chosen sport or position. This structure supports both skill acquisition and application in a realistic, competitive context, promoting confidence, teamwork, and tactical awareness.

	Learning Focus	Activity/Resource
1	Skill Development Focus Pupils will practise and recall five key scoring skills relevant to the curriculum area they are currently studying. These skills will be reinforced through targeted drills and activities designed to improve accuracy, consistency, and decision-making under pressure.	Practical in lesson Knowledge Organiser
2	Application of Core Skills in Performance Pupils will participate in either a full match or an individual activity, depending on the curriculum area. During this performance, they will be expected to incorporate and apply the five core skills they have learned, demonstrating their ability to use these techniques effectively in a competitive or performance-based context. This approach reinforces skill retention, decision-making, and tactical awareness in a realistic setting.	Practical in lesson Knowledge Organisers

KEY INDEPENDENT ONLINE RESOURCES

Here are some excellent resources you can use to support your PE lessons, especially for teaching full-sided games, rules, and practical performance:

BBC Bitesize – PE Resources

- Offers **step-by-step guides** on core techniques and skills across sports like athletics, football, and more.
- Great for **GCSE and KS3 learners**.
- Example: [Athletics on BBC Bitesize](#)

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Subject	Time	Paper/Topic Details
Religious Education	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
1	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.
2	Test yourself on how well you have learned the key words	▪ 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 what influences your worldview.	https://www.youtube.com/watch?v=AFRxKF-Jdos ▪ Watch the video 'Nobody Stands Nowhere'. ▪ Create a mind map of the different things that can influence our world view. ▪ Using your mind map, write a short explanation of the things that influence your world view.
KEY INDEPENDENT ONLINE RESOURCES		
https://www.youtube.com/watch?v=AFRxKF-Jdos Nobody stands nowhere video		

Year 7 Autumn Assessments

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

Year 7 Autumn Assessments

Subject	Time	Paper/Topic Details
DESIGN & TECHNOLOGY	Your test is 30 minutes long	Questions are on everything covered so far. Paper is made up of: Multi choice questions, fill the gaps, 2 or 3 mark questions, measuring and drawing lines.

Task	Learning Focus	Activity/Resource
1	Categories of Materials - Metals/Woods/Plastics/Papers and Boards	Use the Knowledge Organiser and Revision Material on Satchel One to make flashcards about Material Categories, sub-categories & examples.
2	Machines, Tools and Equipment	Use the Knowledge Organiser and Revision Material on Satchel One to make a mind map showing tools we have used in the workshop and their uses.
3	Health and Safety	- Look at revision Materials on satchel One and identify the hazard and think about what we can do to avoid them. - Complete quiz on 'Satchel One'
4	6R's - Recycle, Repair, Reuse, Reduce, Rethink	Use the Knowledge Organiser and Revision Material on Satchel One to make flashcards with name and definition of each.
	Measurements – Units (mm, cm & M)	- Practise converting measurements from one unit to another unit. - Practise drawing lines of a set length and measuring lines using your ruler

KEY INDEPENDENT ONLINE RESOURCES

Year 7 Autumn Assessments

Subject	Time	Paper/Topic Details
FOOD PREPARATION & NUTRITION	40 minutes	Health, Safety and Hygiene. Multiple choice, short answer and extended writing questions. Multiple Choice, short answer and extended answer Questions. (50 marks)
Food Poisoning Article	1 lesson	Comprehension task and extended writing based on Health, Safety and Hygiene in the kitchen
Assessed Practical	1 lesson	Pizza Toast

Task	Learning Focus	Activity/Resource
1	4 C's for good food hygiene	https://www.youtube.com/watch?v=q9fjY_3sXP4 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.
2	Hygiene Rules – worksheet on satchel one	Complete the hygiene revision wheel – think of a rule specific to food - for each letter of the word HYGIENE.
3	Food poisoning and bacteria	https://www.youtube.com/watch?v=flxmB8NKMzE&ab_channel=BBCTeach Watch the video link about food hygiene and bacteria – mind map the 4 conditions bacteria need to grow and key storage and cooking temperatures.
4	Equipment	Revise the correct names for the pieces of equipment and their uses in the kitchen. kitchen-equipment-cards-c-316.docx
KEY INDEPENDENT ONLINE RESOURCES		