

# Year 7



# Revision Guide 2024

# 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.

## Contents:

1. [How to prepare an effective environment for studying or revising](#)
2. [How to manage your time effectively](#)
3. [Learning and memory tools – tips for revision](#)
4. [Assessment day checklist](#)
5. [What to do during the exams](#)
6. [Assessment timetable](#)
7. [Subject revision lists](#)
  - [7.1 Art](#)
  - [7.2 Computing](#)
  - [7.3 Drama](#)
  - [7.4 DT](#)
  - [7.5 English](#)
  - [7.6 French](#)
  - [7.7 Geography](#)
  - [7.8 History](#)
  - [7.9 Maths](#)
  - [7.10 Music](#)
  - [7.11 RE](#)
  - [7.12 Science](#)
  - [7.13 Spanish](#)

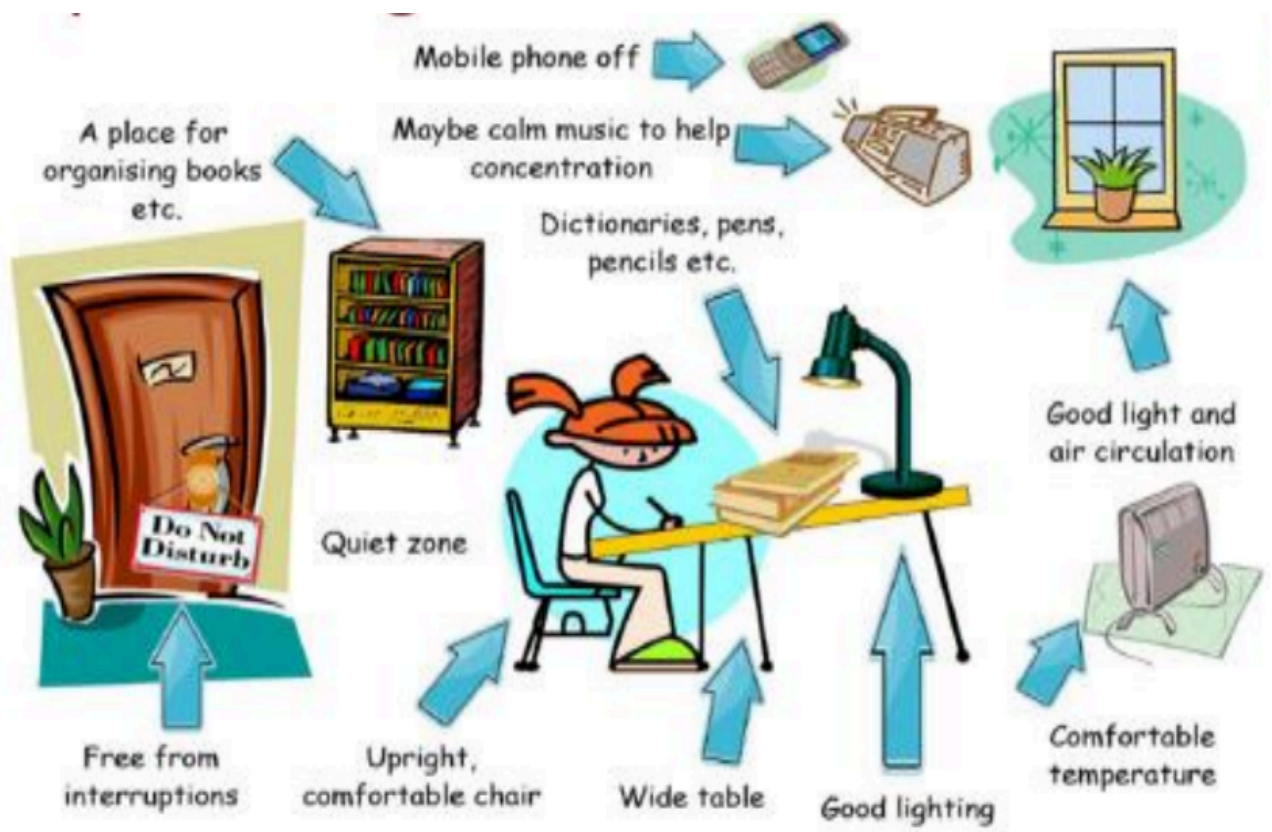


# How to prepare an effective environment for revising



## 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



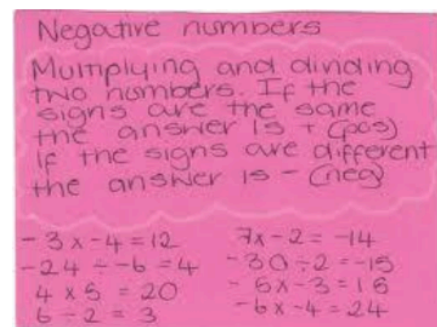
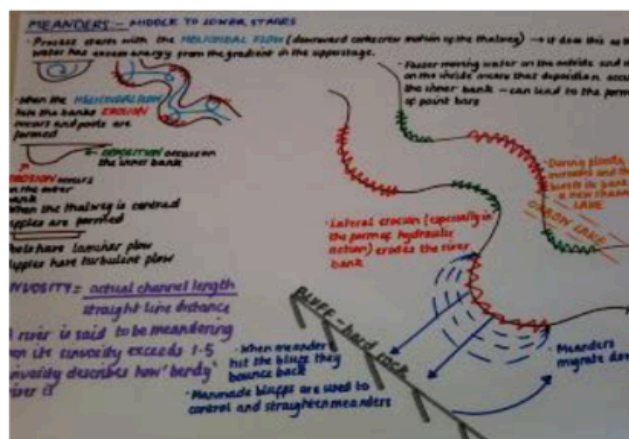
## What should I revise?

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%	
$\frac{65}{100}$	0.65	65%	
how many % go into 1 = 100			
$\frac{102040}{8}$	$\rightarrow 0.125 \rightarrow 12.5$		
Put 0 there			

F, D, P Long division

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!

# Assessment Timetable



WEEK 1	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Monday 06/05/24	BANK HOLIDAY	BANK HOLIDAY	BANK HOLIDAY	BANK HOLIDAY	BANK HOLIDAY	BANK HOLIDAY
Tuesday 07/05/24	<b>Maths 1 Hour</b> (Locations: Exams room, Gym, S10, S12)	<b>Maths 1 Hour</b> (Locations: Exams room, Gym, S10, S12)		Drama Fiz (Ms Manchester) Miro (Mr Lyndham)		
Wednesday 08/05/24	Drama Wilde (Mr Lyndham) RPA (Ms Manchester)		<b>Science 1 Hour</b> (Locations: Exams room, Gym, S10, S12)	<b>Science 1 Hour</b> (Locations: Exams room, Gym, S10, S12)		
Thursday 09/05/24	Geography (7R3 Mr Jones)		French Paper 1 (7B1 Ms Belben, 7B2 Ms Fauriel, 7B3 Ms Vicenzi)		Drama Hend (Mr Lyndham)	Geography (7B3 Mr Hall)
Friday 10/05/24	Drama Birch (Mr Lyndham)				<b>English 1 Hour</b> (Locations: Exams Room, Gym, S10, S12)	<b>English 1 Hour</b> (Locations: Exams Room, Gym, S10, S12)
<b>WEEK 2</b>						
Monday 13/05/24			Music Miro (Mr Cooke) Art Fitz (Ms Hudspith)		DT B band	DT B band
Tuesday 14/05/24			DT R band	DT R band Music Wilde (Ms Neville)		
Wednesday 15/05/24	Art Birch (Ms Cotton)	Art Hendrix (Ms Hodson) RPA (Ms Cotton)		<b>Spanish Paper 1</b> (7R1 Ms Fauriel, 7R2 Ms Opie, 7R3 Ms Vicenzi) Geography (7B2 Mr Keefe)	Geography (7B1 Mr Holmes, 7R1 Mr Hall, 7R2 Mr Keefe)	Music Fiz (Mr Cooke) Art Miro (Ms Cotton) Wilde (Ms May)
Thursday 16/05/24			French Paper 2 (7B1 Ms Belben, 7B2 Ms Fauriel, 7B3 Ms Vicenzi)		Music RPA (Mr Cooke) Birch (Mr Francisco)	
Friday 17/05/24	Music RPA (Ms Neville) HEND (Mr Cooke)					
<b>WEEK 3</b>						
Monday 20/05/24	Computing (7B1 Mr Bonehill)		Computing (7R3 Mr Bonehill)			
Tuesday 21/05/24		RE (7R3 Ms Paterson) History (7R2 Ms Kettel)	History (7B2 Ms Lowery)		Computing (7R1 Mr Bonehill, 7R2 Mr Francisco)	RE (7R1 Mr Case, 7R2 Ms Paterson)
Wednesday 22/05/24			Computing (7B2 Mr Bonehill, 7B3 Mr Blakley)	History (7B1 Mr Buckman, 7B3 Ms Kettel) <b>Spanish Paper 2</b> (7R1 Ms Fauriel, 7R2 Ms Opie, 7R3 Ms Vicenzi)	RE (7B2 Mr Case, 7B3 Ms Paterson) History (7R3 Ms Kettel)	
Thursday 23/05/24	History (7R1 Mr Miller)					RE (7B1 Mr Case)
Friday 24/05/24						

For better resolution to this timetable click [here](#)

# Subject Revision Lists



## **Art**

You are not required to revise for your Art exam as it will be a design/drawing task. You can practise your drawing and colouring skills if you wish. Please ensure you have the correct equipment for your exam - pencil, rubber, sharpener, ruler.

## **Computing**

### **Topics to revise:**

#### 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:

Marianne O'Shea, Deputy Headteacher: [moshea@hollyfield.kingston.sch.uk](mailto:moshea@hollyfield.kingston.sch.uk)

Exam board (if needed): Pearson/Edexcel

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**

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

## English

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

The Year 8 summer assessment will take place on **10th May** and will require students to analyse an extract from *The Tempest* which they will have studied in class. They will be required to write a two paragraph analytical response which explores how Shakespeare uses **language** to present a certain character and theme.

### 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 in the lead-up to the exam using a focused prep lesson specifically for this test 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	<p>Analysis:</p> <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> </ul>	<p><b>Terminology I can use correctly:</b></p> <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>

	<ul style="list-style-type: none"> <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>	
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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 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 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>etre</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></ul>

	<ul style="list-style-type: none"> <li>- Use the <i>near future tense</i></li> </ul>
	<p><b>Mon temps libre - My free time</b></p> <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</i> / <i>adorer</i> / <i>détester</i> - <i>to like</i> / <i>love</i> / <i>hate</i></li> </ul>
	<p><b>En classe - School</b></p> <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 lists

# Geography

## Person Learning Checklist

### 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)

## **The paper 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
- You will have a preparation lesson in class beforehand.*

## **Topics to Revise:**

### **The Black Death**

- the symptoms of the Black Death
- the spread of the Black Death
- what medieval people thought caused the Black Death
- effects and impact of the Black Death (was it a disaster?)

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

The best place to start your revision is with your exercise book. You might also find the following websites of use:

- [TV Timelines clip](#) on the spread and effects of the Black Death
- [BBC bitesize guide](#) on many aspects of the Black Death
- this [clip](#) from TV Timelines is good for understanding the long term impact of the Black Death
- Homeschool History [animation](#) covering key aspects of the Black Death
- challenge yourself:** [History Hit article](#) that covers the impact of the Black Death.



## 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:

Miss Janse van Rensburg (Head of Department) -

[mjansevanrensburg@hollyfield.kingston.sch.uk](mailto:mjansevanrensburg@hollyfield.kingston.sch.uk)

OR

Miss Wellstead (KS3 Maths Coordinator)

[ewellstead@hollyfield.kingston.sch.uk](mailto:ewellstead@hollyfield.kingston.sch.uk)

Autumn topics

Block	Topic video	Worksheet	Answers
Sequences	<a href="#">Sequences: patterns</a>	<a href="#">Sequences: Patterns</a>	<a href="#">Answers</a>
	<a href="#">Linear sequences</a>	<a href="#">Linear sequences</a>	<a href="#">Answers</a>
Algebraic notation	<a href="#">Using function machines</a>	<a href="#">Function machines</a>	<a href="#">Answers</a>
	<a href="#">Substituting</a>	<a href="#">Substituting</a>	<a href="#">Answers</a>
Equality and equivalence	<a href="#">Solving equations</a>	<a href="#">Solving equations</a>	<a href="#">Answers</a>
	<a href="#">Collecting like terms</a>	<a href="#">Collecting like terms</a>	<a href="#">Answers</a>
	<a href="#">Simplifying expressions</a>	<a href="#">Simplifying expressions</a>	<a href="#">Answers</a>
	<a href="#">Forming and solving equations</a>	<a href="#">Forming and solving equations</a>	<a href="#">Answers</a>
Place value	<a href="#">Place value</a>	<a href="#">Place value</a>	<a href="#">Answers</a>
	<a href="#">Ordering Integers</a>	<a href="#">Ordering integers</a>	<a href="#">Answers</a>
	<a href="#">Ordering decimals</a>	<a href="#">Ordering decimals</a>	<a href="#">Answers</a>
	<a href="#">Rounding</a>	<a href="#">Rounding</a>	<a href="#">Answers</a>
	<a href="#">Rounding to significant figures</a>	<a href="#">Significant figures</a>	<a href="#">Answers</a>
	<a href="#">Calculating the range</a>	<a href="#">Calculating the range</a>	<a href="#">Answers</a>

	<a href="#">Finding the median</a>	<a href="#">Finding the median</a>	<a href="#">Answers</a>
	<a href="#">Writing in standard form</a>	<a href="#">Standard form</a>	<a href="#">Answers</a>
Fractions, decimals and percentages	<a href="#">Converting fractions, decimals and percentages</a>	<a href="#">Converting fractions, decimals and percentages</a>	<a href="#">Answers</a>
	<a href="#">Ordering FDP</a>	<a href="#">Ordering FDP</a>	<a href="#">Answers</a>
	<a href="#">Drawing pie charts</a>	<a href="#">Drawing pie charts</a>	<a href="#">Answers</a>
	<a href="#">Interpreting pie charts</a>	<a href="#">Interpreting pie charts</a>	<a href="#">Answers</a>
	<a href="#">Equivalent fractions</a>	<a href="#">Equivalent fractions</a>	<a href="#">Answers</a>
	<a href="#">Simplifying fractions</a>	<a href="#">Simplifying fractions</a>	<a href="#">Answers</a>

Spring term

Block	Topic video	Worksheet	Answers
Addition and subtraction	<a href="#">Addition: Column Method</a>	<a href="#">Addition: Column Method</a>	<a href="#">Answers</a>
	<a href="#">Perimeter</a>	<a href="#">Perimeter</a>	<a href="#">Answers</a>
	<a href="#">Frequency trees</a>	<a href="#">Frequency trees</a>	<a href="#">Answers</a>
	<a href="#">Bar charts</a>	<a href="#">Bar charts</a>	<a href="#">Answers</a>
	<a href="#">Add and subtract standard form</a>	<a href="#">Standard form</a>	<a href="#">Answers</a>
	<a href="#">Line graphs</a>	<a href="#">Line graphs</a>	<a href="#">Answers</a>
Multiplication and division	<a href="#">Multiplication: Column Method</a>	<a href="#">Multiplication: Column Method</a>	<a href="#">Answers</a>
	<a href="#">Multiplication: Grid Method</a>	<a href="#">Multiplication: Grid Method</a>	<a href="#">Answers</a>
	<a href="#">Dividing Decimals by Integers</a> <a href="#">Dividing Decimals by Decimals</a>	<a href="#">Dividing Decimals</a>	<a href="#">Answers</a>
	<a href="#">Multiplying Decimals</a>	<a href="#">Multiplying Decimals</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>
	<a href="#">Area of a rectangle</a>	<a href="#">Area of a rectangle</a>	<a href="#">Answers</a>

	<a href="#">Area of a triangle</a>	<a href="#">Area of a triangle</a>	<a href="#">Answers</a>
	<a href="#">Area of trapezium</a>	<a href="#">Area of trapezium</a>	<a href="#">Answers</a>
	<a href="#">Area of a parallelogram</a>	<a href="#">Area of a parallelogram</a>	<a href="#">Answers</a>
	<a href="#">Finding the mean</a>	<a href="#">Finding the mean</a>	<a href="#">Answers</a>
	<a href="#">Order of operations</a>	<a href="#">Order of operations</a>	<a href="#">Answers</a>
Fractions and percentages of amounts	<a href="#">Fractions: fraction of an amount</a>	<a href="#">Fractions: fraction of an amount</a>	<a href="#">Answers</a>
	<a href="#">Percentage of an amount</a>	<a href="#">Percentage of an amount</a>	<a href="#">Answers</a>
	<a href="#">Percentages: increasing/decreasing</a>	<a href="#">Percentages: increasing/decreasing</a>	<a href="#">Answers</a>
Negative numbers	<a href="#">Negatives: addition/subtractions</a>	<a href="#">Negatives: addition/subtractions</a>	<a href="#">Answers</a>
	<a href="#">Ordering negative numbers</a>	<a href="#">Ordering negative numbers</a>	<a href="#">Answers</a>
	<a href="#">Negatives: multiplying and dividing</a>	<a href="#">Negatives: multiplying and dividing</a>	<a href="#">Answers</a>
	<a href="#">Algebra: substitution</a>	<a href="#">Algebra: substitution</a>	<a href="#">Answers</a>
	<a href="#">Equations: solving</a>	<a href="#">Equations: solving</a>	<a href="#">Answers</a>
	<a href="#">Forming and solving equations</a>	<a href="#">Forming and solving equations</a>	<a href="#">Answers</a>
Adding and subtracting fractions	<a href="#">Fractions: mixed number to improper</a>	<a href="#">Fractions: mixed number to improper</a>	<a href="#">Answers</a>
	<a href="#">Fractions: addition/subtraction same denominator</a>	<a href="#">Fractions: addition/subtraction same denominator</a>	<a href="#">Answers</a>
	<a href="#">Fractions: addition/subtraction diff denominators</a>	<a href="#">Fractions: addition/subtraction diff denominators</a>	<a href="#">Answers</a>

Summer term

Block	Topic video	Worksheet	Answers
Constructing, Measuring and Using Geometric Notation	<a href="#">Drawing lines</a>	<a href="#">Drawing lines</a>	<a href="#">Answers</a>
	<a href="#">Measuring lines</a>	<a href="#">Measuring lines</a>	<a href="#">Answers</a>
	<a href="#">Drawing angles</a>	<a href="#">Drawing angles</a>	<a href="#">Answers</a>
	<a href="#">Measuring angles</a>	<a href="#">Measuring angles</a>	<a href="#">Answers</a>
	<a href="#">Classify types of angles</a>	<a href="#">Types of angles</a>	<a href="#">Answers</a>

# **Music**

## **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 Case (lcase@hollyfield.kingston.sch.uk)

**The paper will consist of:**

1 mark multiple choice question

2 mark short question

4 mark explanation question

6 mark short essay question on the nature of God and the problem of evil

You will be assessed on your ability to:

- write a short essay to answer the 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:**

Christianity - the Nature of God

- God as omnipotent (and the different ways to understand this)
- God as omniscient (and the different ways to understand this, and the problem of free will)
- God as omnibenevolent (and the Euthyphro dilemma)
- The Holy Trinity
- Life after death (Heaven, Hell, judgement)

**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 will be on your Google Classroom too. You might also find the following website of use:

<https://www.bbc.co.uk/bitesize/guides/zrpgmsg/revision/1>

## **Science**

Length of Paper: 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 come to see Ms Cunningham 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>
5.1 and 5.2 Particle Model	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>
1.1 Forces and 1.2 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>
8.1 Movement and 8.2 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> (not including reproduction)
2 Electromagnets	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>
6.1 Acids and Alkalis	Pages 110-121	<a href="#">6.1 Reactions GAT</a>	<a href="#">Textbook Answers</a> <a href="#">Progress Task</a> <a href="#">Progress Task mark scheme</a> <a href="#">BBC Bitesize Acids and Alkalis</a>
3 Energy	Pages 42-53	<a href="#">3 Energy 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 Energy</a>

# Spanish

## Contact information:

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[Abelmonte@hollyfield.kingston.sch.uk](mailto:Abelmonte@hollyfield.kingston.sch.uk)

The paper will consist of: Listening, reading, translation in to English and Writing in Spanish

Topics to Revise:

Topic	Content
1. Mi vida / My life	<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>
2. Mi tiempo libre / My free-time	<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>
3. Mi insti / My school	<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>
4. Mi familia y mis amigos / My family & friends	<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>
5. Mi ciudad / My city	<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:

Quizlet

Google classroom

Classcharts

***Good Luck!***



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