

Year 7 Assessment Revision

The Rules!

- You will decide which subjects to revise on which days, and then which topics to focus on. **Do your best to stick to it.**
- Each session needs to be a minimum of **30 minutes** with NO distractions. Put your phone in another room, turn the TV off and tell your family you are revising.
- Your sessions should be **5 mins self-quizzing, 20 mins active revision, 5 mins writing a quiz for next time.**
- Revision sessions need to be **active**. This means NOT just reading and highlighting. Do something with the information – turn it into pictures, summarise it onto revision cards, test yourself or get someone to test you.
- Set yourself a day off each week. Remember this can be flexible each week depending on your plans, but you should be **revising for six out of seven days.**

Active vs Passive Revision

Active Revision is...

Passive Revision is...

| | |
|--|--|
| Rereading the text | Making flow charts or drawing diagrams to connect pieces of info |
| Looked through your exercise book | Wrote my own study questions and used my notes to write the answers |
| Created a mindmap to make links between different topics or themes | Watched a revision video on YouTube and made a poster from the information |
| Memory tests without looking at the information | Copied out of the text book |
| Watched a revision video on YouTube | Looked through your exercise book and tried to improve on some of the answers or tasks |
| Looked at the text book | Dual coding – drawing pictures to illustrate key points |

TOPICS TO REVISE

| | | |
|-------------------------|---|--|
| <p>History</p> | <p><u>Silk Roads</u></p> <ul style="list-style-type: none"> • Persian Empire • Han Dynasty • Byzantine Empire • Kushans • Mongolian Empire • Ottoman Empire <p><u>Norman Conquest</u></p> <ul style="list-style-type: none"> • England before 1066 • Battle of Stamford Bridge and Hastings • William securing control • Impact | <p><u>Medieval Monarchs</u></p> <ul style="list-style-type: none"> • Henry II • Richard I • John • Henry III • Edward I • Edward III |
| <p>English</p> | <ul style="list-style-type: none"> • <i>Dulce Et Decorum Est</i> • <i>The Hero</i> • <i>Who's For The Game</i> • Poetic techniques and their definitions (both language and structure) • Key vocab: the four 'p' words. • How to write a comparative analytical paragraph about two poems (PEALTEAL) | |
| <p>Geography</p> | <ul style="list-style-type: none"> • OS Mapskills • Rivers (including River Devon fieldwork) • Coasts • Features of the British Isles • Sport as an Industry | |
| <p>Maths</p> | <ul style="list-style-type: none"> • Place value and ordering numbers • Sequences • Addition and subtraction of Fractions • Directed numbers • Fraction decimal and percentage equivalents • Calculating with number • Geometric notation • Drawing and measuring angles | |
| <p>Science</p> | <p><u>Biology</u></p> <ul style="list-style-type: none"> • Cells • Skeletal and muscular systems | <p><u>Chemistry</u></p> <ul style="list-style-type: none"> • Atoms, elements and compounds • Pure and impure substances • Chemical reactions and energetics |
| <p>Music</p> | <ul style="list-style-type: none"> • The Elements of Music • Note Values • Notes on the stave • Notes on the Keyboard | |
| <p>Art</p> | <ul style="list-style-type: none"> • Formal Elements | |

| <u>Assessment Checklist</u> | <u>History</u> | <u>English</u> | <u>Geography</u> | <u>Maths</u> | <u>Science</u> | <u>Music</u> | <u>Art</u> |
|--|----------------|----------------|------------------|--------------|----------------|--------------|------------|
| I know the date and time of my assessment in this subject (<i>add to the assessment week schedule on page 6</i>). | | | | | | | |
| I know how long my assessment is and how long I should spend on each question/section. | | | | | | | |
| I know how many marks the assessment paper is worth and how these marks are divided between questions. | | | | | | | |
| I have broken this topic down into sections or chunks so that I can revise it in smaller pieces. | | | | | | | |
| I know what the questions or tasks on the assessment paper will look like. | | | | | | | |
| I know how to revise for this assessment. | | | | | | | |

Week 1

| Monday 22 nd April | Tuesday 23 rd April | Weds 24 th April | Thurs 25 th April | Friday 26 th April | Saturday 27 th April | Sunday 28 th April |
|---|---|---|--|---|---------------------------------|---|
| <p><u>History</u></p> <p><u>Silk Roads</u></p> <ul style="list-style-type: none"> • Persian Empire • Han Dynasty | <p><u>English</u></p> <p><i>Dulce Et Decorum Est</i></p> <ul style="list-style-type: none"> • Poetic techniques and their definitions (both language and structure) | <p><u>Geography</u></p> <p>OS Map Skills</p> | <p><u>Maths</u></p> <ul style="list-style-type: none"> • Place value and ordering numbers • Sequences | <p><u>Science</u></p> <p>Biology – Cells</p> | | <p><u>Music</u></p> <p>The Elements of Music</p> |
| <p><u>Art</u></p> <p>Formal Elements</p> | | | | | | <p><u>History</u></p> <p><u>Silk Roads</u></p> <ul style="list-style-type: none"> • Byzantine Empire • Kushans |

Week 2

| Monday 29 th April | Tuesday 30 th April | Weds 1 st May | Thursday 2 nd May | Friday 3 rd May | Saturday 4 th May | Sunday 5 th May |
|--|---|---|--|---|------------------------------|--|
| <p><u>History</u></p> <p><u>Silk Roads</u></p> <ul style="list-style-type: none"> • Mongolian Empire • Ottoman Empire | <p><u>English</u></p> <p><i>The Hero</i></p> <ul style="list-style-type: none"> • Poetic techniques and their definitions (both language and structure) | <p><u>Geography</u></p> <ul style="list-style-type: none"> • Rivers (including River Devon fieldwork) • Coasts | <p><u>Maths</u></p> <ul style="list-style-type: none"> • Addition and subtraction of Fractions • Directed numbers | <p><u>Science</u></p> <p>Biology – Skeletal and muscular systems</p> | | <p><u>Music</u></p> <p>Note Values</p> |
| <p><u>Art</u></p> <p>Formal Elements</p> | | | | | | <p><u>History</u></p> <p><u>Norman Conquest</u></p> <ul style="list-style-type: none"> • England before 1066 • Battle of Stamford Bridge and Hastings |

Week 3

| Monday 6 th May | Tuesday 7 th May | Weds 8 th May | Thursday 9 th May | Friday 10 th May | Saturday 11 th May | Sunday 12 th May |
|---|--|---|---|---|-------------------------------|--|
| <u>History</u> <u>Norman Conquest</u> <ul style="list-style-type: none"> William securing control Impact | <u>English</u> <i>Who's For The Game?</i> <ul style="list-style-type: none"> Poetic techniques and their definitions (both language and structure) | <u>Geography</u> Features of the British Isles | <u>Maths</u> <ul style="list-style-type: none"> Fraction decimal and percentage equivalents Calculating with number | <u>Science</u> Chemistry - <ul style="list-style-type: none"> Atoms, elements and compounds Pure and impure substances | | <u>Music</u> Notes on the stave |
| <u>Art</u> Formal Elements | | | | | | <u>History</u> <u>Medieval Monarchs</u> <ul style="list-style-type: none"> Henry II Richard I |

Week 3

| Monday 13 th May | Tuesday 14 th May | Weds 15 th May | Thursday 16 th May | Friday 17 th May | Saturday 18 th May | Sunday 19 th May |
|--|---|--|---|---|-------------------------------|---|
| <u>History</u> <u>Medieval Monarchs</u> <ul style="list-style-type: none"> John Henry III | <u>English</u> <ul style="list-style-type: none"> Key vocab: the four 'p' words. How to write a comparative analytical paragraph about two poems (PEALTEAL) | <u>Geography</u> Sport as an Industry | <u>Maths</u> <ul style="list-style-type: none"> Geometric notation Drawing and measuring angles | <u>Science</u> Chemistry - Chemical reactions and energetics | | <u>Music</u> Notes on the keyboard |
| <u>Art</u> Formal Elements | | | | | | <u>History</u> <u>Medieval Monarchs</u> <ul style="list-style-type: none"> Edward I Edward III |

Assessment Week

| Monday 20th May | Tuesday 21st May | Weds 22nd May | Thursday 23rd May | Friday 24th May | | |
|-----------------------------------|------------------------------------|---------------------------------|-------------------------------------|-----------------------------------|--|--|
| Assessments: | Assessments: | Assessments: | Assessments: | Assessments: | | |
| Revision: | Revision: | Revision: | Revision: | | | |

How Do I Revise?

| | |
|-----------------------|--|
| <u>Revision Cards</u> | |
| <u>Dual Coding</u> | |
| <u>Quizzing</u> | |

| | | | |
|----------------|-------------------|-------------------|------------------------------|
| Factual | Predictive | Analytical | Application/Synthesis |
|----------------|-------------------|-------------------|------------------------------|

| | Is/Are | Did/Do | Can | Would/Should | Will | Might/Could |
|--------------|---------------|---------------|------------|---------------------|-------------|--------------------|
| What | | | | | | |
| Where | | | | | | |
| When | | | | | | |
| Who | | | | | | |
| Why | | | | | | |
| How | | | | | | |

History Dual Coding

| | |
|---|--|
| Henry II ordered his knights to murder Thomas Becket. | |
| Richard I said he would have 'sold London if he could have found a buyer'. | |
| The wind changed in Normandy at the perfect time for William to sail across Britain for the Battle of Hastings. | |
| King John lost nearly all land in France. | |
| Henry III was forced to sign the Provisions of Oxford which meant 15 others would help him run the country. | |

Quiz

1. _____

2. _____

3. _____

4. _____

5. _____

How Do I Revise?

1. Space your practice

If you want to study effectively, you should spread out your revision rather than cramming. This is easier said than done, but if you are organised enough, you can spend less time revising and remember more.

2. Make sure you fail occasionally

People who are most inconsistent when they first start have better scores later on. These people are pushing themselves to learn new things and make links with their existing knowledge, which improves their overall memory and understanding.

The moral is clear: invest some time in trying things out, which may mean failing occasionally, if you want to maximise learning in the long run.

3. Practise the thing you'll be tested on

The big mistake many students make is not practising the thing they will be tested on. If your assessment involves writing an essay, you need to practise essay-writing. Merely memorising the material is not enough.

Writing assessment answers is a skill, just like playing an online game is a skill. You wouldn't try and improve at a game by trying to memorise moves, you'd practise making them. Other research confirms that practising retrieving information is one of the best ways to ensure you remember it.

4. Structure information, don't try to remember it

Trying to remember something has been shown to have almost no effect on whether you do remember it. The implication for revision is clear: just looking at your notes won't help you learn them.

Instead, you need to reorganise or rewrite the information in some way – whether by making notes of your notes, thinking about how what you're reading relates to other material, or practising writing answers.

5. Rest and sleep

A full night's sleep helps you learn new skills or retain information. Staying up all night to revise will increase your stress levels and cramming will not help your memory in the long term (see number 1).

How Do I Revise?

Mind maps

- Start with a large piece of paper.
- Revise a topic or a sub-topic.
- Use a selection of words and diagrams.
- Use colour, shapes, symbols, pictures and cuttings to bring the information to life.
- Use lines and arrows to connect ideas.
- Stick your learning map on your wall/door, anywhere it can be seen easily and often.

Revision Cards

- Reduce the information from one sub-topic to key points/bullet points. This could build up into a little booklet that you can carry wherever you are. You can put the key points on one side and the detail on the other if you want.
- Create a quiz for yourself. For example, write key words on one side of your revision cards and definitions on the other side. Get a friend or family member to test you.

Copy, Cover, Check

- Divide your page into three columns.
- Write key information in the left-hand column.
- Go back to the top of your page. Cover the left-hand column and see how much you can remember to write into the middle column. Uncover and check your answers. Correct any mistakes.
- Do it again! Cover both columns and try to recall more information to write into the final column. Check and correct.

Post-It Notes

- Create your own sorting activity. For example, write parts of a cycle or important dates on separate post-it notes and then try to organise them into the correct order. Do this a few times over a number of days.
- Decorate your bedroom (or even your house!) with key information, facts, definitions etc that you need to know so that you are seeing them all the time.

Online

- Ask your teacher for any key websites that might be useful to help you revise.
- BBC Bitesize is usually a great place to start as it covers lots of different subjects.
- Go on Youtube sites set up by teachers and watch and listen to the information. Search for the topic you want to revise and find a presentation.

Practice Questions

- Ask your teacher for practice questions that you can try out at home.
- Look through your exercise book for questions similar to the ones on your assessment. Try to rewrite your answers, improving them and following any teacher feedback.
- Work with a partner to create your own assessment-style tasks, then try to answer each other's questions.