



Sedgehill Academy
The best in everyone
Part of United Learning



Year 7

Revision Booklet













Mid-Year Exams

January 2025

■ Hard work ■ Kindness₁ ■ Integrity ■ Excellence

Please use the hyperlinks below to access each revision list.

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<u>PE</u>  P. 15-16	<u>Music</u>  P.17	<u>French</u>  P.18	<u>Spanish</u>  P. 19
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Year 7 Revision tips

Revising means going back to material you have already learned in class to:

**Make sure you understand it
Memorise it**

Here are 5 tips for revision to help you get off to a flying start.

1. Draw up a revision timetable

Research shows that revising for 30-40 minutes of work followed by a short break is the most effective way to prepare for assessments. It is also best to split your time between different subjects rather than doing a whole evening on just one. Plan your revision in advance, don't leave it until the night before the assessment.

2. Use the checklists in this booklet

Use the checklists and resources suggested by your teachers in the following pages to track what topics you have covered for each subject. Use RAG rating to show how confident you are with each area and go back over any that you've marked Red or Amber. Online platforms show which areas you are weakest in and need to prioritise.

3. Flashcards, Revision posters and mind-maps

Flashcards are made using index cards which you can buy from any good stationery shop. Making your own revision materials helps you revise and is much more effective than just highlighting your book.

4. Teach someone or study in small groups /peers

You can't teach someone else effectively unless you understand it yourself, so practice with other people is a great way to revise.

5. Find a quiet space

This is a straightforward one! Put your phone away and remove as many distractions as you can. If you don't have a quiet space at home, you can stay after school and use the library.

Work as hard as you can and then be happy in the knowledge you couldn't have done anymore.

Good luck!

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Y7 mid-year assessment timetable

Week B	Monday 20 th Jan	Tuesday 21 st Jan	Wednesday 22 nd Jan	Thursday 23 rd Jan	Friday 24 th Jan			
P1	Z band Science – 60 mins Theatre space	Y1 RE – 40 mins In class	Z3 French reading, listening & writing – 60 mins In class	Z1 & Z4 RE – 40 mins In class	Z2 History – 60 mins Theatre space	Y3 RE – 40 mins In class	Y1, Z1 & Z4 History – 60 mins Theatre space	
P2							Y2 & Z2 Geography – 60 mins Theatre space	
Tutor time								
Break								
P3	Y2 & Y3 History – 60 mins Theatre space	Y7 Z & Y band English – 2x45 mins Theatre space	Z4 French reading, listening & writing – 60 mins In class			Y3 Spanish reading, listening & writing – 60 mins In class	Y1 Geography – 60 mins Theatre space	
P4						Y2 RE – 40 mins In class		
Lunch								
P5	Y1 & Y2 Spanish – reading, listening & writing – 60 mins In class	Y3 Geography – 60 mins Theatre space	Y band science – 60 mins Theatre space	Y band maths – 60 mins Theatre space	Z3 RE – 40 mins In class	Z4 Geography – 60 mins Theatre space	Z1 French reading, listening & writing – 60 mins In class	Z3 History – 60 mins Theatre space
P6	Y7Z band Maths – 60 mins Theatre space			Z1 Geography – 60 mins Theatre space	Z2 French reading, listening & writing – 60 mins In class		Z2 RE – 40 mins In class	

Weekly revision planner



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8 am							
9 am							
10 am							
11 am							
12 pm							
1 pm							
2 pm							
3 pm							
4 pm							
5 pm							
6 pm							
7 pm							
8 pm							



Resources:

- 1) Knowledge organiser
- 2) Exercise book containing teacher writing feedback + targets
- 3) All class lessons on Teams

Exam content:

Topic / Skill	Revised (date & time)	Self-quizzed (date & time)
Reading, Comprehension, and Inference		
Academic Writing		
Key Terminology & Vocabulary		
Creative Writing		
How to plan a well-structured story		
Explicit & Implicit Characterisation		
Creating a Setting		
Narrative Voice		
Effective characterisation		

Subject-specific top tips:

The exam will test your knowledge to comprehend texts, read critically, and write creatively.

You should revise by making sure you know the key terminology from your lessons and Knowledge Organiser, for example word types, writer's methods such as implicit and explicit characterisation, etc.

You should also look back to the Creative Writing lessons you have been taught on Teams, as you will be tested on the ability to characterise a character, create a setting, and sustain a narrative voice.

Online Resources:

- 1) Sparx Maths
- 2) Corbett Maths

Exam content:

Topic / Skill	Sparx Maths Clips	Revised (date & time)	Self-quizzed (date & time)
Numerical Skills	M763, M704, M522, M527, M135, M111, M431, M878		
Order of operations	M521		
Introduction to algebra	M106, M830, M813, M795, M531, M417, M327, M208, M979		
Primes, Factors and Multiples	M227, M823, M698, M322, M829		
Expanding and factorising	M288, M237, M792, M100		
Addition and Subtraction	M928, M429, M347, M152, M899		
Perimeter	M920, M635, M690		

Subject specific top tips:

- 1) ALWAYS show your working out.
- 2) "NOT TO SCALE" You can't measure the lines/angles on this shape as they are not drawn accurately!
- 3) READ, READ and READ the question!!!
- 4) Finished the exam early? Go back and check over every single question.



Resources:

- 1) Oak Academy Links
- 2) Knowledge Organisers
- 3) Quiz Questions on Sparx Science

Exam content:

Topic / Skill	Oak Academy Links	KO Page
7CP – Particles	<p>Please watch the revision videos first.</p> <p>7CP Revision Video Part 1: https://continuityoak.org.uk/Lessons?r=728 7CP Revision Video Part 2: https://continuityoak.org.uk/Lessons?r=727</p> <p>If you need to revisit any topics that you struggled in either of the revision videos, then please select the appropriate video lessons to watch from the list below:</p> <p>Solid, liquids and gases: https://continuityoak.org.uk/Lessons?r=712 Diffusion: https://continuityoak.org.uk/Lessons?r=712 Changes of state: https://continuityoak.org.uk/Lessons?r=714 Investigating changes of state: https://continuityoak.org.uk/Lessons?r=715 Gas pressure: https://continuityoak.org.uk/Lessons?r=716 Conservation of mass: https://continuityoak.org.uk/Lessons?r=717 Pure and impure substances: https://continuityoak.org.uk/Lessons?r=718 Separating mixtures: https://continuityoak.org.uk/Lessons?r=719 Rock salt: https://continuityoak.org.uk/Lessons?r=720 Distillation: https://continuityoak.org.uk/Lessons?r=721 Chromatography: https://continuityoak.org.uk/Lessons?r=722 Solubility: https://continuityoak.org.uk/Lessons?r=723 Solubility practical: https://continuityoak.org.uk/Lessons?r=724</p>	20-23
7- Cells	<p>Please watch the revision videos first:</p> <p>The Microscope: https://continuityoak.org.uk/Lessons?r=729 Animal cells: https://continuityoak.org.uk/Lessons?r=737 Plant cells: https://continuityoak.org.uk/Lessons?r=734 Plant cells v Animal cells: https://continuityoak.org.uk/Lessons?r=738 Unicellular organism: https://continuityoak.org.uk/Lessons?r=730 Diffusion: https://continuityoak.org.uk/Lessons?r=732 Specialised cell: https://continuityoak.org.uk/Lessons?r=1032 Plants as organism: https://continuityoak.org.uk/Lessons?r=736 Animals as organism: https://continuityoak.org.uk/Lessons?r=1034 Digestive system: https://continuityoak.org.uk/Lessons?r=1035 Respiratory system: https://continuityoak.org.uk/Lessons?r=1038</p>	24-25

Science specific top tips:

1. Make sure all graphs and diagrams are in drawn in pencil
2. Line of best 'fit' is either a straight line or a smooth curve. Roughly half the points should be on either side of the line of best fit
3. Remember, we do not use the word **amount** in science, instead we use *volume*, *concentration* or *mass* depending on the question
4. When calculating the mean make sure you do **NOT** include any anomalies
5. When doing calculations show all your working out
6. After calculations, make sure you use the correct units
7. When describing just say 'what you will see'
8. When explaining you are giving reasons as to why something happens

Explaining the properties of solids




Property	Reason
Fixed shape & cannot flow	Particles cannot move from place to place
Cannot be compressed (squashed)	Particles are close together and have no space to move into

Explaining the properties of liquids

Property	Reason
They flow and take the shape of their container	The particles can move around each other
They cannot be compressed (squashed)	The particles are close together and have no space to move into

Explaining the properties of gases

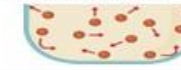
Property	Reason
They flow and completely fill their container	The particles can move quickly in all directions
They can be compressed (squashed)	The particles are far apart and have space to move into

State	Solid	Liquid	Gas
Diagram			
Arrangement of particles	Regular arrangement	Randomly arranged	Randomly arranged
Movement of particles	Vibrate about a fixed position	Move around each other	Move quickly in all directions
Closeness of particles	Very close	Close	Far apart

Particles

Gas Pressure

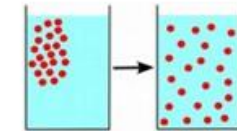
When gas particles hit the walls of their container, they cause pressure. The faster the particles move, the higher the gas pressure.



Diffusion

Diffusion is the movement of a substance from an area of high concentration to an area of low concentration.

Diffusion happens in **liquids** and **gases** because their particles move randomly from place to place.

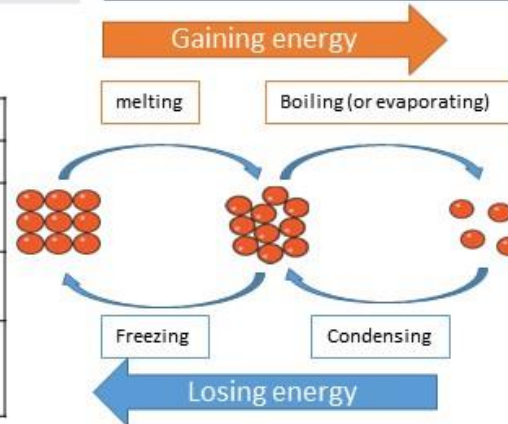


Conservation of mass

The particles stay the same when a substance changes state - only their **closeness, arrangement or motion** change. This means that the **mass of the substance stays the same**.

For example, 10 g of water boils to form 10 g of steam, or freezes to form 10 g of ice. This is called **conservation of mass**.

	Losing energy	
	Condensing	Freezing
Description	Gas to liquid	Liquid to solid
Closeness of particles	Become much closer together	Stay close together
Arrangement of particles	Stay random	Random to regular
Motion of particles	Stop moving quickly in all directions, and can only move around each other	Stop moving around each other, and only vibrate on the spot



	Gaining energy	
	Melting	Evaporating or boiling
Description	Solid to liquid	Liquid to gas
Closeness of particles	Stay close together	Become much further apart
Arrangement of particles	Regular to random	Stay random
Motion of particles	Start to move around each other	Start to move quickly in all directions

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Explaining the properties of solids




Property	Reason

Explaining the properties of liquids

Property	Reason

Explaining the properties of gases

Property	Reason

State	Solid	Liquid	Gas
Diagram			
Arrangement of particles			
Movement of particles			
Closeness of particles			

Particles

Gas Pressure

1. what is gas pressure?
2. What happens to pressure when particles move faster?

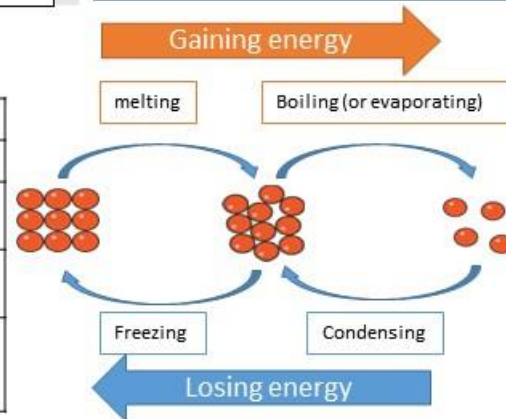
Diffusion

1. What is diffusion?
2. In which states of matter does diffusion take place?

Conservation of mass

1. What is conservation of mass?
2. If 20g of liquid water is boiled, what mass of water vapour will be formed?

	Condensing	Freezing
Description		
Closeness of particles		
Arrangement of particles		
Motion of particles		



	Melting	Evaporating or boiling
Description		
Closeness of particles		
Arrangement of particles		
Motion of particles		

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Particles

A pure substance contains only one type of particle.

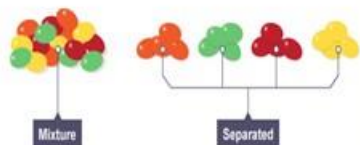
For example:

- Pure iron contains only iron particles (called iron atoms);
- Pure water contains only water particles (called water molecules);
- Pure oxygen only contains oxygen particles (called oxygen molecules).

A mixture contains more than one type of particle that are not chemically joined together.

For example:

- Steel contains iron particles and small amounts of carbon particles (called carbon atoms);
- Tap water contains water particles and small amounts of other particles (called ions);
- Air contains 21% oxygen, 78% nitrogen and 1% of other gases (eg argon and carbon dioxide).



We can separate mixtures in different ways depending on their properties:

- Filtration
- Evaporation
- Chromatography
- Distillation

Dissolving is one way to make a mixture. For example, when salt is stirred into water, the salt **dissolves** in the water to make salt **solution**.

In a solution:

- the substance that dissolves is called the **solute**;
- the substance that the solute dissolves in is called the **solvent**.

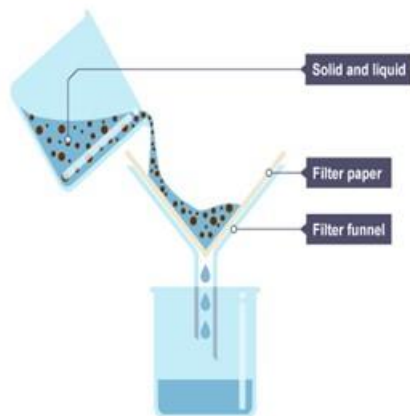
E.G In salt solution, salt is the solute and water is the solvent.

When you can't dissolve any more solute in a solvent, we say the solution is **saturated**.

Filtration is a method for separating an **insoluble** solid from a liquid.

When a mixture of sand and water is filtered:

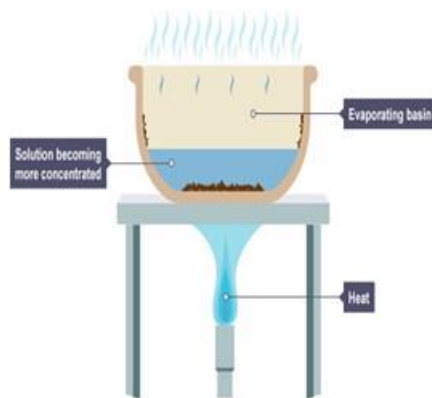
- the sand stays behind in the filter paper (it becomes the **residue**);
- the water passes through the filter paper (it becomes the **filtrate**).



Evaporation is used to separate a **soluble** solid from a liquid.

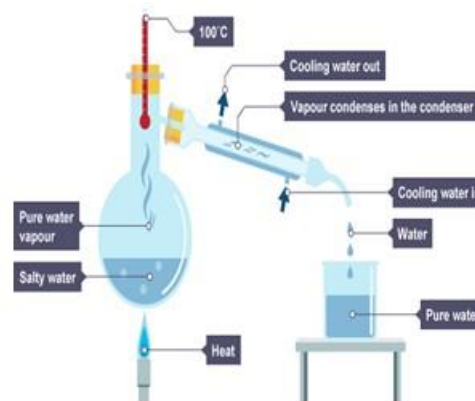
For example, copper sulphate is soluble in water – its crystals dissolve in water to form copper sulphate solution.

During evaporation, the water **evaporates** away leaving solid copper sulphate crystals behind.



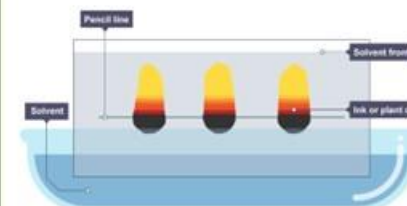
Distillation is a method for separating the solvent from a solution.

For example, water can be separated from salt solution because water has a much lower boiling point than salt. When the solution is heated, the water **evaporates**. It is then cooled and **condensed** into a separate container. The salt does not evaporate and so it stays behind.



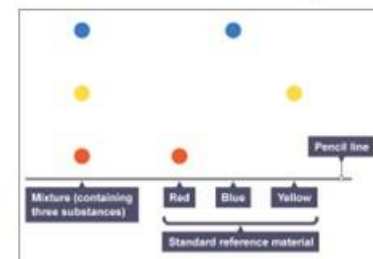
Chromatography is a method for separating dissolved substances from one another.

It works because some of the coloured substances dissolve better than others, so they travel further up the paper.



A pencil line is drawn, and spots of ink or dye are placed on it. There is a container of solvent (eg water or ethanol).

As the solvent continues to travel up the paper, the different coloured substances spread apart.



A **chromatogram**, the results of chromatography experiment.

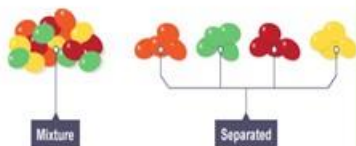
Particles

1. What is a pure substance?

2. Give an example of a pure a substance

1. What is a mixture?

2. Give an example of a mixture?



List 5 methods of separating mixtures

- 1.
- 2.
- 3.
- 4.
- 5.

1. Describe one way you can make a mixture

2. What is a solute?

3. What is a solvent?

4. What is meant by the term 'saturated solution?'

1. What is chromatography used for?

2. Explain why some substances move further up the chromatography paper than others?

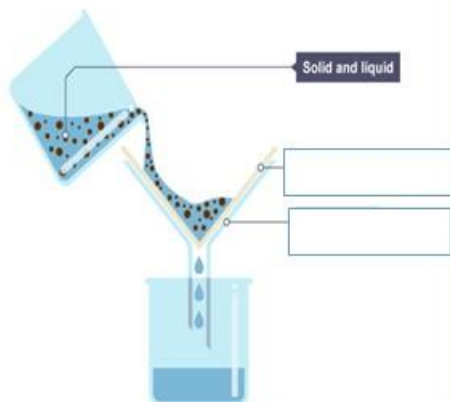
3. What is used to draw the base line? Explain why?

What do you call the results of chromatography?

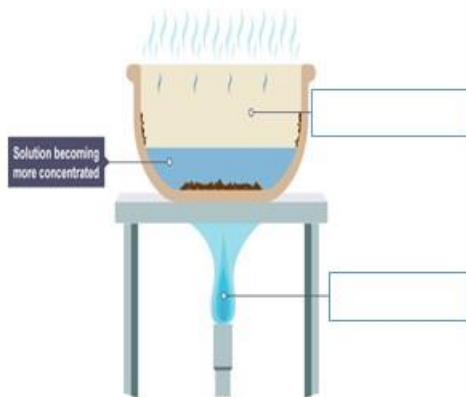
1. What is filtration

2. What do you call the solid left behind in the filter funnel?

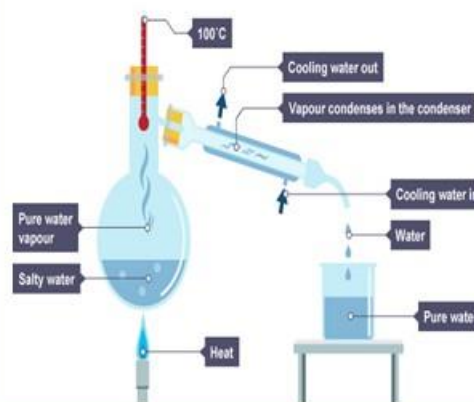
3. What do you call the liquid goes through the filter funnel and filter paper?



1. Describe how evaporation is used to separate mixtures



1. Describe how distillation is used to separate a mixture of 2 or more liquids





Resources:

Revision sheets
Knowledge organiser
Exercise book

Exam content:

Topic:	Revised (date & time)	Self-quizzed (date & time)
Origins of Abrahamic Faiths		
the genesis story		
Noah and the flood		
Abraham and the covenant		
Abraham 's sacrifice		
Moses and the exodus		
Leviticus		
Jesus the rebel		
Jesus is sacrificed		
The beginning of Islam		

Subject specific tips:

- Students will make **mind maps/flashcards** using their **exercise books**.
- Students will make use of self-quizzing to support knowledge and understanding of key concepts.
- Students should take the initiative to see their teacher to clear up any misconceptions/questions before the exam.

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PE YEAR 7

Assessment Areas:

1. Theory out of 10

2. Practical (skills) out of 10

3. Practical (full context) out of 15

Theory Key Words	Revised (date & time)	Self-quizzed (date & time)
Physical Training		
Agility		
Balance		
Cardiovascular endurance		
Coordination		
Flexibility		
Net games		

In their given sport students are taught several skills within practices that get progressively more challenging. Students are assessed formatively throughout the term and then take part in a summative assessment at the end of the term where their skills and ability to perform in competition are graded.

Practical		
Topic / Skill: Invasion & Net Games (Basketball, Football, Rugby, Tennis)	Revised (date & time)	Practiced (date & time)
Please see below for list of skills for each sport		

Key Skills

Sport	Skills
Basketball	<ol style="list-style-type: none"> 1. Dribbling – using both hands, change of pace and direction. 2. Passing – chest, javelin, bounce, overhead, use of the fake. 3. Receiving/intercepting – making a target (signalling), one/two handed catch, stationary and on the move, differing speeds and heights, rebounding, stealing. 4. Shooting – lay-up, set shot, jump shot, free shot, use of the fake. 5. Footwork and marking – stopping (jump stop, stride stop), pivoting, getting free, tracking (drop step).
Cricket	<ol style="list-style-type: none"> 1. Batting (defensive) – front and back foot. 2. Batting (attacking) – front and back foot (drive, pull, hook, cut, sweep). 3. Bowling – medium pace or fast pace or spin (line, length, variation). 4. Catching in the field (from close, from distance) or catching as wicket keeper (standing up, standing back). 5. Throwing and ground fielding in the field (from close, from distance) or stumping and recovery work as a wicket keeper.
Football	<ol style="list-style-type: none"> 1. Passing/receiving – either foot. 2. Dribbling/moving with the ball – either foot. 3. 3. Shooting – at goal OR wing play and crossing for attackers OR playing a through ball to attackers. 4. Heading. 5. Tackling, jockeying, closing down and marking.
Rugby	<ol style="list-style-type: none"> 1. Handling (passing and receiving, long and short, at varying pace, push, spin, switch/scissors).
Tennis	<ol style="list-style-type: none"> 1. Service – power, placement and variation (eg slice). 2. Groundstrokes – forehand, backhand and drop shot. 3. Volleys – forehand and backhand. 4. Smash – to show power and/or placement. 5. Lobs – forehand and backhand.

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Resources:

- 1) Music Theory Booklet
- 2) Vamoosh and music scores
- 3) Instrument

Exam content:

Topic / Skill	Revised (date & time)	Self-quizzed (date & time)
Performance:		
Accuracy (<i>Intonation, rhythm</i>)		
Interpretation and ensemble skills (<i>Dynamics, articulation, communication</i>)		
Technique (<i>Bow hold, instrument hold</i>)		
Listening, Aural and Theory:		
Time Signature		
Rhythm (Kodaly)		
Note names		
Tempo markings (Italian words)		
Dynamics, articulation		
Melody (Ascending, descending)		

Subject specific top tips:

- Practice slowly to get intonation and rhythm accurate
- Focus on holding instrument correctly
- Try to get a good clear sound from your instrument
- Play all dynamic and articulation markings

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Resources:

- 1) Vocabulary booklets and your exercise book
- 2) Languagenut homework and courses
- 3) Sentence builders in books and knowledge organisers

Exam content:

Topic	Revised (date & time)	Self-quizzed (date & time)
Classroom commands (receptive)		
Introductions and greetings		
Days of the week, months, dates		
Numbers up to 100		
Nationalities		
Age		
Weather		
Likes/dislikes		
Sports and free time activities		
Adverbs of time and frequency		
Colours		
Animals		
Family members		
Physical description		
Character description		

Listening, reading and writing papers on above topics

Subject specific top tips:

- In writing, remember to develop your writing using connectives and opinions.
- Spelling (including accents) is important.
- Make sure you can use connectives (et, mais, aussi), opinions, present tense, irregular verbs 'avoir' and 'être' and question words.

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Resources:

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- Make sure you can use connectives (y, pero, también), opinions, present tense, irregular verbs 'hacer' and 'jugar' and question words.

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Resources:

Seneca Learning: KS3 History sections - 1.2, 2.2.1, 2.3

Knowledge Organiser: Unit 1 and Unit 2

Your exercise book: Everything we have learnt so far!

Exam content:

Topic / Skill	Revised (date & time)	Self-quizzed (date & time)
Topic: The World in the year 1000		
Topic: The Norman Conquest – Why were the Normans able to conquer England in 1066?		
Topic: How did William and the Normans control England?		
Skill: Explaining the causes of an event or situation (why or how something happened)		
Skill: Explaining what a source suggests about an event or situation		
Skill: identifying the argument in an historical interpretation		

History top tips:

- Read the questions carefully and make sure your answer is relevant.
- Answer **all** the 1-mark questions – it is better to try than to leave blank!
- Source inference – remember to work out what the source tells you, and support this with a quote from the source.
- Include **detailed examples** to support your points in all your extended written answers.



Resources:

- 1) Exercise book
- 2) Seneca Learning
- 3) Knowledge Organiser

Exam content:

Topic / Skill	Revised (date & time)	Self-quizzed (date & time)
The oceans and continents		
The countries and seas of the UK		
How to use map symbols		
How to use grid references		
How to use contour lines		
How to use scale on a map		
What is Development?		
How to measure development of countries		

Subject specific top tips:

- 1) Remember to revise your continents and oceans
- 2) Remember to read the questions very carefully
- 3) When describing the location of places, remember to use North, East, South, West (NESW)



Resources:

- 1) “Darkwood Manor” background information
- 2) Keywords chart on how to create **tension** within a scene
- 3) Example of written response

Exam content:

Topic / Skill	Revised (date & time)	Self-quizzed (date & time)
Directing: Considering how you would guide your group to experiment with:		
Stage space (<i>levels & proxemics</i>)		
Physicality (<i>face, movement, stillness & gesture</i>)		
Vocal skills (<i>tone, pace, pause, emphasis, volume</i>)		
Acting: Learning your lines and practising your use of:		
Stage space (<i>levels & proxemics</i>)		
Physicality (<i>face, movement, stillness & gesture</i>)		
Vocal skills (<i>tone, pace, pause, emphasis, volume</i>)		
Evaluation: Considering how you would descriptively write how and why you used:		
Stage space (<i>levels & proxemics</i>)		
Physicality (<i>face, movement, stillness & gesture</i>)		
Vocal skills (<i>tone, pace, pause, emphasis, volume</i>)		

Subject specific top tips:

- In the **directing assessment**, ensure you give ideas to your group, work with their ideas and for highest marks, develop their ideas further.
- In your **performance**, be confident and expressive to show your character.
- In the **written evaluation**, write in a way that your reader can fully picture how you would explore the scripted extract, using terminology above.

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Resources:

- 1) Knowledge organiser sheet to learn key words and terms.
- 2) Exercise books
- 3) Revision check list

Exam content: You are assessed on these three areas:

Investigation: How have you experimented with new materials and techniques in your sketchbook?		
Implementation: How have you used these new materials and techniques in your sustained piece of work?		
Evaluation: Considering how you would descriptively write how and why you used your key terms/skills.		
Key Term/skill:	Revised (date & time)	Self-quizzed (date & time)
Tone		
Colour		
Texture		
Formal Elements of Art		
Kandinsky		

Subject specific top tips:

- Revise which Artists we have researched this term.
- Revise the main features of these Artists' work.
- Practice adding tone, texture and colour to your drawing.
- Practice using correct spelling and grammar in your writing.