THE HART SCHOOL

Year 7 Revision Booklet June 2026

Name:
Tutor group:

Introduction

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Dear Parents and Carers,

I am writing to inform you about the upcoming programme of formal assessments for students in Years 7-10. These assessments will take place from Monday 8th June to Friday 3rd July 2026.

This round of formal assessments is exceptionally important. They play a crucial role in helping teachers accurately identify what students can do well and, more importantly, highlight any gaps in learning that need to be addressed. The information gathered from these assessments directly informs future teaching, targeted interventions, and the support provided to ensure all students make strong progress. For these reasons, it is vital that students prepare thoroughly and approach these assessments with a serious and positive attitude.

Students will attend an assembly on Friday 15th May during tutor time, during which the assessment process will be clearly explained. This will include an overview of the timetable, expectations, and a strong emphasis on the importance of working hard and doing their best. Following this assembly, students will take part in tutor sessions focused on developing effective study skills.

English assessments will be completed at an earlier date. For year 7, this will be week commencing 1st June. Revision materials will be provided to the students, and electronic copies will be sent out prior to these assessments along with the date and lesson their assessment will take place.

In response to student voice from the previous assessment period, we have made important improvements to our approach. Students told us they would benefit from more structured time to develop study skills and complete meaningful revision. As a result, this assessment cycle includes increased time dedicated to revision techniques, exam preparation, and study skills, ensuring students feel better prepared and more confident than last time.

Introduction

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Dates:

English Assessments – Year 8/9 WC 18th May. Year 7 WC 1st June.

Friday 15th May – Y7 Assembly (a virtual copy of the revision and skills booklet will be sent home on this day – please look out for this!)

Study skills/revision weeks - Monday 1st June – Friday 12th June

Assessments – Monday 8th June – Friday 26th June

We would be very grateful if parents and carers could support us by speaking with their child about the importance of these assessments. Encouraging them to complete all homework, revise regularly, and take pride in their effort will help them to perform well and achieve results they can be proud of.

Thank you for your continued support in helping your child to succeed.

Any queries please contact the email addresses below.

Yours sincerely,

Liam Hallam (Lead practitioner for Assessment)
[Liam.Hallam@hartschool.org.uk]

Tilly Payton (KS3 Lead and Literacy Intervention Lead)
[Tilly.Payton@hartschool.org.uk]

Timetable

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Week B W/C 8th June 2026	**Monday 8th**	**Tuesday 9th**	**Wednesday 10th**	**Thursday 11th**	**Friday 12th**
P1					7Y3 Music 7Y2 P.Arts
P2	7Y4 Spanish 1 7Y1 Spanish 1	7Y4 Spanish 2 7X4 Spanish 1 7Y2 Spanish 1 7X2 Spanish 1 7Y3 Spanish 1	7X1 History 2 7X2 P. Arts	7X3 Spanish 1	
P3	7X1 History 1 7X3 Music	7X3 History 1 7Y1 Food Tech	7Y1 Music	7X1 P.Arts 7Y3 History 1	
P4		7X4 Music 7X3 P.Arts	7X1 Spanish 1 7X4 Food Tech	7X1 Geography 7Y1 History 1 7X3 History 2	7X2 History 1
P5	7Y2 Music		7Y2 History 1	7Y2 History 2	7X1 Music 7Y4 Food Tech

Please note, there are 2 papers for History, Maths and Spanish - these are marked as 1 or 2 on the timetable

There are also no assessments in Dance, PSHE or RE for this assessment cycle.

Timetable

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Week A W/C 15th June 2026	**Monday 15th**	**Tuesday 16th**	**Wednesday 17th**	**Thursday 18th**	**Friday 19th**
P1		7X1 Science	7X2 Science 7X3 Science 7X4 Science	7Y3 P.Arts 7X1 DT 7X2 Art 7X3 Spanish 2	7X1 IT 7Y2 IT
P2	7Y1 Science 7Y2 Science 7X2 Spanish 2 7x4 Spanish 2 7x3 Food Tech	7Y1 PE 7Y2 PE 7Y3 PE 7X2 DT 7X1 Food Tech	7Y2 Spanish 2		7X4 DT 7X3 DT
P3	7Y3 IT 7Y1 Geography 7X4 History 1		7Y3 Spanish 2 7Y2 Food Tech	7X3 Geography 7Y3 Art	7X1 PE 7X2 PE 7Y3 History 2
P4	7Y3 Science	7Y1 P.Arts 7X1 Art 7X3 Art 7x4 Art	7X4 P.Arts 7Y1 DT	7Y1 History 2	7X2 History 2
P5	7Y1 Spanish 2 7Y4 DT 7Y2 Art 7Y3 Food Tech	7X2 Music 7X3 PE 7X4 PE	7X2 Food Tech 7X1 Spanish 2		

Please note, there are 2 papers for History, Maths and Spanish - these are marked as 1 or 2 on the timetable

There are also no assessments in Dance, PSHE or RE for this assessment cycle.

Timetable

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Week B W/C 22nd June 2026	**Monday 22nd**	**Tuesday 23rd**	**Wednesday 24th**	**Thursday 25th**	**Friday 26th**
P1	7X4 Geography		7Y3 Geography		7X1 Maths 2 7X2 Maths 2 7X3 Maths 2
P2	7X3 Maths 1 7X4 Maths 1	7Y2 DT	7Y1 IT	7Y1 Maths 2 7Y2 Maths 2 7Y3 Maths 2	7X4 Maths 2
P3	7Y2 Maths 1 7X2 IT	7X4 History 2 7X2 Geography	7X1 Maths 1	7Y2 Geography	
P4		7Y1 Maths 1 7Y3 Maths 1		7X4 IT	7X3 IT
P5		7X2 Maths 1 7Y1 Art 7Y4 Art			7Y3 DT

Please note, there are 2 papers for History, Maths and Spanish - these are marked as 1 or 2 on the timetable

There are also no assessments in Dance, PSHE or RE for this assessment cycle.

Study skills - 1

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Activity 1

1)Why do we take notes?

2)What makes effective notes?

3)Should notes just be copying out the original text?

4)Can I add pictures/symbols to my notes to help me?

Study skills - 1

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Activity 2

Step 1 – Highlight the key ideas
Step 2 – Make 5 bullet point notes based on key ideas
Step 3 – Add an image or symbol alongside your notes

Extreme Weather – Revision Paragraph

Extreme weather refers to weather events that are unusual, severe or dangerous, such as hurricanes, heatwaves, floods and droughts. These events are caused by factors like very high temperatures, low air pressure and warm ocean water, which can lead to powerful storms. Extreme weather has social effects, including injuries, loss of life and people being forced to evacuate their homes. It also causes economic effects, such as damage to buildings, roads and businesses, which can be expensive to repair. Geographers study case examples of extreme weather to understand why events happen and how their impacts can be reduced in the future through better warning systems and planning.

Study skills - 1

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Activity 2

Step 1 – Highlight the key ideas
Step 2 – Make 5 bullet point notes based on key ideas
Step 3 – Add an image or symbol alongside your notes

Colour Theory – Revision Paragraph

Colour theory explains how colours are created and how they work together in art. The primary colours are red, blue and yellow, and these cannot be made by mixing other colours. When two primary colours are mixed together, they create secondary colours, such as green, orange and purple. Tertiary colours are made by mixing a primary colour with a secondary colour next to it on the colour wheel. Complementary colours are opposite each other on the colour wheel and create strong contrast when placed together. Colours can also be grouped into warm colours (reds, oranges and yellows), which feel energetic, and cool colours (blues, greens and purples), which feel calm. Artists use colour theory to create mood, contrast and balance in their artwork.

Study skills - 2

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Focus of session 2 - Time management basics – understanding deadlines and how to build a revision timetable building in time for wellbeing

To help us with organising our time effectively, we can use revision timetables. These can be built to work alongside our commitments and current schedules.

Using the blank timetable, complete a revision plan. You must include:

- 5 homework slots
- 5 revision slots
- Hobby slots
- Wellbeing/Breaks

	Monday	Tuesday	Wednesday	Thursday	Friday
4-5pm					
5-6pm					
6-7pm					
7-8pm					
8-9pm					

Study skills - 3

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Select a different subject that you would like to revise - use the space below and the revision pages further into the booklet to make some effective notes or examples and add some images or symbols to support you.

Study skills - 4

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Select a different subject that you would like to revise - use the space below and the revision pages further into the booklet to make some effective notes or examples and add some images or symbols to support you.

Art

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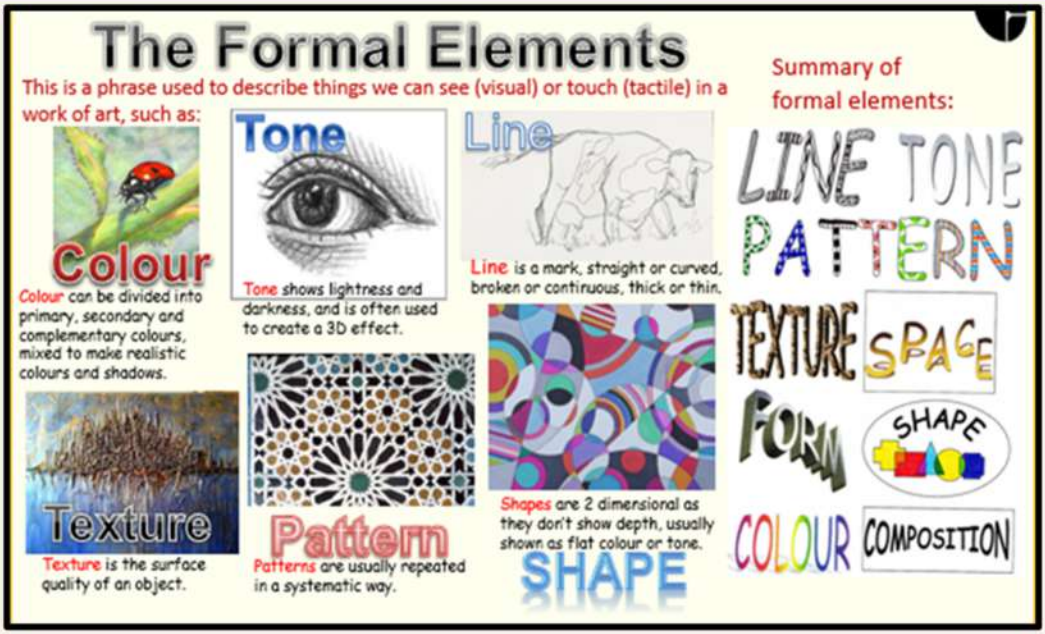
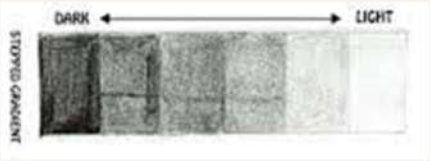
For this assessment you will be tested on the formal elements, colour theory and drawing of a natural form still life. This will require skills you have learnt and built upon in year 7 Art.
The formal elements in art are used to create your study. You will need to think about line, tone and texture to successfully complete your assessment.



You may wish to spend some time practicing drawing these natural form items and copying the tones applied to make the shapes 3D before your exam.

Art

You could also practice these tonal gradients and mark making techniques so that when you apply tone to your assessment study, you know how to create dark to light tones.

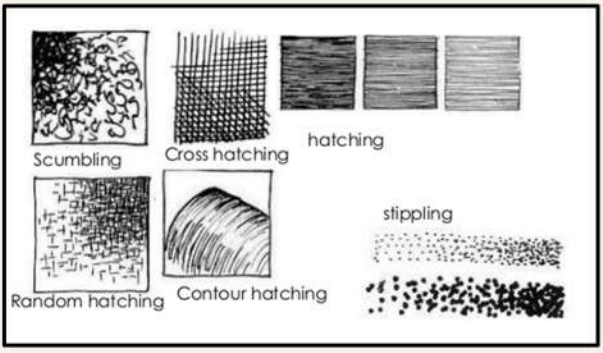


In art, tone refers to the lightness or darkness of a colour, ranging from white to black. Tone is used to create depth, form, atmosphere, and focus by mimicking how light falls on objects, creating highlights and shadows.

Artists use tone to achieve realism (three-dimensionality), evoke mood (drama, calm), guide the viewer's eye, and to add contrast.

A shade is a type of colour made by adding black to a colour to make it look darker. It helps to create the form of an object.

Mark making (see below) is the essential toolkit used to move beyond "basic outlines" and make drawings look professional and realistic. Marks describe how an object feels. A drawing of a smooth apple needs very different marks than a drawing of a rough tree trunk or a fluffy dog. For example Short, sharp dashes can look like fur or grass and Scribbles or scumbling can look like leaves or stormy clouds.

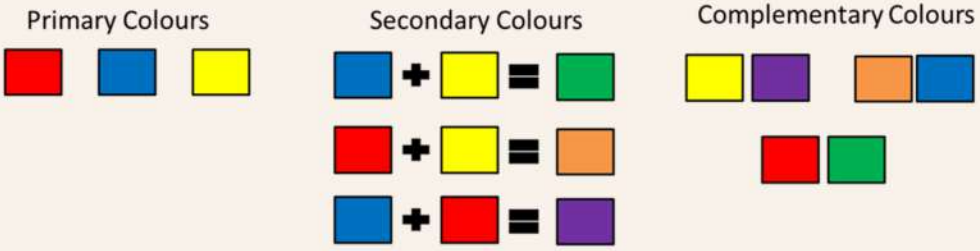


Still life in art is a drawing, photograph or painting of things that don't move.

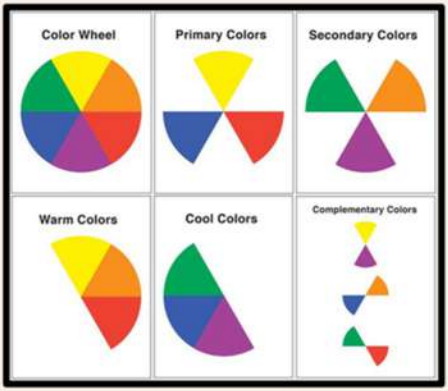
Think of a group of everyday objects sitting on a table—like a bowl of fruit, a bunch of flowers, or your favourite toys. Because these things stay perfectly still, the artist has plenty of time to look closely and paint every little detail, like how the light shines on a glass or the bright colours of an apple.

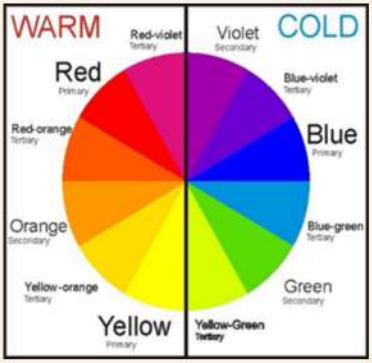
Art

Colour theory



Primary Colour	A colour that **cannot be made** by mixing other colours together.
Secondary Colour	Made by mixing two **primary** colours together.
Tertiary Colour	Made by mixing a **primary** and a **secondary** colour together.
Complementary Colour	They are **opposite** each other on the colour wheel. Appear brighter when placed next to each other.





The most important thing to remember about colour theory is that primary colours (red, yellow, blue) can be mixed to create all other colours.

Art




Artist analysis

When writing about an Artist's work you need to do more than say "I like it", "it's good". To help you, use the "See, Think, Wonder" Method:

- See: "What do you see?" Focus only on objective facts, like colours, shapes, patterns or the materials used to create it.
- Think: "What's going on in this picture?" or "What do you think that means?"
- Wonder: "What more can we find?" or "What does this make you curious about?" or "how does this artwork make you feel?"

Example of an Artists analysis

This painting shows bright sunflowers arranged in a glass jar on a table, and the artist makes this simple scene feel warm and full of life. The strong yellow and orange colours of the flowers stand out against the dark background, which immediately draws the viewer's attention to the sunflowers. The artist uses light and shadow carefully to make the petals, leaves, and glass jar look realistic and three-dimensional. Loose, visible brushstrokes add texture and energy, making the flowers appear lively rather than perfectly smooth. The composition is interesting because the flowers are placed at different heights and angles, which keeps the painting from looking stiff or boring. Overall, the artwork creates a peaceful and cheerful mood while showing how everyday objects can become beautiful through colour, light, and expressive painting techniques.

Tips for success:

Keep looking at the image provided to draw from to help you create an accurate study. Apply tone by applying more pressure to create darker sections and less pressure for lighter tones, if you are unsure practice on the top of your sheet before applying it to your drawing. You could use mark making techniques, for example contour hatching or stippling etc to create texture (how the item would feel) to help make your drawing look more realistic. The aim is to do your best drawing that is accurate, similar in tone and looks 3D.

Computing

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Topics to revise:

Online Safety, Hardware & Software, Programming Basics, Networks & the Internet

Key Vocabulary (Learn these!)

- Password – A secret code used to protect your account
- Secure password – Long, random, uses letters, numbers and symbols e.g. H7!kL9@p#
- Online identity – How you present yourself on the internet
- Hardware – Physical parts of a computer (keyboard, monitor)
- Software – Programs and apps that run on a computer (Microsoft PowerPoint)
- Input – Data sent into a computer
- Process – What the computer does with the data
- Output – The result from the computer
- Variable – A place to store information in a program
- Selection – Making a decision in a program (IF statements)
- Network – Computers connected together
- Internet – A global network of network
- World Wide Web (WWW) – Websites accessed using the internet
- IP address – A number that identifies a device on a network
- Cyberbullying – Repeated negative behaviour online
- Trustworthy website – A site that is safe and reliable

Independent Revision Support

BBC Bitesize – KS3 Computing:
https://www.bbc.co.uk/bitesize/subjects/zvc9q6f

ThinkUKnow – Online Safety:
https://www.thinkuknow.co.uk

Scratch (Programming Refresher):
https://scratch.mit.edu

Internet Safety for Kids:
https://www.saferinternet.org.uk

Computing

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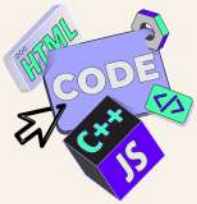

Programming – Correct Order

Correct sequence:

- Ask for the user's name
- Store the name in a variable
- Display "Hello"
- Display the user's name

Input–Process–Output

Example:
Input: Type numbers into calculator
Process: Calculator adds numbers
Output: Answer appears on screen

Internet vs WWW

Internet: The worldwide system of connected computers
World Wide Web: The websites you view using the internet

Harmful Online Situation

Effects: Feeling upset or worried, loss of confidence, avoiding online spaces

What to do: Do not reply, save evidence, tell a trusted adult, report/block users

Staying Safe Online

Advantages of social media: Staying in touch with friends, sharing interests, learning new things

Online dangers: Cyberbullying, scams, sharing personal information

Ways to stay safe: Keep accounts private, use strong passwords, don't share personal details

Where to get help: Parent/carer, Teacher, School safeguarding team

Design

✏️ Section 1 Designing	♻️ Section 2 Evaluate	🔧 Section 3 Technical

Term	Definition
Specification	A list of requirements and criteria that a product must meet before it is designed and made.
Design Communication	The methods used to present and share design ideas — including sketches, drawings, CAD, and annotations.
Design Fixation	When a designer gets stuck on one idea and cannot think creatively beyond it.
Annotation	Notes added to a sketch or drawing to explain features, materials, or decisions.
Linear Design Process	A step-by-step design method where each stage follows the previous one in order (e.g. Brief → Research → Design → Make →
Stereotype	A fixed, oversimplified idea or image of a particular type of person or thing.
3D Dimensions	A 3D shape has three measurements: Height, Width and Depth.

Design Communication

What you need to know:

- Design communication is how designers share and present their ideas.
- Methods include: freehand sketching, technical drawings, CAD (Computer Aided Design), and annotations.
- Good design communication makes it easier for others to understand and build from your ideas.

Design Fixation

What you need to know:

- Design fixation is when a designer becomes too focused on one idea.
- It limits creativity and prevents exploration of better solutions.
- Designers avoid it by researching widely, using mood boards, and exploring many different concepts.

Design

Stereotypes in Design

What is a stereotype?

- A stereotype is a simplified, fixed idea or assumption about a group of people — e.g. assuming all girls like pink or all boys like football.

Section 2 - Key Vocabulary

Term	Definition
Automation	The use of machines to complete a job or task, reducing the need for human involvement.
Renewable Resources	Natural resources that can be replenished naturally over time (e.g. wind, solar, wood from managed forests).
Non-renewable / Finite Resources	Resources that will eventually run out and cannot be replaced (e.g. oil, coal, metals).
Sustainability	Designing and making products in a way that meets today's needs without harming the ability of future
Evaluation	The process of judging a product against its specification to see if it is successful.
Target Market	The specific group of people a product is designed and marketed for.
The 6 Rs	Rethink, Refuse, Reduce, Reuse, Recycle, Repair — a framework for sustainable design.

Renewable and Finite Resources

Type	Explanation
Renewable Resources	Natural resources that are replenished naturally and will not run out. Examples: solar energy, wind energy, hydroelectric power, sustainably grown timber.
Finite (Non-renewable) Resources	Resources that exist in limited quantities and will eventually run out. Examples: oil, coal, natural gas, metals such as iron and copper.

Design

The 6 Rs

Why designers use the 6 Rs

Designers use the 6Rs to reduce the environmental impact of their products and promote sustainable manufacturing. It helps them think about the full lifecycle of a product.

The 6 Rs	Explanation
Rethink	Reconsider whether the product is necessary or can be designed differently to reduce harm.
Refuse	Refuse to use harmful or unsustainable materials in the design.
Reduce	Use less material, less energy, and create less waste in the production process.
Reuse	Design products so they or their components can be used again.
Recycle	Use materials that can be broken down and made into new products at end of life.
Repair	Design products so they can be fixed rather than thrown away, extending their lifespan.

Section 3: Technical Knowledge

Key Material Properties

Property	Meaning
Durable	Can withstand wear and tear — it is strong and long-lasting.
Malleable	Can be shaped or bent without breaking (e.g. copper, gold, aluminium).
Brittle	Breaks or shatters easily under stress without bending (e.g. glass, ceramite, cast iron).
Waterproof	Resistant to water — does not absorb or allow water to pass through (e.g. rubber, some plastics, treated wood).
Flexible	Can bend without breaking.
Rigid	Cannot bend — holds its shape under load.
Finish	A surface treatment applied to a material to protect it or improve its appearance.

Drama

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Assessment overview:
Your Year 7 assessment will focus on the topics of Drama skills and techniques (creating characters and devising using techniques), Styles – Musical theatre Devising – Film and TV.

This will be split into two parts:
Written assessment (Multiple choice paper -45 minutes – computer-based)
Practical assessment (Devised performance to be completed during lesson time)

- You will be assessed on your knowledge and understanding of Performing Arts, skills, styles and devising through general theory and knowledge questions relating to drama skills (physical and vocal) techniques, Styles and devising skills.

You will be assessed on your practical work through performing a devised piece of theatre. You will devise your piece in the style of TV presenting, applying appropriate vocal skills and language style to your performance.

Checklist of revision topics

Physical skills – Facial expression, body language, gesture, posture, levels.

Vocal skills – Pitch, pace, pause, tone, volume, accent, diction, projection

Drama techniques – Still image, thought-tracking, montage, mark the moment, transitions.

Musical Theatre style – Singing, Acting, Dancing, exaggeration.

TV/Film – Naturalistic acting, presenting, autocue, Screen test, script

BBC Bitesize - Musical Theatre https://www.bbc.co.uk/bitesize/articles/zbhqjhv

BBC Bitesize - Drama https://www.bbc.co.uk/bitesize/subjects/zk6pyrd

Key Vocabulary

Facial expression, body language, gesture, posture, levels, Pitch, pace, pause, tone, volume, accent, diction, projection, Still image, thought-tracking, montage, mark the moment, transitions, Musical Theatre, Singing, Acting, Dancing, exaggeration. Film and TV, Naturalistic acting, presenting, autocue, Screen test, script

Drama

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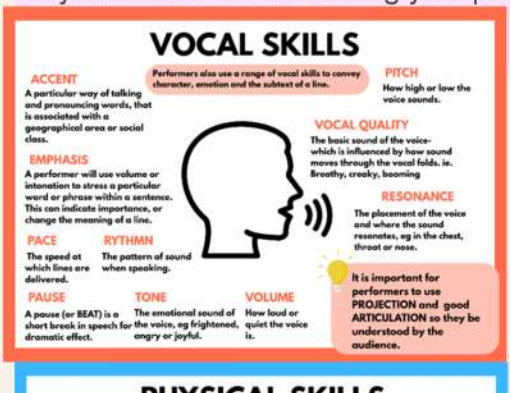
Written Assessment Tips:

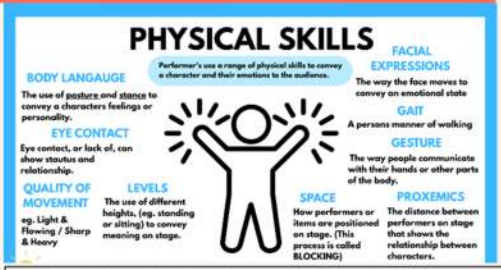
- Read each question carefully before answering.
- Take your time and think through your responses.
- If you're unsure of an answer, make an educated guess – don't leave any questions blank.
- Watch any provided videos more than once to fully understand the content before responding.

Practical Assessment Tips:

- Use your rehearsal time wisely – plan and manage your time effectively.
- Work collaboratively by listening to and giving respectful feedback to your peers.
- Make sure your performance includes all the success criteria.

If you make a mistake during your performance, keep going – don't stop.





Musical Theatre:

A musical is a form of theatrical performance, usually a play or a film in which singing, acting and dancing play an essential and equal part. The story and emotional content of a musical – humour, pathos, love, anger – are communicated through words, music, movement and technical aspects of the entertainment. Musicals developed from light opera in the early 20th century.

In a musical there are leads and members of the chorus. The lead actors play the main characters, responsible for delivering the narrative. The chorus support the action with singing and dancing and usually work together as an ensemble. Some may have small, cameo roles.

The style of acting is usually different to most dramatic theatre, where the audience are very much on the outside of events. In Musical theatre there is more of a sense onstage of acknowledging the audience. Dialogue and action are directed and angled outwards for their benefit. Musical theatre is non-naturalistic by the very convention of bursting into song.

Characterisation is usually larger and less subtle than in dramatic theatre. Interaction with the audience may take place by way of eye contact, facial expression, gestures or direct address. However, main roles often need to be rounded characters that we can believe in, but this depends on the musical.

The whole cast together is called the company. Company numbers (songs) involve everybody and tend to reflect the themes of the piece. Solo songs are used as a dramatic device for the audience to understand more about a character's emotions at a given point in the story.

KEY FEATURES OF MUSICAL THEATRE:

- A combination of singing, dancing and acting
- Catchy Songs
- Large casts
- An extravagant set & costume
- Narrative Structure

Still Image	A frozen picture created by actors using their bodies to show a moment, idea, or relationship in the drama.	**Thought Tracking**	When an actor in a still image speaks their character's thoughts out loud to reveal feelings or motivations.
Montage	A series of short scenes or images shown one after another to show the passing of time, different events, or developments in the story.	**Transitions**	The way actors move smoothly from one scene, image, or moment to another without breaking the flow of the performance.
Marking the Moment	Highlighting an important point in the drama by pausing, slowing down, or repeating an action or line to show its significance.	**Role-Play**	When an actor takes on the role of a character and behaves, speaks, and reacts as that character would in a given situation.

English

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TECHNIQUE	DEFINITION	EXAMPLE	EFFECT ON THE READER
Direct address	Referring to the reader directly using the pronouns 'we' or 'you'.	'You need to do some revision.'	Engages the reader to read on as they feel that, by being addressed directly, the text is specifically for them.
Alliteration	A group of words beginning with the same letter or sound.	'Revision rules!'	Makes the text catchy – it sticks in the reader's head.
Facts	Something which can be proven to be true.	'80% of teens perform better if they revise.'	Make the text seem authoritative, accurate and therefore believable.
Opinions	A belief which cannot be proven to be true – someone's own ideas.	'People who don't revise are lazy.'	Sways the reader towards the writer's viewpoint.
Rhetorical Questions	Any question in a piece of writing which does not require an answer.	'Do you want to fail your exams?'	Engages the reader to read on as they feel that, by being addressed directly, the text is relevant to them.
Emotive Language	Words which elicit a powerful response.	'Failing exams is painful and demoralising.'	Makes the topic of the text seem overly good or bad, depending on the purpose of the text.
Statistics	Numerical facts and data used to support a point.	'8/10 students have tried to revise.'	Make the text seem authoritative, accurate and therefore believable.
Three (rule of)	Lists of three things in a sentence.	'Revising is sensible, productive and smart.'	Makes the text catchy – it sticks in the reader's head.

Useful Links:
https://www.bbc.co.uk/bitesize/topics/zv7fqp3/articles/ztbnn9q#zrbm6g8

How to build an argument:
https://www.bbc.co.uk/bitesize/topics/zv7fqp3/articles/z6n6gwx

How to write a formal letter:
https://www.bbc.co.uk/bitesize/topics/zv7fqp3/articles/zkq8hbk

How to write a speech:
https://www.bbc.co.uk/bitesize/topics/zv7fqp3/articles/z4w96v4

1. Text Type Opener + Closer		
Speech	Letter	Article/Newspaper
Please listen while I explain my views on the appalling situation concerning ..... *OR* *Disgusting, appalling, shocking! Please listen while I set out .....* *Thank you for listening*	*Dear Sir/ Madam,* *I am writing to you to discuss the pressing issue of...* *Yours faithfully ...* *(If you know the person's name* *Dear Mrs Brown,* *Yours sincerely...)*	Start with a headline that asks a key question about the topic, e.g. *Is social media ruining our childrens' lives?* *Is...? Should...? Are...? Could...? Why..? When..?* *Or use alliteration and !* *Fabulous Fashion!*

English

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Tone - anger	Opinion phrases	Tone – sadness	Other top tips
Adjectives (add _ly to make it an adverb) appalling alarming disgusting terrible dreadful shocking atrocious sickening horrific outrageous shameless scandalous **Phrases** • I cannot find words to express • Nothing short of criminal • It shocks me to my core	• I believe • I absolutely agree/disagree that • It is unthinkable that/to • [topic] must... • [topic] is an essential part of.. • Why should/is....?	**Adjectives (add _ly to make it an adverb)** Heartbreaking dire poor awful tragic unfortunate neglected cursed hopeless **Phrases** • My heart breaks when I • Innocent victims of • It haunts me to	**Direct address** You must you we us our together **Anecdote** Recently, I heard recent headline **Facts** It is widely known that It is proven that it is a fact that **Opinion** I fundamentally believe that we must I urge you **Rhetorical questions** How would you...? Have you ever...? Do you not...? **Statistics** In a recent study, it was reported that __% of ____ It has been reported that up to ___% of. ___ **One-word sentences** Stop. Here. Now. Together. Why?
Tone - urgency	**Tone - disgust**	**Tone – betrayal**	
• act now • Now • Urgent / I urge you • No time like the present • Today • Do not hesitate • If we wait • We must not wait another second to • Immediately • At once • Right away	**Adjectives (add _ly to make it an adverb)** sickening. ugly. horrible. awful. hideous. shocking. **Phrases** • I cannot find words to express • Nothing short of hideous • It shocks me to my core	**Adjectives (add _ly to make it an adverb)** Disloyalty. Treachery. bad faith Faithlessness. falseness deception double-dealing. **Phrases** • Innocent victims of deception • It torments me to think • Nothing but betrayal	

Assessment top tips:

- Read the exam brief carefully
- Find three examples in the brief that you can talk about in your letter, speech or article
- TAP the text - What is the text type? Who is the audience? What is the purpose of the text?

Please remember that your English assessments are earlier than the rest of your assessments:

7x1 - Tuesday 2nd June P5
7x2 - Monday 1st June P4
7x3 - Monday 1st June P3
7x4 - Monday 1st June P4

7y1 - Monday 1st June P1
7y2 - Monday 1st June P1
7y3 - Monday 1st June P1

Food Technology

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Section A revision (8 × 1-mark questions)

This is a list of the key facts and key words you will be tested on in Section A. Try to learn the words in **bold blue** — these are the Tier 3 words your teacher has used in lessons. Test yourself by covering the answer and trying to recall it.

Food Nutrition and Health

- Carbohydrates — give us energy. Found in bread, pasta, rice, potatoes.
- **Protein** — needed for growth and repair. Found in chicken, fish, eggs, beans, lentils.
- **Fats** — give the most energy per gram. Found in oil, butter, cheese, nuts.
- **Fibre** — keeps the gut healthy. Found in fruit, vegetables, wholegrain bread.
- **Vitamin C** — found in oranges, peppers, strawberries. Helps fight illness.
- **Vitamin A** — keeps eyes healthy. Found in carrots, leafy greens.
- **Calcium** — needed for strong bones and teeth. Found in milk, cheese, yoghurt.
- **Iron** — needed to make blood. Found in red meat, beans, leafy greens.
- **The Eatwell Guide** — shows the proportions of food groups for a balanced diet. Most of your plate should be fruit, vegetables and starchy carbohydrates.
- Eat at least 5 portions of fruit and vegetables a day.
- Drink water — about 6 to 8 glasses a day.
- A balanced diet means eating the right amounts of all the food groups.

Food Safety

- **Cross-contamination** — when bacteria pass from one food to another (e.g. raw chicken to a salad).
- **Food poisoning** — caused by bacteria in food. Symptoms: vomiting, diarrhoea, stomach pain.
- **Salmonella** — bacteria found in raw chicken and eggs.
- The danger zone — bacteria grow fastest between 5°C and 63°C.
- Keep cold food in the fridge below 5°C.
- Cook chicken until there is no pink inside and juices run clear.
- Use a separate chopping board for raw meat.
- Wash your hands before cooking, after raw meat, and before serving.
- Tie hair back; wear an apron; never lick fingers or spoons.

Equipment & basic skills

- **Digital scales** — used for accurate weighing.
- **Measuring jug** — used to measure liquids.
- **Bridge grip and claw grip** — safe ways to hold food when chopping.
- Steaming vegetables uses no oil and keeps more vitamins than frying.

Good MCQ technique

- Read every option before you choose. Cross out the ones you know are wrong.
- If you really don't know, eliminate the impossible options first and pick from what's left.

Food Technology

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How to think about a balanced meal

A balanced meal contains the right **food groups** in the right proportions. The Eatwell Guide is the picture of what this looks like.

The Eatwell Guide in plain words

- Most of your plate (around a third each) should be fruit and vegetables AND starchy carbohydrates like bread, rice, pasta, potatoes.
- A smaller part should be protein — beans, fish, eggs, meat, lentils.
- A small part should be dairy or alternatives.
- Only a tiny part should be high-fat or high-sugar food.
- Drink water — about 6 to 8 glasses a day.

How food choices link to the body

- Carbohydrates → **energy** for activity. Active people need more.
- Protein → **growth and repair**. Children need protein for growth; everyone needs it for repair.
- Fibre → **healthy gut** and helps you feel full.
- Vitamins and minerals → tiny amounts, big jobs (vitamin C → fights illness; iron → makes blood; calcium → strong bones).

How to think about cooking methods

Healthier ways to cook

- Steaming, boiling, grilling and baking add no extra fat.
- Frying adds fat from the oil — extra calories.
- Steaming keeps more vitamins in vegetables than boiling, because the vitamins don't dissolve into the water.
- Cutting vegetables into smaller pieces cooks them faster but loses more vitamins.

How to compare and judge meals

To say which of two meals is healthier, you need to look at several things at once and weigh them up.

What to compare

- **Energy** — too much leads to weight gain; too little leaves you tired.
- **Fat** — high-fat meals are usually less healthy, especially saturated fat.
- **Fibre** — more is better. Found in vegetables, fruit, wholegrains.
- **Vitamins and minerals** — meals with vegetables and fruit usually have more.
- **The Eatwell Guide** — does the meal match its proportions?

A healthy meal isn't about avoiding all the things you enjoy — it's about **balance** across what you eat in a day.

How to keep food safe

Why food hygiene matters

- Bacteria are too small to see but they can multiply quickly in the right conditions and make people very ill.
- They grow fastest in the **danger zone** (5°C to 63°C).
- Cold food belongs in the fridge; hot food needs to stay hot.
- **Cross-contamination** happens when bacteria move from raw food to ready-to-eat food. We prevent it with separate boards, hand-washing and careful storage.

How to think about your own cooking

Reflecting after you cook

- Look at what you made: did it look how you wanted? Did it taste right?
- If something didn't go well, ask why. Was the heat too high? Did you skip a step?
- Think about how the dish supports a balanced diet — which food groups did you include?
- Reflection is how cooks improve. Even chefs reflect after every service.

Food Technology

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Use these to test yourself before the real assessment. Try the questions on a separate sheet first — then compare with the model answers and annotations to see what makes them work.

Section A practice — quick recall (3 marks)

Practice questions

1. Which of these foods is the best source of fibre?
a) White bread b) Wholemeal bread c) Cheese d) Butter

2. Define the term cross-contamination.

3. State one reason why hand-washing is important when preparing food.

Model answers and why they work

1. Answer: b — Wholemeal bread. Wholemeal contains the bran of the wheat grain, which is where most of the fibre is. White bread has had it removed.
2. "When bacteria pass from one food to another, usually from raw food (like raw chicken) to ready-to-eat food (like salad)." Why this works: it names what bacteria do AND gives an example.
3. "Hand-washing removes bacteria and stops them spreading from raw food to other food, keeping people safe from food poisoning." Why this works: it names bacteria AND links to a health outcome.

Section B practice — meal plan justification (6 marks)

Practice question: Sofia is a Year 7 pupil who plays netball after school three times a week. Look at her meal plan and explain why it is a good choice for her. Refer to at least three meals.

Breakfast: scrambled eggs on wholemeal toast • Snack: banana and a glass of milk • Lunch: tuna salad sandwich on wholemeal bread, an apple, water • Pre-netball snack: oat bar • Dinner: grilled chicken with brown rice, broccoli and carrots

Top-band model answer (Year 7) — with annotations

"Sofia's breakfast of eggs on wholemeal toast is a great choice. The wholemeal toast gives her slow-release energy from carbohydrates, which will keep her going through the morning, and the eggs provide protein for growth and repair. The lunchtime tuna sandwich also gives her protein, which is important for repairing her muscles after netball. The wholemeal bread again provides carbohydrates for energy and fibre to keep her gut healthy. Dinner of grilled chicken with brown rice and vegetables follows the Eatwell Guide — protein from chicken, carbohydrates from rice, and vitamins from the broccoli and carrots. The whole plan is balanced and supports her active lifestyle."

Why this works: refers to three meals; uses the food → nutrient → benefit chain three times; names the Eatwell Guide; links to Sofia's netball context.

Section C practice — compare two meals (12 marks)

Practice question: Compare Meal A (sausage roll, crisps and a fizzy drink) with Meal B (jacket potato with tuna and salad, water). Which meal is healthier and why?

Top-band model answer (shortened to ~half real length) — with annotations

"Meal B is much healthier than Meal A. Meal A is high in saturated fat because of the sausage roll and crisps, and high in free sugars from the fizzy drink — too much of either is bad for health. Meal A is also low in fibre and vitamins. Meal B is much closer to the Eatwell Guide: the jacket potato gives slow-release carbohydrates; the tuna provides protein for growth and repair; the salad adds vitamins, minerals and fibre. Water is the best drink — it has no sugar. To improve Meal A, the sausage roll could be swapped for a wholemeal sandwich with chicken or egg, which would add fibre and lower the saturated fat."

Why this works: clear judgement in the first sentence; uses nutrition vocabulary accurately; applies the Eatwell Guide; suggests a realistic improvement with a reason.

Geography

THE HART SCHOOL

Revision Focus Areas	
World Geography • Continents • World maps • Latitude and longitude • Megacities **Physical Geography** • Definition of physical geography • Natural features and landscapes **Urbanisation** • Urban vs rural areas • Growth of towns and cities **United Kingdom** • Countries of the UK • Capital cities • British Isles **Rocks and Geology** • Igneous rocks • Sedimentary rocks • Metamorphic rocks • Rock formation **Employment Sectors** • Primary • Secondary • Tertiary • Quaternary **Industrial Change** • Changes in employment over time • Interpreting graphs and trends	**Extreme Weather** • Definition • Social effects • Economic effects • Case study example **Climate and Weather** • Climate graphs • Rainfall and temperature data • Mean rainfall • Temperature range **Factors Affecting UK Weather** • Latitude • Altitude • Distance from the sea **Food and Trade** • Food imports • Advantages/disadvantages **Energy Resources** • Non-renewable energy • Advantages and disadvantages **Map Skills** • Ordnance Survey maps • Four-figure grid references • Six-figure grid references • Compass directions **Major Rivers** • Opportunities of living near rivers • Challenges of living near rivers

Geography

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Key Vocabulary

Urbanisation – The increase in people living in towns and cities.
Physical Geography – The study of natural features and processes on Earth.
Rural – Areas in the countryside with fewer people and settlements.
Latitude – Horizontal lines measuring distance north or south of the Equator.
Longitude – Vertical lines measuring distance east or west of the Prime Meridian.
Megacity – A city with a population of over 10 million people.

Igneous Rock – Rock formed when magma or lava cools and solidifies.
Sedimentary Rock – Rock formed from layers of sediment over time.
Metamorphic Rock – Rock changed by heat and pressure.
Primary Sector – Jobs involving the extraction of natural resources.
Secondary Sector – Jobs involving manufacturing and production.
Tertiary Sector – Jobs providing services.
Extreme Weather – Severe or unusual weather events causing major impacts.
Non-renewable Energy – Energy resources that will eventually run out, such as coal or oil.
Grid Reference – A map reference used to identify exact locations on an OS map.

Revision strategies

Please note that your Geography assessment will take place over two lessons - the one that is allocated on the timetable and your next usual timetabled lesson.

BBC Bitesize
https://www.bbc.co.uk/bitesize/subjects/zrw76sg

Oak Academy
https://www.thenational.academy/teachers/programmes/geography-secondary-ks3/units

Cool Geography
https://www.coolgeography.co.uk

History

Assessment support:

- Use PEEL (Point, Evidence, Explain, Link) for longer answers.
- Include dates and names for evidence.
- Explain causes and consequences clearly.
- For 'How far do you agree?' questions:
- Give arguments for and against.
- End with a balanced conclusion.
- Underline key words in the question to stay focused.

Topics to revise/Topics we have done this year:

Anglo Saxon England

- Who were the Anglo Saxons
- Anglo Saxon society
- Anglo Saxon life
- Contenders to the throne
- Britain before the Battle of Hastings
- Battle of Fulford
- Battle of Stamford Bridge
- The Battle of Hastings

Norman England

- How did William take control of England after the Battle of Hastings
- Motte and Bailey castles
- Stone Keep castles
- How were castles attacked and defended

Medieval England

- The murder of Thomas Becket
- King Henry II
- Life in medieval England
- Crimes and law enforcement
- Trials and punishment

Please note, there will be 2 papers for History which are noted on the timetable as 1 or 2

History

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Checklist of Revision Topics

- Key features of Anglo Saxon life and society
- Contenders to the throne after Edward the Confessor died: Harold Godwinson, Harald Hardrada, William Duke of Normandy
- Key events of the battles of Fulford, Stamford Bridge, and Hastings
- How William took control: feudal system, harrying of the north, building of castles, Domesday Book.
- Key features of motte and bailey castles and strengths/weaknesses
- Key features of stone keep castles and strengths/weaknesses
- How castles were attacked and defended – catapults, scaling towers, longbows, battering ram

- The murder of Thomas Becket – who Thomas Becket was, his relationship with the King, the reason for his murder and who was responsible
- Peasants revolt
- Magna Carta
- Key features of medieval houses and society
- Black Death
- Crimes and law enforcement – hue and cry, tithings, court
- Trials and punishments – trial by water, hot iron, combat / mutilation, whipping, stocks and pillory, death sentence

Online support

The Norman Conquest
https://www.bbc.co.uk/bitesize/topics/zshtyrd

The Anglo-Saxons
https://www.bbc.co.uk/bitesize/topics/zp6xsbk

Castles
https://www.bbc.co.uk/bitesize/articles/zq8t6g8

Thomas Beckett
https://www.bbc.co.uk/bitesize/topics/zrfm7yc

Stone Keep Castles
https://www.bbc.co.uk/bitesize/guides/z38pcwx/revision/3

Motte and Bailey Castles
https://www.bbc.co.uk/bitesize/guides/zwtc2p3/revision/2

Medieval Crime and Punishment
https://www.bbc.co.uk/bitesize/guides/zqsqjsg/video

Medieval Society
https://www.bbc.co.uk/bitesize/topics/zbn7jsg

YouTube

https://www.youtube.com/playlist?list=PL5dlay5wwhbQU9hJYyH5UhxMrKbBUGtvC

History

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Key Vocabulary

- Monarch: A king or queen who rules a country.
- Thegn: Lesser nobles, warriors for the king.
- Peasant: Worked part-time for a lord and farmed their own land. Paid rent with money or goods. Could be called to fight in wars.
- Ceorl: Owned their own land. Free from weekly lord duties.
- Earl: Most powerful lords, with vast lands. Enforced laws, raised armies, and protected territories.
- Slaves: Not free, owned no land. Worked for their masters, who controlled their lives.
- Feudal system: A way of organising society where the king gave land to nobles in return for loyalty and soldiers.
- Archbishop: A very important church leader in charge of a large area.
- Feigned retreat: A trick where soldiers pretend to run away to trap the enemy.
- Fyrd: The Anglo-Saxon army made up of ordinary men called up to fight.
- Inference: Getting the meaning from a source.
- Peasants revolt- uprising by the people who worked on the land as poor farmers.
- Poll Tax- Tax (money) paid to the King. It was the same amount paid by everyone.
- Serfdom: where peasants are the property of the land owner and forced to farm for them.
- Magna Carta: Document issues by King John to say the King was subject to the law and not above it.
- Domesday Book: a book that showed William, who owned what land, how much tax he would get and how many Knights he would have.
- Source: Something we use to find out about the Past.
- Interpretation: An opinion about the past, formed using evidence.

Assessment Support

- Use PEEL (Point, Evidence, Explain, Link) for longer answers.
- Include dates and names for evidence.
- Explain causes and consequences clearly.
- For ‘How far do you agree?’ questions:
- Give arguments for and against.
- End with a balanced conclusion.
- Underline key words in the question to stay focused.

Maths

THE HART SCHOOL

Our Year 7 assessment will assess how well you have understood the maths topics that you have been taught so far. Our assessment is a mix of questions that would appear in the last few years of learning, including primary.
There will be one calculator and one non-calculator paper.

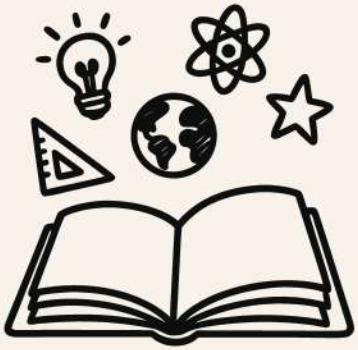
15-minute revision ideas

1. Fix Up 5 tasks in Sparx
2. Practice your number skills, including mental maths, using written methods for multiplication and division, calculating with negatives, fractions, decimals, etc. Learn your prime numbers, square numbers, and cubes.
3. Make flashcards to memorise key facts and information on the following topics. Remember it is always important to test yourself
4. Go to Sparx Independent Practice section of the website and search for a topic from the list below. Watch the video then try the questions. There are a lot of topics here – only select topics that you are unsure what the title means.

BBC bitesize KS3 Maths

Transum Maths - free worksheets

Sparx Maths



Maths

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Year 7 Topics	
Unit 1: Number Structures	**Unit 2: Introducing Algebra**
1. Place value — Clips: M704, M522 2. Addition and subtraction— Clips: M928, M347, M429, M152 3. Multiplication— Clips: M911, M187, M803 4. Division — Clips: M354, M262, M491, M873 5. Negative numbers— Clips: M527, M106, M288 6. Powers and roots (intro) — Clip: M135 7. Laws of arithmetic — Clips: M409, M952 8. Order of operations (BIDMAS) — Clip: M521 9. Factors and multiples — Clips: M823, M698, M227 10. Prime numbers and factorisation — Clips: M322, M108 11. Fractions (equivalence, simplification, ordering) — Clips: M410, M671, M335 12. Fraction calculations — Clips: M835, M110, M157 13. Decimals and percentages conversion — Clip: M264 14. Rounding and estimating — Clips: M111, M431, M878 15. Percentage calculations and change — Clips: M437, M476, M533	1. Algebraic notation and terminology — Clips: M813, M830 2. Simplifying expressions — Clips: M795, M531 3. Substitution into expressions — Clips: M417, M327 4. Substitution into formulae — Clip: M208 5. Expanding single brackets — Clip: M237 6. Expanding double brackets — Clips: M960, M336 7. Factorising — Clips: M100, M908 8. Solving one-step equations — Clip: M707 9. Solving two-step equations — Clip: M634 10. Solving equations with unknowns both sides — Clip: M554 11. Solving equations with fractions — Clip: M401 12. Using distributive law — Clip: M637 13. Algebraic fractions (intro) — Clip: M754 14. Function machines — Clips: M175, M428 15. Constructing and solving equations — Clip: M957
Unit 3: Measures	**Unit 4: Formulae, Sequences and Coordinates**
1. Types of angles — Clip: M502 2. Measuring and drawing angles — Clips: M331, M780 3. Angles in triangles — Clip: M351 4. Angles in quadrilaterals — Clip: M679 5. Angles on a line and around a point — Clip: M818 6. Vertically opposite angles — Clip: M163 7. Line and shape properties — Clips: M814, M276 8. Symmetry — Clip: M523 9. 3D shape properties — Clip: M767 10. Units of time and conversions — Clip: M515 11. Time calculations — Clip: M627 12. Units of length, mass, capacity — Clip: M774 13. Estimation and measurement — Clip: M828 14. Financial maths — Clip: M901 15. Using timetables and calendars — Clips: M963, M747	1. Term-to-term rules (number sequences) — Clip: M381 2. Term-to-term rules (pattern sequences) — Clip: M241 3. Special sequences — Clip: M981 4. Position-to-term rules — Clips: M166, M991 5. Arithmetic sequences — Clip: M991 6. Substitution into rules — Clip: M166 7. Coordinate plotting — Clip: M618 8. Reading coordinates — Clip: M618 9. Midpoints — Clip: M622 10. Rearranging simple formulae — Clip: M242 11. Rearranging multi-step formulae — Clip: M983 12. Equations with variables in denominator — Clip: M387 13. Function machines — Clips: M175, M428 14. Mixed coordinate problems — Clip: M311 15. Links between sequences and algebra — Clip: M866

Maths

THE HART SCHOOL

Unit 5: Area and Transformations	Unit 6: Introduction to Ratio
1. Perimeter of simple shapes – Clip: M635 2. Perimeter of compound shapes – Clip: M690 3. Area of rectangles – Clip: M390 4. Area of triangles – Clip: M610 5. Area of parallelograms – Clip: M291 6. Area of trapeziums – Clip: M705 7. Compound area problems – Clips: M269, M996 8. Area using grids – Clip: M900 9. Circle parts and terminology – Clip: M595 10. Circumference of circles – Clip: M169 11. Area of circles – Clip: M231 12. Arc length and sectors – Clips: M280, M430 13. Transformations: translation – Clip: M139 14. Transformations: reflection and rotation – Clips: M290, M910 15. Transformations: enlargement and combinations – Clips: M178, M881	1. Writing ratios – Clip: M885 2. Simplifying ratios – Clip: M885 3. Ratios in the form 1:n – Clip: M543 4. Equivalent ratios – Clip: M801 5. Sharing in a ratio – Clip: M525 6. Ratio and fractions/percentages links – Clip: M267 7. Scaling quantities – Clip: M801 8. Scale diagrams – Clip: M112 9. Interpreting scale diagrams – Clip: M112 10. Direct proportion – Clip: M472 11. Inverse proportion – Clip: M665 12. Constructing proportion equations – Clips: M472, M665 13. Solving proportion problems – Clip: M478 14. Value for money – Clip: M681 15. Ratio problem solving – Clips: M801, M478

Assessment/Revision Top Tips

- All students will be assessed on the same paper - there may be some questions or topics that you have not seen before - please ask your teacher about this.
- Read the paper carefully - BUG questions as needed and make sure you answer the question fully
- Use the independent learning section on Sparx and type in the codes you want to revise - this will help direct you to specific topics

Please note, there will be 2 papers for Maths which are noted on the timetable as 1 or 2

Music

THE HART SCHOOL

Your Year 7 assessment will cover all topics studied throughout the academic year so far. The assessment will be divided into two sections:

- Written and Listening Assessment – A 45-minute multiple-choice paper, including a computer-based listening activity.
- Practical Assessment – Performance tasks completed during lesson time.

You will be assessed on your knowledge and understanding of music through general theory questions, including topics related to the keyboard, the Elements of Music, and basic treble clef staff notation. Your practical assessment will evaluate your ability to perform set keyboard pieces, demonstrating instrument-specific skills, music reading and interpretation, as well as correct posture, fingering, pitch accuracy, and rhythm.

Revision Checklist

- Basic understanding of musical notation such as treble clef staff notation.
- Understanding the different Elements of Music.
- Instrument identification through listening and appraising.

https://www.bbc.co.uk/bitesize/subjects/zmsvr82

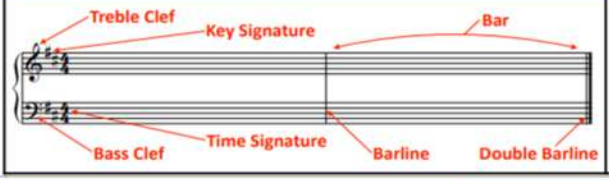
https://www.youtube.com/watch?v=gfnaM6u9tE0&t=142s

As part of your assessment, you will be required to identify a musical instrument performing. If you do not play a musical instrument in a band or an orchestra this can extremely difficult.
The best way to learn is to go to www.dsokids.com and here you can listen to all of the different orchestral instruments and learn what they sound like.

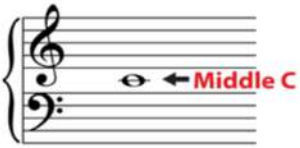
Music

THE HART SCHOOL

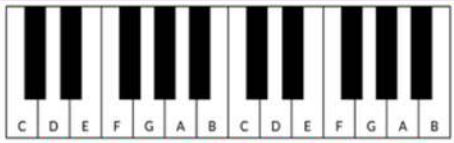
The Grand Stave



Middle C

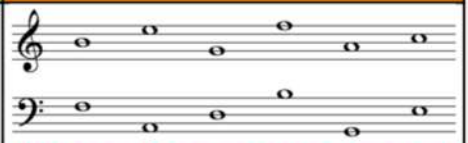


Keyboard Layout



C is to the left of the two black keys.

Can you name these notes?



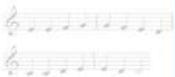
Practice writing notes on a stave too!

The Elements of Music – Knowledge Organiser

Describing Music using MAD T-SHIRT (The Elements of Music)

Melody

The main tune



High or Low **Pitch.**
Ascending or Descending.
Wide or Narrow range.
Steps (**Conjunct**) or Leaps (**Disjunct**).
Major, Minor, Blues, Chromatic.

Articulation

How the notes are played or sung

Staccato – Short and detached (.)
Legato – Smoothly and connected (slur)
Accent – Emphasised and Stressed (>)
Strings: **Pizzicato** (plucked) or **Arco** (bow)

Dynamics

The volume of a piece of music

Pianissimo, Piano, Mezzo Piano, Mezzo Forte, Forte, Fortissimo.
Changes in Dynamics –
Crescendo – gradually getting louder;
Diminuendo/Decrescendo – gradually getting softer.

Texture

The layers of sound and how they fit together

Thick/Dense/Layered – lots of instruments or melodies.
Thin/Sparse/Solo – single or a few instruments or melodies.
Drone, Pedal Note, Call and Response, Countermelody.

Structure and Form

How a piece of music is organised and ordered into different sections

Binary (AB), **Ternary** (ABA), **Rondo** (ABACADA), **Ritornello, Popular Song, Variations** ($A^1A^2A^3A^4$), **12 Bar Blues.**

Harmony

The chords used in a piece

Major or **minor** key, **Triads**, **Primary Chords (I, IV and V)**, **Chord Sequence. Harmonic Rhythm** – do the chords change quickly or slowly?

Instruments

Each instrument and voice have a unique sound called its **Timbre** or **Sonority**

Velvety, Screechy, Throaty, Rattling, Mellow, Sharp, Metallic, Wooden, Heavy, Brassy etc.

Rhythm

The pattern of notes against the beat

Duration – Long or Short Notes.
Pulse, Beat. Note Values – Semibreve, Minim, Crotchet, Quaver and **Rests. Time Signature, Ostinato, Syncopation, Dotted Rhythms, Cross Rhythms, Polyrhythms.**

Tempo

The speed of the music

Fast – Allegro, Vivace, Presto
Moderate – Moderato
Slow – Largo, Andante, Adagio
Accelerando -gradually getting faster; **Rallentando** – gradually getting slower; **Rubato.**

Music

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Written Assessment Tips:
- Read each question carefully before answering.
- Take your time and think through your responses.
- If you're unsure of an answer, make an educated guess – don't leave any questions blank.
- Watch any provided videos and listen to the extracts more than once to fully understand the content before responding.

Practical Assessment Tips:
- Use your rehearsal time wisely – plan and manage your time effectively.
- Work collaboratively by listening to and giving respectful feedback to your peers.
- Make sure your performance includes all the success criteria.

If you make a mistake during your performance, keep going – don't stop.

Key Vocabulary

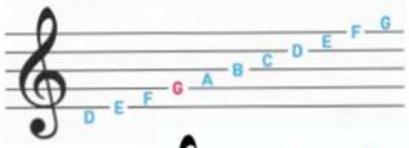
The Elements of Music vocab such as:
- Dynamics
- Rhythm
- Structure
- Melody
- Instrumentation
- Texture
- Timbre
- Harmony

Musical Notation:
- Treble Clef
- Notation
- Stave
- Lines
- Spaces
- Black Notes
- Sharps
- Flats

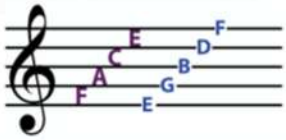
The Treble Clef

A clef is written at the start of every stave to show how the letter names of notes fit on the lines and spaces.

The treble clef is used for higher notes.



The notes in the four spaces spell **FACE**, reading up from the bottom. Some people like to learn the names of the notes on the five lines (**EGBDF**, reading up from the bottom) by remembering a sentence such as **E**very **G**ood **B**ird **D**oes **F**ly.



PE

Your PE Assessment – What You Need to Know!

- Format: 20 multiple-choice questions
- Time: 30 minutes
- Where: On a computer

Checklist of revision topics:

You'll be tested on topics we've learned over the year, including:

- Warm-Up & Cool-Down: Why they're important and how to do them safely
- Major Muscle Groups: Know the names and where they are
- Components of Fitness: Which ones are needed for different sports
- Fitness Testing: How to test each component (e.g., flexibility, strength, endurance)
- Skills, Rules & Regulations: For the sports we've studied

Key Vocabulary

Rule, regulation, teaching point, muscles, pulse raiser, mobilisation, dynamic stretching, fitness tests, components of fitness. Strength, speed, power, agility, reaction time, balance, flexibility, body composition, coordination, cardiovascular endurance.

PE

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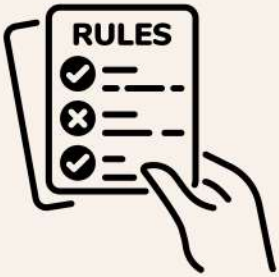
Tips for Success

- Please make sure that you read the question at least 3 times
- Ensure that you answer all questions
- For some questions you have to give more than one answer, therefore please look at the marks awarded.

Definition – A short description of what something means.
Example: Reaction time is how quickly you respond to a stimulus, like a starting gun or a ball coming towards you.

Rule – Something you must follow when playing a sport.
Example: In football, you cannot use your hands unless you are the goalkeeper.

Teaching Point – A tip or key detail to help you perform a skill correctly.
Example: Bend your knees when shooting in basketball or follow through when passing in football.



Components of fitness

Warm up and cool down

Fitness

Warm up and cool down 2

Muscle locations

Football rules

Basketball rules

Netball rules

Science

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Summary of content learned science September :		
Biology	**Chemistry**	**Physics**
• Ecosystems • Cells and Movement • Digestion and Gas Exchange	• Foundations of chemistry • Earth structure and Rock cycle • Periodic table and Elements	• Physics

Checklist of revision topics:	
Introduction to science · Health and Safety · Hazard Symbols · Reading data · Graph Skills	**Introduction to physics** · Action reaction forces · Contact and non – contact forces · Mass and Weight · Elastic forces
Ecosystems · Prey predator relationships · Food webs and chains · Bioaccumulation · Biodiversity	**Cells and movement** · Animal and plant cells · Gas exchange in lungs · Specialised cells · Skeleton and muscles
Foundations of chemistry · Atoms and particles · States of matter · Chemical Formulae · Compounds, elements and mixtures	**Earth structure and Rock cycle** · Inside the Earth and earthquakes · Volcanoes · Weathering · Types of rock and the cycle
Periodic table and elements · Metals and non – metals · Group 1, 7 and 0 elements · Compounds · Metal reactions with oxygen	**Sound and Light** · Sound waves · Light waves · Properties of light · Reflection · Hearing sound
Quantifying Energy · Energy stores · Energy transfers · Efficiency · Power and cost of electricity · Energy resources	**Digestion and Gas Exchange** · Energy in food · Digestive system · Starch tests · Enzymes · Lungs and alveoli adaptations · Breathing and Respiration

Science

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Tips for Success

- Test Yourself – Use flashcards or quizzes to practise key terms and definitions.
- Use Diagrams – Draw and label pictures like cells, circuits, or the digestive system.
- Revise Little and Often – Study for 20–30 minutes, then take short breaks.
- Practise Questions – Answer past paper or workbook questions using full sentences.
- Link to Real Life – Connect topics to everyday examples like diet, forces, or energy.

Introduction to science

Introduction to physics

Ecosystems

Cells and movement

Foundations of chemistry

Earth structure and Rock cycle

Periodic table and elements

Sound and Light

Quantifying Energy

Digestion and Gas Exchange

Spanish

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This document contains the key information that you will need for your assessment:
Some strategies to help maximise how you use this pack:

- The assessment will be on Module 1 & 2 . (see below)
- Test yourself on information (Look-Cover-Test-Check)

Some additional tasks that could help you:

- Create flash cards
- Create a mind map for each topic .
- Watch basic animation videos in Spanish to improve your listening skills
- Online Lessons: https://quizlet.com/gb/516348242/sentence-builder-1-saludos-module-11-flash-cards/
- Online resources: https://quizlet.com/gb/516348242/sentence-builder-1-saludos-module-11-flash-cards/

Spanish Greetings

https://www.youtube.com/watch?v=CqN1ENPfaeQ

Please note, there will be 2 assessments for Spanish - a writing and speaking assessment (1) and a reading and listening paper (2)

Spanish

THE HART SCHOOL

Module 1: Personal Information

In Module 1, you need to be able to greet people, say how you are feeling, introduce yourself and give personal details. You should practise using the verb 'ser' (to be) and 'estar' (to be) correctly. You must describe where you live, your age, birthday, family members and pets. When describing people, adjectives must agree with gender and number. Use connectives such as 'y' and 'pero' to extend your answers and give reasons using 'porque'.

Key Vocabulary – Module 1

Hola – Hi
Buenos días – Good morning
Buenas tardes – Good afternoon/evening
Buenas noches – Good night
Estoy – I am
Me siento – I feel
bien – well
mal – bad
fenomenal – great
Me llamo – My name is
Vivo en – I live in
Tengo ... años – I am ... years old
Mi cumpleaños es el – My birthday is the
Mi familia – My family
hermano/hermana – brother/sister
mascota – pet
porque – because
y – and
pero – but

Module 2: Free Time, School & Opinions

Module 2 focuses on talking about your free time, hobbies, sports and school subjects. You should be able to give opinions using verbs such as 'me gusta', 'me encanta' and 'odio', and explain why using adjectives. You also need to say how often you do activities, when you do them and talk about your favourite subjects and teachers. Practise turning sentence builders into full answers to improve accuracy and confidence.

Key Vocabulary – Module 2

Me gusta – I like
Me encanta – I love
Odio – I hate
Prefiero – I prefer
porque – because
divertido/a – fun
aburrido/a – boring
interesante – interesting
juego – I play
hago – I do
escucho música – I listen to music
veo la televisión – I watch TV
a menudo – often
a veces – sometimes
nunca – never
los lunes – on Mondays
mi asignatura favorita – my favourite subject
el profesor/la profesora – the teacher

Pathways information

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Target Grades

All students are set a target grade based on their achievements in their Year 6 SATS.

At the Hart school, we work towards a model of students working to achieve their target each year. For example, a student in Year 9 with a target of Gold will need to achieve Gold by the end of the acadmic year to be on track.

Pathway gradings

In Year 7, 8 and 9, we use a pathway grading system to demonstrate what grade students achieved in their formal assessments. This is not colour coded on the reports and is just written in each subject report.

Bronze - equivalent to a grade 1 or 2 at GCSE
Silver - equivalent to a grade 3 at GCSE
Gold - equivalent to a grade 4 or 5 at GCSE
Platinum - equivalent to a grade 6 or 7 at GCSE
Diamond - equivalent to a grade 8 or 9 at GCSE

Colour coding on reports

On your child's summer report, you will see colour coding - please note what each colour means below:

Working above minimum target grade
Working at minimum target grade
Working below minimum target grade
Working 2 or more grades below minimum target grade

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WE CAN . WE WILL. WE DO