The Sutton Academy

YEAR 7 TRACKING 3 ASSESSMENT

Week Commencing 8th June 2026

Student Name:_____ Form Tutor _____

SUPPORTING STUDENT SUCCESS

Information, advice and guidance for students, parents and cares to support success in tracking assessments.

A Message from your Achievement Leader

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Dear Year 7 Student,

As we approach the end of a busy and exciting school year. It's hard to believe how quickly time has passed, and now, as we look ahead, it's time to talk about something very important: **your end-of-year assessments.**

You might be feeling a little nervous or unsure about what's to come, but I want to take a moment to remind you of just how valuable these assessments are—not just for your grades, but for your personal growth and learning. Here are a few reasons why they matter:

1. A Chance to Reflect on Your Progress. End-of-year assessments give you an opportunity to look back at how much you've learned over the year. It's a time to see how much you've improved and what you've achieved. The skills and knowledge you've built throughout the year are all coming together in these final assessments.
2. Building Confidence for the Future. While assessments can feel a little stressful, they also help build confidence in your abilities. By preparing for and doing your best in these exams, you gain a sense of accomplishment and the confidence to tackle bigger challenges in the future, whether it's in Year 9 or beyond.
3. A Valuable Learning Experience. Remember, it's not just about the final grade—it's about the process. The way you prepare, the study techniques you use, and how you manage your time are all skills that will help you in future learning. If you approach this with the mindset that it's an opportunity to improve and learn, it will help you in the long run
4. They Help Us Understand How We Can Support You. End-of-year assessments are also a way for us as teachers to see how well we've taught you throughout the year. If there are areas where you or the class as a whole need more support, we can work together to address those and help you do even better next time.

Whether you're aiming to improve in a specific subject, work on your study habits, or learn how to manage your time better, the results from these assessments can guide you in making those goals a reality.

I encourage you to approach this time with a positive mindset, stay organized, and remember that you are capable of achieving great things. Don't hesitate to ask for help if you need it, and most importantly, believe in yourself. This is an important step in your journey, and I am confident you will rise to the challenge.

Miss Ayrton
Achievement Leader – Year 7

Planning Your Revision

Key points:

- Performing well in assessments requires time out of school preparing.
- Your outcome will depend on how well you use this time.
- Revision plans vary from student to student but should be well structured.

It's never too soon to make a plan and start revising!

The main reason to begin revision early to avoid cramming just before the assessment which can cause stress and affect performance. By completing small amounts of revision regular and often, you will have revised all of the topics you need.

- Ensure you know when all your tracking 1 assessments are.
- Write the dates on the assessment timetable in this booklet
- Make sure you know what you need to revise – revision lists are included in this booklet.
- Topics don't always need to be revised in the exact same order they were taught
- Starting revision with topics you find easier will help boost confidence, but starting with topics you struggle with will have more impact.
- Make sure you have a balance between revision and social time
- Be flexible if something special comes along such as family celebrations
- Don't plan a revision timetable which is unrealistic.

Step 1	Use the timetable template in this booklet.
Step 2	Make a list of all your subjects.
Step 3	Add in any non-school commitments for the week such as leisure activities, going out, seeing friends, time to relax, etc.
Step 4	Enter in when to revise each subject for the week, keeping in mind the following: • balance of revision time between subjects • space out the revision for each subject • vary the subjects revised on each day.
Step 5	Keep this timetable to you can tick off when you have completed each subject.

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Effective Revision:

How to Avoid the trap of 'Busy Work':

Busy work is when you spent time completing activities that may feel easy to do in the moment, but have little value to your revision. This could include things like making posters or highlighting information!

- Effective revision strategies involve active processing.
- A proven strategy is creating flashcards.
- Create flashcards from reliable sources such as knowledge organisers.
- Once you have made flash cards, test yourself on them.
- Pull out any flash cards that you are unsure of.
- Keep testing yourself on these flash cards until you are confident.

The most effective way to test yourself on your flashcards is to use a friend. In Year 8 you are all sitting the same assessments to require the same knowledge.

If you are revising alone, you can use mini whiteboards and the following strategy:

Read → Cover → Write → Check → Repeat

Research suggests that it takes on average between 3-5 repetitions to transfer knowledge into your long term memory.

Assessment Expectations

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Expectations before the assessment:

- ✓ Remain in silence once you have entered the classroom
- ✓ Check you've got all of your equipment out on the desk ready
- ✓ Fill in your name on the front your paper and wait for instructions from your teacher.

Expectations whilst you complete the assessment:

- ✓ Assessments are a great opportunity to demonstrate at least a good ATL.
- ✓ Your teacher will be circulating the classroom every 15 minutes to monitor your progress.
- ✓ Remain in silence at all times.
- ✓ If you need anything during the assessment raise your hand – do not shout out.
- ✓ No non-verbal communication
- ✓ Answer every question to the best of your ability
- ✓ No heads on desks
- ✓ No graffitiing/drawing on your assessments

If you think you have finished…

- You must go back through from the beginning and check your answers carefully
- Remain silent until every paper has been collected by your teacher.

Assessments will last for approximately 55 minutes.

Tracking 3
Assessment Timetable

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Use this table to record when each assessment is taking place.

Week Commencing 8th June 2026 (Week 2)					
Period	Monday 8th	Tuesday 9th	Wednesday 10th	Thursday 11th	Friday 12th
1					
2					
3					
4					
5					

Revision Lists &
Knowledge Organisers

This section of the guide contains your revision lists and knowledge organisers. Revision lists clearly identify the topics you need to revise in preparation for the assessment. Many of the revision lists contain internet links to useful websites where you can find the information. Alternatively there will be a ***knowledge organiser*** *included in this booklet which will contain the information you need.*

Revision List for English

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Topic	Revision links	Tick when revised
Vocab: deprivation, exploitation, oppression, indignant, vulnerable, detrimental, hierarchy, disenfranchised, misanthropy, philanthropy fate	Find the definitions of these words and create a flashcard with synonyms.	
Thesis Statement	https://www.youtube.com/watch?app=desktop&v=Rxewy5rz910&feature=youtu.be Watch the video and make a flashcard explaining how to make a thesis statement	
Topic Sentence and Evidence	https://www.youtube.com/watch?v=CQXLtBfbP9k Watch the video and make a flashcard explaining how to use topic sentences	
Rhetorical devices - anecdote, personal pronoun, emotive language, triple,	https://www.bbc.co.uk/bitesize/articles/zbsgr2p#z782m39 Read the articles and complete the activity	
Inference	https://www.bbc.co.uk/bitesize/guides/zcxqg82/revision/1 Complete the lesson and take the quiz. You can screen shot your result or print it to show it to your teacher.	
Charles Dickens	https://www.youtube.com/watch?v=unKuZ2wlNdw Watch the video and create a mind-map about Charles Dickens' life and intentions	
Punishments in Victorian England	https://www.youtube.com/watch?v=858MlBc9eKk Watch the video and create a flashcard about crime and punishment in Victorian England	
Similes	https://www.bbc.co.uk/bitesize/topics/zn8tkmn/articles/z697382 Complete the lesson and take the quiz. You can screen shot your result or print it to show it to your teacher.	
Symbolism	https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/zwq33j6 Complete the lesson and take the quiz. You can screen shot your result or print it to show it to your teacher.	
Metaphor	https://www.bbc.co.uk/bitesize/topics/zn8tkmn/articles/z697382 Complete the lesson and take the quiz. You can screen shot your result or print it to show it to your teacher.	

Revision List for English (cont.)

Sentence types: Exclamative/ interrogative/ imperative	https://www.oxbridgeediting.co.uk/blog/the-four-main-types-of-sentences/ Create flashcards with your own examples of the sentence types.	
Pronoun	https://www.bbc.co.uk/bitesize/articles/z37xrwx Complete the lesson and the activities. You can take a screenshot to show your teacher.	
Social class - proletariat, bourgeoise, aristocracy	https://www.youtube.com/watch?v=KVBc7R05wdc Watch the video about the classes and make flashcards for the key classes shown.	
heroic characteristics	https://www.youtube.com/watch?v=FNra3aNf-Zo Watch the video and create a mind-map of the characteristics	
Tragic Flaw	https://literarydevices.net/tragic-flaw/ Create a flashcard explaining a Tragic Flaw in your own words.	
narrative arc	https://www.bbc.co.uk/bitesize/articles/z48cmfr#zsxfn9q What the video and create a narrative arc for Clockwork	
gothic horror features	https://www.youtube.com/watch?v=9_LMmITK9GQ Create a mind-map of the features of the Gothic Genre and write a paragraph describing a Gothic setting.	
Practice Question 1:	Imagine you are a 19th century MP, write a speech to be delivered in Parliament to ensure MPs promise to ban children working.	
Practice Question 2:	Write a letter to the mayor of Londin asking them to improve the conditions in a 19th century workhouse.	

Revision List for Maths - Support

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Topic	Sparx Code
Ordering decimals	M522
Adding Integers	M928
Adding and Subtracting decimals	M429, M152
Adding and Subtracting Negative Numbers	M106
Multiplying and Dividing Negative Numbers	M288
Multiplying and Dividing Powers of 10	M113
Multiplying Integers	M187
Roots and Powers	M135
BIDMAS	M521
Factors	M823
Multiples	M227
Highest common factor	M698
Simplifying fractions	M671
Ordering fractions	M335
Adding and Subtracting Fractions	M835
Multiplying Fractions	M157
Fractions of an Amount	M695, M684
Converting Fractions, Decimals and Percentages	M264
Finding percentages of amounts	M437, M905
Expanding single brackets	M237
Substitution	M417
Solving one step equations	M707
Inequalities	M384
Pattern Sequences	M241
Nth term	M991
Plotting lines on graphs	M797
Ordering negative numbers	M527
Place Value Problems	M704
Subtracting integers	M347
Dividing Decimals	M262, M263
Powers and Roots	M135
Rounding to powers of 10	M111
Rounding to decimal places	M431
Factors, Multiples and Primes	M823, M227, M322
Lowest Common Multiple	M227
Fractions of an amount	M695
Simplifying Fractions	M671
Equivalent Fractions	M410
Percentages of amounts	M437, M905
Collecting like terms	M795, M531
Multiplying and Dividing algebraic expressions	M120
Function Machines	M175
Solving two step equations	M509
Inequality signs	M384
Inequalities on a number line	M384
Sequences – next terms	M381

Topic	Sparx Code
Generating sequences using nth term	M381
Plotting coordinates	M618
Drawing Straight line Graphs	M843
Writing and simplifying ratios	M885
Sharing with a ratio	M525
Recipes	M478
Best buys	M681
Units of measure	M772
Properties of 2D shapes	M276
Symmetry	M523
Rotational symmetry	M523
Types of angles	M502
Measure angles	M780
Draw angles	M331
Angles on straight lines and about a point	M818
Vertically opposite angles	M163
Angles in triangles	M351
Angles in quadrilaterals	M679
Constructing circles	M196
Constructing triangles	M565
Perimeter	M920/M635
Area of rectangles	M390
Area of triangles	M610
Area of parallelograms	M291
Area of trapezia	M705
Identifying parts of circles	M595
Circumference of circles	M169
Area of circles	M231
Congruency	M124
Similarity	M377
Translations	M139
Reflections	M290
Rotations	M910
Enlargements	M178
Properties of 3D shapes	M767
Nets of 3D shapes	M518
Plans and elevations	M229
Surface area	M661
Volume of prisms	M765/M722
Real-life graphs	M771
Mean	M940
Mode	M841
Median	M934
Range	M328
Tally charts	M597
Bar charts	M460/M738

Revision List for Maths - Core

The Sutton Academy

Topic	Sparx Code
Ordering decimals	M522
Adding Integers	M928
Adding and Subtracting decimals	M429, M152
Adding and Subtracting Negative Numbers	M106
Multiplying and Dividing Negative Numbers	M288
Multiplying and Dividing Powers of 10	M113
Multiplying Integers	M187
Multiplying Decimals	M803
Roots and Powers	M135
BIDMAS	M521
Estimation	M878
Factors	M823
Multiples	M227
Product of Prime Factors	M108
Highest common factor	M698
Simplifying Fractions	M671
Ordering Fractions	M335
Adding and Subtracting Fractions	M835
Multiplying Fractions	M157
Dividing Fractions	M110, M265
Fractions of an Amount	M695, M684
Converting Fractions, decimals and percentages	M264
Finding Percentages of amounts	M437, M905
Expanding single brackets	M237
Substitution	M417
Solving one step equations	M707
Inequalities	M384
Pattern Sequences	M241
Nth term	M991
Plotting lines on graphs	M797
Ordering negative numbers	M527
Place Value Problem	M704
Place Value Problem	M704
Solving Problems with the four operations	M347, M355, M928, M187
Dividing Decimals	M262, M263
Powers and Roots	M135
Rounding to powers of 10	M111
Rounding to decimal places	M431
Lowest common Multiple	M227
Fractions of an amount	M695
Simplifying Fractions	M671
Equivalent Fractions	M410
Expressing a number as a percentage	M235
Percentages of amounts	M437, M905
Increase and decrease percentages	M476
Collecting like terms	M795, M531
Multiplying and Dividing algebra	M120
Expanding Brackets	M237

	Sparx Code
Factorising expressions	M100
Function Machines	M175
Solving two step equations	M509
Inequality signs	M384
Inequalities on a number line	M384
Sequences – next terms	M381
Generating sequences using nth term	M381
Plotting coordinates	M618
Drawing Straight line graphs	M843
Writing and simplifying ratios	M885
Sharing with a ratio	M525
Recipes	M478
Best buys	M681
Converting currency	*U610
Units of measure	M772
Properties of 2D shapes	M276
Symmetry/Rotational symmetry	M523
Types of angles	M502
Measure and draw angles	M780/M331
Angles on straight lines and about a point	M818
Vertically opposite angles	M163
Angles in triangles	M351
Angles in quadrilaterals	M679
Constructing triangles	M565
Perimeter	M635/M690
Area of rectangles	M390
Area of triangles	M610
Area of parallelograms	M291
Area of trapezia	M705
Area of compound shapes	M269
Identifying parts of circles	M595
Circumference and area of circles	M169/M231
Reflections	M290
Rotations	M910
Enlargements	M178
Properties of 3D shapes	M767
Nets of 3D shapes	M518
Plans and elevations	M229
Surface area	M661
Volume of prisms	M765/M722
Volume of cylinders	M697
Real-life graphs	M771
Mean	M940
Mode	M841
Median	M934
Range	M328
Bar charts	M460/M738

Revision List for Maths - Prime

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Topic	Sparx Code
Adding and Subtracting decimals	M429, M152
Adding and Subtracting Negative Numbers	M106
Multiplying and Dividing Negative Numbers	M288
Multiplying and Dividing Powers of 10	M113
Multiplying Integers	M187
Multiplying Decimals	M803
Dividing Decimals	M262, M263
Roots and Powers	M135
BIDMAS	M521
Estimation	M878
Factors	M823
Multiples	M227
Product of Prime Factors	M108
Highest common factor	M698
Simplifying Fractions	M671
Ordering Fractions	M335
Adding and Subtracting Fractions	M835
Adding and Subtracting Mixed Numbers	M931
Multiplying Fractions	M157
Dividing Fractions	M110, M265
Fractions of an Amount	M695, M684
Converting Fractions, decimals and percentages	M264
Finding Percentages of amounts	M437, M905
Increase and Decrease Percentages	M476
Simplifying Expressions using Index Laws	M120
Expanding single brackets	M237
Substitution	M417
Solving one step equations	M707
Solving linear equations involving brackets	M902
Inequalities	M384
Pattern Sequences	M241
Nth term	M991
Plotting lines on graphs	M797
Place Value Problem	M704
Solving Problems with the four operations	M347, M355, M928, M187
Dividing Decimals	M262, M263
Powers and Roots	M135
Rounding to powers of 10	M111
Rounding to decimal places	M431
Converting standard form	M719, M678
Lowest common Multiple	M227
Fractions of an amount	M695
Simplifying Fractions	M671
Equivalent Fractions	M410
Fractions of an amount	M695
Expressing a number as a percentage	M235
Percentages of amounts	M437, M905
Increase and decrease percentages	M476
Collecting like terms	M795, M531
Multiplying and Dividing algebra	M120
Expanding Brackets	M237
Factorising expressions	M100
Expand double brackets	M960
Forming Expressions	M957
Solving two step equations	M509
Inequality signs	M384
Inequalities on a number line	M384

Topic	Sparx Code
Solving Inequalities	M732/M118
Sequences – next terms	M381
Generating sequences using nth term	M381
Plotting coordinates	M618
Drawing Straight line graphs	M843
Drawing quadratic graphs	*U989
Writing and simplifying ratios	M885
Sharing with a ratio	M525
Recipes	M478
Best buys	M681
Converting currency	*U610
Units of measure	M772
Properties of 2D shapes	M276
Symmetry/Rotational symmetry	M523
Types of angles	M502
Measure and draw angles	M780/M331
Angles on straight lines and about a point	M818
Vertically opposite angles	M163
Angles in triangles	M351
Angles in quadrilaterals	M679
Angles in polygon	M653
Angles on parallel lines	M606
Constructing triangles	M565
Constructing bisectors	M239/M232
Perimeter	M635/M690
Area of rectangles	M390
Area of triangles	M610
Area of parallelograms	M291
Area of trapezia	M705
Area of compound shapes	M269
Identifying parts of circles	M595
Circumference of circles	M169
Area of circles	M231
Pythagoras' theorem	M677
Trigonometry – finding sides	*U283
Congruency	M124
Similarity	M377/M324
Translations	M139
Reflections	M290
Rotations	M910
Enlargements	M178
Properties of 3D shapes	M767
Nets of 3D shapes	M518
Plans and elevations	M229
Surface area	M661
Volume of prisms	M765/M722
Volume of cylinders	M697
Speed, distance and time	*U151
Real-life graphs	M771
Mean	M940
Mode	M841
Median	M934
Range	M328
Averages from frequency tables	M127
Averages from grouped frequency tables	M287
Bar charts	M460/M738

Revision List for Science

Use the recommended websites below to create flash cards for each of the topics. Don't forget to regularly test yourself or ask someone to test you. Sort your cards into 3 piles based on well you know them so you know which areas you need to continue to practice!

Topic	Revision Website	Revision Task	Tick when revised
Cells, Inheritance, Organs and Organ systems	https://www.youtube.com/watch?v=VU2Wm2DHpY4	*State and describe the functions of each organ in the digestive system, respiratory system and circulatory system.*	
Forces and Motion	https://www.youtube.com/watch?v=0fKFM-v6AHw	*Name the 8 energy stores with an example of each, using the mnemonic 8KG CEMENT*	
Sound, light and waves	https://www.youtube.com/watch?v=U7g2dQ7CDzI https://www.youtube.com/watch?v=A751Q2hH0xk https://www.youtube.com/watch?v=6eZ66AotTkE	*Create a mind map of the types of waves, the structure of a wave and examples.*	
Reflection and refraction	https://www.bbc.co.uk/bitesize/articles/zb8jmbk#zcj2tcw	*Draw a diagram showing a light ray that is refracted and then reflected.*	
Variation, adaptation and evolution	https://www.youtube.com/watch?v=bJxa80KOSaY	*Write a paragraph a describing the differences between continuous and discontinuous variation.*	

Revision List for Geography

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	Revision Topic	Tick When Flash Card Created	Tick when revised
India	Where is India and why is its location important?		
	What are India's physical landscapes like?		
	How does India's climate vary across the country?		
	What is life like in different parts of India?		
	How has urban growth shaped India?		
Wind & Ice	Rocks type and the rock cycle		
	Soil formation		
	What happens during an ice age?		
	Glacial erosion processes		
	Glacial landforms		
	Opportunities & Challenges of glacial landscapes		
Russia	What are the physical features of Russia?		
	What biomes are found in Russia and why?		
	How are plant and animals adapted to cold environments?		
	What are the opportunities & challenges in a cold environment?		
Weather & Climate	UK weather and Climate		
	High and low-pressure systems		
	Types of rainfall		
	Measuring the weather		
	Tornadoes vs Hurricanes		
	Climate graphs		
Settlements	What is a settlement and where are they located?		
	The human and physical reasons for settlement location		
	The different settlement patterns		
	How do settlements change over time? Land Use and Function.		

Knowledge Organiser for Geography

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India	
Lesson title:	Key takeaways
Where is India and why is its location important?	• India is located in South Asia, positioned between the Himalayas in the north and the Indian Ocean in the south, giving it both natural protection and access to trade routes. • It shares borders with Pakistan, China, Nepal, Bhutan, Bangladesh and Myanmar, making it an important country within Asia. • India has a population of over 1.4 billion people, making it the most populous country in the world. • Its location allows strong global trade links, particularly via the Indian Ocean, which supports economic growth. • The range of physical features across India influences climate, population distribution and development.
What are India's physical landscapes like?	• India has a wide range of physical landscapes, making it a geographically diverse country. • The Himalayas in the north are fold mountains formed by tectonic plate collision and act as a natural barrier. • The Ganges Plain is a flat and fertile area where millions of people live due to good farming conditions. • The Thar Desert in the west is hot and dry, leading to low population density. • The Deccan Plateau in the south is a raised, rocky area surrounded by hills. • India also has a long coastline with rivers and tropical regions, supporting agriculture and trade.
How does India's climate vary across the country?	• India's climate is mostly hot and tropical, due to its location near the equator. • In the Himalayas, temperatures are much colder with snow and extreme weather conditions. • A key feature of India's climate is the monsoon, a seasonal wind that brings heavy rainfall. • Monsoons usually occur between June and September and are essential for farming and water supply. • However, heavy rainfall can also cause flooding, damage to homes and disruption to transport. • Climate varies across India due to altitude, distance from the sea and physical geography.
What is life like in different parts of India?	• Around 65% of India's population lives in rural areas, where most people work in farming and have limited access to services. • Rural areas often have lower incomes, fewer healthcare facilities and less access to education. • Urban areas such as Mumbai and Delhi are highly populated and offer more job opportunities in industry and services. • Cities have better access to transport, healthcare and education, but are often overcrowded. • Life in India varies greatly depending on location, environment and level of development.
How has urban growth shaped India?	• India is experiencing rapid urbanisation, where people move from rural areas to cities in search of work and better opportunities. • This has led to the growth of megacities, such as Mumbai, with populations of over 10 million people. • Urban growth has improved access to jobs, services and infrastructure for many people. • However, it has also created major challenges such as overcrowding, traffic congestion and pressure on housing. • Many people live in slums (e.g. Dharavi), where housing is poor quality and access to clean water and sanitation is limited. • Rapid urbanisation continues to shape India's economy, environment and quality of life.

Knowledge Organiser for Geography

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Wind & Ice

Lesson title:	Key takeaways
Are all rocks the same?	• Igneous rock is formed when magma (molten rock) cools and hardens • Sedimentary rocks are formed from the broken remains of other rocks that become joined together. • Metamorphic rocks start out as either igneous rocks or as sedimentary rocks. These rocks are changed by massive pressures or by heat. • The three rock types are created and destroyed as part of the rock cycle. • Metamorphic is the strongest, and sedimentary the weakest rock type.
How are rocks weathered?	• Weathering is the breakdown of rocks at the Earth's surface • Diurnal – the daily cycle of night and day • Onion Skin Weathering: Heat causes the outer layer of rocks to expand and then contract when it cools which make the rock break. • Freeze Thaw – Ice in cracks expands, which breaks the rock over time. • Biological – plant roots grow in cracks, which breaks the rock over time. • Chemical – Acid rain reacts with calcium carbonate in rocks to break them down over time.
How do rocks support life on earth?	• Soil is a mixture of tiny particles of rock, dead plants and animals, air and water. • Soil is created mainly from broken down rocks. • Weathering of bedrock results in the weathered parent material forming organic matter and layers of topsoil. This process continues over time. • Soil gains its nutrients from rocks, which help plants to grow., • Soil formation is influenced by time, climate, geology and relief.
What did the earth look like in the past?	• An ice age is a long period of reduction in the temperature of the Earth's surface and atmosphere, resulting in the presence or expansion of continental and polar ice sheets and alpine glaciers. • During the last ice age, ice sheets were prevalent across much of the world. • Prevalent: widespread in a particular area or at a particular time. • Interglacial: A period of time when there is less ice cover because temperatures are warmer. This characterises the world we live in today. • Changes in the tilt of the Earth on its axis and the shifting of the plates under the Earths' crust have been responsible for the glacial and interglacial periods
What are glaciers and how do they change the landscape?	• Glaciers are large masses of ice, that flow across the land and down slopes. • Glaciers form when snow accumulates in a hollow and is compacted. Glaciers move under their own weight and carve the landscape. • Erosion: The process of rock being worn away. • Glaciers erode rock in three main ways: Abrasion, plucking and freeze-thaw. • Abrasion: Rocks are frozen to the base, and the ice scrapes along the bedrock. • Freeze-Thaw: Water enters cracks in rocks, freezing, and breaking the rocks apart. • Plucking: Melt water freezes to the back wall, and as the ice moves it is broken off.
What landforms are created by glaciers?	• A landform is a feature on the Earth's surface that is part of the terrain. • Students will know that a corrie forms when snow is compressed in a hollow, which moves and erodes the landscape by plucking, abrasion and freeze thaw weathering to create a depression. • Following the erosional process, a lake (tarn) can be left in the corrie. • Students will know than an arete forms when two corries form side by side. • Students will know that a pyramidal peak form when three or more corries form in the same location.
What are the opportunities in glaciated landscapes?	• Chamonix is located in the French alps at the foot of Mont Blanc. • Chamonix is a popular tourist destination, with up to 100,000 visitors a day! • In the winter Chamonix hosts skiing, snowboarding, ice climbing and paragliding. • In summer Chamonix hosts Montenvers railway tours to the nearby mer de glace glacier, alongside hiking and biking trails.

Knowledge Organiser for Geography

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Russia	
Lesson title:	Key takeaways
What are the physical features of Russia?	• Students will be able to accurately describe the location of Russia by identifying continents, bordering nations and sea/oceans surrounding the country. • Students will recognise that the physical features vary across such a large land mass and how the countries size influences time zones. • Student will be able to describe the distribution of physical features across Russia.
What biomes are found in Russia and why?	• Biome: the name for a vegetation zone that can be mapped on a global scale, as shown below. • Students will recognise that Russia is such a large country that contains several world biomes. • Global biome distribution roughly follows lines of latitude. • Grasslands dominate at lower latitudes. Coniferous forest is found further north. Tundra is found even further north. • The size, shape, colour and amount of vegetation changes across each biome.
How are plant and animals adapted to cold environments?	• Students will recognise areas across Russia which are considered to be 'cold environments' e.g. Siberia, where extensive tundra/polar regions are. • Animal and plant adaptations in relation to the cold conditions experienced year round: e.g. Arctic Fox & Bearberry plant. • Students will be able to explain why adaptations are necessary for the survival of these species.
What are the opportunities & challenges in a cold environment?	• Cold environments provide a range of opportunities. For example in Russia, mineral extraction, fishing and tourism. • Cold environments also face a number of challenges including extreme temperatures, inaccessibility and permafrost [where soil remains frozen permanently for more than two years]. • Students will be able to assess if the opportunities outweigh the challenges faced in this type of environment.

Knowledge Organiser for Geography

The Sutton Academy

Weather & Climate	
Lesson title:	Key takeaways
What is the difference between weather and climate?	• Students will know the definition of weather is the condition of the atmosphere now in terms of pressure, temperature, humidity etc. • Students will know the definition of climate is the average weather for a place, usually calculated over a 30 year period. • Students will learn how to construct and compare climate graphs for the UK and India • Students will learn that India's climate is warmer than the UK and has clear wet and dry season.
How does changing air pressure impact weather?	• Air pressure: the pressure exerted by the weight of air on the earth's surface • Students will know that low pressure is created by warm air rising due to spreading of molecules and leads to unsettled weather • Students will know that high pressure is created by cool air sinking due to increased density and leads to settled weather condition • Students will know that wind blows from areas of high to low pressure
How can Geographers investigate weather and climate?	• Students will know that fieldwork is practical work conducted in the natural environment rather than laboratory or office. • Students will recognise the ways in which fieldwork data can be collected. • Students will be familiar with data collection equipment.
How do Geographers present data?	• Students will learn how to create a range of graphs displaying geographical data including line graph and radar chart.
What is extreme weather?	• Students will know the definition of extreme weather is unexpected, unusual or severe weather events • Students will know that a tropical storm is a localised, very intense, low pressure wind system forming over tropical oceans • Students will know that hurricanes form in between the tropics • Students will be able to label the key structural features of a hurricane
How do Tornado's form and what are their impacts?	• Students will know that tornado's form over land, whilst hurricanes form over ocean. • Tornado - a violently rotating column of air extending from an underground thunderstorm. • Tornado's form after intense heat causes air to rise, which mixes with cold air. This creates thunderstorms and rotating winds, which can cause funnel formation. • Tornadoes are measured on the Fujita Scale (F-0 to F-5)

Knowledge Organiser for Geography

The Sutton Academy

Geographical Investigations: Settlements

Lesson title:	Key takeaways
Are all aspects of Geography the same? The differences between human and physical Geography.	• Physical geography is nature and the effects it has on people and/or the environment. • Human geography is the branch of geography dealing with how human activity affects or is influenced by the earth's surface. • Physical features of a place include mountains, rivers and lakes. Trees do not count alone. • Human features include cities, bridges and roads. They only occur due to human activity.
What is a settlement, and where are they located?	• A settlement is a place, typically one which has previously uninhabited, where people establish a community. • Latitude is the horizontal lines north or south of the equator. • Longitude is the vertical lines measuring east or west of the Prime Meridian. • Longitude and latitude can be used to locate capital cities on a world map. • The largest settlement in the UK is London. • The largest settlement in the world is Tokyo with over 37 million people!
Where should we site a settlement?	• The site is the actual location from where a settlement grew up. • Choosing a location is based on multiple physical factors. These include: the presence building materials, shelter, protection, water, wood, rivers and flat land. • When choosing a site, advantages and disadvantages of the natural landscape need to be considered.
How do settlements change over time?	• No town or city remains the same over time, the following may change: The shape of the settlement, the function of the settlement, the land use of the settlement and the population of the settlement. • Land use: The human use of the land. This can be retail, residential, agricultural, industrial or transport. • Function: The main activities that take place in a settlement e.g. a mining town. • As time has progressed, land use has changed to include modern uses such as car parks and retirement homes. • As time has progressed, the function of British towns had moved from industrial to retail and residential.
What are the different settlement patterns?	• Early settlements can take three main shapes: Nucleated, dispersed and linear. • Nucleated settlements comprise of buildings that are situated close together, usually clustering around a central area such as a river crossing or road junction. • Linear settlements consist of structures that are built in a line, usually along a major transport route such as a road. • Dispersed settlements occur mainly in rural areas. Buildings are spread across a large distance and usually consist of farms.

Revision List for History

	Revision Topic	Tick When Flash Card Created	Tick when revised
Migration prior to 1066	How did the Anglo-Saxons impact the British Isles?		
	How did the Vikings impact the British Isles?		
	How significant was Edward the Confessor?		
Normans	How did the Normans take control of England?		
	The Normans use of fear and violence		
	What changes did the Normans bring to England?		
	Role of women in Norman England		
	Feudal System and Domesday Book		
Crusades	Significance of Medieval Jerusalem		
	Why did people fight in the Crusades?		
	What motivated people to fight in the First Crusade?		
	What motivated people to fight in the Third Crusade?		
	What motivated people to fight in the Fourth Crusade?		
Medieval England	How did the Church threaten the monarchy? Thomas Becket and King Henry II		
	How did the barons threaten the monarchy? Magna Carta		
	How did the people threaten the monarchy? The Peasants' Revolt		

Knowledge organiser: Year 7 EQ1

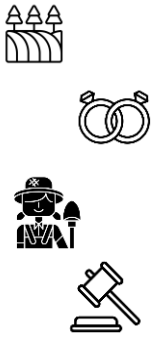
Enquiry Question: How significant was the impact of migration on the British Isles prior to 1066?

Keyword	Definition
Culture	The ideas, traditions or behaviours of a certain group.
Migration	Movement from one country to another.
Raid	To attack somewhere and steal goods.
Empire	A group of countries controlled by one leader.
Significance	The importance of something immediately into the future.
Conclusion	A decision based on available evidence.
Heir	The child of a King or Queen who becomes king/queen when they die.
Succession	The process of inheriting the throne after the King/Queen dies

Lesson title:	Key takeaways	Dual Coding
Lesson 1: How did the arrival of the Anglo-Saxons impact the British Isles?	• The Saxons invaded and settled in what would become known as England after around 450AD. • The Anglo Saxons were Pagan but adopted Christianity, it became the religion of England henceforth. • The Anglo-Saxons established a group called the Witan which advised the King. • Anglo-Saxons impacted culture within the British isles such as clothing, burials and trade.	  
Lesson 2: Who were the Vikings and how did they transform the British Isles after 793AD?	• The Vikings came from Scandinavia (Norway, Denmark and Sweden). • The Vikings first came to the British Isles to raid. The Vikings knew that Britain was wealthy as they had been trading with them for hundreds of years. • The first Viking attack on the British Isles was the raid on Lindisfarne in 793 AD. • The Vikings established the North Sea Empire. • The Vikings formed Danelaw and introduced new words like 'Thursday'.	  
Lesson 3: How significant was the reign of Edward the Confessor for the future of the British Isles?	• Edward the Confessor was Harthacnut's half-brother and became King after his death. • Edward was an Anglo-Saxon and spent much of his life in Normandy during Viking rule. • Edward married but had no heir.	 

Knowledge organiser: Year 7 Norman England
Enquiry Question: How much did the Normans change England after 1066?

Keyword	Definition
Claimant	A person who claims to have a right to something.
Coronation	A ceremony crowning the king or queen.
Conqueror	Someone who is victorious in battle.
Rebellion	An uprising against someone with power.
Tax	Money paid to the King or Queen.
Motte and Bailey	A raised castle used to spy.
Patriarchal	A society where men hold the power.
Golden Age	A time of great advancement.
Hierarchy	A system in which people are ranked according to their social position
Peasant	A farmer who doesn't own the land they live or work on.

Lesson title:	Key takeaways	Dual Coding
L1 - How did the Normans take control of England in 1066?	• Edward the Confessor died in 1066 without an heir. • There were three main claimants to the English throne in 1066 – Harold Godwinson, Harald Hardrada and William Duke of Normandy. • Harold Godwinson (Anglo Saxon) and Harald Hardrada met at two battles in 1066 – Hardrada was killed and Godwinson was victorious. • William Duke of Normandy was victorious at the Battle of Hastings and was crowned King of England (William the Conqueror).	  
L2 - How did the Normans control England through fear?	• William faced opposition after his success at Hastings and had to fight to get to London. • William the Conqueror was crowned King of England on Christmas day, 1066. • The English, and former Saxon Earls resisted the Normans and fought back. William and the Normans responded violently. The Harrying of the North saw houses burned, crops destroyed, many killed and the ground was salted so that crops could not be grown for decades.	 
L3 – What changes did the Normans bring to England?	• The Normans changed the English language, more than 10,000 English words are of French origin. • The Normans knocked down Anglo Saxon churches and rebuilt them in their own vibrant style and they taxed the English highly. • The Normans constructed Motte and Bailey castles across England to deal with rebellions and threats to William's power.	
L4 – How did the role of women change in Norman England?	• The lives of Anglo-Saxon women changed significantly after 1066. • Anglo- Saxon women were often forced to marry Norman men and surrender their property in the aftermath of the Battle of Hastings and conquest of England. • Peasant women did not experience significant change during the Norman Conquest. • Many women sought refuge from violent Normans with monks and lived in monasteries.	
L6 - What significance did the Feudal system and Domesday book have on England?	• The Domesday book was a way of William knowing about his kingdom and what he controlled. • The Domesday book revealed that after 1066 out 1000 landowners, only 13 were English. This shows a change in society. • The Normans used a Feudal system, a society based on rank and land – the King himself was at the top and peasants were at the bottom.	

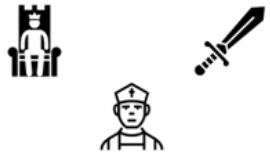
Knowledge organiser: Year 7 Crusades
Enquiry Question: What motivated people to fight in the Crusades?

Keyword	Definition
Holy Land	The land sacred to Jews, Christians and Muslims
Medieval	The Middle Ages (the years from 450AD to 1500AD)
Society	A group of people living together
Crusade	A religious war fought by European Christians to reclaim the Holy Land.
Primogeniture	When the first-born son inherits all of his family's wealth.
Pilgrimage	A religious journey
Pope	The head of the Catholic Church.
Hermit	A person living alone for religious reasons.
Chivalry	The medieval knightly social/moral code.
Content	What a historical source says or shows.
Provenance	The description of a historical source e.g. who made it, when it was made and what it is.
Analyse	Looking closely at something to understand its meaning.
Ex-communicate	When someone is banned from taking part in the Catholic Church's activities.
Sack	To take valuables from a place after its capture.

Lesson title:	Key takeaways	
What was the significance of Medieval Jerusalem?	• Medieval Jerusalem was part of a powerful Islamic Empire which had experienced a Golden Age. • Jerusalem is important to Christians as lots of important parts of Jesus' life are believed to have happened in Jerusalem • Jerusalem is very important to Muslims as It is believed that the prophet Muhammed ascended to heaven from Jerusalem. • In Judaism people traditionally pray towards Jerusalem.	
What were the Crusades and why did people fight in them?	• Christian and wanted to reclaim the Holy Land from Muslims as it was sacred land. Christians were promised forgiveness of their sins if they fought in the Crusades. • Primogeniture meant that only the eldest son in each family would inherit the family wealth, therefore younger sons could become Crusaders to secure their own wealth for their future. • People had the opportunity to see parts of the world they would not have ordinarily seen by joining the Crusades.	
Why did people fight in the First Crusade?	• In 1095 Pope Urban II promised forgiveness of sins for all of those who helped to reclaim the Holy Land. This was viewed as a guarantee that people would go to heaven after they died. • Peter the Hermit heard about Pope Urban II's call for the Crusades and encouraged people across Europe to join. • Thousands of peasants were encouraged by Peter the Hermit and were amongst the first group of individuals to travel to the Holy Land during the First Crusade. This group was called the People's Crusade.	
Why did people fight in the Third Crusade?	Richard the Lionheart. - King of England / Branded 'Lionheart' due to his reputation as a chivalrous leader. - Richard had controlled his own army since the age of 16. His military power was infamous and encouraged many people to join the Crusades to fight alongside him and share in the glory of this Crusader King. Philip II of France. - King of France - Renowned for his governance and strategy rather than his fighting.	
Why did people fight in the Fourth Crusade?	• After the unsuccessful Third Crusade, the Crusaders decided to travel by boat to see if that was more successful. The Venetians built boats for the Crusaders. • Crusaders could not afford to pay for the boats -> Venetians agreed to take the Crusaders to the Holy Land if the Crusaders helped them to seize Zara. Alexios IV (Byzantine Emperor) offered to pay off Crusaders debt to Venetians and help them get to the Holy Land in exchange for their support in conquering Constantinople.	

Knowledge organiser: Year 7 Medieval Power
Enquiry Question: Who held the power in Medieval England?

Keyword	Definition
Doom Painting	A painting showing Heaven and Hell
Monarch	A ruler of a country (King/Queen)
Magna Carta	A document containing rights and rules for the Monarch to follow which King John was forced to sign.
Baron	A member of the nobility, typically referred to as Lord.
Revolt	To take violent action against an established rule or government.
Tolerance	A willingness to accept people different than yourself.
Hajj	Islamic pilgrimage to Mecca.
Legacy	The long-term impact of a person or event.
Emperor	The ruler of an empire (group of countries).

Lesson title:	Key takeaways	Dual coding
How did the Church threaten the monarchy?	• Doom Paintings showed illustrations of Heaven and Hell. • Thomas Becket, Archbishop of Canterbury, was murdered by four knights after angering Henry II. • Thomas Becket was made a Saint and Henry II walked barefoot to Canterbury whilst being whipped by monks to apologise.	
How did the barons threaten the monarchy?	• The Barons hated King John because he raised very high taxes to fund unsuccessful wars. • John lost lots of land and gained the nickname 'Lackland' • The Barons presented John the Magna Carta, a list of 63 demands, which limited the power of the monarch. • Monarch could not increase tax without approval of the Barons	
How did the people threaten the monarchy?	• The Black Death was a deadly pandemic which killed millions. • The Statute of Labourer's Act meant that peasants wages could not rise above what they were before the Black Death • The Peasant's Revolt was a response to the unfair treatment of peasants and calls for equality from people like John Ball (Priest). • The Peasant's Revolt did not achieve its aims in the short-term but did bring long-term change and democracy.	
What role did women play in medieval England?	• Medieval England was a patriarchal society where men held most of the power. • Matilda of Flanders attempted to claim the throne as she was the rightful heir. • Matilda fought a civil war with her cousin Stephen over the throne and secured her son Henry's succession to the English throne.	
Was homosexuality accepted in medieval England?	• Homosexuality as a term did not exist during the medieval period and it was not widely accepted. • King Edward II had his 'favourites' during his reign who historians believe he was in romantic relationships with. • Both the barons and Edward's wife showed intolerance towards Edward's 'favourites'. • Two of Edward's 'favourites' were executed.	  
Meanwhile elsewhere: Who was Mansa Musa and why was he so powerful?	• Mansa Musa was the Emperor of the Mali Empire. • He was remembered as the wealthiest man ever as he controlled half of the worlds salt and gold. • Mansa Musa embarked on a famous Hajj which has been remembered through the Catalan Atlas.	  

Revision List for Spanish

Topic	KO Page	Revision Link to Test Knowledge	Tick when revised
School subjects *You will have studied a range of school subjects*	2	https://quizlet.com/gb/1025625093/y7-tracking-3-school-subjects-flash-cards/?i=2fpt5n&x=1jqt	
Opinions *You will have studied a range of opinions.*	2	https://quizlet.com/gb/1025628422/y7-tracking-3-opinions-flash-cards/?i=2fpt5n&x=1jqt	
Imperfect tense *You will have studied how to conjugate the imperfect tense.*	2/3	https://quizlet.com/gb/1025628844/y7-tracking-3-imperfect-tense-flash-cards/?i=2fpt5n&x=1jqt	
Teachers *You will have studied how to describe your teachers*	3	https://quizlet.com/gb/1025629196/y7-tracking-3-teachers-flash-cards/?i=2fpt5n&x=1jqt	
Comparatives *You will have studied how to compare something*	3	https://quizlet.com/gb/1025633599/y7-tracking-3-comparatives-flash-cards/?i=2fpt5n&x=1jqt	

Knowledge Organiser for Spanish

The Sutton Academy

Sports

To study	Estudiar
I study	Estudio
We study	Estudiamos
Spanish	El español
P.E.	La educación física
French	El francés
Biology	La biología
Geography	La geografía
English	El inglés
History	La historia
Drama	El Teatro
Chemistry	La química
Sciences	Las ciencias
I.T.	La informática
Languages	Los idiomas
Design	El diseño
Art	El arte / dibujo
R.E.	La religión
Match	Las matemáticas
Music	La música
Tech	La tecnología

Opinion openers

I think that	Pienso que
I believe that	Creo que
I would say that	Diría que
From my point of view	Desde mi punto de vista
In my opinion	En mi opinión
In my eyes	En mis ojos

Opinions

I like	Me gusta
I really like	Me gusta mucho
I really like	Me chifla
I really like	Me mola
I love	Me encanta
I don't like	No me gusta
I don't like at all	No me gusta nada
I hate	Odio
I hate	Detesto
I prefer	Prefiero

Plural opinions

I like (plural)	Me gustan
I love (plural)	Me encantan

Adjectives

Interesting	Interesante(s)
Boring	Aburrido/a(s)
Fun	Divertido/a(s)
Easy	Fácil(es)
Difficult	Difícil(es)
Important	Importante(s)
Good	Bueno/a(s)

Ser – to be

He/She/it is	Es
They are	Son
He/She/it was	Era
They were	Eran

Knowledge Organiser for Spanish

The Sutton Academy

Imperfect tense (remove infinitive ending and add –aba (ar verbs) or –ía (er/ir verbs)

Estudi**ar**	**estudi**	Estudiaba	**Estudiábamos**
(To study)		(I used to study)	(We used to study)

Irregular imperfect tense verbs

Ser (to be)		Ir (to go)	
I used to be	**era**	I used to go	**iba**
He/she/it used to be	**era**	He/She/it used to go	**iba**
We used to be	**éramos**	We used to go	**íbamos**

Adjectives

Strict	Severo / a
Boring	Aburrido / a
Fun / Funny	Divertido / a
Kind	Simpático / a
Mean	Antipático / a

Comparatives

More … than	Más … que
Less .. Than	Menos … que
As … as	Tan … que/como
	… = adjective

Revision List for Art

Revision Topic	Revision Task	Tick when revised
The Colour Wheel – Primary, Secondary & Tertiary	*Use knowledge organiser on Class Charts to make flash cards.*	
Complimentary Colours	*Use knowledge organiser on Class Charts to make flash cards.*	
The Formal Elements	*Use knowledge organiser on Class Charts to make flash cards.*	
Abstract Expressionism	*Use knowledge organiser on Class Charts to make flash cards.*	
The Structure of a Landscape	*Use knowledge organiser on Class Charts to make flash cards.*	
The Work of Natalie Rymer	*Use knowledge organiser on Class Charts to make flash cards.*	
Mark Making	*Use knowledge organiser on Class Charts to make flash cards.*	
Composition	*Use knowledge organiser on Class Charts to make flash cards.*	
The techniques of Acrylic painting	*Use knowledge organiser on Class Charts to make flash cards.*	

ART Knowledge Organiser

YEAR: 7

TERM: 2

Topic: **Abstract Art**

History/Context:

Abstract art does not attempt to represent accurate visual reality but instead use shapes, colours, forms and gestural marks to achieve its effect. The term can be applied to art that is based on an object, figure or landscape, where forms have been simplified. It is also applied to art that uses forms, such as geometric shapes or gestural marks. Since the early 1900s, abstract art has formed a central stream of modern art.

Skills/Techniques:

Skills: during this project, you will build skills of application with different media and materials. You will be exploring and experimenting with different media such as ink and paint and apply these with materials such as string and cardboard.

Techniques: Wax resist, coffee print, collage, stamping, dry brushing, working neatly and controlled and working loose and expressive.

Artists/Craftspeople/Designers:

Ashley Goldberg: Ashley Goldbergs work is simple, but with a sophisticated colour palette. Goldberg's work focuses on mark making, colour exploration, and visual story telling.

Wassily Kandinsky: Kandinsky believed that geometric forms, lines and colours could express the inner life of the artist. Music played an important role in the development of Kandinskys abstract paintings.

Atelier Bingo: Is a team of two contemporary designers called Adele and Maxime. Their abstract work experiments with screen printing, collage and other graphic techniques.

Mark Rothko: Rothko was an abstract expressionist painter. He was best known for his technique of colour fielding and painterly rectangular patches of colour.

Key Vocabulary:

Abstract: relating to or denoting art that does not attempt to represent external reality, but rather seeks to achieve its effect using shapes, colours, and textures.

Mark Making: is a term used for the creation of different patterns, lines, textures and shapes. This may be on a piece of paper, on the floor, outside in the garden or on an object or surface.

Careers/Opportunities:

Art and Design GCSE: The skills you will be learning during this topic are the essential skills needed for a GCSE in Art and Design and further creative study.

Surface Pattern Designer: Designer of wallpaper, wrapping paper, upholstery, quilting fabric, apparel fabric, and floor coverings.

Relevant Images:

Revision List for Design & Technology

The Sutton Academy

Revision Topic	Revision Task	Tick when revised
Papers and boards	https://www.bbc.co.uk/bitesize/guides/znq8jty/revision/1 https://senecalearning.com/en-GB/revision-notes/gcse/design-and-technology/aqa/1-6-9-paper-and-boards https://revisionworld.com/gcse-revision/design-technology-gcse-revision/materials-components/papers-and-boards	
Rendering skills	https://studyrocket.co.uk/revision/gcse-design-and-technology-eduqas/generating-and-developing-ideas/sketching-and-rendering-of-ideas https://www.thenational.academy/teachers/programmes/design-technology-secondary-ks3/units/communication/lessons/realistic-rendering-techniques https://www.bbc.co.uk/bitesize/guides/z6jkw6f/revision/6	
Craft knives	https://technologystudent.com/health1/safeagain2.html https://studyrocket.co.uk/revision/gcse-design-and-technology-aqa/design-and-technology-aqa/how-to-shape-and-form-using-cutting-abrasion-and-addition	

Revision List for Digital Literacy

Revision Topic	Revision Task	Tick when revised
Cyber Wisdom - Health and Safety in an IT suite	https://www.bbc.co.uk/bitesize/guides/zbxbkqt/revision/7	
Cyber Wisdom - File Management	https://www.bbc.co.uk/bitesize/guides/z9n9q6f/revision/2	
Cyber Wisdom - Secure Passwords	https://www.security.org/how-secure-is-my-password/	
Cyber Wisdom - Cyber Bullying	https://www.bbc.co.uk/bitesize/articles/zyb43j6	
Cyber Wisdom - Grooming	https://www.bbc.co.uk/bitesize/guides/zrtrd2p/revision/1	
Cyber Wisdom - Digital Footprint	https://www.bbc.co.uk/bitesize/topics/zv63d2p/articles/z8kdqfr#z6xtn9q1	
Boolean Logic – Boolean Operators	Boolean Logic Lesson 1 resources on MS Teams	
Boolean Logic – Search Optimisation	Boolean Logic Lesson 2 resources on MS Teams	
Boolean Logic – Binary	Boolean Logic Lesson 3 resources on MS Teams	
Boolean Logic – ASCII	Boolean Logic Lesson 4 resources on MS Teams	
Boolean Logic – Representation of images	Boolean Logic Lesson 5 resources on MS Teams	
Algorithms - Flowcharts	Algorithms Lesson 1 resources on MS Teams	
Algorithms – Flowol (Sequence)	Algorithms Lesson 2 resources on MS Teams	
Algorithms – Selection (Decisions)	Algorithms Lesson 3 resources on MS Teams	
Algorithms – Sub routines	Algorithms Lesson 4 resources on MS Teams	
Block-based programming – Programming blocks	Block-based programming Lesson 1 resources on MS Teams Block-based programming Lesson 2 resources on MS Teams	
Block-based programming – Sprites and Backdrops	Block-based programming Lesson 3 resources on MS Teams	
Block-based programming - Variables	Block-based programming Lesson 4 resources on MS Teams	
Block-based programming – Meeting objectives	Block-based programming Lesson 5 resources on MS Teams	
Physical Computing – The BBC Microbit	Physical Computing Lesson 1 resources on MS Teams	
Physical Computing – Using Inputs	Physical Computing Lesson 2 resources on MS Teams	
Physical Computing – Using Variables	Physical Computing Lesson 3 resources on MS Teams	
Physical Computing – Selection	Physical Computing Lesson 4 resources on MS Teams	
Physical Computing – Projects	Physical Computing Lesson 5 resources on MS Teams	

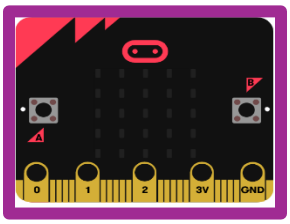
Knowledge Organiser for Digital Literacy

The Sutton Academy

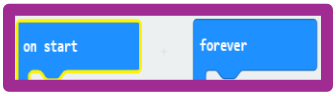
Physical Computing Knowledge Organiser

Micro:Bit

A Micro:Bit is a small device which has 25 LED lights and 2 buttons. It uses blocks to code programs.



The On Start block will make the program begin and the Forever block will make the program loop (iterate).



LEDs and Strings

LEDs

The LEDs are 25 tiny red lights which are in 5 rows and 5 columns. They can be switched on or off and can be used to create a graphic or design.

Strings

String is the programming term for text. This is also called a data type. The Show String block allows text to appear on the Micro:Bit when run.

Graphic or Text?

Graphics might be used instead of text to grab the audience's attention quicker and easier.

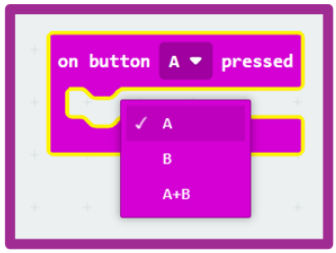
Inputs

Inputs

Input refers to entering of data or an option which can then be processed to produce an outcome. This can be done by pressing a button.

Buttons

Micro:Bit has Button A and Button B which can give 3 different input options:
A, B and A+B
A fourth input option can be Shake.



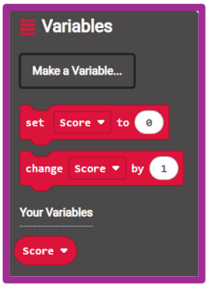
Variables & Random Numbers

A variable is a container which holds a value in a program.

If you are working with numbers in Micro:Bit you will need to create a variable block.

This can be used for score, time or options.

Random numbers can be used to make the outcomes unpredictable. Think of heads or tails or a rock, paper scissors game where you want different answers.

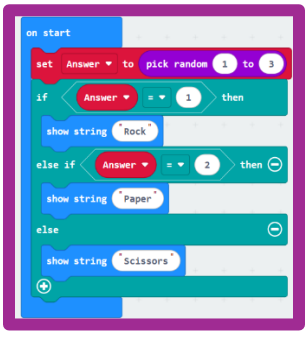


IF Statements

IF statements are used to make decisions based on certain conditions.

This allows the program to give different outcomes.

The example below picks a random number from 1 to 3 and then gives a different outcome based on that number.



Accelerometer

An accelerometer is a motion sensor that measures movement. The accelerometer in your Micro:Bit detects when you tilt it left to right, backwards and forwards and up and down.

An accelerometer can be used for shake as an input, for a step counter program or for a compass program to work out where North is.

Knowledge Organiser for Food Technology

The Sutton Academy

Mis-en-Place & Preparation

- ·Mise-en-place means 'everything in its place' — preparation before cooking.
- Get ingredients, equipment and work area ready before starting.

Knife Skills & Holds

- Bridge hold: used for cutting large fruits & vegetables safely.
- Claw grip: fingers tucked to slice safely.
- Julienne: matchstick strips.

Food Safety & Hygiene

- Wash hands and tie hair back.
- Wear clean apron.
- Clean surfaces and equipment.
- Use correct chopping boards.
- Prevent cross-contamination.

Nutrition & Eatwell Guide

- Protein: growth & repair (e.g. meat, eggs, beans).
- Fat: warmth & energy.
- Carbohydrates: energy.
- Vitamins: protect from illness (Vitamin C, B12).
- Fibre: helps digestion.
- Eat 5 portions of fruit & veg daily.
- Drink 6–8 glasses of water daily.

Food Provenance

- Provenance: where food comes from.
- Grown: fruit & vegetables.
- Reared: cows, pigs, chickens.
- Caught: fish, shellfish.

Alternative Proteins

- Examples: Tofu, Quorn, Soya, Lentils, Beans.
- Often used in vegetarian and vegan diets.

Reasons for Vegetarian Diets

- Animal welfare.
- Health benefits.
- Religious or cultural reasons.

Challenges of Vegetarian Diets

- May lack Protein, Iron and Vitamin B12.
- Include: eggs, dairy, fortified cereals, leafy greens, beans, tofu, supplements.

Cheese & Onion Triangles Method

- Rub fat into flour → breadcrumbs.
- Add water → form dough.
- Mix cheese & onion in bowl.
- Roll dough on floured surface.
- Spoon filling onto pastry.
- Brush edges with egg.
- Fold pastry and pinch edges.
- Place on baking tray.
- Bake 20 mins until golden brown.

Food Miles & Shopping Locally

- Food miles: distance food travels to reach you.
- Shopping locally reduces food miles.
- Supports farmers and lowers environmental impact.

Knowledge Organiser for Food Technology

The Sutton Academy

Use your knowledge organiser and class notes to help you complete the questions below. This worksheet will help you revise for your combined food technology assessment.

1

Task 1 – Mise-en-Place & Preparation

What does mise-en-place mean? Describe three things you should do to prepare before you start cooking.

2

Task 2 – Knife Skills & Holds

Explain the difference between the bridge hold and claw grip. When would you use each technique?

3

Task 3 – Food Safety & Hygiene

List four food safety or hygiene rules. Why is each rule important in preventing food contamination?

Task 4 – The Eatwell Guide & Nutrients

Match each nutrient to its function and an example of a food that provides it. Choose from: Protein, Fat, Carbohydrates, Vitamins, Fibre.

Task 5 – Food Provenance

Define 'food provenance'. Give two examples of foods that are grown, reared, and caught.

Task 6 – Alternative Proteins

List four alternative protein sources. Why might someone choose to eat these instead of meat?

7

Task 7 – Vegetarian Diets

Give two reasons someone might follow a vegetarian diet. What nutrients can be missing, and how can they be replaced?

8

Task 8 – Cheese & Onion Triangles

List the key steps for making cheese and onion triangles. Circle the stage where you mix the filling.

9

Task 9 – Food Miles & Local Shopping

What are food miles? Give two reasons why shopping locally can be better for the environment.

Revision List for Music

Revision Topic	Revision Task	Tick when revised
Key words, terms and facts about the orchestra	*Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding*	
The layout of the orchestra	*Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding*	
The String Family	*Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding*	
The Woodwind Family	*Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding*	
The Brass Family	*Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding*	
The Percussion Family	*Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding*	

Sonority City

Exploring Instruments of the Orchestra

A. Key Words, Terms and Facts about the Orchestra

ORCHESTRA – A large **ENSEMBLE** (group of musicians) of performers on various musical instruments who play music together. No set numbers of performers although a **SYMPHONY ORCHESTRA** (a large orchestra) can have between **80-100+** performers. Famous orchestras include: **THE LONDON SYMPHONY ORCHESTRA, THE BBC SYMPHONY ORCHESTRA** and the **HALLÉ ORCHESTRA** (Manchester).

CONDUCTOR – Leads the orchestra with a **BATON** (white 'stick') and hand signals. Stands at the front so they can be seen my all performers. Sets the **TEMPO** and **BEATS TIME**. Brings different instruments 'in and out' when it is their turn to play. Keeps the performers together. Takes charge in rehearsals. In ultimate control of the performance of the music, adjusting **DYNAMICS, TEMPO,** and mood.

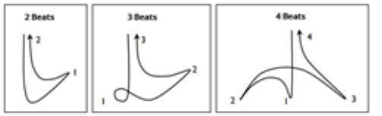
FAMILIES/SECTIONS – Instruments of the orchestra can be divided into 4 families or sections: **STRINGS, WOODWIND, BRASS** and **PERCUSSION.**

TUNING UP – Before the orchestra rehearses or plays, all instruments need to be **IN TUNE** with each other. The **OBOE** always sounds the note '**A**' which all other instruments **TUNE** to.

SONORITY (also called **TIMBRE**) – Describes the **UNIQUE SOUND OR TONE QUALITY** of different instruments and the way we can identify orchestral instruments as being distinct from each other –Sonority can be described by many different words including – ***velvety, screechy, throaty, rattling, mellow, chirpy, brassy, sharp, heavy, buzzing, crisp, metallic, wooden etc.***

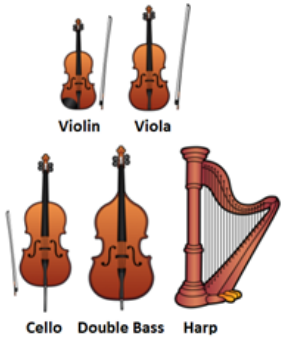
PITCH - The **HIGHNESS** or **LOWNESS** of a sound, a musical instrument or musical note (***high/low, getting higher/lower, step/leap***).

B. The Layout of the Orchestra and Famous Conductors



C. Strings Section/Family

Largest section of the orchestra who sit at the front, directly in front of the conductor. Usually played with a **BOW (ARCO)**, (not the **HARP**) but can be **PLUCKED (PIZZICATO)**. **VIOLINS** split into two groups: **1st VIOLINS** (often have the main **MELODY** of the piece of music) and **2nd VIOLINS**.



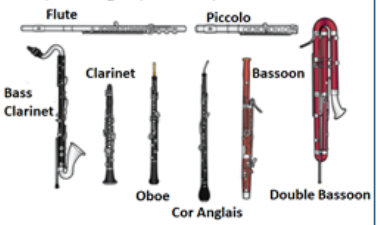
D. Woodwind Section/Family

Originally (and some still are) made from wood (some now metal and plastic). All are **BLOWN**.

FLUTES: Flute and Piccolo – air blown over hole.

SINGLE REED (small piece of bamboo in the mouthpiece): Clarinet, Bass Clarinet & Saxophone (not traditionally in the orchestra, but some modern composers have used it)

DOUBLE REED (two reeds in the mouthpiece): Oboe, Cor Anglais, Bassoon, Double Bassoon.



E. Brass Section/Family

Four types of brass instruments in an orchestra, all made from metal – usually brass and **BLOWN** by the player 'buzzing their lips' into a **MOUTHPIECE** *(shown right)*. The Trumpet, French Horn and Tuba all have three **VALVES** which, along with altering the players mouth positions, adjust the length of the tubing allowing for different notes to be played. The Trombone has a **SLIDE** which adjusts the length of the tubing. Brass instruments (along with Percussion) have often been used to play **FANFARES**: a short, lively, loud piece of music usually warlike or victorious in character used to mark the arrival of someone important, give a signal *e.g., in battles*, of the opening of something *e.g., a sporting event or ceremony*.

Fanfares often use notes of the **HARMONIC SERIES** – a limited range of notes played by **BUGLES** (smaller trumpets with no valves) and valveless trumpets.

F. Percussion Section/Family

Always located at the very back of the orchestra (due to their very loud sounds!). Large number of instruments which produce their sound then ***hit, struck, scraped, or shaken.***

TUNED PERCUSSION (able to play different pitches/notes)

Piano Xylophone Glockenspiel Timpani Celesta Tubular Bells

UNTUNED PERCUSSION (only able to produce 'sounds').

Bass Drum Snare Drum Cymbals Woodblock Guiro

Triangle Gong Tambourine Cabasa Maracas

Revision List for RE

Next assessment in Religious Education (RE) is the end of unit assessment on everything we have covered. Key words from all topics we have covered should be revised.

The list of topics we have covered are:

- Who Am I?
- Christianity
- Sikhi

Key Terms		
Abrahamic	Faith	Pilgrimage
Brahmin	Free Will	Polytheism
Caste	Gurdwara	Prophet
Conversion	Holy Trinity	Reincarnation
Crucifixion	Incarnation	Resurrect
Denomination	Karma	Salvation
Dharma	Liturgical	Scripture
Doctrine	Miracle	Sepulchre
Dualism	Monotheism	Shudra
Eucharist	Physicalism	

Knowledge Organiser for RE

The Sutton Academy

Key Vocabulary

Abrahamic	Relating to the prophet Abraham.
Brahmin	Historically , priests and holy men in the Hindu caste system.
Caste	The name of the system that divided people into groups based on the occupation or wealth of their family.
Conversion	An experience that causes someone to change religion or become religious.
Crucifixion	A method of execution, death by hanging on a cross.
Denomination	A recognised branch of the Christian church.
Dharma	A persons relgious duty (in dharmic religions).
Doctrine	The teachings of a religion.
Dualism	The belief we are made of a physical body and a non physical soul.
Eucharist	Holy communion, bread and wine.
Faith	Having trust in someone. Believing something or someone exists without having proof.
Free Will	Having a choice to do good or bad.
Gurdwara	A Sikh temple.
Holy Trinity	The belief that there are three persons of the Christian Godhead, Father, son and Holy Spirit.
Incarnation	Made in the flesh, given a body.
Karma	The force (good or bad) brought about by a person's actions in life.
Liturgical	A type of worship that follows a set pattern, worship like this is sometimes read from a book.
Miracle	A good event that is outside of the laws of nature and cannot be easily explained.
Monotheism	Belief in one God.
Physicalism	The belief that we are only made of a physical body.
Pilgrimage	A journey by a believer to a holy site for religious reasosn.
Polytheism	Belief in many Gods.
Prophet	A person regarded as an inspired teacher or proclaimer of the will of God.
Reincarnation	Coming back as a different person or animal after death.
Resurrect	To rise from the dead.
Salvation	Being forgiven for sin by believing in the sacrifice of Jesus.
Scripture	The texts of a religion.
Sepulchre	A small room, cut in a rock where a dead person is buried.
Shudra	Historically, the working class in the Hindu Caste system.

Revision List for PE

Pupils will complete six fitness tests and try and achieve their personal best. To prepare for the following tests, 3-minute run, 30m sprint, burpee test, Illinois agility test, hand wall ball toss, standing broad jump test, pupils could doing the following activities to improve their performance:

Test	Physical Activities to Improve Performance	Tick when revised
Stamina/Cardiovascular Test: 3 Minute Run	*Shuttle runs* *Continuous jogging outside* *Skipping* *Cycling*	
Speed Test: 30M Sprint	*Park/track sprints* *Hamstring stretches to improve stride length* *Quadricep stretches to improve stride length* *Gastrocnemius (calf) stretches to improve stride length* *Hill sprints*	
Muscular Endurance Test: Burpee	*Burpees* *Mountain climbers* *Touch floor – vertical jumps* *Press Ups*	
Power Test: Standing Broad Jump	*Hopping/hop scotch* *Jumping lunge* *Jumping sideways over objects (hurdles)Jumping forwards over objects (hurdles)*	
Coordination Test: Hand Wall Toss	*Keepy ups* *Hand toss throwing and catching a tennis ball against the wall* *Juggling* *Catching and throwing tennis ball with a partner*	
Agility Test: Illinois Agility Test	*Zig Zag cone runs* *Ladder runs* *Side bounds* *Short shuttle runs*	

Circuit training at home

- Choose 6-10 of the exercises
- In an appropriate space (garden, yard, bedroom floor, spare room) perform the exercises for 30 seconds, then have a 30 second rest before doing the next exercise and repeat.
- Once all the exercises are completed you have completed one set.
- Have a 2-minute rest before doing a second set and if you can even try a third set if you have the energy.

"Keep Going"
When work feels tough and minds feel slow,
And answers seem too hard to know,

Don't give up—just try once more,
That's what learning's really for.

Each small step, each time you try,
Builds your strength—don't ask "why me?",
ask "why not I?"

Resilience grows when things feel hard,
That's how you push your learning far.

So pick up your pen, begin today,
A little effort goes a long way.

Exams will pass, but this is true—
The strength you build stays with you.

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