

# **Year 7 Summer Exams Revision Guide 2024**

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Dear student,

Your summer exams are fast approaching. They are an opportunity for you to show what you have learnt and evaluate the ways in which you learn. We were so impressed by the quality of your work in your interim exams, and the preparation that went into them to ensure good results – we expect no less in these final big exams before the end of the year.

We hope that this revision guide will be a useful tool for you as you prepare for your summer exams. They will take place in your lessons during the **week commencing Monday 20 May 2024**.

Please make sure that you are prepared practically for the exams. This means making sure that you have the correct equipment (including spare pens and pencils!). Interim exams take place in your usual classrooms, and will be conducted in exam conditions – any circumstances where our right to education is being affected will be dealt with very seriously.

I know that in your lessons, your teachers have been discussing how you will be examined in each subject and they have been sharing strategies for revision. There are also a range of useful revision tips for each subject on the relevant pages. Most importantly, the exams are an opportunity for you to demonstrate your ability to **recall knowledge** and **practise the skills** you have learnt in your lessons. Your **exercise books** should always be your first port of call when starting your revision.

The **secure** knowledge and skills for each subject are those that we expect every student in Year 7 to be able to demonstrate in their exams. In order to be secure, you will need to score 50% or higher in your exam. For those of you who are stretching yourself, we would expect you to demonstrate some, if not all, of the **expert** knowledge and skills. Expert students score 70% or above in their exams.

We wish you the best of luck when preparing for and completing your exams.

Ms C Robinson  
*Assistant Headteacher*

Ms Sweeny  
*Raising Standards Leader – Year 7*

ENGLISH	SUMMER EXAM
<b>How will you be assessed:</b>	Students will complete an essay in which they analyse an idea/theme in one of three poems they studied in January/February: <i>The Cathedral</i> , <i>Flag</i> , <i>Dulce et Decorum Est</i> .
<b>When will you be assessed:</b>	20 <sup>th</sup> May 2024
<b>Expert knowledge and skills</b>	<b>I can:</b> <ul style="list-style-type: none"> <li>- Explain the meaning of a poem, whilst recognising alternative readings</li> <li>- Pick out a range of appropriate quotations</li> <li>- Explain how the meaning of a poem is influenced by its context</li> <li>- Find sophisticated poetic techniques e.g. rhyme, meter</li> <li>- Analyse the relationship between the poem's language and structure and how this has been used for effect</li> <li>-</li> </ul>
<b>Secure knowledge and skills:</b>	<b>I can:</b> <ul style="list-style-type: none"> <li>- explain the meaning of a poem</li> <li>- pick out quotations which support the reading I have of a poem</li> <li>- find the poetic techniques which writers have used</li> <li>- analyse the effect of the techniques</li> </ul>
<b>How can you revise:</b>	<ul style="list-style-type: none"> <li>- Use your exercise book to look over your poetry work from January/February.</li> <li>- For the three poems that you need to revise (see above), practice summarising the meaning (what are the themes in the poem?) and identifying examples of the language and structure techniques used.</li> <li>- Use your book to revise the context for the poems.</li> <li>- Look at examples of model paragraphs in your book; practise re-writing paragraphs of your essays, responding to your targets.</li> <li>- Create revision cards of different poetic techniques: e.g. Imagery, Similes, Personification, Metaphor, etc.</li> </ul>

MATHS	SUMMER EXAM
<b>How will you be assessed:</b>	Assessment of all Year 7 content
<b>When will you be assessed:</b>	Wednesday 22 <sup>nd</sup> May
<b>Expert knowledge and skills</b>	<b>I can:</b> <ul style="list-style-type: none"> <li>- solve equations with unknowns on both sides of the equation</li> <li>- estimate square and cube roots</li> <li>- use the HCF to simplify algebraic fractions</li> <li>- use the LCM to add and subtract algebraic fractions</li> <li>- apply angle facts to deduce properties of familiar shapes</li> </ul>
<b>Secure knowledge and skills:</b>	<b>I can:</b> <ul style="list-style-type: none"> <li>- perform algebraic abbreviations</li> <li>- replace unknowns with given values evaluate expressions</li> <li>- substitute a set of given values into simple formulae and complete a table</li> <li>- simplify algebraic expressions by collecting like terms</li> <li>- write expressions that represent perimeter and area of a shape</li> <li>- expand a bracket</li> <li>- simplify expressions involving indices</li> <li>- multiply and divide negative numbers</li> <li>- complete a table of values with negative numbers</li> <li>- draw a graph from a table of values</li> <li>- isolate the variable to solve the equation</li> <li>- solve equations</li> <li>- apply the order of operations to whole numbers</li> <li>- measure an angle</li> <li>- apply the properties of addition and multiplication to whole numbers</li> <li>- recognise special sets of whole numbers</li> <li>- use divisibility tests to decide if a number is a factor of another</li> <li>- find all factors of a whole number</li> <li>- express a number as a product of its prime factors</li> <li>- find the Highest Common Factor of a pair of numbers (HCF)</li> <li>- find the Lowest Common Multiple of a pair of numbers (LCM)</li> <li>- use HCF to simplify fractions</li> <li>- square an integer and find the square root of a square number</li> <li>- name an angle</li> <li>- measure an angle</li> <li>- draw an angle</li> <li>- use adjacent, complementary, supplementary angles to workout missing angles</li> <li>- recognise corresponding, alternate and co-interior angles formed when a transversal crosses a set of parallel lines</li> <li>- identify parallel lines</li> <li>- apply angle facts to find missing angles?</li> <li>- apply angle facts to deduce properties of familiar shapes</li> <li>- apply angle facts to find missing angles in a triangle</li> <li>- solve problems involving equilateral and isosceles triangles</li> <li>- solve problems involving angles</li> <li>- add and subtract fractions</li> <li>- multiply and divide fractions</li> <li>- apply the four operations to mixed numbers</li> <li>- use the language of chance</li> <li>- understand the chance of success</li> </ul>

	<ul style="list-style-type: none"><li>- find the probability of simple events</li><li>- find the complement of a given event</li></ul>
<b><i>How can you revise:</i></b>	You should use your exercise books to revise each topic. Use your EPPs (Worked Example / Thinking Column / One To Try) to revise each topic. To do this, read through the worked example and the thinking column, while covering up the One to try question and then have a go at the One to try. If you need more practice, there should be ample questions to practice in your exercise books.

SCIENCE	SUMMER EXAM
<b>How will you be assessed:</b>	Assessment in class on the topics of: Cellular basis of life, Health and Disease, Particles and structure, Substances and Properties, Forces and motion
<b>When will you be assessed:</b>	Wednesday 22 <sup>nd</sup> May
<b>Expert knowledge and skills</b>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>- Identify variables in an investigation</li> <li>- Identify scientific equipment from diagrams and explain its use</li> <li>- Plan an investigation to test a hypothesis</li> </ul> <p><b>Cellular basis of life</b></p> <ul style="list-style-type: none"> <li>- Use ideas about cells and structures to explain why a cell is living</li> <li>- Explain how some molecules can enter and leave a cell by diffusing through the cell membrane</li> <li>- Explain what substances cells require to stay alive</li> <li>- Describe the presence and roles of muscles in organs and organ systems</li> <li>- Explain why heart rate increases when we exercise</li> <li>- Describe the process of photosynthesis</li> <li>- Apply understanding of photosynthesis and cellular respiration to explain when and why they take place in plants</li> </ul> <p><b>Health and Disease</b></p> <ul style="list-style-type: none"> <li>- Distinguish between infectious and non-infectious diseases.</li> <li>- Explain that medicines, including antibiotics, can be used to treat the cause or symptoms of some diseases.</li> <li>- Use ideas about risk to explain how a person's lifestyle, including their diet and how active they are, can affect their health.</li> <li>- Recognise that not all microorganisms cause ill health.</li> <li>- Explain simply how pathogens cause symptoms of ill health.</li> </ul> <p><b>Particles and Structure</b></p> <ul style="list-style-type: none"> <li>- Use the particle model to explain the properties of substances in the solid, liquid and gas states.</li> <li>- Select an appropriate chemical formula for a given, simple, molecule.</li> <li>- Explain how scientists can design polymers with specific properties.</li> <li>- Explain observations of reactions in which elements combine in terms of a change in arrangement of atoms resulting in new properties.</li> <li>- Predict and explain conservation of mass during a chemical reaction.</li> <li>- Compare the particle and atomic models.</li> </ul> <p><b>Substances and properties</b></p> <ul style="list-style-type: none"> <li>- Predict properties of a composite material based on the properties of the materials from which it is made.</li> <li>- Evaluate the advantages and disadvantages of different composite materials to make a specific object.</li> <li>- Explain how changes of state may be used to separate solutions.</li> <li>- Predict observable changes following the cooling of a saturated solution.</li> <li>- Use trends in physical properties of elements to predict properties of unfamiliar elements.</li> </ul> <p><b>Forces and Motion</b></p> <ul style="list-style-type: none"> <li>- Compare force and momentum</li> <li>- Describe what happens to an object with multiple forces acting on it</li> <li>- Rearrange the speed equation</li> <li>- Explain how energy is nearly always lost to the surroundings</li> <li>- Link motion of an object to the graph of its motion</li> </ul>
<b>Secure knowledge and skills:</b>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>- Make a prediction for an investigation</li> </ul>

- Identify some variables in an investigation
- Cellular basis of life**
- Identify sub-cellular structures
  - Link the cell shape and size to their function
  - Describe the differences between single cellular and multicellular organisms
  - Distinguish between cells, tissues, organs and organ systems
  - Describe aerobic respiration
- Health and Disease**
- Identify factors associated with good and ill physical health in humans, other animals, and plants.
  - Identify factors associated with good and ill mental health in humans.
  - Recall that the good health of all organisms can be compromised by diseases.
  - Recall that diseases can be caused by germs, lifestyle, environment or information in the genome.
  - Explain what humans need in their diet and why.
  - Identify short-term and long-term effects of exercise on the human body.
  - Recall that 'germs' are disease-causing microorganisms also known as pathogens, including bacteria, fungi and viruses.
- Particles and structure**
- Describe the arrangement and movement of particles in a substance in the solid, liquid and gas states.
  - Use the particle model to describe and explain solutions.
  - Distinguish particle diagrams for elements, mixtures and compounds.
  - Recognise a chemical formula.
  - Use particle diagrams to represent the reactants and products of a reaction between elements.
  - Select the word equation that correctly represents the chemical reaction described.
  - Describe where in a liquid evaporation takes place.
  - Distinguish boiling from evaporation.
  - Describe the structure of the atom
- Substances and properties**
- Use physical properties to distinguish metals from ceramics and polymers.
  - Describe how a chemical substance has a characteristic melting and boiling point and can exist in different states.
  - Interpret a chromatogram
  - Compare acids and alkalis using the pH scale
  - Interpret the pH scale
  - Describe the trend in melting point or boiling point of elements
- Forces and Motion**
- Define force and name everyday forces
  - Identify balanced and unbalanced forces
  - Identify forces in diagrams and be able to represent forces with arrows
  - Calculate the speed of an object

**How can you revise:**

- Use your exercise book to look at key concepts studied in class
  - Make use of the Topic Checklists at the start of each topic
  - Use your revision mats and checkpoint assessments to identify areas for development
  - Use your homework booklet to review/re-attempt exam questions
  - Make use of these websites:
- <https://www.bbc.co.uk/bitesize/subjects/zng4d2p>  
<https://continuityoak.org.uk/lessons>  
<https://app.senecalearning.com/courses?Price=Free&Subject=Science>

FRENCH	SUMMER EXAM
<b>How will you be assessed:</b>	Students will complete Reading, Listening, Writing and Translation exams using all the vocabulary covered in the first half term and revising language covered in Year 7.
<b>When will you be assessed:</b>	w/c 3 <sup>rd</sup> June in both your French lessons.
<b>Expert knowledge and skills</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Understand a range of vocabulary from all the topics we have studied so far this year in both written and spoken texts</li> <li>- Translate sentences in a range of tenses confidently from French into English and English into French</li> <li>- Link your ideas together in extended sentences to form a detailed paragraph</li> </ul>
<b>Secure knowledge and skills:</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Use regular verbs in the present tense to express opinions and describe things</li> <li>- Understand key vocabulary from the topics we have studied so far this year in both written and spoken texts.</li> <li>- Write a few sentences about the topics that we have covered so far this year.</li> </ul>
<b>How can you revise:</b>	<p>Test yourself frequently on new vocabulary covered in class.</p> <ul style="list-style-type: none"> <li>- CGP revision guides</li> <li>- Visit either of the following websites: BBC Bitesize <a href="http://www.linguascope.com">www.linguascope.com</a> The login details for Linguascope are available via your class teacher.</li> </ul>



SPANISH	SUMMER EXAM
<b>How will you be assessed:</b>	Students will complete Reading, Listening, Writing and Translation exams using all the vocabulary covered in the first half term and revising language covered in Year 7.
<b>When will you be assessed:</b>	w/c 3 <sup>rd</sup> June in both your Spanish lessons.
<b>Expert knowledge and skills</b>	I can: <ul style="list-style-type: none"> <li>- Understand a range of vocabulary from all the topics we have studied so far this year in both written and spoken texts</li> <li>- Translate sentences in a range of tenses confidently from Spanish into English and English into Spanish</li> <li>- Link your ideas together in extended sentences to form a detailed paragraph</li> </ul>
<b>Secure knowledge and skills:</b>	I can: <ul style="list-style-type: none"> <li>- Use regular verbs in the present tense to express opinions and describe things</li> <li>- Understand key vocabulary from the topics we have studied so far this year in both written and spoken texts.</li> <li>- Write a few sentences about the topics that we have covered so far this year.</li> </ul>
<b>How can you revise:</b>	Test yourself frequently on new vocabulary covered in class. <ul style="list-style-type: none"> <li>- CGP revision guides</li> <li>- Visit either of the following websites: BBC Bitesize <a href="http://www.linguascope.com">www.linguascope.com</a> The login details for Linguascope are available via your class teacher</li> </ul>

HISTORY	SUMMER EXAM
<b>How will you be assessed:</b>	One written exam: one hour
<b>When will you be assessed:</b>	The week beginning 20th May. Your teacher will tell you which lesson your exam is in.
<b>Expert knowledge and skills</b>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>- answer the range of exam questions in depth, using my sophisticated knowledge of medieval monarchs, Medieval Mali, and the crusades (units 3-5 on your learning journey).</li> <li>- demonstrate my deep understanding of the concept of the feudal system and the medieval church and support this with relevant and well-explained examples from the topic.</li> <li>- use my deep knowledge of Medieval Mali to accurately describe historic features of the empire and what life was like, using the most relevant evidence to back up my points.</li> <li>- use my deep understanding of the concept of evidence to explain in detail how useful sources are in telling us about the experiences of people involved in the crusades.</li> </ul>
<b>Secure knowledge and skills:</b>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>- answer the range of exam questions using my knowledge of the power of medieval monarchs, Medieval Mali, and the crusades (units 3-5 on your learning journey).</li> <li>- demonstrate my understanding of the concepts of feudal system and the medieval church and support these with examples from the topic.</li> <li>- use my knowledge of the Medieval Mali to describe historic features of the empire and what life was like, using evidence to back up by point.</li> <li>- use my understanding of the concept of evidence to explain how useful sources are in telling us about the experience of people involved with the crusades.</li> </ul>
<b>How can you revise:</b>	<ol style="list-style-type: none"> <li>1. Your classwork book is your main source of revision. This should be well organised and presented so you it can easily be used.</li> <li>2. Use your Microsoft Teams 'class team' to find the PowerPoints and any other resources your teacher has shared.</li> <li>3. Ensure revision is active, try these ideas: <ul style="list-style-type: none"> <li>- Pick a topic and then draw lots of pictures and/or symbols to try and remember that topic.</li> <li>- Use timelines to help you see what happened when – go one step further and explain consequences of each event.</li> <li>- Use spider diagrams to quickly write down all the things you can remember and how they link to each other.</li> <li>- Make flash cards- this means on card sized paper write down a question on one side and the answer on the other OR key facts. You then use the flashcards to test yourself or your classmates!</li> <li>- Write your own quiz. If you work with others, you could use these to test each other.</li> <li>- Teach someone else. Create lessons and presentations on different topics. You remember a lot of what you teach!</li> <li>- Record yourself repeating different topics- you could use a phone recording.</li> <li>- Create songs/raps/poems about topics.</li> </ul> </li> </ol>

GEOGRAPHY	SUMMER EXAM
<b>How will you be assessed:</b>	One written exam: 1 hour
<b>When will you be assessed:</b>	w/c 20th May
<b>SECURE knowledge and skills</b>	<p><b>How does the Mekong River shape life and landscapes?</b></p> <ul style="list-style-type: none"> <li>- I can describe the water cycle</li> <li>- I can locate the Mekong River and explain why it is important</li> <li>- I can identify the different features in the drainage basin</li> <li>- I can identify the landforms found the upper, middle and lower course</li> <li>- I can describe the positive and negative impacts of dams in the Mekong River</li> <li>- I can describe the features of the Ton Le Sap</li> <li>- I can describe the environmental issues in Vietnam</li> <li>- I can describe the development of different Mekong countries</li> <li>- I can explain the benefits and drawbacks to methods of managing the Mekong River</li> </ul> <p><b>What makes a city liveable?</b></p> <ul style="list-style-type: none"> <li>- I can describe what urbanisation is</li> <li>- I can explain some positives and negatives of urbanisation</li> <li>- I can produce a detailed map showing where the worlds megacities are located</li> <li>- I can describe why Cairo is growing so quickly</li> <li>- I can explain some positives and negatives of urbanisation in Cairo</li> <li>- I can define sustainability</li> <li>- I can compare 6 cities in terms of sustainability</li> <li>- I can apply principles of sustainability to Cairo's new capital</li> <li>- I can describe issues faced by LIC/HIC countries</li> </ul>
<b>EXPERT knowledge and skills:</b>	<p><b>How does the Mekong River shape life and landscapes?</b></p> <ul style="list-style-type: none"> <li>- I can describe the water cycle and explain why it is a 'closed system'</li> <li>- I can locate the Mekong River and explain why it is important to different countries in the Mekong Delta</li> <li>- I can identify the different features in the drainage basin and describe the specific characteristics of the Mekong basin</li> <li>- I can identify the landforms found the upper, middle and lower course</li> <li>- I can describe the positive and negative impacts of dams in the Mekong River and make a judgement on their effectiveness</li> <li>- I can describe the features of the Ton Le Sap and explain its importance to Cambodia's food security</li> <li>- I can describe the environmental issues in Vietnam and explain the causes</li> <li>- I can compare the development of different Mekong countries and relate this to water usage</li> <li>- I can explain the benefits and drawbacks to methods of managing the Mekong River and give an opinion on the best strategy</li> </ul> <p><b>What makes a city liveable?</b></p> <ul style="list-style-type: none"> <li>- I can describe what urbanisation is</li> <li>- I can explain some positives and negatives of urbanisation and judge their significance</li> <li>- I can produce a detailed map showing where the worlds megacities are located and predict the future growth</li> <li>- I can describe why Cairo is growing so quickly</li> <li>- I can explain some positives and negatives of urbanisation in Cairo and give an overall judgement</li> <li>- I can compare 6 cities and decide which is the most sustainable.</li> </ul>

	<ul style="list-style-type: none"> <li>- I can apply principles of sustainability to Cairo's new capital and judge their significance</li> <li>- I can compare issues faced by LIC/HIC countries</li> </ul>
<p><b>How can you revise:</b></p>	<ol style="list-style-type: none"> <li>1. <b>Your classwork book is your main source of revision.</b> This should be well organised and presented so you it can easily be used.</li> <li>2. <b>Use your Microsoft Teams 'class team' to find the PowerPoints and any other resources your teacher has shared.</b></li> <li>3. <b>Ensure revision is active, try these ideas:</b> <ul style="list-style-type: none"> <li>- Pick a topic and then draw lots of pictures and/or symbols to try and remember that topic.</li> <li>- Write a story using as many senses as possible about your chosen topic. Link to what we can see, hear, smell and touch helps our memories.</li> <li>- Use mind maps to revise a full topic. If you google 'mind map rules' you will see the rules that are important when creating a mind map</li> <li>- Use spider diagrams to quickly write down all the things you can remember and how they link to each other</li> <li>- Make flash cards- this means on card sized paper write down a question on one side and the answer on the other OR key facts. You then use the flashcards to test yourself.</li> <li>- Write your own quiz. If you work with others you could use these to test each other.</li> <li>- Teach someone else. Create lessons and presentations on the different skills. You remember a lot of what you teach!</li> </ul> </li> </ol>

D&T	SUMMER EXAM
<b>How will you be assessed:</b>	The exam will be broken up into two parts: <ul style="list-style-type: none"> <li>- Recap of materials covered in practical projects (identification of specific materials and properties/uses). This will also include questions about the tools and equipment you have used this year.</li> <li>- Unseen brief with a design, make (intention of make) and evaluate component.</li> </ul>
<b>When will you be assessed:</b>	w/c 20t May
<b>Expert knowledge and skills</b>	I can: <ul style="list-style-type: none"> <li>- Identify different materials and be able to explain, with examples, properties and uses of them.</li> <li>- Draw a variety of creative ideas and label them, explaining about the aesthetics and layout in detail.</li> </ul>
<b>Secure knowledge and skills:</b>	I can: <ul style="list-style-type: none"> <li>- Name the materials I've used this year (which woods) and explain what tools I've used in my different projects.</li> <li>- I can draw out 2-3 Ideas with basic labels which relate to a brief.</li> </ul>
<b>How can you revise:</b>	<ul style="list-style-type: none"> <li>- Use <a href="http://technologystudent.com">technologystudent.com</a> (your teacher will let you know what sections to look at to prepare you for your exam).</li> </ul> Read through your design journal and all the notes you've made this year during each project.

PBE	Y7 SUMMER EXAM
<b>How will you be assessed:</b>	In class assessment
<b>When will you be assessed:</b>	W/C 20 <sup>th</sup> May
<b>Expert knowledge and skills</b>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>- Develop two clear reasons using examples to explain different definitions or beliefs</li> <li>- Use supporting examples to develop points</li> <li>- Give a developed reason on either side of the debate, showing an increasing ability to evaluate</li> <li>- Explain the influence of beliefs and practices using examples</li> <li>- Develop oracy by explaining ideas verbally in class</li> <li>- Use a wide range of key vocabulary</li> <li>- Explain the influence of beliefs and practices using examples e.g. the Bristol Bus Boycott as an example of a belief in equality</li> <li>- Explain the influence of beliefs and practices using examples e.g. how a belief in <i>ahimsa</i> has influenced the Dalai Lama</li> <li>- Reflect on these beliefs and how they might influence your own way of life</li> <li>- Show an awareness of diversity within the Buddhist religion</li> <li>- Develop explanations about the <i>influence</i> of different beliefs and of colonialism, providing several developed points for <i>the same perspective</i></li> <li>- Explain how <i>different sources</i> can be used to pass on religious ideas e.g. the oral tradition and the use of symbols</li> </ul>
<b>Secure knowledge and skills:</b>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>- Develop two clear reasons using examples to explain different definitions or beliefs</li> <li>- Use supporting examples to develop points</li> <li>- Give a developed reason on either side of the debate, showing an increasing ability to evaluate</li> <li>- Explain the influence of beliefs and practices using examples</li> <li>- Develop oracy by explaining ideas verbally in class</li> <li>- Use a range of key vocabulary</li> <li>- Explain the influence of beliefs and practices using examples e.g. how a belief in <i>ahimsa</i> has influenced the Dalai Lama</li> </ul>
<b>How can you revise:</b>	<ul style="list-style-type: none"> <li>- Use the lessons uploaded on to Teams</li> <li>- Take your book home and revise using the work completed in them</li> <li>- Look at the revise guide uploaded on to Teams</li> <li>- Watch the news to keep up-to-date with current affairs</li> </ul>

<b>MUSIC</b>	<b>SUMMER EXAM</b>
<b>How will you be assessed:</b>	Written and listening exam.
<b>When will you be assessed:</b>	w/c/ 20 May 2024
<b>Expert knowledge and skills</b>	<b>I can:</b> <ul style="list-style-type: none"> <li>- Identify notes on a keyboard including sharps and flats.</li> <li>- Identify notes on the stave and be able to draw notes on the stave correctly.</li> <li>- Identify key components of logic e.g. click, dynamic control, cut, paste.</li> <li>- Identify the four families of instruments of the orchestra aurally and name specific instruments.</li> <li>- Identify the elements of music and define them correctly.</li> <li>- Identify at least 6 different keyboard instruments</li> </ul>
<b>Secure knowledge and skills:</b>	<b>I can:</b> <ul style="list-style-type: none"> <li>- Identify notes on a keyboard.</li> <li>- Identify notes on the stave and be able to draw at least 4 notes on the stave correctly.</li> <li>- Identifying key components of logic e.g. click, dynamic control, cut, paste.</li> <li>- Identify the four families of instruments of the orchestra aurally and name at least 4 from pictures.</li> <li>- Identify at least 4 key elements of music and define them correctly.</li> <li>- Identify at least 4 different keyboard instruments</li> </ul>
<b>How can you revise:</b>	Revision materials will be placed on teams.

PHYSICAL EDUCATION	THERE IS NO EXAMINATION
<p><b>How will you be assessed:</b></p>	<p><b>Continual Teacher observations:</b> The curriculum has been planned to apply to holistic assessment frameworks. On-going formative assessment will inform summative judgements</p> <p><b>Peer discussions and feedback:</b> During lessons peer discussions and feedback will enable students to support each others development, understand current strengths and areas of development and further embed learning.</p> <p><b>Questioning:</b> During every lesson there will be opportunities to confirm learning through questioning. Using the questions provided as part of the link phase will ensure students can apply learning to their PE lesson and will provide formative assessment opportunities to gauge depth of understanding.</p>
<p><b>Expert knowledge and skills</b></p>	<ul style="list-style-type: none"> <li>- Students will be able to show that they can apply the knowledge and skills in more than four physical activities.</li> <li>- Students will be perform skills and tactics with increased fluency, control and precision.</li> <li>- Students will be able to officiate activities, will be able to take the role of a coach of small groups.</li> <li>- Students will be able to perform with good competence in more than five activities.</li> <li>- Students will be able to show they can perform with confidence in four activities</li> </ul>
<p><b>Secure knowledge and skills:</b></p>	<ul style="list-style-type: none"> <li>- Students will gain an understanding of the fundamental differences between Sport, PE &amp; Physical Activity.</li> <li>- Students will understand what is meant by the term 'fitness' and understand its importance in PE, sport and everyday life.</li> <li>- Students will gain an insight to and an understanding of the benefits that PE can have on their physical health.</li> <li>- Students will gain an insight to and an understanding of the benefits that PE can have on their mental &amp; emotional health</li> <li>- Students will gain an insight to understanding the benefits that PE can have on their social health and well-being, in and out of school.</li> <li>- Students will develop a better understanding of their own emotions and analyse when these emotions might change based on different situations and scenarios.</li> </ul>
<p><b>How can you revise:</b></p>	<p>They key is to be apply to apply knowledge and skills in different situations which come from taking part in a wide range of activities. Attending extra-curricular sessions either at lunch or after school. We recommend taking part in as many different types of physical activities as possible. Watching high level sporting completion in a live or televised is beneficial to understand the rules conventions and appreciate high level performance. Watching YouTube videos of high-level performance and the numerous coaching Vlogs. Reading sporting biographies and keeping up to date with sporting current affairs through newspapers, magazines and websites.</p>