HELSTON COMMUNITY COLLEGE

ASPIRATION • AMBITION • ACHIEVEMENT

Year 7 Checkpoint Assessments

Contents

Check Point Assessments – Year 7

There are two main Check Point assessments in the year:

- Spring Term
- Summer Term

These assessments check a student's knowledge, skills, and understanding of the key parts of the curriculum taught so far.
Results are shared with students, parents/carers, and teachers will use the information to help plan next steps and give feedback.
Marks are given for each part of the assessment and then converted into a percentage that will be shared.

When and Where Will Assessments Take Place?

Some subjects, like PE, have already assessed at the end of a unit.

All other assessments will happen in lesson time between 8 June and 24 June 2026.

Teachers will tell students the exact date for their subject, and this will also be shown on Class Charts.

How Assessment Helps You Learn

Assessments are not just about grades—they help you remember and understand better by:

- Review: Looking back at what you've learned to spot gaps.
- Recap: Summarising key points so ideas are clear.
- Recall: Actively retrieving information (like answering questions) makes your brain stronger.

This is called retrieval practice. Each time you recall information, your brain builds stronger connections. Over time, this moves knowledge from short-term memory into long-term memory, so you can use it confidently in the future.

Revision Techniques

1. Retrieval Practice

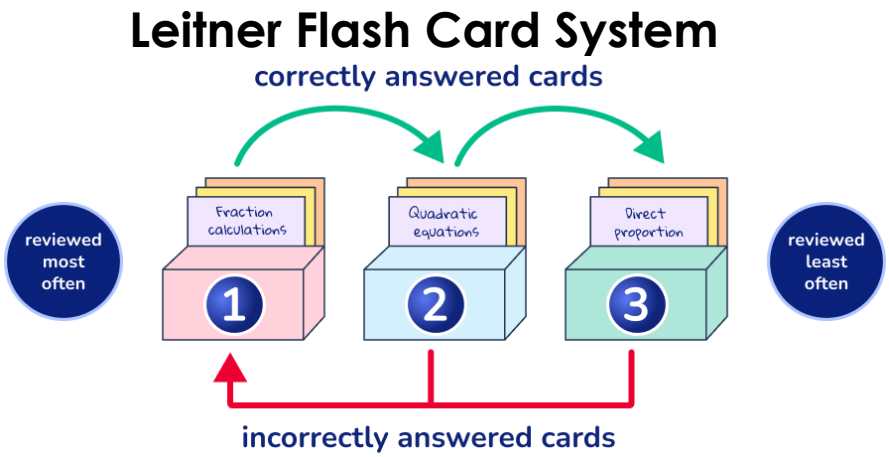
Retrieval practice means bringing information to mind without looking at your notes. This strengthens your memory and helps you remember more in the future.

✓ Try This:

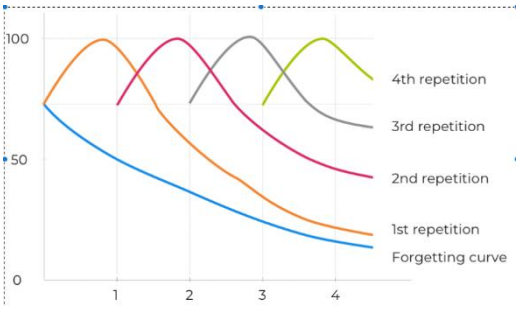
• Write **down everything you can remember** about a topic, then check your notes to see what you missed.

• **Use flashcards** to test yourself or get someone to quiz you - you can also use Carousel for this.

• Cover a **knowledge organiser** and try to recreate it from memory.



2. Spaced Practice



Spaced practice means spreading out your revision over time rather than cramming. It's much more effective to revise a topic several times with breaks in between.

✓ Try This:

• Revise for 20–30 minutes, then revisit the same topic 2–3 days later.

• Make a simple revision timetable showing when you will return to each topic.

3. Dual Coding

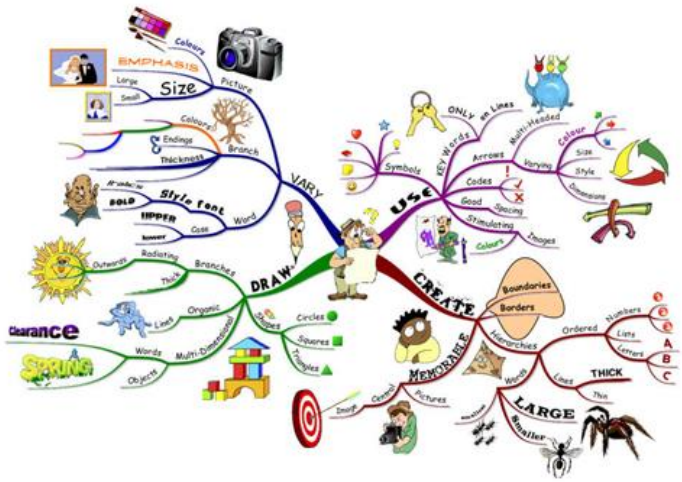
Dual coding is when you use both words and visuals to help you learn. This could be diagrams, timelines, flowcharts, or mind maps.

✓ Try This:

• Draw a diagram to represent a topic (e.g. a cycle or timeline).

• Use colours, symbols, or icons to help link ideas.

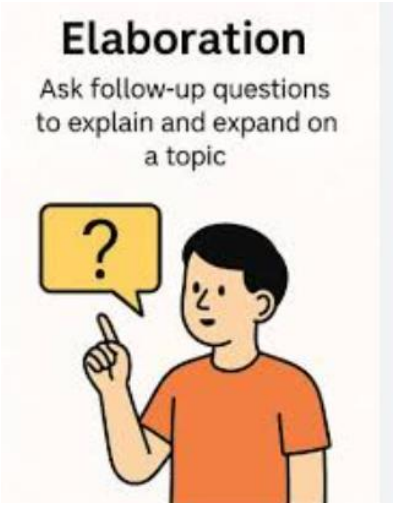
• Look at visuals in your knowledge organiser and add notes around them.



4. Elaboration

Elaboration means explaining and describing ideas in as much detail as possible, using your own words. It also includes making connections to other knowledge.

Parents and carers can support by asking you lots of questions to help you explain and describe.



✓ Try This:

• Ask yourself: 'Why is this important?' or 'How does this link to what I already know?'.

• Talk through topics with someone else.

• Write out explanations for key ideas and facts.

QR code to Showbie resources

The following pages describe how you will be assessed in each subject and the course content you need to revise. Further revision materials can be found in the Showbie Year 7 Assessment Folder and in your Showbie classes.

Use the QR code to access the Year 7 Showbie Revision Class:

Art: 7A.B, 7A.D (22/06/26) 7A.F, 7A.C, 7A.A (24/06/26) 7A.G, 7A.E (12/06/26)

Assessment Overview

Duration of Assessment	60 minutes
Total Marks	40 marks
What does the assessment look like?	The assessment is conducted in the lesson time and is a timed assessment taking one hour. The assessment contains practical and written elements, asking students to demonstrate their understanding and knowledge of the Day of the Dead Festival. Students will have to draw from observation and will have a design task, inspired by a Day of the Dead festival. Students will be provided with an example for inspiration.

Topics within the Assessment

Day of the Dead Project

When is the day of the dead celebrated?
The day of the dead festival is celebrated on November 2nd & 3rd.
Which country celebrates this festival? Mexico is where the day of the dead festival originates from, but is also now celebrated in Spain and Latin countries. The day of the dead festival is becoming increasingly popular across Europe.
What does it celebrate? It celebrates the lives of family members and friends who have died/passed away. It celebrates relationships, family, and the lives of loved ones lost.
What are the popular symbols of the festival?
Costumes, skulls, sugar skulls, flowers, marigolds, Ofrenda, music, carnivals.

Revision Resources

- Create flashcards of the main events / key words that we have studied from your sketchbook and work on Showbie.
- Use your flashcards to test yourself of the knowledge on the other side!
- Create mind-maps of key topics that we have studied from your sketchbook and Showbie.
- Use your mind-maps to test yourself – can you reproduce them from memory? Then check what information you forgot!
- Practice your observational drawing and use of tonal shading!

Make sure you have caught up on any lessons that you have missed this half term and ask your teacher if you need any help finding the lessons on Showbie.

Computing: 7Cp.q (09/06/26) 7Cp.p (10/06/26) 7Cp.m, 7Cp.r (15/06/26) 7Cp.k, 7Cp.n (18/06/26) 7Cp.l (19/06/26)

Topics within the Assessment

Programming essentials in Scratch – part I	
Introduction to programming and sequencing Sequence and variables Selection Operators Count-controlled iteration Problem-solving	• Compare how humans and computers understand instructions (understand and carry out) • Define a sequence as instructions performed in order, with each executed in turn • Modify a sequence • Predict the outcome of a simple sequence • Define a variable as a name that refers to data being stored by the computer • Make a sequence that includes a variable • Predict the outcome of a simple sequence that includes variables • Recognise that computers follow the control flow of input/process/output • Trace the values of variables within a sequence • Define a condition as an expression that will be evaluated as either true or false • Identify that selection uses conditions to control the flow of a sequence • Identify where selection statements can be used in a program • Modify a program to include selection • Create conditions that use comparison operators (>,<,=) • Create conditions that use logic operators (and/or/not) • Identify where selection statements can be used in a program that include comparison and logical operators • Define iteration as a group of instructions that are repeatedly executed • Describe the need for iteration • Detect and correct errors in a program (debugging) • Identify where count-controlled iteration can be used in a program • Implement count-controlled iteration in a program • Independently design and apply programming constructs to solve a problem (subroutine, selection, count-controlled iteration, operators, and variables)

Swift Playground Revision	

1. Key Vocabulary (Must Know)
 	
Command
A single instruction that tells the character what to do
Example: moveForward()
 	
Function
A named set of commands that can be reused
Example:
func turnAndMove() {
turnLeft()
	For Loop
	Repeats code a set number of times
	Example:
	for i in 1...3 {
	moveForward()
	}
	
	If Statement (Condition)
	Checks something and makes a decision
	Example:
	if isOnGem {

moveForward() }	collectGem() } True / False A condition is either true (yes) or false (no)
. Core Commands moveForward() → moves 1 step turnLeft() → turns left turnRight() → turns right collectGem() → collects a gem toggleSwitch() → switches something on/off ⚠ Common mistake: You MUST include brackets → moveForward() NOT moveForward	

◇ 3. Functions (Reusable Code)
 	
Used to avoid repeating the same code
 	
Correct structure:
func name() {
commands
}
 	
Example:
func collectAndTurn() {
collectGem()
turnRight()
}
	⚠ Common mistakes:
	
	Missing brackets ()
	Missing {}
	Forgetting the function name

◇ 4. Loops (Repetition)
 	
Used when you want something to happen multiple times
 	
Example:
for i in 1...3 {
moveForward()
}
 	
This means:
➡ move forward 3 times
	⚠ Common mistakes:
	
	Missing { }
	Code outside the loop when it should be inside
	Thinking everything repeats (only what is INSIDE the loop repeats)

◇ 5. Conditional Code (If Statements)
Used to make decisions
 	
Example:
if isOnGem {
collectGem()
}
 	
If / Else Example:
if isOnSwitch {
toggleSwitch()
} else {
	⚠ Key idea:
	Only the code INSIDE the if block depends on the condition
	Code AFTER runs anyway

turnLeft() }	

◇ 6. Code Flow (Very Important for Exam)
 	
Example:
if isOnGem {
collectGem()
}
moveForward()
	➞ moveForward() ALWAYS happens
	➞ It does NOT depend on the if statement

◇ 7. Debugging (Fixing Errors)
Common errors to look for:
 	
✗ Missing brackets
moveForward
✓ moveForward()
 	
✗ Missing curly brackets
for i in 1...3
✓ for i in 1...3 { }
	✗ Incorrect if/else structure
	if isOnGem {
	collectGem()
	else {
	✓ must close before else:
	if isOnGem {
	collectGem()
	} else {
	moveForward()
	}

◇ 8. Writing Code (Top Tips)
When writing code in the exam:
 	
Follow the steps in order
Use correct syntax (brackets + curly braces)
Use if / else for decisions
Use loops for repetition
	Example full answer:
	moveForward()
	if isOnSwitch {
	toggleSwitch()
	} else {
	turnLeft()
	}

Revision Resources

Knowledge Organisers:

Programming essentials in Scratch – part I and Swift Playground Coding Solutions

Google Classrooms for each class share all lesson material as well as links to the above resources.

Drama: 7Dr.G, 7Dr.E (08/06/26) 7Dr.B (10/06/26) 7Dr.C, 7Dr.D (16/06/26) 7Dr.F, 7Dr.A (18/06/26)

Assessment Overview

Duration of Assessment	60 minutes
Total Marks	100 marks (45 making, 45 performing, 10 responding/knowledge)
What does the assessment look like?	The assessment is conducted in the lesson time – students will rehearse for 30 minutes; this is where the 'making' part is assessed. Then students will perform to the class in their groups and complete a written evaluation- this will take the remaining 30 minutes as each practical piece is no longer than 2/3 minutes. The students will demonstrate their understanding of characterisation and performance skills, performance conventions and stage craft in a practical way and reflect on these skills in their evaluative writing. Students are also assessed on their knowledge and use of performance vocabulary and terminology.

Topics Within the Assessment

Characterisation

Vocal Skills:

- Pitch and Tone
- Projection and volume
- Accent and emphasis

Physical Skills:

- Body language and eye contact
- Facial expressions
- Gesture, movement and posture
- Sustaining characterisation

Stage Craft and Stage Directions:

Downstage
Upstage
Stage Right
Stage Left
Centre Stage

Stage Directions

Audience and Spatial Awareness

Dramatic Conventions and Techniques:

Conscience Alley
Split Stage
Mime
Still Image
Narration
Thought Track
Role Play

Soundscape- Physical Theatre- Audience Involvement- Exaggeration

Revision Resources

✓ Look at the stimuli you have been given and the planning notes you have made for your performance piece in your booklets/ Showbie
✓ Rehearse your script and practise the stage directions and movements of your character- you can do this at home.
✓ Look back at the work you have created on Showbie and become familiar with the performance terminology for the written evaluation and knowledge of the key skills and elements needed for the style and genre of theatre.

English: 7E.E (09/06/26) 7E.B, 7E.D (10/06/26) 7E.F, 7E.C, 7E.G (11/06/26) 7E.A (12/06/26)

Assessment Overview

Duration of Assessment	60 minutes
Total Marks	50 marks
What does the assessment look like?	The assessment will be conducted during an English lesson. The assessment consists of three sections including a multiple choice section, a short answer/response section and final extended answer. It assesses students understanding of key terms, inference skills and extract analysis. The assessment makes reference to the two texts we have studied to date.

Topics within the Assessment

Key Terms/Language devices

10 Key Terms

1. **Character** – a person in a novel, play or film
2. **Technique** – devices used by a writer
3. **Quotation** – words taken directly from a text
4. **Inference** – a logical idea based on evidence
5. **Connotation** – an idea or feeling linked to a word; going beyond it literal meaning
6. **Synonyms** - a word or phrase that has the same or nearly the same meaning as another word or phrase in the same language.
7. **Evaluate** - to judge or calculate the quality, importance, amount, or value of something.
8. **Hamartia** - a character fault or a mistake that causes someone to fail or be destroyed.
9. **Origins** - used to describe the particular way in which something started to exist or someone started their life.
10. **Concept** - a principle or idea.

Language Devices

Simile – a comparison using like or as

Onomatopoeia – words which sound like themselves

Metaphor - a comparison saying one thing IS another

Personification – giving an object or thing human characteristics

Alliteration - a sentence in which several words begin with the same sound

Repetition – Saying a word, idea or phrase more than once.

Origins of the English Language

Key themes

Allegorical - relating to a story, play or picture in which the characters and events represent moral, religious, or political qualities or ideas.

Allusion – saying something IS something else – where something represents something else.

Moral –the message that you understand from a story or picture about how you should or should not behave.

Myth - an ancient story or set of stories, especially explaining the early history of a group of people or about natural events and facts.

Persuasive devices - strategies employed in writing and speaking to influence the audience's thoughts, feelings, or actions.

Context

Victorian - from or relating to the period of British history during the rule of Queen Victoria (1837-1901). Victorian ideas, beliefs, etc. are ones considered to be typical of the time when Queen Victoria was queen, such as a belief in strict moral and religious rules and in the importance of family life.

Old and middle English - Old English (circa 450-1150) and Middle English (circa 1150-1500) are two significant periods in the history of the English language, marked by distinct linguistic features and historical contexts.

Writing structure:

What or Statement/point – What is the answer to the question? Be clear

How or Evidence & Explain – How does the writer present this? What evidence do you have? How can you explain that evidence? How does the writer use specific key words?

Why or Zoom out – Why does the writer do this? What are their intentions?

Revision Resources

- Your English book/Showbie notes – review any key words or ideas
- Practice creating a character mind map for Scrooge
- Practice making inferences – you could use previous texts or use your current reading book
- Ensure you understand how to write in full sentences and use evidence to back up your ideas

Food: 7Ty.EFG1 (10/06/26 & 17/06/26), 7Ty.AB1 (09/06/26 & 16/06/26), 7Ty.EFG2 (10/06/26 & 18/06/26), 7Ty.CD1 (11/06/26 & 18/06/26), 7Ty.CD2 (11/06/26 & 16/06/26)

Assessment Overview	
Duration of Assessment	15-minute Socrative Assessment
Total Marks	40 marks
What does the assessment look like?	15-minute multiple choice Socrative quiz at the start or end of a food lesson. The questions will ask you about what you have learned in Year 7 so far. (40 marks)

Topics within the Assessment

40 Question Socrative Quiz Topics

- Food Hygiene and Safety – what are the rules we must follow about how to keep ourselves and our food safe?
- Personal Hygiene, cross contamination, washing up.
- Kinfe skills – bridge and hold grip.
- Cooker safety – how to be safe using the grill.
- Food Science – enzymic browning, rubbing in, reduction sauce, gelatinisation.
- Nutrition – the Eatwell Guide.
- Food Provenance – where does our food come from and how is it produced.
- Food Choice – why do we eat what we eat.

Revision Resources

- ✓ Look back over your digital workbook and lesson power points.
- ✓ Teach someone at home about how to use the grill safely.
- ✓ Practice cutting vegetables at home using the bridge and claw technique.
- ✓ Make a reduction sauce at home using the recipe on Showbie.
- ✓ Have a look at an egg and egg box at home – look at the marking on the egg.
- ✓ Wash up at home instead of loading the dishwasher.

Geography: 7G.C, 7G.D (08/06/26) 7G.F, 7G.G (09/06/26) 7G.B (11/06/26) 7G.A (15/06/26) 7G.E (17/06/26)

Assessment Overview	
Duration of Assessment	60 minutes
Total Marks	50 marks
What does the assessment look like?	The assessment is conducted in one lesson and is timed to take 60 minutes. The assessment contains a range of questions to assess student's ability to identify key geographical processes, describe patterns and reasons for differences in data, interpreting photographs and explaining links between different elements of the subject we have studied so far this year. Students will need to have their calculator, a sharp pencil and a ruler for this assessment.

Topics within the Assessment

1. Development

Know:

- What *development* means
- Indicators of development:
  - **HDI** (health, education, income)
  - Life expectancy
  - Literacy rates
  - GDP/GNI per capita
- Definition of aid
- Types of aid (short-term, long-term, charity, bilateral, multilateral)

2. Africa

Know:

- How many countries are in Africa
- Africa is **diverse** (cultures, climates, landscapes)
- What is Africa's population like (age, growth)
- Definition of colonialism
- The impacts colonialism has had within Africa
- Describe the East African Rift and why Africa is "splitting apart"
- Definition of an ecosystem
- Biotic (living) and abiotic (non-living) components

3. Plate Tectonics

Know:

- Structure of the Earth (crust, mantle, core)
- Definition of a plate boundary
- Types of plate boundaries:
  - Constructive
  - Destructive
  - Collision

- Conservative
- Explain how to reduce earthquake impacts (buildings, planning, education)
- Why people live in hazard zones
- Definition of a glacier
- How glaciers form and move
- Basic glacial processes (freeze thaw, abrasion)
- Who the Sherpa are
- Why tourism is important in the Himalayas

4. Physical processes (coastal)

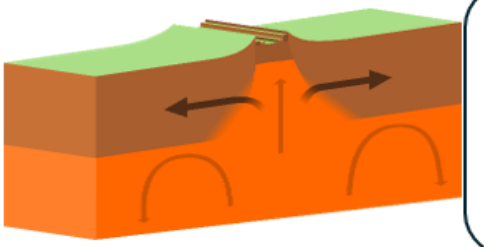
Know:

- Abrasion is when waves throw sand, pebbles and small rocks against the cliffs, wearing them away like sandpaper.
- Attrition happens when rocks and pebbles in the water crash into each other, breaking into smaller, smoother pieces over time.
- Corrasion is another word for abrasion. It describes how waves hurl rock fragments at the cliff face, chipping bits away and causing erosion.
- Hydraulic action is when waves hit the cliff and force water and air into cracks. The pressure makes the cracks bigger, gradually breaking the rock apart.
- Solution is when certain types of rock—like chalk or limestone—slowly dissolve in seawater because of its chemical properties.
- Biological and freeze-thaw weathering can weaken rock.

Human Development Index (HDI) measures the health, education and income of people in a country. For this reason, it is the most reliable measure of development we have.

How do HICs and LICs differ?

Countries that are considered High Income Countries (HICs) often have good quality education, quality healthcare and are safe for men and women. Access to clean water, sanitation (flushing toilets) and healthcare like vaccinations are often lacking in Low Income Countries (LIC) reducing people's quality of life.

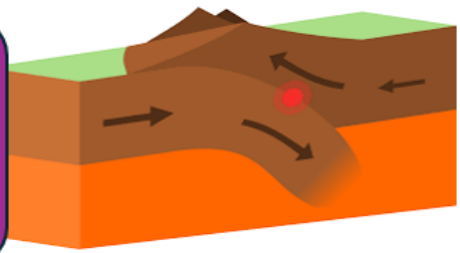


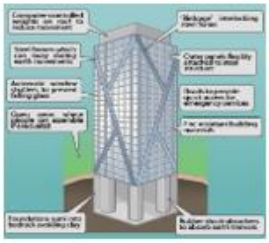
Why is Africa's Rift Valley forming?

Heat rising in the mantle (convection currents) are pushing the plates underneath East Africa apart. This 'Rifting' is creating a constructive plate margin that will eventually create a new Island off the East coast of Africa with a new ocean separating the two landmasses.

What are collision plate boundaries?

When tectonic plates that are similar collide the land often crumples or folds upwards. This 'crashed land' is forced upwards forming fold mountains like the Himalayas. These are the biggest mountains in the world and seriously dangerous earthquakes can occur here.





How can the impact of earthquakes be reduced?

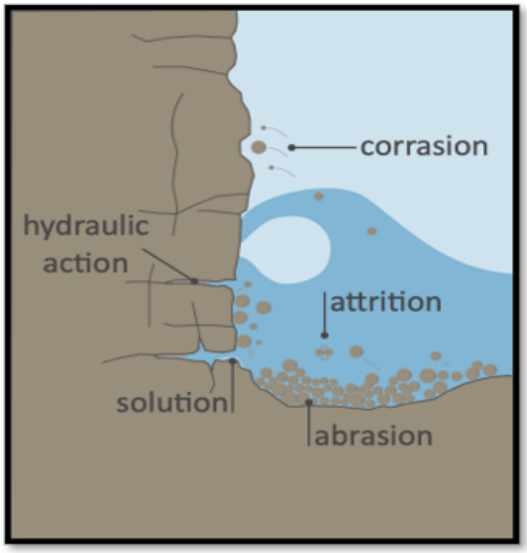
Earthquake proof buildings, emergency plans and training, planned evacuation routes and open spaces around tall buildings are all ways risk can be reduced.

How has tourism affected Sherpas?

Sherpas are a group of people from Nepal. Some earn good money by guiding & carrying wealthy tourist climbers' equipment up the world's highest mountains in the Himalayas. This job is often dangerous, but the income can help Sherpas support their families.

What is colonialism?

Colonialism is when a powerful country takes control of another place, often far away, and rules over it. The powerful country usually takes land and natural resources, forcing new rules on the people who live there. European countries like the UK controlled many places in Africa. They did build railways, ports and introduce laws but they often took a lot too. Overall, many people believe the impact of colonialism has had a negative impact on the colonised countries.



How does the sea erode rock?

Abrasion is when waves throw sand, pebbles and small rocks against the cliffs, wearing them away like sandpaper.

Attrition happens when rocks and pebbles in the water crash into each other, breaking into smaller, smoother pieces over time.

Corrasion is another word for abrasion. It describes how waves hurl rock fragments at the cliff face, chipping bits away and causing erosion.

Hydraulic action is when waves hit the cliff and force water and air into cracks. The pressure makes the cracks bigger, gradually breaking the rock apart.

Solution is when certain types of rock—like chalk or limestone—slowly dissolve in seawater because of its chemical properties.

History: 7H.B & 7H.D (08/06/26) 7H.C (10/06/26) 7H.A, 7H.G, 7H.E (11/06/26) 7H.F (12/06/26),

Assessment Overview

Duration of Assessment	45 minutes
Total Marks	34 marks
What does the assessment look like?	This assessment will take place in one lesson and will be 45 minutes. The assessment contains a range of questions including to assess their knowledge and understanding of the Early Modern period 1500. Students will be tested on their key knowledge, source analysis, extended writing and be assessed on spelling, punctuation and grammar. This assessment is designed so all students are able to showcase their understanding and knowledge of the Spring term Connect Curriculum.

Topics Within the Assessment

The Early Modern Period starts in c.1500 and ends in c.1700

Key People	Key Dates
Henry VIII – King from 1509 - 1547 **Catherine of Aragon** – Married to Henry VIII, but this marriage was **annulled** (ended) in 1533 **Elizabeth I** – Queen of England when Spain tried to attack. She never married even though women at the time were expected to **Martin Luther** – A German Priest who pointed out mistakes in the Catholic Church and helped start a new denomination of Christianity called Protestantism **James I** (James III of Scotland) – The first **monarch** to rule both England and Scotland. He became king of England in 1603 **Charles I** – The king who fell out with Parliament leading to a **civil war** in England **Oliver Cromwell** – Leader of the Parliamentarians in the civil war. Ruled England as Lord Protector **Charles II** – Charles I's son who escaped to safety during the civil war and returned to be King of England from 1660	1517 – Martin Luther writes his 95 theses 1534 – The Reformation. Henry VIII declares himself head of the church and changes the religion in England from Catholic to Protestant 1588 – The Spanish Armada 1642 – The start of the English Civil War 1660 – The restoration of the monarchy 
Key Terms	Key Facts
Armada – a fleet (group) of warships used for invasion **Annulled** – ended. Like a divorce **Continuity** – things staying the same over a period of time	• The Reformation caused massive changes in England, such as the dissolution of the monasteries. • This was when Henry VIII sent inspectors to investigate corruption

Monarch – King or queen **Puritan** – An extreme Protestant with very strict morals and rules to follow **Reformation** – The change away from Catholic to Protestant as the form of Christianity **Restoration** – Bringing back the royal family. This happened with Charles II in 1660 **Significance** – importance **Theses** – academic writings or arguments. For Martin Luther, this was his list of 95 criticisms of the Catholic Church	and bad behaviour in the religious building where monks lived • The Spanish Armada was an attempt to invade England. England was able to defend against the Spanish attack • The English Civil War was between Royalists (those of supported the King) and Parliamentarians (those who supported Parliament) • The nickname for Royalists was Cavaliers • The nickname for Parliamentarians was Roundheads	

Maths: 7M.k, 7M.l, 7M.m, 7M.n, 7M.p, 7M.q, 7M.r (09/06/26)

Assessment Overview	
Duration of Assessment	60 minutes
Total Marks	50 marks
What does the assessment look like?	The assessment is conducted in the lesson time and is a timed assessment taking one hour. The assessment contains questions on the topics you have studied this academic year: • Equality and Equivalence • Algebraic Notation • Place Value and Ordering • Fractions, Decimals and Percentages • Addition and Subtraction • Multiplication and Division • Fractions & Percentages of Amounts • Directed Number (Negative Numbers) • Addition and Subtraction of Fractions You should attempt all the questions, following the instructions given in each question. You may use a calculator for this assessment.

Topics Within the Assessment	
Equality and Equivalence Understand and use fact families, numerically and algebraically Solve one-step linear equations using inverse operations Understand the meaning of like and unlike terms Simplify algebraic expressions by collecting like terms, using the ≡ symbol	Sparx codes M707 M795 M531
Algebraic Notation Given a numerical input, find the output of a single function machine Use inverse operations to find the input given the output Use diagrams and letters to generalise number operations Use diagrams and letters with single function machines Find the function machine given a simple expression Substitute values into single operation expressions Find numerical inputs and outputs for a series of two function machines Use diagrams and letters with a series of two function machines Find the function machines given a two-step expression Substitute values into two-step expressions Generate sequences given an algebraic rule Represent one-step and two-step functions graphically	Sparx codes M175 M428 M813 M830 M417 M327 M166
Place Value and Ordering Recognise the place value of any number in an integer up to one billion; understand and write integers up to one billion in words and figures Work out intervals & position integers on a number line Round integers to the nearest power of ten Compare two numbers using =, ≠, <, >, ≤, ≥	Sparx codes M704 M763 M522 M111

Order a list of integers	M431
Find the range of a set of numbers	M994
Find the median of a set of numbers	M131
Understand place value for decimals	M328
Position decimals on a number line	M934
Compare and order any number up to one billion	
Round a number to 1 significant figure	
Fractions, Decimals and Percentages	
Represent tenths and hundredths as diagrams & on number lines	Sparx codes
Interchange between fractional and decimal number lines	M158
Convert between fractions and decimals – tenths, hundredths, fifths & quarters	M939
Understand the meaning of percentage using a hundred square	M958
Convert fluently between simple fractions, decimals and percentages	M264
Use and interpret pie charts	M410
Represent any fraction as a diagram & on a number line	M671
Identify and use simple equivalent fractions	M165
Understand fractions as division	
Convert fluently between fractions, decimals and percentages	
Addition and Subtraction	
Properties of addition and subtraction	Sparx codes
Mental strategies for addition and subtraction	M928
Use formal methods for addition of integers & decimals	M429
Use formal methods for subtraction of integers & decimals	M347
Choose the most appropriate method: mental strategies, formal written or calculator	M152
	M635
Solve problems in the context of perimeter	M690
Solve financial maths problems	M963
Solve problems involving tables and timetables	M901
Solve problems with frequency trees	M460
Solve problems with bar charts and line charts	M738
Multiplication and Division	Sparx codes
Properties of multiplication and division	M113
Understand and use factors & multiples	M911
Multiply and divide integers and decimals by powers of 10	M187
Convert metric units	M803
Use formal methods to multiply integers & decimals	M462
Use formal methods to divide integers & decimals	M873
Understand and use order of operations	M262
Solve problems using the area of rectangles and parallelograms	M491
Solve problems using the area of triangles	M521
Solve problems using the mean	M390
	M291
	M610
	M940

Fractions & Percentages of Amounts	Sparx codes
Find a fraction of a given amount	M695
Use a given fraction to find the whole and/or other fractions	M684
Find a percentage of a given amount using mental methods	M437
Find a percentage of a given amount using a calculator	M905

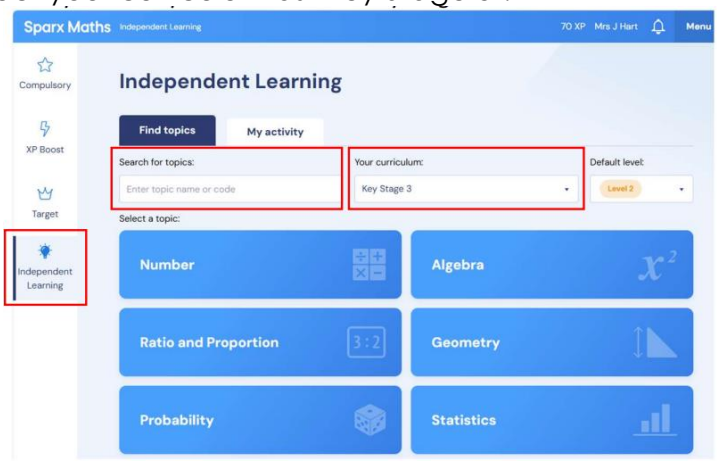
Directed Number (Negative Numbers)	
Understand and use representations of directed numbers	Sparx codes
Order directed numbers using lines and appropriate symbols	M527
Perform calculations that cross zero	M106
Add & subtract directed numbers	M288
Multiply & divide directed numbers	M634
Use a calculator for directed number calculations	M647
Evaluate algebraic expressions with directed number	M855
Solve two-step equations	M521
Use order of operations with directed numbers	M135
Roots of positive numbers	

Addition and Subtraction of Fractions	Sparx codes
Understand representations of fractions	M158
Convert between mixed numbers and fractions	M939
Add and subtract fractions with the same denominator	M410
Add and subtract fractions from integers expressing the answer as a single fraction	M671
Understand and use equivalent fractions	M335
Add and subtract fractions with any denominators	M835
Add and subtract improper fractions and mixed numbers	M601
Use fractions in algebraic contexts	M931
Use equivalence to add and subtract decimals and fractions	M958

Revision Resources

✓Use the Sparx codes listed above to revise the topics you have studied in maths this year

- Go to www.sparxmaths.com and log in using the username and password you created in class with your teacher.
- Click on the 'Independent Learning' tab on the panel on the left of the screen.
- Make sure you select your curriculum as 'Key Stage 3'.



- You can enter topic codes (e.g. M241) or key words into the topic search bar; Sparx topic code numbers are listed above for all the units of work which are included in the assessment.

- Each topic has practice questions; the questions are split into 'introduce', 'strengthen' and 'deepen'. You should work your way through each of the sections. A video is attached to every question to help explain the skill required if needed.
- You can adjust the difficulty of the questions, as necessary. There are 4 levels to choose from with level 1 being the easiest and level 4 being the hardest.

✓ You can also look back at the lesson resources your teacher uploaded to Showbie for these topics, any tasks you have completed in Showbie for these lessons and any additional notes you have added, either in Showbie or in your exercise book. Work through the examples, the 'you do' tasks and the purposeful practice questions again, to help you to remember the topics.

✓ Use the knowledge organisers in the Year 7 Assessment Revision Showbie classroom to review each of the topics.

Music: 7Mu.A, 7Mu.D (09/06/26), 7Mu.C (10/06/26), 7Mu.B (12/06/26), 7Mu.G, 7Mu.E (15/06/26), 7Mu.F (17/06/26)

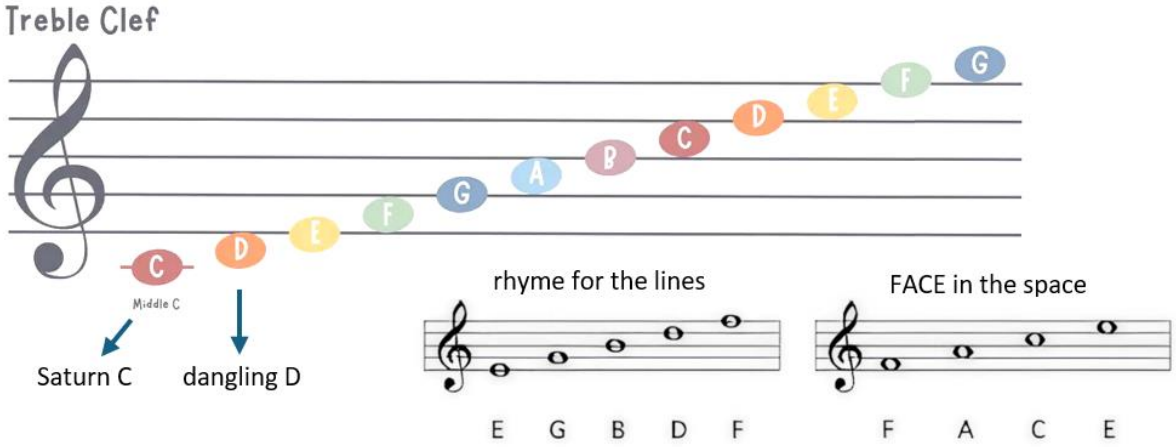
Assessment Overview	
Duration of Assessment	60 minutes
Total Marks	50 marks
What does the assessment look like?	Students will complete two assessments designed to measure both their practical skills and musical understanding. **Practical Assessment (40%)** Students will perform a piece based on their current topic of study. This assessment will focus on their ability to play with: · Accuracy (correct notes and rhythms) · Fluency (smooth and confident performance) · Technical control (good technique and sound quality) **Knowledge-Based Assessment (60%)** Students will complete a multiple-choice assessment covering key learning from across the year. This will include: · Understanding of musical terminology · Identifying notes in the treble clef · Identifying note durations · Aural identify of musical instruments This assessment ensures students can both perform and understand music, supporting their overall progress in the subject.

Topics within the Knowledge-Based Assessment (60%)

Understanding Musical Terminology: A Revision Glossary

Bar – A section of music containing a set number of beats.
Barline – A vertical line that divides music into bars.
Call and Response – A musical pattern where one phrase is answered by another.
Conductor – A person who directs and controls a musical performance.
Conjunct (stepwise) – Melody that moves by small steps between notes.
Disjunct (leap) – Melody that moves by large jumps between notes.
Duration – The length of time a note or rest is held.
Melody – A sequence of notes that make a tune.
Musical Phrase – A small section of melody, like a musical sentence.
Octave – The distance between two notes with the same name, higher or lower i.e. notes of the C major scale = C D E F G A B C
Orchestra – A large group of musicians playing different instruments, in four families, together.
Pitch – How high or low a sound is.
Polyrhythm – Two or more different rhythms played at the same time.
Rhythm – The pattern of sounds and silences in music.
Scale – A set of notes in order, going up or down in pitch.
Time Signature – A symbol that shows how many beats are in each bar.

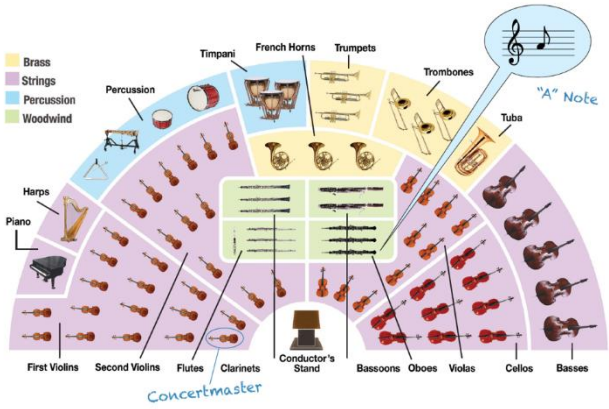
Identifying notes of the Treble Clef:



Identifying note durations:

Note Name	Draw the Symbol	What word does it sound like?	How many beats is it worth?
Crotchet		Tea	1 beat
Pair of Quavers		Cof-fee	½ + ½ = 1 beat
Group of Semiquavers		Co-ca-Co-la	¼ + ¼ + ¼ + ¼ = 1 beat
Dotted Quaver & a Semiquaver		Co -- la	¾ + ¼ = 1 beat
Crotchet Rest		shh	=1 beat silence
Minim		soup	2 beats

Instruments of the Orchestra:



Revision Resources

1. MusicTheory.net A student-friendly website offering lessons and interactive exercises on reading treble clef notation, note names, note durations, rhythms and more.

2. BBC Bitesize – Music (KS3) Offers accessible explanations, videos, and quizzes on music notation, performance skills, musical elements and instruments of the orchestra.

PE: there is no fixed date, students are continuously assessed in their lessons.

Assessment Overview	
Duration of Assessment	Summer Term
Total Marks	100 marks
What does the assessment look like?	Assessment in PE is a continuous process carried out in all PE lessons. Students have access to the assessment criteria for Term 3 key concept 'Self-management and responsibility' on Showbie. These concepts are taught through a variety of physical activities from the topic areas listed below. Students carry out two self-assessment checkpoints throughout the term alongside their PE teacher's two assessment check point. Students also complete a Socrative quiz where they answer questions based on self-management and responsibility and receive a score out of 10. The assessment sheet (see below) is then shared on the student's Showbie portfolio where parents and carers can view the criteria met by the student and what the next steps are, suggested by their PE teacher.
Topics within the Assessment	
Athletics **Striking and fielding**	

Year 7 PE Term 3

Key Concept: Self-Management and Responsibility

Assessment Criteria	Self-assessment		Teacher assessment		
	Check point 1 (tick 1 box)	Check point 2 (tick 1 box)	1	2	Next steps:
Mastering Seeks opportunities to lead learning episodes					
Advancing Displays a high level of desire to achieve and actively seek feedback to improve					
Secure Demonstrate a very positive attitude in all aspects of learning					
Developing Respects the learning environment including equipment and others					
Emerging Consistently brings PE kit to all lessons and show a positive attitude to learning					

Criteria	Score
Mastering	79-100
Advancing	57-78
Secure	34-56
Developing	12-33
Emerging	0-11

SOCRATIVE RESULTS:	

RE: 7Re.B (09/06/26) 7Re.D (10/06/26) 7Re.F (11/06/26) 7Re.C, 7Re.A (15/06/26) 7Re.E (16/06/26) 7Re.G (17/06/26)

Assessment Overview

Duration of Assessment	60 minutes
Total Marks	45 marks
What does the assessment look like?	Mixture of multiple choice, match up tasks, shorter answer questions, and one longer extended piece of writing evaluation question.

Topics within the Assessment

Buddhism

Students have studied a unit of work from the Cornwall Agreed Syllabus called, "*The Buddha: how and why do his experiences and teachings have meaning for people today?*".

This unit looks at the skills of:

- **Making sense of belief:** this explores the key beliefs of Buddhism, such as Karma, Samsara, the four noble truths, the 8-fold path and the 5 precepts.
- **Making connections:** this gives students the opportunity to evaluate and reflect on beliefs and practices and possible connections between their own life and understanding the world around them. For example, understanding how the 8-fold path can help people deal with anger issues through meditation, or being compassionate leads to people giving to Charity.
- **Understanding the impact:** this explores how people put their beliefs into action within their everyday lives. For example, how being ethical might lead to people looking after the environment, such as recycling. People not focusing on material items and how people are important.

This asessment will assess the skills of:

- **Knowledge recall** – *through multiple choice questions*
- **Showing an understanding of key concepts** – *through matching key concepts and definitions*
- **Evaluation –** *through writing an essay about Buddhist teachings and the impact they could have on people today*

Students will need to revise the following:

- *The life of Siddhartha (The Buddha)The cycle of Samsara*
- *The three signs of being*
- *The four noble truths*
- *The eightfold path*
- *The five precepts*
- *The Sangha*

Revision Resources

To help students revise they can use:

For General Buddhism

- The knowledge Organiser – See below
- https://www.bbc.co.uk/bitesize/articles/zmcsmfr
- https://www.bbc.co.uk/bitesize/articles/zrrn2sg
- https://www.bbc.co.uk/bitesize/articles/zdbvjhv

For Specific areas:

- The life of the Buddha: https://www.bbc.co.uk/bitesize/guides/zr3sv9q/revision/1
- The Four Noble Truths: https://www.bbc.co.uk/bitesize/guides/zr3sv9q/revision/2
- The Eightfold Path: https://www.bbc.co.uk/bitesize/guides/zr3sv9q/revision/3
- Karma and rebirth: https://www.bbc.co.uk/bitesize/guides/zr3sv9q/revision/4
- The Five precepts: https://www.bbc.co.uk/bitesize/guides/zf8g4qt/revision/9

Science: 7Sc.q, 7Sc.p (08/06/26) 7Sc.l, 7Sc.r (09/06/26) 7Sc.m (10/06/26) 7Sc.k, 7Sc.n (12/06/26)

Assessment Overview

Duration of Assessment	45 minutes
Total Marks	40 marks
What does the assessment look like?	The assessment is a combination of knowledge recall through short answer questions, 15 questions using Socrative. The next section has a range of question types, ranging from 1 mark to 4 marks, including longer answer explain and describe questions.

Units of work studied in the first half of Year 7 Science

Chemistry (C2) - Reactions

Acids and Alkalis
Neutralisation
Naming the salts
Making salts practical
Conservation of mass

Physics (P2) – Sound and Light

Waves
Reflection
Dispersion of Light
Light Rays

Revision Resources

All revision resources can be accessed through individual Showbie classes as directed by their teachers, or the TPAT year 7 Showbie. Below is a series of links to relevant short explanatory videos or to the relevant section of BBC Bitesize.

Topic	Sub-topic	YouTube	BBC bitesize
7C2 Reactions	Acids and Alkalis	Acids, Alkalis and the pH scale	What is the pH scale and what does it measure? - BBC Bitesize
	Neutralisation	Neutralisation	What is a neutralisation reaction? - BBC Bitesize
	Naming the salts		
	Making salts practical	Making Salts	How to make copper sulfate crystals - Acids, alkalis and salts - AQA - GCSE Combined Science Revision - AQA Trilogy - BBC Bitesize
	Conservation of mass	Conservation of Mass	Conservation of mass - BBC Bitesize

Topic	Sub-topic	YouTube	BBC bitesize
7P2 Sound and light	Waves	Waves	Features of waves links to energy transfer guide for KS3 physics students - BBC Bitesize
	Reflection	Reflection	Reflection guide for KS3 physics students - BBC Bitesize
	Dispersion of light	Colour	Visible light and additive mixing of light guide for KS3 physics students - BBC Bitesize
	Light rays	Ray diagrams | Waves | Physics | FuseSchool	Ray diagrams and transmission of light guide for KS3 physics students - BBC Bitesize

Spanish: 7Sp.F (12/06/26) 7Sp.C, 7Sp.A (16/06/26) 7Sp.B, 7Sp.G (18/06/26) 7Sp.E (19/06/26) 7Sp.D (24/06/26)

Assessment Overview	
Duration of Assessment	60 minutes
Total Marks	75 marks
What does the assessment look like?	This assessment will take one lesson focussing on Listening, Reading, Translation and Writing. This will cover the topics students have learnt in class.

Topics within the Assessment

- Greetings and saying how you are
- Age
- Where I live
- Pets
- Opinions

Revision Resources

- Sentence Builders: Revise your vocabulary- make mind maps on each topic, you can Dual code to help you remember!
- Create Flashcards- Write keywords or sentences on one side of a card in Spanish and then write the English on the other.
- Complete assignments set on Language Gym- http://uk.language-gym.com

Technology: 7Ty.AB2, 7Ty.AB3 (09/06/26) 7Ty.EFG4, 7Ty.EFG3 (10/06/26) 7Ty.CD3 (11/06/26)

Assessment Overview	
What does the assessment look like?	The assessment will be made up of a range of multiple choice, True/ False answer questions where each question is worth 1 mark. A broad coverage of topics covered during the projects covered so far.

Topics within the Assessment

Topics of Study (workshop):

- Manufacturing Processes;
- Materials Properties & Characteristics;
- Design Cycle;
- Tools & Equipment
- Presentation Techniques

Revision Resources

Resources

Link to Knowledge Organisers associated with course content & each project topic, delivered throughout KS3: KS3 Knowledge Organisers

- These have also been shared via Showbie.

Pupils will also have access to the KS3 D&T SENECA platform.

Other useful resources include:

Seneca – Up to GCSE only	BBC Bitesize	D&T/ Engineering Student
https://app.senecalearning.com/	GCSE Design and Technology - AQA - BBC Bitesize	The Design and Technology Site - ENGINEERING