



**End of Year Examinations  
Revision Checklist 2019**

**YEAR 7**

***Year 7 End of Year exams will take place  
during the week beginning 20th May***

***Further advice and support will be given during PSHCEE,  
assemblies, PAM time and curriculum lessons***

## SMSJ Year 7 End of Year Examinations Revision Checklist

<b>Subject</b>	<b>English</b>
<b>Topic checklist</b>	<p><b>Pupils should have a good understanding of:</b></p> <ul style="list-style-type: none"> <li>● Descriptive/metaphorical techniques</li> <li>● Sentence Structures and paragraphing</li> <li>● Spelling, punctuation and grammar</li> <li>● The structure of short stories and descriptive pieces</li> <li>● WWII, the holocaust and Auschwitz and The Boy in the Striped Pyjamas</li> <li>● Pirates/Piracy and the plot of Treasure Island</li> </ul>
<b>Skills checklist</b>	<p><b>Language AO5</b></p> <ul style="list-style-type: none"> <li>● Ensure that writing is matched to the audience and purpose</li> <li>● Use paragraphs to organise content (change in time, place, topic, person)</li> <li>● Include appropriate discourse markers to help link ideas seamlessly</li> <li>● Employ a range of linguistic techniques to enhance description (adjective, adverb, sensory language, metaphor, simile, personification, onomatopoeia, oxymoron)</li> <li>● Incorporate a wide vocabulary, including ambitious words to contribute to the overall effect of the piece.</li> </ul> <p><b>Language AO6</b></p> <ul style="list-style-type: none"> <li>● Spell accurately, including more complex and ambitious vocabulary</li> <li>● Write in Standard English</li> <li>● Include a range of punctuation ( . , : ? ; ! - ... ) accurately and for effect</li> <li>● Use a variety of sentence structures (simple, compound, complex) for effect and perhaps experiment with parallel syntax</li> </ul>
<b>How will I be assessed?</b>	<p><b>Pupils will write a descriptive or narrative piece, using a picture as a stimulus.</b></p> <ul style="list-style-type: none"> <li>● You will have 1 hour to complete the piece of writing</li> <li>● You will choose <b>one</b> task option from a list provided</li> <li>● You will plan and write your story or description in the time allotted</li> </ul>
<b>Revision websites/resources/Google Classroom code</b>	<p><b>BBC Bitesize KS3 English Resources:</b></p> <ul style="list-style-type: none"> <li>● Writing to describe: <a href="https://www.bbc.com/education/guides/zpp4kqt/revision">https://www.bbc.com/education/guides/zpp4kqt/revision</a></li> <li>● Descriptive and narrative writing: <a href="https://www.bbc.com/education/guides/zwjsyrd/revision">https://www.bbc.com/education/guides/zwjsyrd/revision</a></li> <li>● Structure and paragraphs: <a href="https://www.bbc.com/education/guides/zphc9j6/revision">https://www.bbc.com/education/guides/zphc9j6/revision</a></li> <li>● Sentences: <a href="https://www.bbc.com/education/guides/zxqnf8/revision">https://www.bbc.com/education/guides/zxqnf8/revision</a></li> <li>● Spelling, punctuation and grammar: <a href="https://www.bbc.co.uk/education/topics/zhrd2p">https://www.bbc.co.uk/education/topics/zhrd2p</a></li> </ul> <p><b>CGP - SPAG Books</b></p> <p><b>Read for twenty minutes every evening. The more you read, the better writer you will become.</b></p>

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Subject	Maths
<p><b>Knowledge checklist</b></p>	<p><b>Unit 1: Numbers and the Number System</b> Prime numbers, Highest Common Factors, Lowest Common Multiples, Squares, Square Root, Cube and Cube Root Basic Indices (Powers).</p> <p><b>Unit 2: Calculating with Powers of 10.</b> Multiply and Divide an integer and decimal numbers by a power of 10 Add and Subtract up to six digit numbers including decimal numbers.</p> <p><b>Unit 3: Rounding, Approximating or Estimating and Significant Figures.</b></p> <p><b>Unit 4: Counting and Comparing</b></p> <p><b>Unit 5: Constructions</b> Construct triangles when all three sides are given, Identify the rotational symmetry of polygons.</p> <p><b>Unit 6: Nets of 3 D shapes (Prisms)</b> Draw the nets of Cube, Cuboid, Triangular Prism and Square based Pyramid.</p> <p><b>Unit 7: Algebraic Proficiency</b></p> <p><b>Unit 8: Calculating and Exploring fractions, decimals and percentages</b></p> <p><b>Unit 9: Linear Sequences</b></p> <p><b>Unit 10: Angles around a point, on a straight lines and vertically opposite angles.</b></p>
<p><b>Skills checklist</b></p>	<p><b>AO1 Use and apply standard techniques</b></p> <ul style="list-style-type: none"> <li>● accurately recall facts, terminology and definitions</li> <li>● use and interpret notation correctly</li> <li>● accurately carry out routine procedures or set tasks requiring multi-step solutions</li> </ul> <p><b>AO2 Reason, interpret and communicate mathematically</b></p> <ul style="list-style-type: none"> <li>● make deductions and draw conclusions from mathematical information</li> <li>● interpret and communicate information accurately</li> <li>● assess the validity of an argument and critically evaluate a given way of presenting information</li> </ul> <p><b>AO3 Solve problems within mathematics and in other contexts</b></p> <ul style="list-style-type: none"> <li>● make and use connections between different parts of mathematics</li> <li>● interpret results in the context of the given problem</li> <li>● evaluate methods used and results obtained</li> </ul>

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<b>How will I be assessed?</b>	Written examination paper with a range of question types Non-Calculator 50 minutes 50 marks available
<b>Revision websites/resources/Google Classroom Code</b>	<a href="https://vle.mathswatch.co.uk/vle/">https://vle.mathswatch.co.uk/vle/</a> <b>CGP Revision Guides</b>

<b>Subject</b>	<b>Science</b>
<b>Knowledge Checklist</b>	The end of year science exam for Y7 will not be on fixed content that has been studied, but instead on the scientific skills you should have developed during your lessons.
<b>Skills Checklist</b>	<p>The skills required for this exam are those considered important for a scientist who wants to be able to successfully carry out a scientific investigation accurately. This includes all of the below skills:</p> <ol style="list-style-type: none"> <li>1) Identifying a range of variables (dependent, independent, fixed/controlled)</li> <li>2) Planning an experiment</li> <li>3) Writing a method for an experiment</li> <li>4) Apparatus identification (identifying common pieces of scientific equipment)</li> <li>5) Validity - will our method get us valid results</li> <li>6) Identifying anomalies</li> <li>7) Processing anomalies</li> <li>8) Calculating mean averages etc.</li> <li>9) Drawing graphs - line graphs and bar charts (continuous and discontinuous data)</li> <li>10) Drawing conclusions (describe the graph qs etc) (is the hypothesis correct)</li> <li>11) Evaluating experimental method</li> <li>12) Lab safety</li> <li>13) Hazard identification</li> <li>14) Risk assessment</li> </ol>
<b>How will I be assessed</b>	Students will sit a single exam lasting 50 minutes. These exams will take place during the week beginning Monday 20th May (the week before half term).
<b>Revision websites/resources/Google Classroom Code</b>	Students will be preparing for these exams in their lessons over the upcoming weeks. The resources used in lessons will be posted on to google classrooms for students to view and use at home also to reinforce some of these key ideas.

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Subject	Religious Studies
<b>Knowledge checklist</b>	<p><b>Introduction to RE:</b></p> <ul style="list-style-type: none"> <li>● Definitions of key religious vocabulary: atheist, agnostic, theist, omnipotent, omnibenevolent, omniscient</li> <li>● Beliefs about the nature of God</li> </ul> <p><b>Sikhism:</b></p> <ul style="list-style-type: none"> <li>● Sikh beliefs about what a Guru is</li> <li>● Sikh beliefs about the formation of the Khalsa</li> <li>● The 5 K's and their symbolic significance</li> <li>● The festival of Vaisakhi and why it is important</li> <li>● Arguments for and against people always being allowed to wear symbols of their faith</li> </ul> <p><b>The Bible - The Big Story:</b></p> <ul style="list-style-type: none"> <li>● Different ways of interpreting the Bible</li> <li>● The differences between revelation and inspiration and advantages and disadvantages of each.</li> <li>● Christian beliefs about creation</li> <li>● Christian beliefs about the fall (Adam and Eve)</li> <li>● Christian beliefs about the incarnation (Jesus)</li> <li>● Christian beliefs about salvation</li> <li>● Christian beliefs about the kingdom</li> </ul>
<b>Skills checklist</b>	<ul style="list-style-type: none"> <li>● Definitions of key religious vocabulary</li> <li>● Describing beliefs and practices</li> <li>● Explaining the importance of beliefs and practices</li> <li>● Creating and explaining arguments that consider different points of view</li> <li>● Evaluating how convincing different arguments are</li> </ul>
<b>How will I be assessed?</b>	<p>GCSE style exam questions. There are 36 marks available - 6 marks for SPAG.</p> <ol style="list-style-type: none"> <li>a) Define questions - 2 marks</li> <li>b) Describe questions - 5 marks</li> <li>c) Explain questions - 8 marks</li> <li>d) Discuss questions (explain different views on the statement in detail, create a conclusion that summarises your point of view) - 15 marks</li> </ol>
<b>Revision websites/resources/Google Classroom Code</b>	<p>Refer to notes made in your books and forthcoming revision lessons.</p>

## SMSJ Year 7 End of Year Examinations Revision Checklist

Subject	Geography
<b>Knowledge checklist</b>	<ul style="list-style-type: none"> <li>● Geographical Skills - How can maps tell us more about the place where we live?</li> <li>● Global inequalities - How can we close the development gap?</li> <li>● Managing Global Ecosystems - What are the challenges of managing rainforest and desert environments?</li> <li>● The Power of Precipitation - How does water affect people &amp; places?</li> </ul>
<b>Skills checklist</b>	<p>All four assessment objectives are assessed in this paper as well as SPaG:</p> <p><b>AO1</b> - Demonstrate <b>knowledge</b> of locations, places, processes, environments &amp; different scales</p> <p><b>AO2</b> - Demonstrate <b>geographical understanding</b> of: concepts &amp; how they are used in relation to places, environments and processes; the interrelationships between places, environments &amp; processes</p> <p><b>AO3</b> - <b>Apply knowledge &amp; understanding</b> to interpret, analyse &amp; evaluate geographical information &amp; issues to make judgements</p> <p><b>AO4</b> - Select, adapt &amp; use a variety of <b>skills &amp; techniques</b> to investigate questions &amp; issues &amp; communicate findings:</p> <ul style="list-style-type: none"> <li>● Describing the locations of places using compass points and lines of latitude &amp; longitude</li> <li>● Using maps to locate places and features, including grid references</li> <li>● Describing the distribution (pattern) of particular features on a map</li> <li>● Analysing and describing data/information from a graph or table</li> </ul>
<b>How will I be assessed?</b>	<ul style="list-style-type: none"> <li>● 50 minute exam paper</li> <li>● You will be assessed by answering a combination of short (2,3 &amp; 4 marks) and long-answer questions (6 &amp; 9 marks).</li> </ul>
<b>Revision websites/resources/Google Classroom Code</b>	<p>KS3 BBC Bitesize - Geography: <a href="https://www.bbc.com/education/subjects/zrw76sg">https://www.bbc.com/education/subjects/zrw76sg</a></p> <p>Each class has their own Google Classroom (students have been given the code by their geography teacher) where other resources will be uploaded in the summer term, to support with revision.</p>

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Subject	History
<b>Knowledge checklist</b>	<ul style="list-style-type: none"> <li>● What is History? Skills - including chronology, types of evidence and historical terminology</li> <li>● Why were the Romans so powerful?</li> <li>● How and why did William take control of England?</li> <li>● Who had power in Medieval England?</li> <li>● What was life like in Medieval England?</li> </ul>
<b>Skills checklist</b>	<p>AO1 - Demonstrate knowledge and understanding of key features of periods in History</p> <p>AO2 - Explain and analyse historical events using historical concepts (change and continuity, cause and consequence, significance)</p> <p>AO3 - Analyse, evaluate and use sources to make judgements about historical events</p>
<b>How will I be assessed?</b>	<p>Written exam paper with a range of questions including:</p> <ul style="list-style-type: none"> <li>- Give definitions of historical vocabulary</li> <li>- Identify different types of sources</li> <li>- Explain why...</li> <li>- Give two things you can infer from Source A about...</li> </ul>
<b>Revision websites/resources/Google Classroom Code</b>	<p>Year 7 EOY Exam Revision Google Classroom: <b>u3v4yu</b></p> <p>BBC Bitesize: <a href="https://www.bbc.com/education/subjects/zk26n39">https://www.bbc.com/education/subjects/zk26n39</a></p> <p>Students will also be provided with some revision opportunities and materials in their History lessons prior to the exams.</p>

Subject	French
<b>Knowledge checklist</b>	<ul style="list-style-type: none"> <li>● To be able to understand different pronouns and use the present tense</li> <li>● To be able to use connectives such as 'et, mais and aussi'</li> <li>● To be able to say what you have in your survival kit</li> <li>● To be able to describe yourself using singular adjectives and intensifiers such as très and assez</li> <li>● To be able to describe someone else using plural and possessive adjectives</li> <li>● To be able to describe a musician</li>   <li>● To state which subjects you like/ dislike and why</li> <li>● To be able to use intensifiers with adjectives and using connectives such as parce que</li> <li>● To be able to tell the time in French</li> <li>● To be able to say which foods you like and to be able to make nouns plural using the letter 's'</li> </ul>

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	<ul style="list-style-type: none"> <li>● To ask someone what he or she does on their computer or mobile</li> <li>● To say how often you do things using adverbs of frequency</li> <li>● To be able to use regular ER verbs</li> <li>● To state which sports you play and which sports you do using the verb 'faire - to do'</li> <li>● To ask someone what he/she likes doing as well as say what I like or dislike doing and why</li> <li>● Using the infinitive correctly to say what I like doing such as 'aimer, adorer, détester'</li> <li>● Describing what other people do and to use the ils/elles pronouns in verbs</li>   <li>● To say what there is in your town or village and to be able to give opinions</li> <li>● To be able to use il y a for there is and il n' y a pas for there isn't</li> <li>● To ask where something is and to be able to give directions</li> <li>● To talk about where you go in your free time</li> <li>● To use the present tense of aller to say where you go</li> <li>● To say what you can do where you live using Je fais (I do) and on peut (we can + infinitive)</li>   <li>● To say where you and your family normally go on holiday as well as what you do when you get there</li> <li>● To be able to use the 'nous' form in the present tense</li> <li>● To be able to use reflexive verbs to say what you do when you go out</li> <li>● To be able to say what I am going to do in the holidays using the future tense</li> <li>● Saying what you would like to do one day using 'Je voudrais + infinitive'</li> </ul>
<b>Skills checklist</b>	<ul style="list-style-type: none"> <li>● Adverbs of frequency</li> <li>● Present and future tenses</li> <li>● Connectives</li> <li>● Adjectives</li> <li>● Conditional</li> </ul>
<b>How will I be assessed?</b>	<ul style="list-style-type: none"> <li>● Listening</li> <li>● Speaking</li> <li>● Reading</li> <li>● Writing</li> </ul>
<b>Revision websites/resources/Google Classroom Code</b>	<ul style="list-style-type: none"> <li>● Linguascope username: <b>smsjnw4</b> password: <b>mfldept</b></li> <li>● Duolingo</li> <li>● Glossary lists</li> <li>● Speaking booklet (to be given)</li> <li>● Exercise book</li> </ul>

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Subject	Music
<b>Knowledge checklist</b>	<ul style="list-style-type: none"> <li>● Music of South America - salsa, samba, tango, bossa nova</li> <li>● Elements of music - pitch, dynamics, timbre, texture, rhythm, tempo</li> <li>● Carnival of the Animals- consider how you would describe specific character using the elements of music.</li> </ul>
<b>Skills checklist</b>	<p><b>Listening and Appraising:</b></p> <ul style="list-style-type: none"> <li>● Analysing your own and others' contributions to creating and performing a piece of music</li> <li>● Describing and evaluating pieces of music within specific contexts and styles.</li> </ul>
<b>How will I be assessed?</b>	This is a listening assessment - you will answer questions about the pieces of music that you listen to.
<b>Revision websites/resources/Google Classroom Code</b>	<ul style="list-style-type: none"> <li>● Revision resources for listening and appraising will be placed are in the Performing Arts Classrooms.</li> </ul>

Subject	Drama
<b>Knowledge checklist</b>	<p><b>"Sparkleshark"</b> a play by Philip Ridley You will study scenes from this play, exploring the characters and their relationships in practical lessons.</p>
<b>Skills checklist</b>	<p><b>Creating Skills:</b></p> <ul style="list-style-type: none"> <li>● Developing and extending ideas in rehearsal, practising work and offering ideas</li> </ul> <p><b>Performing Skills:</b></p> <ul style="list-style-type: none"> <li>● Using movement skills in performance to show a character's thoughts and feelings to an audience</li> <li>● Using vocal skills in performance to communicate a character's thoughts and feelings to an audience</li> </ul>
<b>How will I be assessed?</b>	<p>This is a performance test - you will be required to work on the opening scene from the play in pairs, learn the lines, and then perform the scene to your class.</p> <p>This test will take place in a Drama lesson.</p>
<b>Revision websites/resources/Google Classroom Code</b>	When you are given the script in class, keep it carefully, annotate it with your performance ideas, and learn your lines.

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<b>Subject</b>	<b>Dance</b>
<b>knowledge checklist</b>	<b>"Graffiti Art" - Using a art as a stimulus</b>
<b>Skills checklist</b>	<b>Creating Skills:</b> <ul style="list-style-type: none"><li>● Developing and extending ideas in rehearsal, practising work and offering ideas</li><li>● Your mark will consist of your homework set at the start of this topic (Your name in graffiti art) and your evaluation of the creative and performance process.</li></ul> <b>Performing Skills:</b> <ul style="list-style-type: none"><li>● Your performance as part of a larger ensemble using performance skills looked at in class (timing, musicality, focus, projection, facial expressions and confidence)</li></ul>
<b>How will I be assessed?</b>	<ul style="list-style-type: none"><li>● You will be assessed in the usual format which will take place as an end of topic assessment.</li></ul>
<b>Revision websites/resources/Google Classroom Code</b>	<ul style="list-style-type: none"><li>● Google classroom</li><li>● Writing frame to support your written evaluation</li></ul>