Year 7

End of Year Assessment

Guide for Success

This booklet is designed to support your revision, with revision lists provided for each subject for your End of Year Assessments, taking place in **June**.

Please speak with your teacher for further revision resources, and advice – ensure you attend every lesson for the best chance of success.

Don't forget your weekly Sparx Maths and Sparx Reader homework – this is part of your revision!

An electronic version of this guide will also be emailed home to support you.

End of Year Assessments

End of Year Assessments will be taking place from 1st June to the 26th June for years 7-10 – students will sit assessments in all their subjects, with these partly completed on ipads, and partly written. Students will then be given their results – these give a really clear picture of you learning so far this year, and act as a guide for areas to improve on for next year.

This booklet will provide with resources to revise from – remember to speak to your teachers for more advice on revision and the assessments.

What is revision?

The importance of revision cannot be underestimated; it allows you to go over your work and assess for yourself how well you understand something. It shows when you don't understand something, then do something about it! Revision ensures you are fully prepared for your assessments and ensures you feel CONFIDENT! It is a vital skill to prepare you for future exams in Years 10 and 11.

Revision doesn't just happen, it is a skill, and like any other skill it can be developed and improved on – with practice. Find a method of revision that suits you – there are lots of ideas for you to try on the next page.

Remember little and often is proven to be the best method.

Top Revision Strategies

It is really important to try out different types of revision strategies and resources – find out what works for you - everyone learns differently! Not sure what some of these mean? Ask your tutor, family, or friends.

Which are your top three?

WHY?

What makes a revision strategy effective for YOU?

It is really important to work out which types of revision suit you the best:

- Mind-maps
- Key words – post-its
- Flashcards
- Podcasts
- YouTube videos
- Family and friends tests
- Teach a friend
- Practice questions
- Highlighters
- Chant/rap
- Write your own questions
- Mnemonics
- PAST PAPERS

No need to worry!

There is no need to worry about the end of year assessments; they are a great opportunity to show off what you have learnt, and they help your teachers find out areas you may need more support with.

If you would like more support, Google:

- Info on exam stress - for 11-18 year olds | Mind
- Top revision techniques for exams - BBC Bitesize

Top Tips!

Before the exam:

Get all the equipment you will need (pens, rulers, ipad) ready the night before. Avoid rushing in the morning to get things ready.

- Try to get a normal night's sleep.
- Get up in plenty of time. It is really important to have a good breakfast.
- When you leave home make sure you have everything you need, including a bottle of water.

During the exam:

- The moment you open your assessment paper can be a bit of a shock- don't worry about others who may have started writing straight away.
- If necessary, write down anything you are afraid of forgetting.
- Read the whole paper through carefully, noting all the instructions given about the number and choice of questions.
- Decide on your question order then start by answering the questions you know you can answer well. This gives you more time to think about the difficult questions and boosts your confidence.
- It can be a mistake to tackle difficult questions first, as you may run out of time to do the questions you can answer more easily and fully.
- Read every question twice, think about it before you answer it, outline key points for longer questions.

After the exam

- Feel proud that you tried your best.
- Don't spend too long talking about how the assessment went with friends.
- Make sure you take a break before continuing with any more revision.
- Think positive about the assessments coming next and learn from any mistakes you may have made.

Revision Topic Lists

The rest of this booklet contains a revision list of topics for the assessments for your subject – use these to support your revision to practice the work you have been taught this year.

Key Contacts

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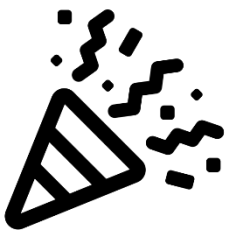
Final Word for Families:

Your support is more valuable than you might realise. Whether you're helping them plan their week, supporting them into school every day, making them a snack, or just listening after a tough day, you're helping your child achieve more than they could alone.

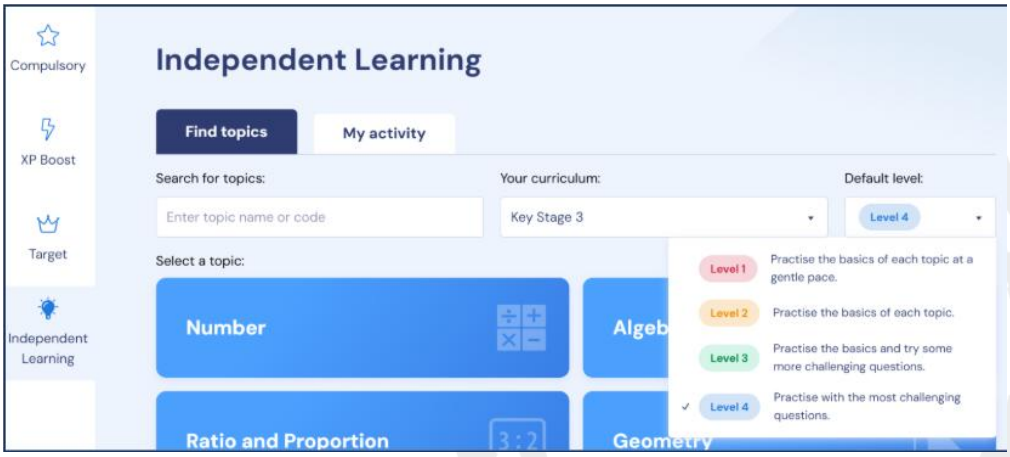


Maths:

Strand	Topic	Sparx codes
Number	Numbers and numerals	M429, M152, M515
	Axioms and arrays	M952, M637, M409
	Factors and multiples	M823
	Order of operation	M521
Algebra	Positive and negative numbers	M106, M268
	Expressions, equations, inequalities	M237, M795, M417
Geometry	Angles including parallel lines	M331, M818, M502, M606
	Classifying 2D shapes	M276
	Constructions	N/A
Number	Prime factor decomposition	M108
	Equivalent fractions	M410
	Highest common factors	M698
	All operations acting on fractions	M835, M601, M931, M110, M619
	Percentages	M267, M958, M264
	Ratio	M525

How to Access Sparx Tasks:

1. Click on Independent Learning
2. Ensure it says Key Stage 3
3. Choose Level 3
4. Type the Sparx code you wish to search for.



English:

Vocabulary such as...			
Deceitful	Aiming to make people believe something which is not true.	**Sinful**	Does evil things, is immoral
Immoral	Is evil	**Vulnerable**	Can be easily harmed
Pious	Religious, spiritual	**Naive**	Lacks experience, innocent of the world
Blasphemous	Offend god, disrespectful to god	**Stable**	Not likely to change or come to an end suddenly.
Tyrannical	Someone who treats the people they rule over in a cruel and unfair way.	**Unstable**	Likely to change suddenly, especially if this creates difficulty or danger.
Misogynistic	Behaviour which shows a hatred or dislike of women	**Naive**	Lacks experience, innocent of the world
Cunning	Makes clever plans	**Martyr**	To sacrifice yourself for a cause / reason
Transient	Does not last	**Desolate**	Very sad, alone, and without hope.
Enduring	Lasts a long time	**Loyal**	Stays firm in their friendship or support for a person or thing.
Ostracise	To leave someone out, banish them	**Exploits**	To take advantage / benefit from someone else's work
Embrace	To accept something or someone	**Rash**	Act quickly without thinking
Pure	Wholly good	**Myopic**	To be short-sighted, not consider consequences.

Key Knowledge such as...	
→ heroes are often brave → tyrants are immoral → over-reaching is often punished → heroes can be rash and hubristic, which causes their downfall → heroes make sacrifices for what they believe in	→ the innocent can be corrupted → ostracising leads to suffering → those who seem vulnerable can also be potent → Characters can find it difficult to comprehend unconventional ideas
Core Sentence Stems: +[character] is both...and... +For example, +"...." +In other words, [character]... +Therefore, the reader... +Perhaps the [writer]... +reveal...	**We can extend our sentences by:** +Even though / Although / Despite +After / Before / When / If... +Since / While... +because / but / so

Science:

Our EOY year assessment will start with 30 multiple choice questions selected from the Oasis Science KS3 question bank. Revising using carousel learning will make sure you are well prepared for this part.

The multiple-choice section will be followed by part B of the exam which is made up of application questions. You should focus your revision for part B on the topics in this table:

Unit	Key concepts and ideas
B1 – Cells the unit of life.	• Characteristics of living organisms • Animal cells • Plant cells • Microscopes (and how to use them) • How substances move in and out of cells
B2 – Inheritance and the genome.	• What is 'variation' • Characteristics and inheritance • Where our genome is stored
B3 – From cells to organ systems.	• Levels of organisation (humans and plants) • Human Gas exchange system • Human digestive system • Human circulatory system • Human muscles & skeleton
B4 – variation through time	• Species • Genetic and environmental variation • *Skill*: Continuous and discrete variables • *Skill*: Positive & negative correlation • Evidence from the fossil record
P1 – Force & energy	• Representing forces • Weight & 'normal contact force' • Unbalanced forces cause changes in motion • Friction and its effects. • *Skill*: Independent, dependent & control variables • Energy & energy transfer
P2 – Sound and light (L1 –L6)	• Sound • Light: shadows, scattering & reflection • How we see objects

History:

What will the assessment look like?

There will be two sections to your assessment:

- A multiple choice section on Formative. This contains 15 questions, each worth two marks. There is only one correct answer for each question.
- A written section with four questions. Questions 1-2 require you to write a short paragraph. They are worth 4 marks – focus on giving a clear example and explaining what it shows. Question 3 is worth 8 marks and requires you to write two short paragraphs. Question 4 is a longer question requiring two or more paragraphs and a short conclusion, and is worth 14 marks.

How should I revise?

Use your work from across this year in your exercise book to revise. Aim to go through each of the topics in the checklist below and use it to ensure you have covered everything you need. As you revise, try to put your knowledge into the context of some of the big themes covered this year so far: power, migration and agency, along with the importance of religion in both the Islamic and Christian worlds around the year 1000.

What do I need to know?

The assessment will test your knowledge and understanding of everything you have studied in History during Year 7. The topics you have covered are listed below – you can rate your knowledge of the topic Red (R), Amber (A) or Green (G):

Constantinople – a city which was a mixture of Roman and Greek culture			
1066 and how the Norman Conquest changed England – things which changed, and areas of life which remained the same, after the conquest			
The Crusades – why people went on Crusade, and how the Crusaders were able to get to and capture Jerusalem			
The Mongols – how they succeeded in expanding their empire so rapidly and effectively.			
Mansa Musa – his life, the Mali empire and what made him so exceptional.			
The Black Death and its impact on England.			
The Renaissance – what it was and how it led to change in Europe.			
The causes and events of the Reformation in Europe and in England.			

Geography:

What will the assessment look like? 30-mark Formative knowledge and skills test (15 minutes) + 30 mark written assessment (35 minutes)		
What revision resources are available? Knowledge organiser, exercise books, revision lesson in class		
Autumn 1 - Geography of the UK and Beyond	**Date**	✅
Physical geography of my local area		
Human geography of my local area		
UK physical geography		
The deciduous forest – UK physical geography		
UK resource distribution: food, water and energy		
Name and locate the worlds 7 continents and oceans		
Autumn 2 - Social and economic development		
Defining development and development indicators e.g. GDP, life expectancy, birth rate		
Causes of the development gap e.g. landlocked country, conflict		
Quality of life (similarities and differences in a HIC, NEE, LIC)		
How to reduce the development gap e.g. aid (Pakistan and the UK)		
Fair trade – an example		
Employment sectors and how they have changed (primary, secondary, tertiary, quaternary)		
Spring 1 - Tectonic Activity		
Define and identify tectonic hazards and structure of the earth		
Define and explain the formation of a volcano linked to convection currents		
Effects of a volcanic eruption – primary and secondary effects		
Define and explain the formation of an earthquake		
Effects of an earthquake (example) – primary and secondary effects		
Prediction, preparation, protection for both a volcano and earthquake		
Spring 2 - Weather and climate		
Define weather and climate and the ways we measure weather		
Extreme weather events at varying scales (Beast from the East) – the causes and effects		
Describing climates using climate graphs e.g. red line = temperature and bars = rainfall		
Explaining climates around the world		
Climatic zones around the world		
Summer 1 - Rivers		
Water cycle and features of a river's drainage basin e.g. source, tributaries, mouth		
River processes (types of erosion, transportation & deposition)		
Formation of landforms e.g. waterfall in upper course and meanders in middle course		
Causes and impacts of flooding		
Managing rivers (embankments, flood relief, afforestation, land use zoning, planning/preparation).		

Spanish:

Topics covered this year, across reading, writing, listen and speaking:

How to talk about the following. Practice speaking about these topics with your friends – how many key vocab words can you remember?

- Your name
- Nationality
- Age
- Family members
- Birthdays – days, months
- Your appearance – hair and eye colour
- Your personality
- Hobbies
- Opinions
- Weekend plans
- Numbers
- Greetings
- Pets

Grammar:

- Present tense
- How to make a phrase negative, e.g "I have a brother" and "I don't have a brother". "I am…." And "I am not…."

Don't forgot your Duolingo – this is great revision!!

Computer Science:

What will the assessment look like? 2 part assessment based on knowledge from Y7: 1. 30 mark knowledge test (15 minutes) 2. 30 mark Scratch assessment (35 minutes)
What revision resources are available? Knowledge organiser, exercise books/ClassNotebook, revision lesson in class
What content will be assessed? Anything from Autumn 1 up to Summer 1. See the list below to give you more guidance for your revision.
Autumn 1
1. Respectful Online communication
2. What is cyberbullying ?
3. Presenting to an audience.
4. Creating a cyberbullying PowerPoint presentation.
Autumn 2
1. What are spreadsheets?
2. Calculations in spreadsheets.
3. Collecting data including primary and secondary data.
4. Working with data to get insights.
Spring 1
1. What are computer networks?
2. The hardware that we use in computer networks.
3. Wired and wireless networks.
4. The internet.
5. Internet services.
Spring 2
1. Sequence and variables
2. Selection
3. Operators
4. Iteration
Summer 1
1. Word processing
2. Licencing appropriate images
3. Credibility and fake news
4. Researching and planning a blog.
5. Writing a blog post.

Religious Education:

What will the assessment look like? 2 part assessment based on knowledge from Y7: 1. 30 mark knowledge test (15 minutes) 2. 30 mark written assessment (35 minutes)
What revision resources are available? Knowledge organiser, exercise books, revision lesson in class
What content will be assessed? Anything from Autumn 1 up to Summer 1. See the list below to give you more guidance for your revision.
Autumn 1
1. Introducing RE: What is RE? What is religion, what is philosophy and what is society? What is a world view?
2. Theology: What is theology? What tools do theologians use?
3. Philosophy: What is wisdom? What is philosophy? Where did it begin? What philosophical questions are there?
3. Socrates: Who was Socrates? What is Socratic questioning? What did Socrates believe about wisdom and knowledge?
4. Plato: Who was Plato? What was The Cave Allegory? What does the allegory teach about wisdom and knowledge?
5. Berkeley:? Who was Berkeley? What is perception? What did Berkeley believe about wisdom and knowledge?
6. Confucius: Who was Confucius? What are proverbs? What did Confucius? believe about wisdom and knowledge?
Autumn 2
1. Sacred Texts: What are sacred texts? Why are sacred texts important? What is contained within sacred texts? Why might some people argue that sacred texts are irrelevant today?
2. Hindu Sacred Texts: What odes revelation mean? What are smrti texts? What are shruti texts? What is literacy? What do different Hindus believe about who should have access to sacred texts? Why are these texts important?
2. The Bible: What is the Bible? How has the Bible in Britain changed over time? What are the Old and New Testaments? How do different Christians interpret the Bible? Why is the Bible important?
3. The Quran: What is the Quran? How do Muslims show that the Quran is sacred? Why is the Quran important?
4. Sacred Texts and Philosophy: What similar questions do sacred texts and philosophy raise? What is the difference between sacred texts and philosophy?
Spring 1
1. Stewardship: What is stewardship? For what reasons might people act as stewards? What environmental issues are facing our planet? What Is a duty? How might people act as stewards?
2. Identity: What are personal and social identity? What influences us? What are humans made of? What is physicalism? What is dualism? What is the soul?
3. Origin Stories: What accounts are there about creation? What do origin stories teach us about being human?
4. Genesis Creation: According to the Bible how was the universe and humans made? What different interpretations are there of the Genesis story?

5. Sustainability: What does it mean to be sustainable? How does the story of Genesis influence people to be sustainable?
Spring 2
1. Amrita Devi: Who was Amrita Devi? What did she believe about the environment? How did these beliefs influence her actions? What is dharma?
2. Hindu Creation: According to the Hindu creation story how was the universe and humans made? What is Brahman? Who is Brahma?
3. Vegetarianism: What is vegetarianism? What is ahimsa? Why might Hindus choose to be vegetarian?
4. Cosmology: According to the Big Bang theory, how was the universe created? What does it teach about being human?What evidence is there for the Big Bang Theory?
5. Evolution: What is the Out of Africa Theory? What does it teach about being human? What evidence is there for evolution?
6. Compatibility: How do the religion and science link together?
Summer 1
1. Context: How might we describe God? What do omnipotent, omniscient, omnibenevolent and omnipresent mean? What does context mean? How does context affect interpretation of a story?
2. Rama and Sita: What is the Trimurti? What was Rama's dharma? What does the story of Rama and Sita teach about the nature of God?
3. Diwali: What does Diwali celebrate? How do Hindus celebrate Diwali? What are the issues with Diwali celebrations?
4. Abraham: What are the Abrahamic faiths? What do each party promise as part of the covenant? What does the covenant teach about the nature of God?
5. Isaac: What happens in the story of Isaac? What does the story teach about the nature of God?
6. Eid ul-Adha and Hajj: What happens in the story of Hajar and Ibrahim? How do Muslims remember the story?

Drama:

How to revise

1. Read through all the definitions at least twice.
2. Cover and check – this is a great way of testing yourself.
3. Ask a family member or friend to read the drama term to you and then you give them the definition.
4. Ask a family member to read you the definition and you give them the drama skill.
5. Make flash cards with the drama skill written on one side and the definition on the other – writing out the definitions will help you to remember them. Do this for terms you are unsure of.

Devising from a Stimulus

What are we learning?

- How to create a short drama piece from a starting idea (stimulus)
- How to work together to make drama
- How to perform using voice and body

Key Words		
Stimulus A starting idea used to make drama (a picture, word, song or object)	**Dramatic** Something exciting, emotional or interesting to watch	**Freeze Frame / Tableau** A still picture made with bodies to show a moment in the story
Beginning – Middle – End The order of a story	**Character** The person you are pretending to be	**Audience** The people watching the performance

Drama Skills to Remember	
Vocal	Physical
Volume – how loud or quiet you speak Pitch – how high or low your voice sounds Pace – how fast or slow you speak	Facial expression – emotions shown on your face Posture – how you hold your body Movement – how you walk or stand as a character

Working as a Group

- Share ideas politely
- Take turns
- Stay focused
- Support each other

Music:

Singing and Rhythm

- Singing techniques
- Recognising and naming notes
- Note durations

Musical Elements

- Melody
- Harmony
- Dynamics

Keyboard

- Notes on the keyboards and their names
- Chords
- The number of each finger of our hands

Definitions:

- Pulse
- Staff Notation
- Traditional Music
- Oral Tradition
- Call and Response
- Arrangement
- Structure

Music Tech

- Loop and Sequencer
- GarageBand

Design Technology:

Key topics that we have covered whilst studying Food Technology:

- Health and safety in the kitchen
- Names of kitchen equipment
- Cooking methods
- Nutrition

Key vocab – use flashcards or practice with friends and family to revise the meaning of these key words and phrases. Can you think of examples of each of these to use in your answers?

- Cross-contamination
- Dry cooking methods
- Wet cooking methods
- Micro nutrients
- Macro nutrients

Physical Education (PE):

HAND – Physical Skills

What we assess:

- How well you move (control, fluency, accuracy)
- How you use skills in games and drills
- Your fitness and effort in activities

Examples:

- Demonstrating good technique when performing skills: passing, dribbling, rallying, defending
- Showing good fitness - agility, speed, strength
- Applying techniques in both practices (drills) and matches

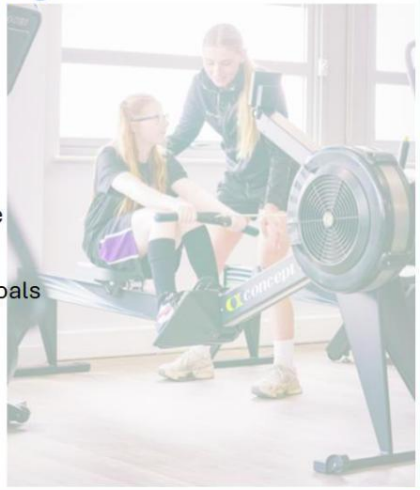
To improve:

- Practice regularly
- Focus in drills
- Always give full effort

HEAD – Knowledge & Understanding

What we assess:

- Rules, tactics and strategies
- How the body responds to exercise
- Your ability to evaluate performance



Examples:

- Describing rules and tactics - Offside rules, set plays, creating space
- Explaining changes in heart rate, breathing, muscle use
- Discussing WWW/EBI, linking back to fitness components, SMART goals

To improve:

- Take part in quizzes
- Use correct PE vocabulary
- Reflect honestly on your performance and others'
-

HEART – Social Skills

What we assess:

- Respect and sportsmanship
- Leadership and communication
- The Oasis Nine Habits, effort, perseverance and empathy

Examples:

- Playing fairly, following rules
- Leading warm-ups, helping teammates
- Encouraging others, staying positive

To improve:

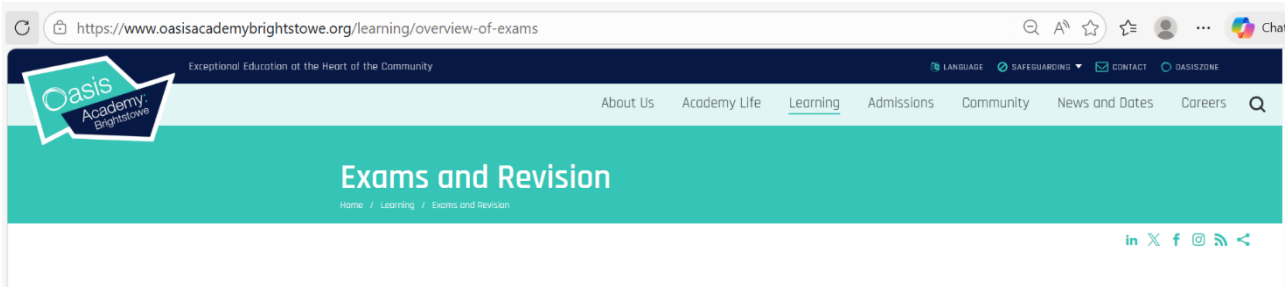
- Being a positive role model
- Supporting others in your team
- Always try your best and never give up

School Website:

Your one-stop shop for help and revision links:

Exams and Revision - Oasis Academy Brightstowe

https://www.oasisacademybrightstowe.org/learning/overview-of-exams



KS3

+ Dates of Assessment

+ Revision Booklet

+ Key Links