

# Year 7



# Revision Guide 2025

# About this booklet



This booklet has been made to help you get ready for your End of Year Assessments.

These assessments are important as all assessments are. The assessments are not made to catch you out but rather to give you the opportunity to show off everything that you have learnt throughout this year.

Below you will find everything you need that will support you in making this assessment period a positive experience.

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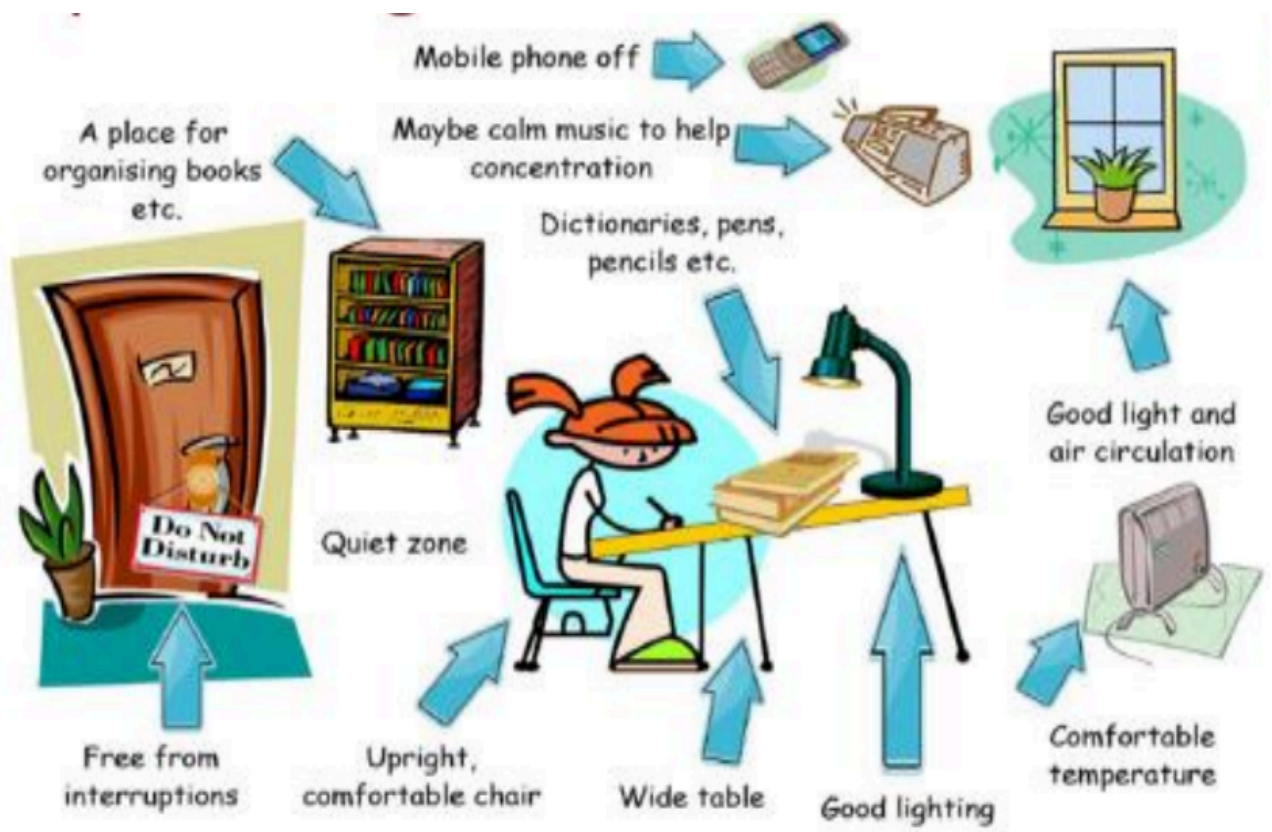


# How to prepare an effective environment for revising



## TOP TIPS

- Find a place which is quiet and airy so you can concentrate properly.
- Have a bottle of water
- Have all equipment ready
- Have textbooks, revision guides, school exercise books and access to internet for online resources
- Place your phone in a different room when revising
- TV will be distracting, so switch this off during your revision



# How to manage your time effectively



## **When should I start revising?**

Revision can be done at any time throughout the year. Whenever you learn something new at school, or especially if you find something difficult, it is good to read through your notes again; then to test yourself to see whether you remember the information.

Most pupils like to start preparing for their Summer assessments a few weeks before they take place.

Assessment timetables and details of what to revise for the Summer assessments are in this booklet, but will also be on the school website just before the Easter holidays. Many subjects will do some revision in lessons prior to the assessment but it is important to do your own revision as well.

## **How much time should I spend revising?**

You will probably want to spend more time on subjects you find more difficult. 1-2 hours per evening in the build-up to assessments is recommended though the amount will vary from subject to subject. Follow your teachers' advice.

## **Do I need a revision schedule?**

It is a good idea to plan a revision schedule to ensure you are ready for each assessment. You are likely to be better prepared if you plan ahead and don't leave your revision until the last minute.

Some pupils will put a copy of their revision schedule on their bedroom wall. Whilst it is important to do plenty of revision you can't revise the whole time so don't forget to schedule in breaks or fun activities as well! Once you have made a revision schedule try to keep to it as best you can.

The next couple of pages are revision schedule templates that you can use to organise yourself.

School Week Revision timetable template:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
4 pm							
4.30 pm							
5 pm							
5.30 pm							
6 pm							
6.30 pm							

Holiday Revision timetable template:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8.00am							
9.00am							
10.00am							
11.00am							
12.00pm							
1.00pm							
2.00pm							
3.00pm							
4.00pm							
5.00pm							
6.00pm							
7.00pm							
8.00pm							
9.00pm							



# Learning and memory tools



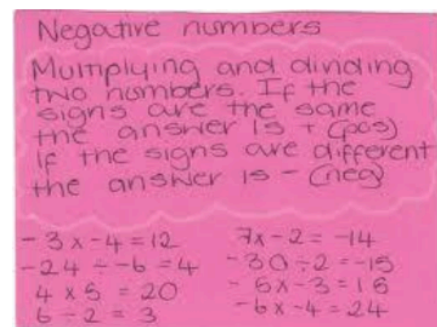
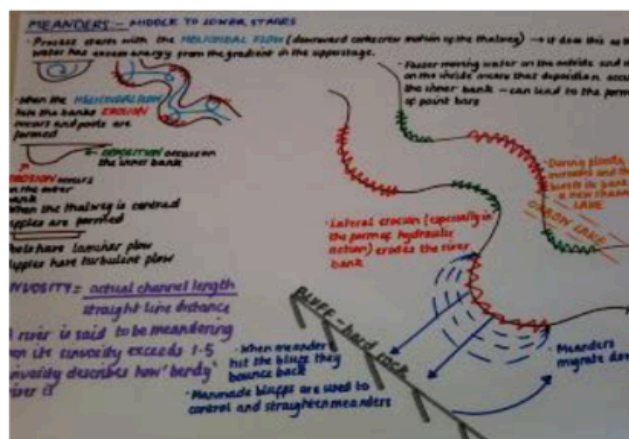
## What should I revise?

Follow your subject teachers' advice on what to revise. Use the revision information in this guide. You can also use the notes in your exercise books, revision guides and revision websites to help. If you are not sure, ask your teachers!

## Write revision notes/cards

This means writing your class notes or subject information in a shorter form. This can be done on paper, on revision cards or post-it notes. It can be useful to write down key words, phrases, definitions or rules you need to learn.

For example:



F	D	P	
$\frac{3}{10}$	0.3	30%	
$\frac{3}{100}$	0.03	3%	
$\frac{55}{100}$	0.55	55%	
			F, D, P
			Long division
			how many 8's go into 100?
			$100 \div 8 = 12.5$
			Put 0 there

continued...



## Use memory techniques

A variety of memory techniques can be used such as

- *Making up rhymes/songs*  
e.g. to learn the formula for the area and circumference of a circle use this::

Cherry Pie delicious, Apple Pies are too  
 $C = \pi d$  ,  $A = \pi r^2$

- *Mnemonics*  
e.g. to memorise the names of the planets, use the planetary mnemonic:

**My Very Excellent Mother Just Served Us Noodles**

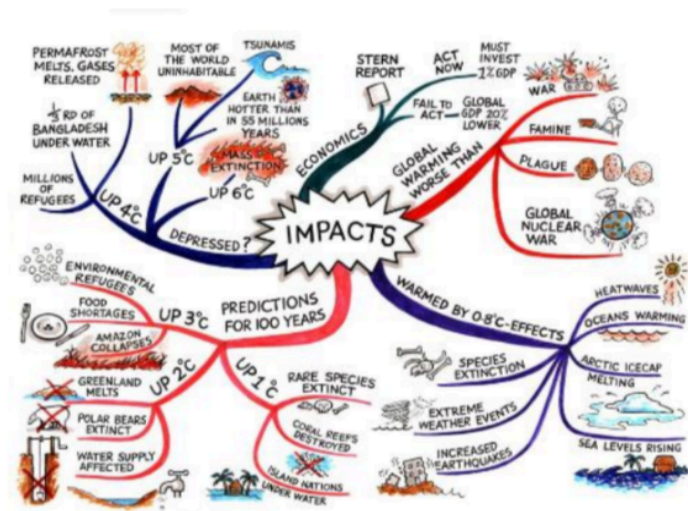
where each of the initial letters matches the name of the planets in our solar system (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune).

- *Look, Cover, Write and Check*  
This is a really good method for learning spellings, facts and rules.
- *Invent a memory game with a friend or sibling*
- *Draw pictures that help you remember things or make associations between a picture or image and a topic or fact you need to learn.*

## Draw mind maps

Mind maps (sometimes called flow diagrams or spider diagrams) are a great way to summarise information you have read, your ideas or what you have learnt. They can also be used to test what you can remember and can be applied to any subject.

Example::





*continued...*



### **Reading Around**

Reinforce your knowledge by reading different textbooks and revision guides or using other websites with the same content as the topics you are learning/revising. Your teachers may suggest good resources to use.

### **Get Tested**

Write down all you can remember about the topics you have been revising. Do this several times on different days just to make sure you can still recall the information.

You can also ask your parents or older siblings to test you. Alternatively you could explain what you have learnt to a friend.

### **Do practice questions**

Some subjects will provide revision sheets with practice questions. Revision guides and revision websites often include practice questions too. You can also make up your own practice questions to answer or ask a parent to do so for you.

### **Hint:**

Use techniques that you have found effective in the past. Different people learn best (and revise best) in different ways.

Over time you will find out which ways are most effective for you!

# Assessment day



## Assessment day (night before) checklist

To do	✓ if done
Get a good night's sleep	
Pack your bag with the correct equipment	
Check the time of your exam so there are no last minute surprises	
Eat a healthy breakfast	
Have plenty to drink (water is best)	
Leave home in plenty of time so you are not rushed and are as calm as possible	
Read through any revision notes, revision cards and mind maps you have made the night before the exam or in the morning	

## What to do during an assessment

- ❖ Try to relax and not to worry
- ❖ Read the instructions on the front of the exam paper
- ❖ Read the questions carefully
- ❖ Highlight any key words/command words to help you understand the question
- ❖ Complete all the questions you are asked to
- ❖ Keep an eye on the clock – don't spend all your time on one question and then run out of time to answer others
- ❖ If you get stuck, move on to the next question and come back to it later
- ❖ Leave time at the end to check through your answers carefully
- ❖ If you are really unsure what the question is asking you then have a guess. You might be right. You won't get any marks if you leave a question blank!

Click [HERE](#) for your  
End Of Year  
Assessment Timetable



# Subject Revision Lists



## **Art**

### **Contact information:**

Ms Cotton: [scotton@hollyfield.kingston.sch.uk](mailto:scotton@hollyfield.kingston.sch.uk)

### **What to revise:**

You are not required to revise for your Art exam as you will be tested on your drawing skills. Please ensure you have all the correct equipment for your exam: pencil, rubber, sharpener, ruler.

## **Computing**

### **Contact information:**

Ms Assam: [sassam@hollyfield.kingston.sch.uk](mailto:sassam@hollyfield.kingston.sch.uk)

### **Computational Thinking:**

- Abstraction
- Decomposition
- Pattern Recognition

### **Digital Literacy:**

- Google Suite
- File Management

### **Programming:**

- Sequence
- Selection
- Iteration
- Reading code

### **Under The Hood:**

- The Component of a Computer
- The CPU
- Binary Addition

- Binary Maths
- Storage Devices

### **Revision Resources:**

- Google Classroom
- BBC Bitesize - <https://www.bbc.com/bitesize/subjects/zvc9q6f?authuser=0>
- Advanced ICT - <https://www.advanced-ict.info/theory/NC/index.html?authuser=0>
- Scratch - <http://scratch.mit.edu/?authuser=0>
- Hour Of Code - <https://hourofcode.com/uk/learn?authuser=0>
- Seneca - <https://app.senecalearning.com/classroom/course/b89946c5-cfe7-42d6-ae51-9b4631a07589/section/59c7511b-96c6-4df5-9463-d1e2c04d582b/session?authuser=0>
- Bebras - [https://www.bebras.uk/index.php?action=user\\_competitions&authuser=0](https://www.bebras.uk/index.php?action=user_competitions&authuser=0)


## **Drama**

### **Contact information:**

Ms O'Shea: [moshea@hollyfield.kingston.sch.uk](mailto:moshea@hollyfield.kingston.sch.uk)

The KS3 paper will consist of an assessed practical workshop in class. Your teacher will give you a performance task to prepare and share in groups. You will be assessed on your ideas and development, as well as your performance. You will also be asked to reflect on your own and other people's performance work.

### **Topics to Revise:**

The  KS3 Drama Glossary has lots of great key terms and phrases on it. You might be able to use some of these in class when talking about performance work.

## **DT**

### **Contact information:**

Ms Tunstead: [ltunstead@hollyfield.kingston.sch.uk](mailto:ltunstead@hollyfield.kingston.sch.uk)

### **What to revise:**

Design and Technology students will be completing a design task. Students might practise their drawing and shading skills in preparation for the assessment.

# **English**

## **Contact information:**

- Mr Mirhashem - [amirhashem@hollyfield.kingston.sch.uk](mailto:amirhashem@hollyfield.kingston.sch.uk)
- Mr Vafidis- [cvafidis@hollyfield.kingston.sch.uk](mailto:cvafidis@hollyfield.kingston.sch.uk)

## **When and what will the assessment be focused on?**

The Year 7 summer assessment will require students to analyse an extract from *The Tempest* which they will have studied in class. They will be required to write a minimum two paragraph analytical response which explores how Shakespeare uses **language** to present a certain character and theme. Students are welcome to write a third paragraph but this is not compulsory.

## **Which characters and themes should I revise?**

The assessment question itself will be unseen but the character and themes to revise will be:

- **Character** = Caliban
- **Theme(s)** = Nature and Nurture, Monsters, Victims

Students will be preparing notes in classes during the lead-up to the exam so will have all the necessary notes needed to revise in their exercise books.

## **Which key skills are being assessed?**

- The ability to analyse the language techniques used in the extract.
- The ability to discuss what Shakespeare's intentions were.
- The ability to choose quotations from the extract and embed these into my response.
- The ability to understand the effect on the reader and how this is achieved.

## **What do I need to understand for this assessment?**

You can start by ensuring you are able to answer these questions and can fill out the table below:

- Who is Caliban? What is his relationship to Prospero and Miranda?
- What are his thoughts or feelings towards Prospero? Why does he feel this way?
- How does Caliban speak? Where/who does he learn this way of speaking and language from? Find quote(s) to support your answer.
- What themes and ideas does Shakespeare explore through the character of Caliban and how?
- How do the language choices affect the reader in different ways?
- Is Caliban a victim or a monster or both? Explain why.
- Who is to blame for Caliban's behaviour? Can you find a quote to support your points?



Quote from Caliban/about Caliban	Language Technique/Key words	Effect of this? How is it used to thoughts and feelings from Caliban/about Caliban?

### GAT Mark Scheme:

**Assessment:** How does Shakespeare present character/theme?

Greater Depth	<p>Analysis:</p> <ul style="list-style-type: none"> <li>• My answer is fully focused on the question throughout</li> <li>• I can identify specific points from across the text to support my answer</li> <li>• I can identify more than one accurate method used by the writer with correct terminology</li> <li>• I can make points in my paragraphs that focus clearly on what the writer is trying to do</li> <li>• I can identify deliberate choices being made by the writer</li> <li>• I can use accurate, short quotations and embed it within my sentences</li> <li>• I can make more than one inference and deduction based on the writer's choice of words or phrases - these are usually accurate</li> <li>• I have a clear understanding of the effect on the reader and can offer some explanation.</li> <li>• I can offer some comment about how the features together create an overall effect on the reader</li> <li>• I can make a clear comment about the context of the writing, and how this might affect the reader</li> </ul>	<p><b>Terminology I can use correctly:</b></p> <ul style="list-style-type: none"> <li>• Sonnet</li> <li>• Iambic Pentameter</li> <li>• Structure</li> </ul>
Working At	<p>Analysis:</p> <ul style="list-style-type: none"> <li>• My answer is fully focused on the question</li> <li>• I can identify accurate methods used by the writer with correct terminology</li> <li>• I can make relevant points in my paragraphs</li> <li>• I can identify some deliberate choices being made by the writer</li> <li>• I can use a quotation and embed it within my sentences</li> <li>• I can make some inferences (read between the lines) and deductions based on the writer's choice of words or phrases.</li> <li>• I have some understanding of the effect on the reader and can offer some explanation.</li> <li>• I can make some comment about the context of the writing, and how this might affect the reader</li> </ul>	<p><b>Terminology I can use correctly:</b></p> <ul style="list-style-type: none"> <li>• Jacobean</li> <li>• Aside</li> <li>• Conflict</li> <li>• Symbolism</li> </ul>

Working Towards	<b>Analysis:</b> <ul style="list-style-type: none"> <li>• My answer is mostly focused on the question</li> <li>• I can identify the writer's methods eg: simile, metaphor, noun</li> <li>• I can choose and use an accurate quotation from the text that fits the question</li> <li>• I can explain what the quotation means literally</li> <li>• I attempt to make some inference (read between the lines) based on the writer's choices</li> <li>• I can identify the overall effect the writer's choices might have on the reader</li> <li>• I can use simple subject terminology, (eg: writer, evidence, audience) accurately</li> <li>• I can make some comment about the context of the writing - this might not always be clear or specific enough</li> </ul>	<b>Terminology I can use correctly:</b> <ul style="list-style-type: none"> <li>• Protagonist</li> <li>• Antagonist</li> <li>• Shakespeare</li> <li>• Comedy</li> <li>• Groundling</li> <li>• The Globe</li> <li>• Audience</li> </ul>
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### What should I include in my analytical paragraph(s)?

- Main Point (topic sentence)
- Evidence
- Analysis (pick out key language techniques, define them, talk about effect)
- Link back to the question!
- Context for extra marks – how does the portrayal of Caliban link back to thoughts and ideas expressed back in the Jacobean Era?

### Example Model response

The character of Caliban is presented as a monstrous character, lacking both morals and manners yet also as a figure to be pitied. He is presented as morally corrupt when he claims that he would have “peopled else this isle with Calibans” had Prospero not stopped him, suggesting his desire to usurp Prospero as lord of the island and take power for himself; the use of hyperbole here as he threatens to take control of the entire island with his offspring further emphasises his dangerous desire for power. This is made all the darker by the fact he did “seek to violate the honour of” Miranda, Shakespeare’s use of the unsavoury verb, “violate”, suggesting how Caliban is willing to cause pain and abuse to achieve what he wants.

However, he is additionally portrayed as a victim by Shakespeare through Prospero’s treatment of him. Prospero hurls numerous insults at Caliban, calling him a “poisonous slave”, suggesting that Caliban is treated like a disease or dangerous object through the use of the adjective “poisonous” and that he is a figure who is neglected of compassion or love. Furthermore, Prospero threatens to punish Caliban with “cramps, side-stitches that shall pen” his breath up, the use of violent imagery implying how Caliban frequently suffers at the hands of Prospero like a maltreated slave. Shakespeare may have been using Caliban as a means to criticise Colonialist activities during the Jacobean Era. Overall Caliban is a complex morally dubious character who is both victim and monster, who commits foul deeds to gain what he wants yet also is made worse through the suffering and torment he receives at the hands of Prospero.

# French

## Contact information:

- Ms Opie - [aopie@hollyfield.kingston.sch.uk](mailto:aopie@hollyfield.kingston.sch.uk)
- Ms Belben - [ebelben@hollyfield.kingston.sch.uk](mailto:ebelben@hollyfield.kingston.sch.uk)

## The paper will consist of:

- Listening
- Reading
- Translation to English
- Writing

## Topics to Revise:

I can	Topics
	<b>Tout sur moi - Introducing myself</b> <ul style="list-style-type: none"><li>- Introduce myself</li><li>- Use numbers up to 31</li><li>- Talk about brothers and sisters</li><li>- Talk about age</li><li>- Talk about birthdays</li><li>- Describe myself</li><li>- Use the verb <i>avoir</i> - <i>to have</i></li><li>- Use the verb <i>être</i> - <i>to be</i></li></ul>
	<b>Ma vie de famille - My family</b> <ul style="list-style-type: none"><li>- Say what pet I have</li><li>- Use numbers up to 100</li><li>- Talk about family members</li><li>- Describe my family</li><li>- Describe where I live</li><li>- Say what I eat and drink for breakfast</li><li>- Use <i>-er</i> verbs</li></ul>
	<b>Dans ma ville - In my town</b> <ul style="list-style-type: none"><li>- Say what there is in my town</li><li>- Say what there isn't in my town</li><li>- Give my opinion of my town</li><li>- Say where I go at the weekend</li><li>- Invite somebody out</li><li>- React to an invitation</li><li>- Order food and drinks in a café</li><li>- Say what I am going to do</li><li>- Use the verb <i>aller</i> - <i>to go</i></li><li>- Use the verb <i>vouloir</i> - <i>to want</i></li><li>- Use the <i>near future tense</i></li><li>-</li></ul>

	<b>Mon temps libre - My free time</b> <ul style="list-style-type: none"> <li>- Talk about seasons and the weather</li> <li>- Say which sports and games I play</li> <li>- Say what activities I do</li> <li>- Say what I like doing on my phone</li> <li>- Use the verb <i>jouer a</i> - <i>to play</i></li> <li>- Use the verb <i>faire</i> - <i>to do</i></li> <li>- Use <i>aimer / adorer / détester</i> - <i>to like / love / hate</i></li> </ul>
	<b>En classe - School</b> <ul style="list-style-type: none"> <li>- Say and recognise colours</li> <li>- Ask what time it is</li> <li>- Say what time it is</li> <li>- Talk about school subjects</li> <li>- Say what I wear to school</li> <li>- Say what I do each day and at what time</li> </ul>

**Websites useful for revision:**




- Quizlet
  - [Tout sur moi](#)
  - [Ma vie de famille](#)
  - [Dans ma ville](#)
  - [Mon temps libre](#)
  - [En classe](#)
- Google Classroom to find vocabulary list

# Geography

## Contact information:

Mr Jones ([bjones@hollyfield.kingston.sch.uk](mailto:bjones@hollyfield.kingston.sch.uk))

## Unit 4 – Weather and climate

Lesson		Confidence		
				
<b>1. Weather and climate</b>				
1	I can explain the difference between weather and climate.			
1	I can describe different types of weather.			
<b>2. Measuring the weather</b>				
2	I know five instruments for measuring the weather.			
2	I know which units are used for measuring the weather.			
<b>3. Rainfall</b>				
3	I can explain what precipitation, condensation, and evaporation are.			
3	I can describe the three types of rainfall.			
<b>4. Clouds</b>				
4	I can explain how clouds form.			
4	I can describe the three main types of clouds.			
<b>5. Extreme weather</b>				
5	I can explain what extreme weather is.			
5	I can explain that extreme weather can also be linked to climate change			
<b>6. Heatwaves</b>				
6	I can explain what a heatwave is.			
6	I can describe positive and negative impacts of heatwaves.			
<b>7. Climate zones</b>				
8	I can describe five main types of climate zones.			
8.	I can describe what latitude is.			
<b>8. UK Climate</b>				
8.	I can explain how latitude and seasons cause the UK climate to change throughout the year.			
8.	I can read a climate graph.			
<b>9. Weather forecasting</b>				
9.	I can explain four reasons why someone may need to use a weather forecast.			
9.	I know what things should be included in a weather forecast.			

# History

## Contact information:

Miss Lowery - [rlowery@hollyfield.kingston.sch.uk](mailto:rlowery@hollyfield.kingston.sch.uk)

What to revise	Where to find resources/extra research	How you will be assessed
<u>The Black Death</u> -the symptoms of the Black Death -the spread of the Black Death -what mediaeval people thought caused the Black Death -effects and impact of the Black Death (was it a disaster?)	The best place to start your revision is with your exercise book. You might also find the following websites of use: - <a href="#">TV Timelines clip</a> on the spread and effects of the Black Death - <a href="#">BBC bitesize guide</a> on many aspects of the Black Death -this <a href="#">clip</a> from TV Timelines is good for understanding the long term impact of the Black Death -Homeschool History <a href="#">animation</a> covering key aspects of the Black Death -Very clear <a href="#">website</a> from DK which cover the symptoms, spread and effects of the Black Death - <b>challenge yourself:</b> <a href="#">History Hit article</a> that covers the impact of the Black Death.	Your assessment will consist of some fact-based short questions on the Black Death followed by a short essay on whether it was a disaster. You will be assessed on your ability to: -write a short essay to answer the question -use precise evidence to back up your ideas -give accurate factual recall of key details of the Black Death Use the advice from the <a href="#">preparation lesson</a> you did with your history teacher – you can look at the PowerPoint again at home which has all the key guidance and examples. The GAT (below) shows you what you need to do and show for the different assessment levels: -Working towards expected standard -working at expected standard -greater depth.
<u>Ideas on how to revise:</u> -make a <b>mindmap</b> of all the key symptoms of the Black Death -Make <b>notes/chart</b> on the main explanations people had for the Black Death -Make a <b>for and against table</b> about the Impact of the Black Death (It was a disaster/It was not a disaster)		



## Year Seven History Summer term 2 GAT (Black Death)

<b>Topic:</b> Mediaeval Realms	<b>Learning Objective:</b> analyse and evaluate reasons for a historical event; demonstrate precise historical knowledge; recall accurate knowledge
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### End of Year Exam/Summer Term 2 assessment: The Black Death

	<b>Key skills and assessment criteria</b>	<b>Suggested content/examples</b> <i>(other relevant content will be credited)</i>
<b>Greater depth</b>	<ul style="list-style-type: none"> <li>-Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. (AO1)</li> <li>-An explanation is given, showing some analysis, which is mainly directed at the focus of the question. Some passages may lack coherence/full development</li> </ul>	<ul style="list-style-type: none"> <li>-you have identified key factors for and against the Black Death being a disaster and have given detailed explanations that link back to the question</li> <li>-you show good knowledge with a range of accurate evidence, and precise examples to back up your answers</li> <li>-your answer is logical and organised with a clear focus on the question</li> </ul>
<b>Working at expected standard</b>	<ul style="list-style-type: none"> <li>-You can identify and start to explain a range of effects of the Black Death</li> <li>-Accurate and relevant information is included, showing some knowledge and understanding of the period.</li> <li>-An explanation is given showing some analysis and some development of material</li> </ul>	<ul style="list-style-type: none"> <li>-you have identified a few effects of the Black Death and have given accurate explanations for some of these</li> <li>-you show knowledge of the period that is accurate with some precise details to back up your answer</li> <li>-your focus on the question is mainly good with some organisation into paragraphs</li> </ul>
<b>Working towards expected standard</b>	<ul style="list-style-type: none"> <li>-You can describe a few aspects of the Black Death and identify some effects that it had but your answers may be brief or incomplete</li> <li>-Limited knowledge and understanding of the topic is shown</li> <li>-A simple or generalised answer is given, lacking development and organisation</li> </ul>	<ul style="list-style-type: none"> <li>-you can name or identify some effects of the Black Death but your explanations are not developed</li> <li>-you show some understanding of the events of 1066 but your knowledge might be quite brief, or not always clear or accurate</li> <li>-there is limited structure and focus on the question</li> </ul>

# Maths

Set 1 and 2 should revise all topics including yellow highlighted  
Set 3 and 4 **DO NOT** need to know highlighted topics

**Length of assessment:** 1 Hour

**Equipment you will need:** Pen, pencil, ruler, protractor, compass, Scientific calculator

**Contact information:**

Ms Emerton - [kemerton@hollyfield.kingston.sch.uk](mailto:kemerton@hollyfield.kingston.sch.uk)

**Topics to revise:**

Block	Sparx	Topic video	Worksheet	Answers
Sequences	M241, M866	<a href="#">Sequences: patterns</a>	<a href="#">Sequences: Patterns</a>	<a href="#">Answers</a>
	M381	<a href="#">Linear sequences</a>	<a href="#">Linear sequences</a>	<a href="#">Answers</a>
Algebraic notation	<a href="#">M175, M428</a>	<a href="#">Using function machines</a>	<a href="#">Function machines</a>	<a href="#">Answers</a>
	<a href="#">M417, M327</a>	<a href="#">Substituting</a>	<a href="#">Substituting</a>	<a href="#">Answers</a>
Equality and equivalence	M707	<a href="#">Solving equations</a>	<a href="#">Solving equations</a>	<a href="#">Answers</a>
	<a href="#">M120</a>	<a href="#">Collecting like terms</a>	<a href="#">Collecting like terms</a>	<a href="#">Answers</a>
	<a href="#">M795, M531</a>	<a href="#">Simplifying expressions</a>	<a href="#">Simplifying expressions</a>	<a href="#">Answers</a>
	M957	<a href="#">Forming and solving equations</a>	<a href="#">Forming and solving equations</a>	<a href="#">Answers</a>
Place value	<a href="#">M704, M522</a>	<a href="#">Place value</a>	<a href="#">Place value</a>	<a href="#">Answers</a>
	<a href="#">Q976</a>	<a href="#">Ordering Integers</a>	<a href="#">Ordering integers</a>	<a href="#">Answers</a>
	<a href="#">M431</a>	<a href="#">Rounding</a>	<a href="#">Rounding</a>	<a href="#">Answers</a>
	<a href="#">M994, M131</a>	<a href="#">Rounding to significant figures</a>	<a href="#">Significant figures</a>	<a href="#">Answers</a>
	<a href="#">M328</a>	<a href="#">Calculating the range</a>	<a href="#">Calculating the range</a>	<a href="#">Answers</a>
	<a href="#">M934</a>	<a href="#">Finding the median</a>	<a href="#">Finding the median</a>	<a href="#">Answers</a>
	<a href="#">M719, M678</a>	<a href="#">Writing in standard form</a>	<a href="#">Standard form</a>	<a href="#">Answers</a>

Block	Sparx	Topic video	Worksheet	Answers
	M681	<a href="#">Money</a>	<a href="#">Money</a>	<a href="#">Answers</a>
	<a href="#">M635, M920, M690</a>	<a href="#">Perimeter</a>	<a href="#">Perimeter</a>	<a href="#">Answers</a>
	<a href="#">M460, M738</a>	<a href="#">Bar charts</a>	<a href="#">Bar charts</a>	<a href="#">Answers</a>
Multiplication and division	M187	<a href="#">Multiplication: Column Method</a>	<a href="#">Multiplication: Column Method</a>	<a href="#">Answers</a>
	M462, M354,	<a href="#">Short division</a>	<a href="#">Short division</a>	<a href="#">Answers</a>
		<a href="#">Factors</a>	<a href="#">Factors</a>	<a href="#">Answers</a>
		<a href="#">Multiples</a>	<a href="#">Multiples</a>	<a href="#">Answers</a>
	M390	<a href="#">Area of a rectangle</a>	<a href="#">Area of a rectangle</a>	<a href="#">Answers</a>
	M610	<a href="#">Area of a triangle</a>	<a href="#">Area of a triangle</a>	<a href="#">Answers</a>
	M705	<a href="#">Area of trapezium</a>	<a href="#">Area of trapezium</a>	<a href="#">Answers</a>
	<a href="#">M291</a>	<a href="#">Area of a parallelogram</a>	<a href="#">Area of a parallelogram</a>	<a href="#">Answers</a>
	<a href="#">M940</a>	<a href="#">Finding the mean</a>	<a href="#">Finding the mean</a>	<a href="#">Answers</a>
	<a href="#">M521</a>	<a href="#">Order of operations</a>	<a href="#">Order of operations</a>	<a href="#">Answers</a>
Fractions and percentages of amounts	M695, M684	<a href="#">Fractions: fraction of an amount</a>	<a href="#">Fractions: fraction of an amount</a>	<a href="#">Answers</a>
	M437	<a href="#">Percentage of an amount</a>	<a href="#">Percentage of an amount</a>	<a href="#">Answers</a>
	M476, M905	<a href="#">Percentages: increasing\decreasing</a>	<a href="#">Percentages: increasing\decreasing</a>	<a href="#">Answers</a>
Negative numbers	M106	<a href="#">Negatives: addition/subtractions</a>	<a href="#">Negatives: addition/subtractions</a>	<a href="#">Answers</a>
	M527	<a href="#">Ordering negative numbers</a>	<a href="#">Ordering negative numbers</a>	<a href="#">Answers</a>
	M288	<a href="#">Negatives: multiplying and dividing</a>	<a href="#">Negatives: multiplying and dividing</a>	<a href="#">Answers</a>
	M417, M327	<a href="#">Algebra: substitution</a>	<a href="#">Algebra: substitution</a>	<a href="#">Answers</a>
	M634, M647, M902	<a href="#">Equations: solving</a>	<a href="#">Equations: solving</a>	<a href="#">Answers</a>
	M957	<a href="#">Forming and solving equations</a>	<a href="#">Forming and solving equations</a>	<a href="#">Answers</a>
	<a href="#">M410</a>	<a href="#">Equivalent fractions</a>	<a href="#">Equivalent fractions</a>	<a href="#">Answers</a>
	<a href="#">M671</a>	<a href="#">Simplify fractions</a>	<a href="#">Simplify fractions</a>	<a href="#">Answers</a>

	M601	<a href="#">Fractions: mixed number to improper</a>	<a href="#">Fractions: mixed number to improper</a>	<a href="#">Answers</a>
	M835	<a href="#">Fractions: addition/subtraction same denominator</a>	<a href="#">Fractions: addition/subtraction same denominator</a>	<a href="#">Answers</a>
	M835	<a href="#">Fractions: addition/subtraction diff denominators</a>	<a href="#">Fractions: addition/subtraction diff denominators</a>	<a href="#">Answers</a>

Block	Sparx	Topic video	Worksheet	Answers
Constructing, Measuring and Using Geometric Notation	<a href="#">Q299</a>	<a href="#">Drawing lines</a>	Drawing <a href="#">lines</a>	<a href="#">Answers</a>
	<a href="#">Q373</a>	<a href="#">Measuring lines</a>	<a href="#">Measuring lines</a>	<a href="#">Answers</a>
	M331	<a href="#">Drawing angles</a>	<a href="#">Drawing angles</a>	<a href="#">Answers</a>
	M780	<a href="#">Measuring angles</a>	<a href="#">Measuring angles</a>	<a href="#">Answers</a>

# **Music**

## **Contact information:**

Ms Neville: [sneville@hollyfield.kingston.sch.uk](mailto:sneville@hollyfield.kingston.sch.uk)

## **Revise Key Elements:**

Dynamics, Melody, Rhythm, Tempo, Texture, Instruments

Complete 'Focus on Sound' tests on key Elements: SOUND WORDS - BASICS - 1. Pitch, Speed & Volume

## **Revise Keyboard notes:**

<https://www.musicca.com/piano>

## **Revise Rhythms:**

'Focus on Sound' - Basic Theory - left hand list: Note length and Rests

## **Revise instruments of the Orchestra:**

'Focus on Sound' - Instruments - all the sections

## **Revise Chinese Instruments:**

'Focus on Sound' - Instruments - World - Chinese instruments

# **RE**

## **Contact information:**

Mr Harris: [jharris@hollyfield.kingston.sch.uk](mailto:jharris@hollyfield.kingston.sch.uk)

## **The paper will consist of:**

1 mark multiple choice question

2 mark short question

4 mark explanation question

5 mark short explanation question that requires you to explain 2 contrasting points and use a quotation (religious evidence) to back up one of the explained points.

You will be assessed on your ability to:

- explain two different responses to a question.
- use evidence to back up your ideas.
- extend your reasoning so as to develop a thoughtful response.
- arrive at a conclusion.

*You will have a preparation lesson in class beforehand.*

## **Topics to Revise:**

### **The Existence of God and Revelation**

- The Nature of God
- Arguments for the Existence of God
- a) The Cosmological Argument (Cause and Effect)
- b) The Teleological Argument (Design Argument)
- c) The Argument from Miracles
- Problems with the arguments for God's existence
- The Problem of Evil, how a theodicy can answer the Problem of Evil.

Assessment Criteria	How many marks should I give?
5 Mark Exam Question	
One brief point without a reason why	1 mark
One developed point with a reason why (have they said because)	2 mark
Two brief points without a reason why	2 mark
One brief point <b>and</b> one developed point (have they said because)	3 mark
Two developed points (have they said because for both points)	4 mark
A specific reference to a source of scripture and authority.. <b><i>In the Bible/Quran it says...</i></b>	This adds 1 mark to their answer

## **Websites/links useful for revision:**

The best place to start your revision is with your exercise book. All the PowerPoint slides with the discussions and key terms can be found in the link below:

<https://drive.google.com/drive/u/0/folders/1WWoEppehmhgSAqIVrV1grNhRrFfsMoQD>



# Science

## Contact information:

Ms Al-Obaidi - [yal-obaidi@hollyfield.kingston.sch.uk](mailto:yal-obaidi@hollyfield.kingston.sch.uk)

**Length of assessment:** 1 Hour

## Equipment you will need:

- Black pens
- Pencils
- Rubber
- Ruler
- Calculator

Below are the topics that will be assessed and relevant resources. The textbook, AQA Activate 1, can be accessed electronically through Kerboodle. Login details were sent out earlier in the year. If your child has forgotten their login details, they can see their Science teacher who will help them.



## The following topics will be examined:

Topic	Relevant pages of the textbook (on kerboodle)	GAT Checklists for the topic	Additional resources - exam questions and BBC bitesize
0 Introduction to Science and How Science Works	Pages 2-11	<a href="#">Intro to science GAT</a>	<a href="#">BBC Bitesize how science works</a> <a href="#">Textbook answers</a>
5 Matter (Particle Model and Separating Mixtures)	Pages 78-107	<a href="#">5.1 Matter 1 GAT</a> <a href="#">5.2 Matter 2 GAT</a>	<a href="#">Textbook answers</a> <a href="#">End of topic test foundation</a> <a href="#">Foundation mark scheme</a> <a href="#">End of topic test higher</a> <a href="#">Higher mark scheme</a> <a href="#">BBC Bitesize States of matter</a> <a href="#">BBC Bitesize Separating Solutions</a>
1 Forces (Speed and Gravity)	Pages 14-25	<a href="#">1 Forces GAT</a>	<a href="#">Textbook Answers</a> <a href="#">End of topic test foundation</a> <a href="#">Foundation mark scheme</a> <a href="#">End of topic test higher</a> <a href="#">Higher mark scheme</a> <a href="#">BBC Bitesize Forces</a>

8 Organisms (Movement and Cells)	Pages 160-179	<a href="#">8.1 Movement GAT</a> <a href="#">8.2 Cells GAT</a>	<a href="#">Textbook Answers</a> <a href="#">End of topic test foundation</a> <a href="#">Foundation mark scheme</a> <a href="#">End of topic test higher</a> <a href="#">Higher mark scheme</a>  <a href="#">BBC Bitesize Cells</a>
2 Electromagnets (Current and Potential difference)	Pages 28-39	<a href="#">2 Electromagnets GAT</a>	<a href="#">Textbook Answers</a> <a href="#">End of topic test foundation</a> <a href="#">Foundation mark scheme</a> <a href="#">End of topic test higher</a> <a href="#">Higher mark scheme</a>  <a href="#">BBC Bitesize Electricity</a>
6 Reactions (Acids and Alkalis and Metals and non-metals)	Pages 110-134	<a href="#">6.1 Reactions GAT</a> <a href="#">6.2 Reactions GAT</a>	<a href="#">Textbook Answers</a>  <a href="#">Knowledge Organiser</a>  <a href="#">Revision Task</a> <a href="#">Revision Task Answers</a>  <a href="#">BBC Bitesize Acids and Alkalis</a>
9 Ecosystems (Interdependence and Plant Reproduction)	Pages 182-196	<a href="#">9.1 Interdependence GAT</a> <a href="#">9.2 Plant Reproduction GAT</a>	<a href="#">Textbook Answers</a>  <a href="#">BBC Bitesize Interdependence</a>

# Spanish

## Contact information:

- Ms Opie - [aopie@hollyfield.kingston.sch.uk](mailto:aopie@hollyfield.kingston.sch.uk)
- Ms Keruzec - [gkeruzec@hollyfield.kingston.sch.uk](mailto:gkeruzec@hollyfield.kingston.sch.uk)

## The paper will consist of:

- Listening
- Reading
- Translation to English
- Writing

## Topics to Revise:

I can	Topics
	<b><u>Mi vida / My life</u></b> <ul style="list-style-type: none"><li>- Give your name</li><li>- Describe your personality</li><li>- Make adjectives agree</li><li>- Introduce siblings</li><li>- Describe pets using colours</li><li>- Use intensifiers: muy / un poco</li><li>- Use connectives: y / también / pero</li><li>- Give your birthday</li><li>- Ask basic questions</li></ul>
	<b><u>Mi familia y mis amigos / My family &amp; friends</u></b> <ul style="list-style-type: none"><li>- Describe your family</li><li>- Give family members' ages: tiene ____ años</li><li>- Describe what you look like: tiene / es</li><li>- Describe what other people are like: es</li><li>- Say where you live: vivo en / está</li></ul>
	<b><u>Mi insti / My school</u></b> <ul style="list-style-type: none"><li>- School subjects with "I study": estudio</li><li>- Use days of the week</li><li>- Give your opinions</li><li>- Describe what there is in your school</li><li>- What activities you do at school/ breaktime: como / bebo / juego...</li></ul>
	<b><u>Mi tiempo libre / My free-time</u></b> <ul style="list-style-type: none"><li>- What activities you like to do in your free time</li><li>- Giving opinions</li><li>- Use present tense, regular verbs: hablo / canto / bailo / toco etc.</li><li>- What sports you do: juego / hago</li><li>- Say what you do in different weathers: cuando hace frío...</li></ul>
	<b><u>Mi ciudad / My city</u></b> <ul style="list-style-type: none"><li>- Describe your town or village: hay / no hay</li><li>- Telling the time</li><li>- Ordering food: quiero</li><li>- Say what you are going to do at the weekend</li><li>- Use the future tense: voy a salir / jugar / ver</li></ul>

**Websites useful for revision:**

1. Quizlet: For vocab learning
  - [Mi vida](#)
  - [Mi familia y mis amigos](#)
  - [Mi insti](#)
  - [Mi tiempo libre](#)
  - [Mi ciudad](#)
2. [Active Learn](#): You can complete the Listening, Reading and Grammar tasks set by your teachers
3. Grammar: Seneca
4. Google Classroom to find vocabulary lists.

***Good Luck!***



***You've Got  
This!***