



The Sutton Academy



YEAR 7 TRACKING 1 ASSESSMENT

Week Commencing 19th October 2026

Student Name: _____ Form Tutor _____

SUPPORTING STUDENT SUCCESS

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

A Message from your Achievement Leader

Dear Year 7 Student,

Every year in the Academy, you will complete three tracking assessments. Tracking assessments are an opportunity for you to demonstrate your knowledge and understanding to your teachers. They will also allow your teachers to identify your gaps in knowledge and any misconceptions you may have so they can be addressed.

I expect every student in Year 7 to demonstrate our Academy Values and have an Excellent Attitude to Learning at all times, but especially so during tracking assessments. You can ensure you are fully prepared for your assessments by:

- ✓ Having a 100% attendance to school.
- ✓ Having a Good/Excellent Attitude to Learning every lesson.
- ✓ Completing every home learning task to the best of your ability.

It is also important that you prepare for these assessments by completing your own independent revision. This booklet will provide you with all the information you need to prepare for these assessments so they are a positive experience, and you will be proud of the outcomes you achieve. All students who show us examples of independent revision will receive a nomination for the Revision Revolution challenge and will be awarded 10+ Achievement Points on Class Charts.

We recognise that taking assessments in school can be challenging and would like to reassure all Year 7 students that we value effort over outcome. Please do not hesitate to speak to your tutor or one of the year team if you have any concerns.

Good Luck!!!

Mr Cawley

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.

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:



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

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 1 Assessment Timetable

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

Week Commencing the 19 th October 2026 – Tracking 1 Assessments					
Period	Monday	Tuesday	Wednesday	Thursday	Friday
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

Topic	Revision links	Tick when revised
Myths	https://classroom.thenational.academy/lessons/myths-and-folktales-6cwk0c Complete the lesson and take the quiz. You can screen shot your result or print it to show it to your teacher.	
Narrative Arc	https://www.bbc.co.uk/bitesize/articles/z48cmfr#zj4qwnb Complete the lesson and take the quiz. You can screen shot your result or print it to show it to your teacher.	
Simple Past Tense	https://www.youtube.com/watch?v=MI3S3kdkofo Create a flashcard of rules for the simple past tense	
Concept Maps	Concept Map Example.docx Practice filling in your own version of the map	
Valiant, Mythical, Symbolise, Villain, Villainous, Heroic, Heroically, Tragic, Flaw, Temptation	Write a definition for each word and write it in a sentence.	
Hero's journey	https://thekidshouldseethis.com/post/the-monomyth-of-the-heros-journey Create flashcards with the key information of a Hero's journey.	
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.	
Fragments	https://classroom.thenational.academy/lessons/fragments-c9gp4c Complete the lesson and take the quiz. You can screen shot your result or print it to show it to your teacher.	
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.	
The Comma Sandwich	https://www.youtube.com/watch?v=AE7j2JwIRUo Year 7 Writing Mastery Support.docx Create a flashcard with key information about how to use a comma sandwich	
Three Verb Sentence	https://www.youtube.com/watch?v=CaZFcd769oM Year 7 Writing Mastery Support.docx Create a flashcard with key information about how to use a three -verb sentence	
Adjective Attack	https://www.youtube.com/watch?v=aHNJ04cy874 Year 7 Writing Mastery Support.docx Create a flashcard with key information about how to use an adjective attack	
Adverb Snap	https://www.youtube.com/watch?v=lmEzBmrf8bs Year 7 Writing Mastery Support.docx Create a flashcard with key information about how to use an adverb snap	
Practice Question: Describe a Dragon	https://www.youtube.com/watch?v=1fevbR6t-oY Watch the clip and choose a Dragon to describe. Use all of the devices on the revision list. Make sure you plan with a concept map before you start.	
Practice Question: Describe a Griffin	https://www.youtube.com/watch?v=UAA2uBaYUig Watch the clip and describe a Griffin. Use all of the devices on the revision list. Make sure you plan with a concept map before you start.	
The Comma Sandwich	https://www.youtube.com/watch?v=AE7j2JwIRUo Year 7 Writing Mastery Support.docx Create a flashcard with key information about how to use a comma sandwich	

Revision List for Maths Support

Topic	Sparx Clip	Tick when revised
Place value	M704	
Ordering integers	M704	
Ordering negative numbers	M527	
Ordering decimals	M522	
Adding integers	M928	
Subtracting integers	M347	
Adding decimals	M429	
Subtracting decimals	M152	
Negative Numbers - Adding and Subtracting	M106	
Multiplying and dividing with powers of 10	M113	
Multiplying integers	M187	
Multiplying decimals	M803	
Dividing integers	M355	
Powers and Roots	M135	
BIDMAS	M521	
Rounding to powers of 10	M111	
Rounding to decimal places	M431	
Use of a calculator	M757	
Factors	M823	
Highest common factor	M698	
Identifying multiples and finding the lowest common multiple	M227	
Prime numbers	M322	
Representing fractions of diagrams	M158	
Constructing fractions	M939	
Equivalent fractions	M410	
Simplifying fractions	M671	
Ordering fractions	M335	
Converting between mixed numbers and improper fractions	M601	
Adding and subtracting fractions	M835	
Multiplying fractions	M157	
Dividing fractions	M110	
Fractions of amounts	M695	

Revision List for Maths Core

Topic	Sparx Clip	Tick when revised
Place value	M704	
Ordering integers	M704	
Ordering negative numbers	M527	
Ordering decimals	M522	
Adding integers	M928	
Subtracting integers	M347	
Adding decimals	M429	
Subtracting decimals	M152	
Negative Numbers - Adding and Subtracting	M106	
Negative Numbers - Multiplying and Dividing	M288	
Multiplying and dividing with powers of 10	M113	
Multiplying integers	M187	
Multiplying decimals	M803	
Dividing integers	M355	
Dividing decimals	M262, M263	
Powers and Roots	M135	
BIDMAS	M521	
Rounding to powers of 10	M111	
Rounding to decimal places	M431	
Rounding to significant figures	M994, M131	
Error intervals	M730	
Estimation	M878	
Use of a calculator	M757	
Factors	M823	
Highest common factor	M698	
Identifying multiples and finding the lowest common multiple	M227	
Prime numbers	M322	
Finding the product of prime factors	M108	
Representing fractions of diagrams	M158	
Constructing fractions	M939	
Equivalent fractions	M410	
Simplifying fractions	M671	
Ordering fractions	M335	
Converting between mixed numbers and improper fractions	M601	
Adding and subtracting fractions	M835	
Multiplying fractions	M157	
Dividing fractions	M110	
Fractions of amounts	M695, M684	

Revision List for Maths Prime

Topic	Sparx Clip	Tick when revised
Place value	M704	
Ordering integers	M704	
Ordering negative numbers	M527	
Ordering decimals	M522	
Adding integers	M928	
Subtracting integers	M347	
Adding decimals	M429	
Subtracting decimals	M152	
Negative Numbers - Adding and Subtracting	M106	
Negative Numbers - Multiplying and Dividing	M288	
Multiplying and dividing with powers of 10	M113	
Multiplying integers	M187	
Multiplying decimals	M803	
Dividing integers	M355	
Dividing decimals	M262, M263	
Powers and Roots	M135	
Numerical index laws	M608	
BIDMAS	M521	
Rounding to powers of 10	M111	
Rounding to decimal places	M431	
Rounding to significant figures	M994, M131	
Error intervals	M730	
Estimation	M878	
Converting standard form	M719, M678	
Use of a calculator	M757	
Factors	M823	
Highest common factor	M698	
Identifying multiples and finding the lowest common multiple	M227	
Prime numbers	M322	
Finding the product of prime factors	M108	
Finding HCF and LCM using Venn diagrams	M365	
Representing fractions of diagrams	M158	
Constructing fractions	M939	
Equivalent fractions	M410	
Simplifying fractions	M671	
Ordering fractions	M335	
Converting between mixed numbers and improper fractions	M601	
Adding and subtracting fractions	M835, M931	
Multiplying fractions	M157, M197	
Dividing fractions	M110, M265	
Fraction of Amounts	M695, M684	

** For any topics with a * you need to change the curriculum to GCSE. The topics are KS3 topics however they are also on the GCSE curriculum and so appear there instead.*

Revision List for Science

Topic	Revision Website	Revision Task	Tick when revised
States of matter	https://www.bbc.co.uk/bitesize/articles/zkm7wnb#zdsshcw	Draw and label an animal cell and a plant cell. Label the function of each part.	
Changes of state	https://www.youtube.com/watch?v=YgmyMo3us7M	Watch the key science video to help create your own explanation of greenhouse effect	
Scientific equipment and identifying uses	https://www.bbc.co.uk/bitesize/articles/zrf2qfr#zntdkty	Copy the diagram of the scientific apparatus, label it from memory and check your answers	
How to plot graphs	https://www.youtube.com/results?search_query=How+to+plot+graphs+Science.	Watch the video clip from 6:40. Create your own explanation about why we would use scatter graphs rather than bar charts.	
How to interpret graphs	https://www.bbc.co.uk/bitesize/articles/zhmbvwx#z3fdkty	Complete the true or false quiz from this link	
Hazard symbols	https://www.bbc.co.uk/bitesize/articles/z794g7h#zp76m39	Create a flash card for each symbol	

Revision List for Geography

Topic	Revision Topic	Tick When Flash Card Created	Tick when Revised
Geographic Investigation: Settlements	Are all aspects of geography the same? Human and physical geography - differences		
	What are map symbols and how do we use them? Recognising different symbols on OS maps		
	How do we use scale to measure distance? Using different scale sizes to calculate distances between given places on a map.		
	How do we find places using grid references? Using four and six figure grid references.		
	How do we use latitude and longitude to navigate? Using latitude and longitude to determine country location.		
	How do contour lines show us relief? Using contour lines to help recognise steep or flat areas of land.		
	Where should we site a settlement? Advantages and disadvantages of the physical environment.		
	How do settlements develop? Nucleated, linear & dispersed settlements.		

*Please use the knowledge organiser available in this booklet and also on Class Charts to create **flash cards** for revision.*

Knowledge Organiser for Geography

Lesson title:	Key takeaways
Are all aspects of Geography the same? 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 are map symbols and how do we use them?	- Map symbols use shapes and icons to show map users where features are in real life. - These symbols make reading maps easier and clearer. - By using different colours different features can be identified e.g. the type of road network. - Ordnance survey maps always use an OS key to help
How do we use scale to measure distance?	- Scale is placed at the bottom of a map and can be used to calculate real world distances. - This could be in metres, miles or kilometres. The scale will always tell you. - To calculate distance, measure the difference between two given points on your map, then place your ruler on your scale to convert this to the given measurement.
How do we find places using grid references?	- Grid references are imaginary boxes we place over locations so we can narrow down exact features or points of interest. - We can use four figure and six figure grid referencing – 6 figure is more accurate. - The rule to remember is 'along the corridor and up the stairs'. - This means you get your first set of numbers (eastings) along the bottom of your grid and then get your second set of numbers (northings) along the vertical side of the grid.
How do we use latitude and longitude to navigate?	- Longitude and latitude lines are imaginary lines that cover the world, to help us navigate and to work out time zones. - Longitude lines run vertically from the North to South Pole. These help us to work out how far east or west a location is from a given point such as the Prime Meridian. - Latitude lines run horizontally around the earth and help us to determine which hemisphere a location is in e.g. North or South of the Equator.
How do contour lines show us relief?	- Contour lines are brown/orange lines shown on maps. - These help us to recognise if the land is steep or flat in an area. - They are also number to show us the number of metres above sea level a place is. - This is known as the 'relief' of the land = the height and shape.
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.
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

In Year 7, you have been learning about **migration to the British Isles prior to 1066**.
For your tracking assessment, you will be assessed on the following topics:

Topic	Revision Resources	Tick when revised
Changes the Anglo-Saxons made to the British Isles	<i>Please use the knowledge organiser available in this booklet and also on Class Charts to create flash cards for revision.</i>	
Changes the Vikings made to the British Isles	<i>Please use the knowledge organiser available in this booklet and also on Class Charts to create flash cards for revision.</i>	
How significant was the reign of Edward the Confessor?	<i>Please use the knowledge organiser available in this booklet and also on Class Charts to create flash cards for revision.</i>	
How did Edward the Confessor impact the future of the British Isles?	<i>Please use the knowledge organiser available in this booklet and also on Class Charts to create flash cards for revision.</i>	

Knowledge Organiser for History

Year 7 Migration to the British Isles prior to 1066

Title: 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.
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
Changes the Anglo-Saxons made to 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.
Changes the Vikings made to the British Isles		- 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'.
How significant was the reign of Edward the Confessor?		- 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.
How did Edward the Confessor impact the future of the British Isles?		- Edward did not have any children therefore there was no heir to the English throne. - It was not clear who would take over the English throne after Edward died, this became known as a succession crisis as a decision would have to be made on who to rule next. - Upon taking the throne Edward brought Norman nobles and advisors to England to help during his reign.

Revision List for Spanish

Below is a list of topics that Year 7 have covered so far this year. This will help you revise for your Tracking 1 exams. You can use your knowledge organisers to revise for your assessment and also your flashcards, which will you will prepare in class. You can also use Quizlet to support you in learning the key vocabulary terms for this unit.

Topic	Booklet page	Tick when revised
Basic greetings <i>You will be able to say what your name is and how you're feeling.</i>	57	
Numbers <i>You will have studied numbers 1-100.</i>	57	
Age <i>You will have studied how to ask somebody how old they are and you will also be able to give a response to this question.</i>	57	
Days and Months <i>You will have studied the 7 days of the week and 12 months of the year.</i>	57/58	
Birthday <i>You will have studied how to ask somebody when their birthday is and you will also be able to give a response to this question.</i>	57	

Knowledge Organiser for Spanish

Greetings /Asking your Name

Hello	Hola
Welcome	Bienvenido/a
Good morning	Buenos días
Good afternoon/evening	Buenas tardes
Good night	Buenas noches
What is your name?	¿Cómo te llamas?
My name is...	Me llamo...
How are you?	¿Qué tal? / ¿Cómo estás?
I'm...	Estoy...
OK	Regular
Good	Bien
Very good	Muy bien
Fantastic	Fenomenal
Bad	Mal
Terrible	Fatal
Thank you	Gracias

Months of the Year (Don't use capital letters in Spanish!)

January	enero
February	febrero
March	marzo
April	abril
May	mayo
June	junio
July	julio
August	agosto
September	septiembre
October	octubre
November	noviembre
December	diciembre

Numbers

1	uno	16	dieciséis	31	treinta y uno
2	dos	17	diecisiete	32	treinta y dos
3	tres	18	dieciocho	33	treinta y tres
4	cuatro	19	diecinueve	40	cuarenta
5	cinco	20	veinte	50	cincuenta
6	seis	21	veintiuno	60	sesenta
7	siete	22	veintidós	70	setenta
8	ocho	23	veintitrés	80	ochenta
9	nueve	24	veinticuatro	90	noventa
10	diez	25	veinticinco	100	cien
11	once	26	veintiséis	200	doscientos
12	doce	27	veintisiete	500	quinientos
13	trece	28	veintiocho	700	setecientos
14	catorce	29	veintinueve	900	novcientos
15	quince	30	treinta	1000	mil

Age/Birthday

How old are you?	¿Cuántos años tienes?
I am ... years old	Tengo ... años
When is your birthday?	¿Cuándo es tu cumpleaños?
My birthday is the ... of ...	Mi cumpleaños es el ... de ...

Knowledge Organiser for Spanish

Days

What is the date today?	¿Cuál es la fecha de hoy?
Today is...	Hoy es...
Monday	lunes
Tuesday	martes
Wednesday	miércoles
Thursday	jueves
Friday	viernes
Saturday	sábado
Sunday	domingo
Wednesday, 4 th September	miércoles, cuatro de septiembre
(At) The weekend	El fin de semana
(At) The weekends	Los fines de semana
On Monday...	El lunes...
On Tuesdays...	Los martes...
During the week	Durante la semana

Talking about where I live

To live	Vivir
Where do you live?	¿Dónde vives?
I live in	Vivo en...
We live in...	Vivimos en...
A city	Una ciudad
A town	Un pueblo
Called...	que se llama...
St. Helens	Santa Helena
A house	Una casa
A flat	Un piso
In the centre	En el centro
On the coast	En la costa
On the outskirts	En las afueras
In the mountain	En la montaña
In the countryside	En el campo

Verbs in Spanish

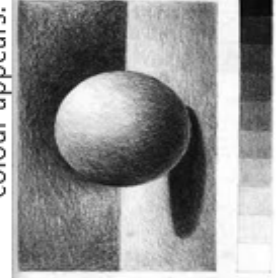
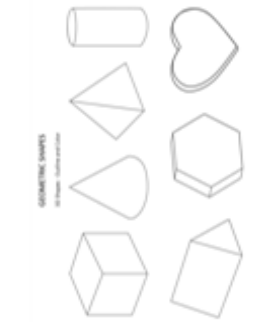
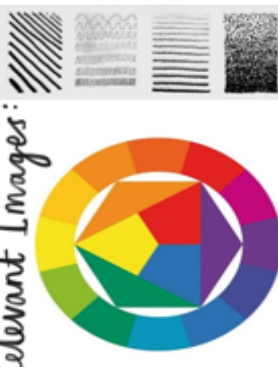
Verb	A doing word (e.g. to play, to be, to eat) – in Spanish they end in –ar, -er or –ir
Conjugate	To change the ending of a verb so it corresponds to the correct person
Infinitive	The verb before it has been conjugated (ending in –ar, -er or –ir)

Revision List for Art

*Your first tracking assessment in Year 7 is on 'Colour Theory'.
The topics below we have covered should be revised.*

Revision Topic	Revision Task	Tick when revised
Primary and Secondary Colours	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Warm and Cool Colours	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Tertiary Colours	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Complimentary Colours	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Tints, Tone, Shades	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Application of Tone	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	

Knowledge Organiser for Art

ART Knowledge Organiser		YEAR: 7
Topic: Art Fundamentals & Jon Burgerman		TERM: 1
History /Context: Students will study a variety of different art fundamentals for term 1: Colour theory, drawing techniques, learning how to develop line drawings into 3D shapes and then further into realistic observational drawings. The Formal Elements are the parts used to make a piece of artwork. The art elements are line, shape, form, tone, texture, pattern, colour and composition. They are often used together, and how they are organised in a piece of art determines what the finished piece will look like. Students will study the work of the artist Jon Burgerman, and adapt their 3D drawings of everyday objects into their own designs. Students will then look at how to create different backgrounds in order to create a personal final outcome.	Line: A line is the path left by a moving point, e.g. a pencil or a brush dipped in paint. A line can take many forms. Colour: Created by light. There are three properties of Colour; Hue (Colour Name), Value (Shade and Tints) and Intensity (Brightness). Pattern: A pattern is a design that is created by repeating lines, shapes, tones and colours. Texture: The surface quality of something, the way something feels or looks like it feels. There are two types of texture: Actual Texture and Visual Texture. Tone: Tone means the lightness or darkness of something. This could be a shade or how dark or light a colour appears.	Key Vocabulary: Continuous Line Drawing: When you use one line to create a drawing, you do not take your hand off the page. Fine Art: Creative art, especially visual art whose products are to be appreciated primarily or solely for their imaginative, aesthetic, or intellectual content. Doodles: An aimless or casual scribble, design, or sketch. Produced: Make or manufacture from components or raw materials. Geometric Shapes: A figure or area closed by a boundary which is created by combining the specific amount of curves, points, and lines. E.g. Cube, Cone, Triangular Prism.
Skills/Techniques: 3D drawing Pencil Control Observational drawing Continuous Line drawing Artist Research Page Doodle Art Water colour and Acrylic Painting Character Design Colour blending	Careers/Opportunities: Art and Design GCSE: All of 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. Visit the Liverpool World Museum: The museum has many insects on display that you can see up close. Graphic Designer: A professional within the graphic arts industry who assembles together images, typography, or motion graphics to create a piece of design.	     

Relevant Images:

Revision List for Design & Technology

Revision Topic	Revision Link	Revision Taski	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	<i>Task 1 – Sort & Match: Write down 6 types of paper/board (e.g., cartridge paper, corrugated card, tracing paper). Next to each, write its typical use.</i> <i>Task 2 – Exam-Style Question: A packaging company wants to design a box for chocolates. Which paper/board is most suitable and why? (4 marks)</i>	
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	<i>Task 1 – Practice Sheet: Sketch a simple product (like a mobile phone or chair) in pencil, then use tone and rendering techniques to make it look 3D.</i> <i>Task 2 – Compare Question: Why is rendering an important skill for designers? Give two reasons. (3 marks)</i>	
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	<i>Task 1 – Safety Poster: Create a quick A4 poster showing the dos and don'ts of using a craft knife safely.</i> <i>Task 2 – Scenario Question: You are asked to cut a precise cardboard net for a model. Explain how to use a craft knife safely and effectively. (4 marks)</i>	

Revision List for Food Technology

Year 7 Food Technology Assessment 1 Revision List

Use your knowledge organiser and the revision questions to practise each topic. Tick a row once you can explain it from memory. Cover the organiser and correct your answers in a different colour.

Revision topic	What to revise and practise	Tick
Food room start routine	Put lining up, removing your blazer, tying back long hair, putting on an apron and washing your hands in order. Explain why these steps matter.	☐
Key vocabulary	Define hazard, bacteria, routine, accurate, mise en place, equipment and utensil. Give a food room example for each.	☐
Mise en place	Explain what to prepare before cooking, such as ingredients, equipment and the recipe. Describe how preparation helps you work safely and avoid mistakes.	☐
Weighing and measuring	Choose scales for grams, a jug for millilitres and spoons for small amounts. Explain when to press zero or tare and why accuracy affects the food.	☐
Hazards and prevention	Spot risks from knives, hot equipment, wet floors, spillages, bags, blazers and open doors. For each risk, explain a safe action.	☐
Washing up and final clean	Learn the order: scrape, sort, wash, rinse, drain, dry and return. Explain how to handle sharp items, dirty water and the final surface clean.	☐
Choosing equipment	Match chopping board, peeler, sieve, saucepan, frying pan, rolling pin and mixing bowl to their jobs. Explain how the right tool keeps work safe.	☐
Bread roll skills	Know the main ingredients. Explain why water is added gradually, how kneading affects dough and why rolls should be shaped evenly.	☐
Shortbread skills	Know the main ingredients. Describe the rubbing-in method and explain why evenly sized pieces cook at a similar speed.	☐
Putting it all together	Describe a safe practical lesson from entering the room to leaving it clean. Include personal preparation, hazards, equipment, bacteria and washing up.	☐

Knowledge Organiser for Food Technology

Year 7 Knowledge Organiser: Food Technology Assessment 1

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Food Safety & Practical Skills

AP1 revision focus Revise practical routines, hazards, weighing and measuring, equipment choices, washing-up, and bread roll/shortbread practical skills. **Give yourself little-and-often practice for 2 weeks.**

Food room start routine

- Bring a suitable box or container.
- Line up sensibly and quietly outside.
- Remove blazer and place it safely under the desk.
- Put on apron, tie long hair back, wash hands with soap.
- Fill sink with hot soapy water - one pump of washing-up liquid.



Key vocabulary

- Bacteria: tiny living things that can spread on dirty hands, surfaces and equipment, making food unsafe.
- Routine: a set of steps followed in the same order.
- Mise en place: preparation before starting to cook.
- Equipment: tools/items used to prepare, cook or serve food.
- Utensil: a small tool used when preparing or cooking food.



Weighing & measuring

- Accurate means correct or exact.
- Scales measure weight in grams (g). Press zero/tare with the bowl on.
- Measuring jugs measure liquids in ml or litres.
- Measuring spoons measure small amounts: tsp and tbsp.
- Accuracy helps texture, taste, rise and consistency.



Mise en place

- Get everything ready before cooking.
- Wash and chop ingredients, measure ingredients, set out equipment and check the recipe.
- Helps you work safely and efficiently and avoid forgetting ingredients.



Hazards & prevention

- Hazard = something that could cause harm or make the food room unsafe.
- Examples: sharp knives, hot ovens, wet floors, open cupboard doors, bags, blazers and food spillages.
- Prevent accidents by moving calmly, tidying your area, following instructions and using equipment safely.



Washing-up routine

- Scrape food into the bin so the sink does not block.
- Sort items. Do not hide sharp items under water.
- Wash cleanest items first, then dirtier equipment.
- Rinse, drain, dry with a clean tea towel and return equipment once checked.
- If water is dirty, refill with clean hot soapy water. Wipe surfaces with antibacterial spray.



Bread rolls & shortbread skills

- Bread rolls: strong white flour, salt, margarine and quick yeast. Add water gradually.
- Kneading/handling affects the texture of dough.
- Shortbread: plain flour, butter/margarine and caster sugar.
- Rubbing-in method: rub fat into flour with fingertips until it looks like breadcrumbs.
- Shape pieces evenly so they cook at a similar speed and look neat.



Correct equipment choices

- Chopping board: protects the surface and helps cut safely.
- Peeler: peels fruit/vegetables. Sieve: removes lumps and adds air.
- Saucepan: boiling/simmering. Frying pan: frying.
- Rolling pin: rolls dough. Mixing bowl: holds ingredients for mixing.



Knowledge Organiser for Food Technology

Year 7 Knowledge Organiser: Food Technology Assessment 1

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Assessment 1 Revision Questions

Page 1 of practice - cover the organiser, then answer from memory

Use these questions to revise. They are not the assessment questions, but they practise the same knowledge and skills.

1 Food room routine (6 marks)

Put these steps in the correct order: put on an apron / wash hands / line up outside / tie long hair back / remove blazer. Then explain why this routine keeps people and food safe.

2 Key vocabulary (8 marks)

Define each word in your own words: hazard, bacteria, routine, accurate, mise en place, equipment, utensil, measuring jug.

3 Mise en place (6 marks)

What does mise en place mean? Give two examples of things you could prepare before cooking. Explain two ways it can help you avoid mistakes.

4 Weighing and measuring (8 marks)

Complete the table, then explain why pressing zero/tare on the scales matters before adding ingredients.

Job	Best equipment	Why?
Measure milk		
Weigh flour		
Measure baking powder		

Knowledge Organiser for Food Technology

Year 7 Knowledge Organiser: Food Technology Assessment 1

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Assessment 1 Revision Questions

Page 2 of practice - hazards, cleaning and equipment

5 Spot the hazards (8 marks)

A student has loose hair, a bag in the walkway, a wet floor near the sink, food spillages on the table, an open cupboard door and a knife left near the edge of the worktop.

Choose four hazards. For each one, explain how it could hurt someone and what the student should do to make it safe.

6 Washing up and final clean (10 marks)

Write the washing-up routine in order. Try to include: scrape, sort, wash, rinse, drain, dry, return equipment and final clean.

Then answer: Why must sharp items not be hidden under water? What should you do if the water becomes dirty? Why use antibacterial spray on surfaces?

7 Correct equipment challenge (8 marks)

Word bank: measuring jug, chopping board, saucepan, frying pan, peeler, rolling pin, mixing bowl, sieve. Complete the table, then explain how choosing the correct equipment helps prevent hazards.

Task	Equipment from word bank
Chop an onion safely	
Remove lumps from flour	
Boil pasta	
Roll out dough	
Fry an egg	

Knowledge Organiser for Food Technology

Year 7 Knowledge Organiser: Food Technology Assessment 1

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Assessment 1 Revision Questions

Page 3 of practice - practical reflection and extended writing

8 Bread rolls and shortbread practical skills (8 marks)

Answer in full sentences: Why should bread roll dough have water added gradually? How can kneading/handling affect bread texture? What is the rubbing-in method? Why should shortbread or bread roll pieces be shaped evenly?

9 Extended answer practice (7 marks)

A group enters the food room and completes a practical lesson. Explain the safest routine they should follow from entering the room to leaving it clean.

Include: personal preparation, hazards, correct equipment, washing up, bacteria and final clean.

10 Final memory check - tick when secure

- ☐ I can explain why students line up, remove blazers, wear aprons, tie hair back and wash hands.
- ☐ I can define hazard, bacteria, routine, accurate, mise en place, equipment and utensil.
- ☐ I can choose the correct equipment for measuring, chopping, sieving, boiling, frying and rolling.
- ☐ I can explain why accurate weighing and measuring changes texture, taste, rise and consistency.
- ☐ I can describe a safe washing-up and final clean routine using bacteria in my explanation.
- ☐ I can explain bread roll and shortbread mistakes, such as not pressing zero, too much water, poor kneading or uneven shapes.

Revision tip: practise one page at a time. Redraft answers you cannot remember without looking.

Revision List for Digital Literacy

	Revision Task	Tick when revised
Health and Safety in an IT suite	https://www.bbc.co.uk/bitesize/guides/zrtrd2p/revision/1	
File Management	https://www.bbc.co.uk/bitesize/guides/zrtrd2p/revision/1	
Secure Passwords	https://www.bbc.co.uk/bitesize/guides/zrtrd2p/revision/1	
Cyber Bullying	https://www.bbc.co.uk/bitesize/guides/zrtrd2p/revision/1	
Grooming	https://www.bbc.co.uk/bitesize/guides/zrtrd2p/revision/1	
Digital Footprint	https://www.bbc.co.uk/bitesize/topics/zv63d2p/articles/z8kdqfr#z6xtn9q1	

Knowledge Organiser for Digital Literacy

Cyber Wisdom - Knowledge Organiser

Top Tips for Staying Safe Online

Think Before You Click:

Don't open suspicious links or attachments.

Use Strong Passwords:

Combine letters, numbers, and symbols. Change them regularly.

Keep Personal Information Private:

Avoid sharing your full name, address, school, or phone number.

Check Privacy Settings:

Regularly review settings on social media and apps.

Report and Block:

If someone is harassing you online, report them and block their account.

Be Kind Online:

Treat others with respect and avoid posting hurtful content.

File Management

Why File Management Matters

- Helps you stay organised.
- Makes it easier to find work quickly.
- Reduces the risk of losing important files.
- Improves collaboration and version control.

Best Practices for File Management

- Use Clear File Names
- Organise with Folders
- Create folders by subject, topic, or project.
- Save Work Regularly
- Back Up Your Files
- Delete Unnecessary Files
- Regularly clean up old or duplicate files to reduce clutter.

Term	Definition
E-Safety	The practice of staying safe online and protecting personal information.
Cyberbullying	Bullying that takes place over digital devices like phones, computers, and tablets.
Phishing	Fraudulent attempts to obtain sensitive information by pretending to be a trustworthy source.
Digital Footprint	The trail of data you leave behind when using the internet.
Privacy Settings	Controls that allow users to manage who can see their information online.
Malware	Malicious software designed to harm or exploit devices or networks.

Risk	Description	How to Protect Yourself
Cyberbullying	Harassment or abuse online	Block/report users, talk to a trusted adult
Online Grooming	Predators building trust to exploit	Don't share personal info, report suspicious behaviour
Scams & Fraud	Fake offers or messages to steal data	Don't click unknown links, verify sources
Inappropriate Content	Exposure to harmful material	Use filters, report content, talk to adults

Revision List for Music

Building Bricks – Elements of Music

	Revision Task	Tick when revised
List all 8 elements of music	<i>Use the knowledge organiser posted on ClassCharts and Teams to create a flash card and test yourself on it.</i>	
Pitch: <i>Be able to explain what the term means</i>	<i>Use the knowledge organiser posted on ClassCharts and Teams to create a flash card and test yourself on it.</i>	
Dynamics: <i>Be able to explain what the term means</i>	<i>Use the knowledge organiser posted on ClassCharts and Teams to create a flash card and test yourself on it.</i>	
Duration: <i>Be able to explain what the term means</i>	<i>Use the knowledge organiser posted on ClassCharts and Teams to create a flash card and test yourself on it.</i>	
Timbre: <i>Be able to explain what the term means</i>	<i>Use the knowledge organiser posted on ClassCharts and Teams to create a flash card and test yourself on it.</i>	
Tempo: <i>Be able to explain what the term means</i>	<i>Use the knowledge organiser posted on ClassCharts and Teams to create a flash card and test yourself on it.</i>	
Texture: <i>Be able to explain what the term means</i>	<i>Use the knowledge organiser posted on ClassCharts and Teams to create a flash card and test yourself on it.</i>	
Articulation: <i>Be able to explain what the term means</i>	<i>Use the knowledge organiser posted on ClassCharts and Teams to create a flash card and test yourself on it.</i>	

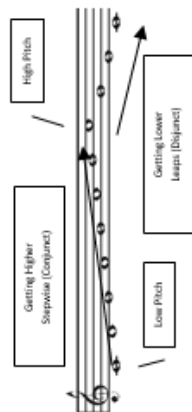
Knowledge Organiser for Music

Building Bricks

Exploring the Elements of Music

A. Pitch

The **highness** or **lowness** of a sound.



B. Tempo

The **speed** of a sound or piece of music.

FAST: *Allegro, Vivace, Presto*
SLOW: *Andante, Adagio, Lento*
GETTING FASTER – *Accelerando (accel.)*
GETTING SLOWER – *Ritardando (rit.)* or *Rallentando (rall.)*

C. Dynamics

The **volume** of a sound or piece of music.

VERY LOUD: *Fortissimo (ff)*
LOUD: *Forte (f)*
QUITE LOUD: *Mezzo Forte (mf)*
QUITE SOFT: *Mezzo Piano (mp)*
SOFT: *Piano (p)*
VERY SOFT: *Pianissimo (pp)*
GETTING LOUDER: *Crescendo (cresc.)*
GETTING SOFTER: *Diminuendo (dim.)*

D. Duration

The **length** of a sound.



E. Texture

How **much sound** we hear.

THIN TEXTURE: (*sparse/solo*) – small amount of instruments or melodies.

THICK TEXTURE: (*dense/layered*) – lots of instruments or melodies.

F. Timbre or Sonority

Describes the **unique sound or tone quality** of different instruments voices or sounds.

Velvety, Screechy, Throaty, Rattling, Mellow, Chirpy, Brassy, Sharp, Heavy, Buzzy, Crisp, Metallic, Wooden etc.

G. Articulation

How individual notes or sounds are **played/techniques**.

LEGATO – playing notes in a long, smooth way

shown by a **SLUR**.

STACCATO – playing notes in a short, detached, spiky way shown by a **DOT**.

H. Silence

The opposite or absence of sound, **no sound**. In music these are **RESTS**.



I. Notation

How music is **written** down.

STAFF NOTATION – music written on a **STAVE** (5 lines and spaces)



GRAPHIC NOTATION/SCORE – music written down using shapes and symbols to represent sounds.

Revision List for RE

Next assessment in Religious Education (RE) is the mid unit assessment on 'Who Am I?' topics we have covered should be revised.

	Revision Task	Tick when revised
Physicalism and Dualism	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
What is Faith?	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
What is Religion?	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Abrahamic Faiths	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Abrahamic Faiths	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	

Knowledge Organiser for RE

Year 7 Unit 1 – Who Am I?

Physicalism and Dualism	Faith	Seven Dimensions of Religion
Physicalism is the belief that human beings are made of one thing, a physical body. Dualism is the belief that human beings are made of two things, a physical body and a non-physical soul. Many religious people are dualists. They believe that the soul is the nonphysical part of a person that continues to live after death.	Faith is having complete trust or confidence in someone or something. The Bible says faith is being sure of what we hope for and certain of what we do not see. Having faith in something can mean two things: 1. Having faith that something exists (many religious people believe that God exists) 2. Having faith that someone can do something or that someone will help you Religious people who have faith in God, believe that God will help them.	The seven dimensions of religion are: • Practical (religious practices) e.g. prayer • Experiential (religious experiences) e.g. feelings, • Narrative (religious stories), • Doctrinal (religious rules), e.g. teachings. • Ethical (doing the right thing), e.g. rules and laws. • Social (religious people) and • Material (the 'stuff' of religion - religious buildings) e.g. a church.
Abrahamic Religions	Dharmic Religions	The 10 Commandments
There are three Abrahamic faiths. 1. Judaism 2. Christianity 3. Islam. Abraham was a prophet; some religious people believe that God spoke to him and this is an important part of the Abrahamic religions. Common beliefs in the Abrahamic faiths: Monotheism, all these faiths believe in one God. Creation - all three believe God created the world.	There are three main dharmic faiths. Hinduism Buddhism Sikhi (often referred to as Sikhism). The concept of dharma is doing your religious duty. If this is done well a person receives good karma. If it is done badly a person may receive bad karma. Karma is a force generated by your actions that then determines what happens in your next life. Good dharma gets good karma and means you have a better life in your next life.	1. You shall have no other God's before me. 2. You shall not worship idols. 3. You shall not take the name God in vain. R 4. Remember the Sabbath day and keep it Holy. 5. Honour your father and mother. 6. You shall not kill. 7. You shall not commit adultery. 8. You shall not steal. 9. You shall not lie. 10. You shall not covet.

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 do 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 Quadriacep 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

- Chose 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.

[illegible]

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME
						SATURDAY
						SUNDAY

[illegible]



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