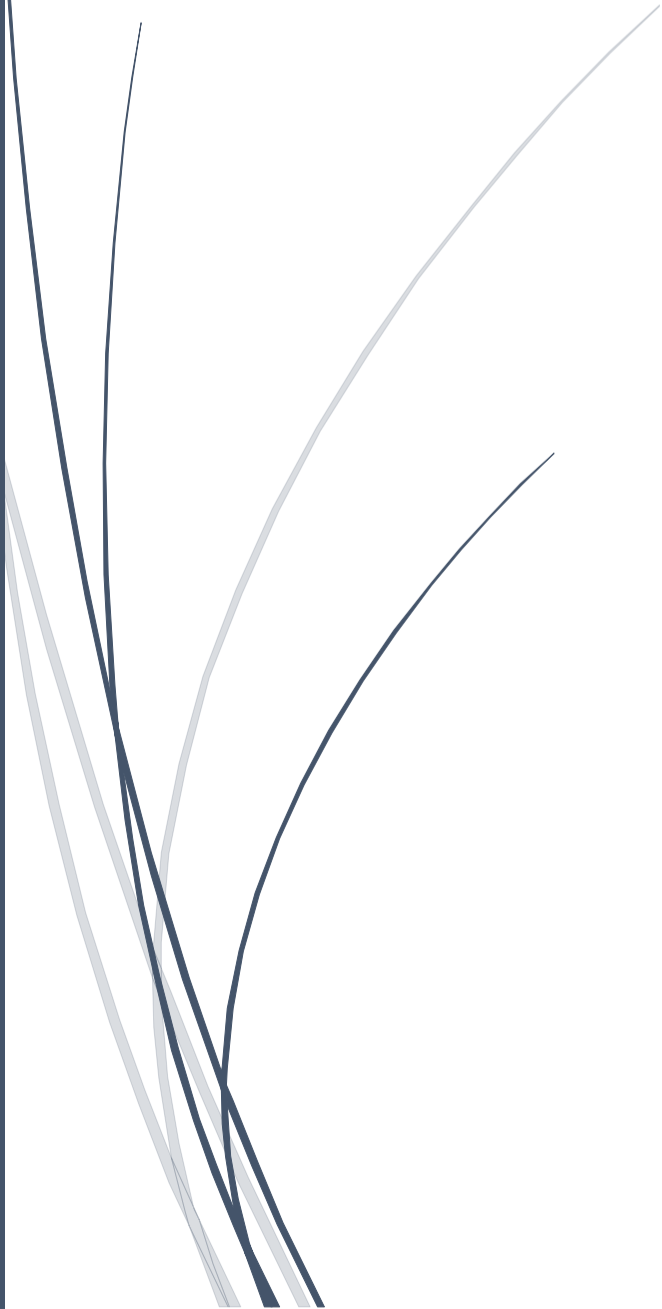


# Year 7 Big Test Revision Booklet 24/25

(13/01 - 24/01)



Dear Parent/Carer,

I am writing this letter to inform you of your child's next assessment at Manchester Academy

From the second week back in Spring term (13/01 - 24/1), Year 7 students will be sitting their first Big Test in all subjects, and these will assess knowledge and understanding of the content students have covered so far in lessons. Exams will take place in the classrooms with their class teachers.

Whilst these exams are internal, rather than the externally assessed (United Learning) ones that are taken at the end of Year 7, it is nevertheless important that students take them seriously and engage fully in revising at home and in all the revision activities their teachers will deliver in lessons. Revision helps students consolidate learning, builds their confidence, and embeds the core knowledge they will need for future success in these subjects. It is also a skill that needs lots of practice for students to become efficient at revising.

These exams are also an excellent opportunity for students to become more accustomed at completing assessments in more formal conditions, something we want them to feel confident and relaxed about later in their school careers.

We must stress that we do not want students to get unnecessarily worried about the exams, and we ask for your support here. Above all else, the exams are a valuable opportunity for teachers to assess the areas students have grasped well and those where further consolidation may still be required.

Revision at home is important, but it is equally important not to over-do-it. We suggest that an average of 90 minutes of revision per night during the 2 weeks before these exams will be plenty for students to be well prepared, assuming that they've been working hard in lessons and completing all independent learning (homework). We will be asking other subjects to try not to set independent learning during this time and asking that all the independent learning relates directly to the exams to support revision. Please do take the time to help your child prepare for these exams.

We hope the information provided will allow you to support your child during the academic year.

If you have any questions regarding any of the information provided then please don't hesitate to contact me or your child's Director of Character and Culture, Ms Maybury, using the details below.

Email for Ms Maybury [Danielle.maybury@manchester-academy.org](mailto:Danielle.maybury@manchester-academy.org)

Thank you for your continued support,

Mrs Rehman  
Assistant Vice Principal – Quality of Education

# INTRODUCTION

The booklet highlights the revision strategies and the academic opportunities. This booklet is aimed at helping all students plan and use revision time effectively, as well as giving parents some tips on how they can help and support. Of course, it is important to have a balance between work, social time and family time but now is the time that clear, focused revision begins in earnest. This booklet includes some tips on how parents can encourage, enable, and support students to revise effectively.

It also contains subject-by-subject revision plans which, in some cases, will be supported by revision guides which can be purchased through school or by material that students will receive directly from subject teachers or on the memory stick which accompanies this revision guide.

Please read this revision support booklet and as a parent help your child get organised, and as a student work with your parents to ensure a good, focused revision schedule. You will achieve your potential with:

✓ a clear revision schedule (see back of booklet for photocopyable timetables)

✓ concentration on areas in need of improvement

✓ determination and sustained effort

✓ support from family, peers and staff

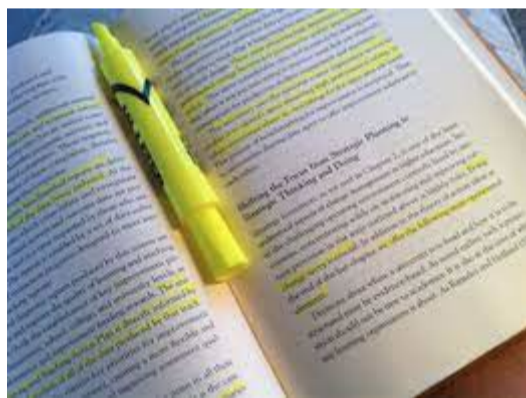
✓ hard work

✓ a sensible balance between work and relaxation.

If you have any concerns, please contact the relevant member(s) of staff at school. We are here to support you to achieve your full potential. Never give up, keep going and I know you will get there.

# REVISION STRATEGIES

## **RAG – Red, Amber, Green**



Highlight sections in your work as follows:

- Red – you don't remember covering it/are unsure of the theory
- Amber – you get it, but are not totally clear
- Green – very happy that you understand it

The focus for your subsequent revision should be the red/amber sections.

## **Post-its**



Write information as well as questions on post-it notes and place them on the wall, door, large sheets of paper etc. You can then re-arrange them in a variety of ways:

- Organise them into what you know and what you don't know
- Group them together by theme or topic
- Match questions to answers

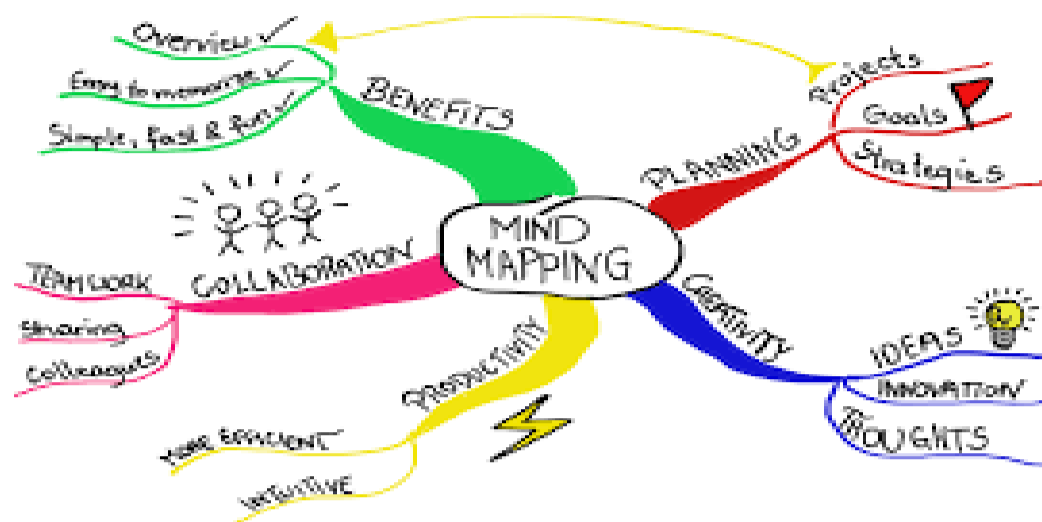
## **Flashcards**



- Condense key words/phrases onto cards to learn
- Write out questions with answers on the reverse
- Make lists of key words
- Give the cards to someone to test you
- Use different coloured flashcards to help organise your notes
- Use different colours for different topics/themes/ideas

## **Mind Maps**

Imagine a mind map is like a giant spider's web with all the ideas around it. The spider (or main idea) is in the middle, and everything is around it. The most important ideas are in the middle and the sub-topics go out further and further. Reading out loud Read your revision notes out loud, perhaps to a particular rhythm – this could be set by music playing in the background, by tapping your foot or by walking calmly and steadily. This is a sort of walk and talk.



## PROGRESS CHECK TIMETABLE: YR 7

| Subject           | Class              | Day       | Date                     | Period   | Length     |
|-------------------|--------------------|-----------|--------------------------|----------|------------|
| English - Reading | 7x1, 7x2, 7x3, 7x4 | Thursday  | 14 <sup>th</sup> January | Period 2 | 45 minutes |
| English - Reading | 7z1, 7z2, 7z3      | Thursday  | 14 <sup>th</sup> January | Period 4 | 45 minutes |
| English - Writing | All Year 7         | Friday    | 17 <sup>th</sup> January | Period 1 | 45 minutes |
| Maths             | 7z band            | Tuesday   | 14 <sup>th</sup> January | Period 1 | 55 minutes |
| Maths             | 7x band            | Tuesday   | 14 <sup>th</sup> January | Period 3 | 55 minutes |
| Science           | 7x                 | Thursday  | 16 <sup>th</sup> January | Period 3 | 1 hour     |
| Science           | 7z                 | Thursday  | 16 <sup>th</sup> January | Period 5 | 1 hour     |
| Food              | 7x3 CST            | Monday    | 13 <sup>th</sup> January | Period 3 | 45 minutes |
| Food              | 7z1 CST            | Tuesday   | 14 <sup>th</sup> January | Period 3 | 45 minutes |
| Food              | 7y2 CST            | Friday    | 17 <sup>th</sup> January | Period 2 | 45 minutes |
| Food              | 7x1 JFI            | Wednesday | 22 <sup>nd</sup> January | Period 1 | 45 minutes |
| Food              | 7z3 BFA            | Tuesday   | 21 <sup>st</sup> January | Period 5 | 45 minutes |
| Computing         | 7a MHU             | FRI       | 17 <sup>th</sup> Jan     | Period 4 | 1 hour     |
|                   | 7b RTE             | FRI       | 24 <sup>th</sup> Jan     | Period 4 |            |
|                   | 7c JSO             | THURS     | 16 <sup>th</sup> Jan     | Period 1 |            |
|                   | 7d JMO             | WED       | 15 <sup>th</sup> Jan     | Period 2 |            |
|                   | 7e JSO             | FRI       | 17 <sup>th</sup> Jan     | Period 5 |            |
|                   | 7f JMO             | MON       | 13 <sup>th</sup> Jan     | Period 5 |            |

|                     | 7g JSO | TUE              | 14 <sup>th</sup> Jan | Period 5 |        |
|---------------------|--------|------------------|----------------------|----------|--------|
|                     | 7h JMO | WED              | 15 <sup>th</sup> Jan | Period 3 |        |
| History             | 7A     | Thursday A week  | 16 <sup>th</sup> Jan | Period 1 | 1 hour |
| History             | 7B     | Thursday A week  | 16 <sup>th</sup> Jan | Period 2 | 1 hour |
| History             | 7C     | Monday B week    | 20 <sup>th</sup> Jan | Period 5 | 1 hour |
| History             | 7D     | Wednesday B week | 22 <sup>nd</sup> Jan | Period 1 | 1 hour |
| History             | 7E     | Monday B week    | 20 <sup>th</sup> Jan | Period 3 | 1 hour |
| History             | 7F     | Tuesday A week   | 14 <sup>th</sup> Jan | Period 5 | 1 hour |
| History             | 7G     | Friday B week    | 24 <sup>th</sup> Jan | Period 3 | 1 hour |
| History             | 7H     | Monday B week    | 20 <sup>th</sup> Jan | Period 3 | 1 hour |
| Art                 | 7X/AR1 | Monday A week    | 13 <sup>th</sup> Jan | Period 3 | 1 Hour |
| Art                 | 7X/AR2 | Monday A week    | 13 <sup>th</sup> Jan | Period 3 | 1 Hour |
| Art                 | 7X/AR3 | Wednesday A week | 15 <sup>th</sup> Jan | Period 2 | 1 Hour |
| Art                 | 7Y/AR1 | Friday A week    | 17 <sup>th</sup> Jan | Period 3 | 1 Hour |
| Art                 | 7Y/AR2 | Friday A Week    | 17 <sup>th</sup> Jan | Period 3 | 1 Hour |
| Art                 | 7Y/AR3 | Friday A Week    | 17 <sup>th</sup> Jan | Period 2 | 1 Hour |
| Art                 | 7Z/AR1 | Thursday A week  | 16 <sup>th</sup> Jan | Period 2 | 1 Hour |
| Art                 | 7Z/AR2 | Thursday A week  | 16 <sup>th</sup> Jan | Period 2 | 1 Hour |
| Art                 | 7Z/AR3 | Tuesday A week   | 14 <sup>th</sup> Jan | Period 3 | 1 Hour |
| Art                 | 7Z/AR4 | Tuesday A week   | 14 <sup>th</sup> Jan | Period 3 | 1 Hour |
| Religious Education | 7a/RE  | Tuesday          | 21 <sup>st</sup> Jan | Period 5 | 1 Hour |
| Religious Education | 7b/RE  | Tuesday          | 21 <sup>st</sup> Jan | Period 1 | 1 Hour |
| Religious Education | 7c/RE  | Tuesday          | 21 <sup>st</sup> Jan | Period 1 | 1 Hour |
| Religious Education | 7d/RE  | Monday           | 20 <sup>th</sup> Jan | Period 5 | 1 Hour |
| Religious Education | 7e/RE  | Thursday         | 23 <sup>rd</sup> Jan | Period 1 | 1 Hour |
| Religious Education | 7f/RE  | Monday           | 20 <sup>th</sup> Jan | Period 5 | 1 Hour |
| Religious Education | 7g/RE  | Thursday         | 23 <sup>rd</sup> Jan | Period 1 | 1 Hour |
| Religious Education | 7h/RE  | Friday           | 17 <sup>th</sup> Jan | Period 4 | 1 Hour |
| French              | 7a/Fr  | Tuesday          | 14 <sup>th</sup> Jan | Period 4 | 1 hour |
| French              | 7b/Fr  | Thursday         | 16 <sup>th</sup> Jan | Period 1 | 1 hour |
| French              | 7c/Fr  | Monday           | 13 <sup>th</sup> Jan | Period 3 | 1 hour |
| French              | 7d/Fr  | Monday           | 13 <sup>th</sup> Jan | Period 3 | 1 hour |
| Spanish             | 7e/Sp  | Monday           | 13 <sup>th</sup> Jan | Period 5 | 1 hour |
| Spanish             | 7f/Sp  | Thursday         | 16 <sup>th</sup> Jan | Period 1 | 1 hour |
| Spanish             | 7g/Sp  | Friday           | 17 <sup>th</sup> Jan | Period 3 | 1 hour |
| Spanish             | 7h/Sp  | Monday           | 13 <sup>th</sup> Jan | Period 5 | 1 hour |
| Geography           | 7a/Gg  | Thursday         | 16 <sup>th</sup> Jan | Period 3 | 1 hour |
| Geography           | 7b/Gg  | Friday           | 17 <sup>th</sup> Jan | Period 2 | 1 hour |
| Geography           | 7c/Gg  | Wednesday        | 22d Jan              | Period 1 | 1 hour |
| Geography           | 7d/Gg  | Monday           | 13 <sup>th</sup> Jan | Period 5 | 1 hour |
| Geography           | 7e/Gg  | Monday           | 20 <sup>th</sup> Jan | Period 5 | 1 hour |
| Geography           | 7f/Gg  | Friday           | 17 <sup>th</sup> Jan | Period 4 | 1 hour |
| Geography           | 7g/Gg  | Wednesday        | 15 <sup>th</sup> Jan | Period 4 | 1 hour |
| Geography           | 7h/Gg  | Tuesday          | 21 <sup>st</sup> Jan | Period 1 | 1 hour |

# MATHEMATICS

Date: Tuesday 14<sup>th</sup> January 2025- 7z band in Period 1 and 7x band in Period 3

## Assessment Topics:

Students will sit a non-calculator test which will cover the following units:

| Unit | Topic                         | Sparx Clips  |
|------|-------------------------------|--|
| 7.01 | Numerical Skills              | M763, M704, M522, M527, M135, M111, M431, M878       |
| 7.02 | Order of operations           | M521   |
| 7.03 | Introduction to Algebra       | M106, M830, M813, M795, M531, M417, M327, M208, M979 |
| 7.04 | Primes, Factors and Multiples | M227, M823, M698, M322, M829                         |
| 7.05 | Expanding and Factorising 1   | M288, M237, M792, M100                               |
| 7.06 | Addition and Subtraction      | M928, M429, M347, M152, M899                         |
| 7.07 | Perimeter                     | M920, M635, M690                                     |

## Revision resources links and tips:

- Revision booklets provided by class teachers
- Previous Unit tests completed in lessons
- Sparx maths homework website (<https://sparxmaths.com/>)
- Corbett maths <https://corbettmaths.com>
- Mathsbox (<https://www.mathsbox.org.uk>)
- Knowledge organisers on UL Hub (provided by class teachers)

## Curriculum Area Leader (Head of department)

Name: Kal Hodgson

Email: [kal.hodgson@manchester-academy.org](mailto:kal.hodgson@manchester-academy.org)

# ENGLISH

## Dates:

|   |   |   |
|---|---|---|
| United Learning Year 7 Assessment – <b>Reading</b> – 45 minutes | <b>Tuesday 14<sup>th</sup> January 2025</b> | 7x1, 7x2, 7x3, 7x4 – <b>Period 2</b><br>7z1, 7z2, 7z3 – <b>Period 4</b> |
| United Learning Year 7 Assessment – <b>Writing</b> – 45 minutes | <b>Friday 17<sup>th</sup> January 2025</b>  | All Year 7 classes – <b>Period 1</b>                                    |

## Assessment Topics:

Students will sit two 45-minute exams. Both exams will focus on core skills and will provide a mixture of multiple-choice questions, short answer questions and some extended responses.

### READING – 45 Minutes

- A selection of MCQ, short-answer and long-answer questions based on an unseen extract. Students may be asked to comprehend what is happening, understand the implicit and explicit characterisation of characters, identify language and structural techniques used by a writer and provide insight and inferences on what the writing means.

### WRITING – 45 Minutes

- A selection of MCQ, short-answer and long-answer questions based on SPaG and imaginative writing. Students may be asked to use sensory language, write in the first or third person, use metaphors, similes and personification or write an opening to a story.

Over the course of both assessments, students will be tested on the following skills:

### Comprehension, Inferences, Narrative Fiction, Academic Writing, Writing Narrative Fiction, Writing Across All Forms

All skills have been covered alongside the set texts (A Midsummer Nights' Dream and When The World Was Ours) over the past two half terms. Students will be given unseen extracts (**not from the set texts**) to apply these skills in the tests.

For both assessments, students must be confident with:

- narrative perspective: third person
- narrative perspective: first person
- theme
- foreshadowing
- tension
- mood
- pathetic fallacy
- implicit and explicit characterisation
- linear narrative: exposition, inciting incident, rising action, climax, falling action, dénouement
- protagonist, antagonist.
- setting

## Revision resources links and tips:

As your main source of revision, you should use your **Independent Learning Booklets** to revise SPaG skills and key definitions. Use the “Extended Writing Help” section to help with your revision. Additional resources to be provided by teachers.

### Reading Resources:

Understanding Characterisation - <https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/zyrnn9q>

Exploring the Effect on the Reader - <https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/z4vq7yc#z9ctp4j>

Analysing Language - <https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/z6w4xyc>

Analysing Structure - <https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/z48cmfr>

### SPaG Resources:

BBC Bitesize Spelling - <https://www.bbc.co.uk/bitesize/topics/zbm2sg>

BBC Bitesize Punctuation - <https://www.bbc.co.uk/bitesize/topics/zr6bxyc>

BBC Bitesize Grammar - <https://www.bbc.co.uk/bitesize/topics/z4hrt39>

CGP 10 Minute Tests - [https://www.cgpbooks.co.uk/resources/cgp-s-free-online-10-minute-tests/free-ks3-spag-online-10-minute-tests?srsltid=AfmBOoQLzbF8Tfcw2IP9Mdyz1F1\\_qZk5irw8aQNH3gYkLal0oN6CjzN](https://www.cgpbooks.co.uk/resources/cgp-s-free-online-10-minute-tests/free-ks3-spag-online-10-minute-tests?srsltid=AfmBOoQLzbF8Tfcw2IP9Mdyz1F1_qZk5irw8aQNH3gYkLal0oN6CjzN)

### Writing Resources:

Imaginative Writing Tips - <https://www.bbc.co.uk/bitesize/topics/zn8tkmn>

Writing Skills - <https://www.bbc.co.uk/bitesize/topics/z43dwnb/articles/zd8x6g8#zwd6trd>

Writing Skills – Creative and Narrative Writing - <https://www.bbc.co.uk/bitesize/topics/z43dwnb/articles/zk972v4#z8jhp4j>

Writing Skills – Sentences - <https://www.bbc.co.uk/bitesize/topics/z43dwnb/articles/zbrqqfr>

## Second in English / KS3 Lead

Name: Ryan Glasby

Email: [ryan.glasby@manchester-academy.org](mailto:ryan.glasby@manchester-academy.org)

# SCIENCE

Dates: 7x Thursday 16<sup>th</sup> January P3, 7z Thursday 16<sup>th</sup> January P5

## Assessment Topics:

Students will sit one science exam. The test is 1 hour long. The paper will include a range of knowledge-based questions and important working scientifically skills such as: graph drawing and interpretation; experiment method writing and analysis; numeracy and data calculations.

Paper 1 topics: (please see the main focus areas in brackets)

- 7.01 Particles, substances and mixtures (diffusion, state changes, particle theory, separating techniques, chromatography)
- 7.02 Fundamentals of Physics (forces, free body diagrams, resultant forces, friction, energy stores, energy transfer pathways)
- 7.03 Cells and Organisms (animal and plant cells, organisation, microscopes)

## Revision resources links and tips:

- Seneca: <https://senecalearning.com/en-GB/> (for a good summary of all content)
- Youtube:
  - >>> Cognito <https://www.youtube.com/channel/UCaGEe4KXZrjou9kQx6ezG2w> (for video mind maps of every topic)
  - >>> FreeScienceLessons: <https://www.youtube.com/c/Freesciencelessons> (for video summaries of every topic)
- BBC Bitesize: <https://www.bbc.co.uk/bitesize/subjects/zrkw2hv> (for simplified explanations of every topic)
- Oak National Academy: <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/combined-science> (for teacher explanations of every topic, including revision summary lessons)
- Use all knowledge organisers to summarise each topic
- Review your previous end of topic tests to see where you made mistakes
- Retry questions on class feedback sheets
- Using the revision booklet which has been given to every student over the Christmas holidays.

## Deputy Head of Science / KS3 Lead

Name: Dr Andrew Spencer

Email: [andrew.spencer@manchester-academy.org](mailto:andrew.spencer@manchester-academy.org)



# GEOGRAPHY

Dates: 13/01-23/01 (see timetable above for specific dates for each class)

## Assessment Topics:

### Development:

- Continents
- 4 and 6 figure grid references
- Classifying countries
- Development indicators
- Factors affecting development (human and physical)
- Development in the DRC
- Different types of aid
- Top down and bottom up approaches

### Revision resources links and tips:

Knowledge organiser (see your classroom teacher if you have not received one of these)

BBC bitesize - <https://www.bbc.co.uk/bitesize/topics/zvwtsbk/articles/zbcqjsg>

<https://continuityoak.org.uk/lessons#>

### Curriculum Area Leader (Head of department):

Name: Rebecca Austin

Email: [rebecca.austin@manchester-academy.org](mailto:rebecca.austin@manchester-academy.org)

# HISTORY

**Dates:**

16<sup>th</sup> January to the 24<sup>th</sup> January (see timetable for each class)

**Assessment Topics:**

- Islamic Golden Age
- House of Wisdom
- Silk Road and connections
- Crisis of 1066
- Battle of Hastings
- William the Conqueror and his policies of controlling the Anglo-Saxons

**Revision resources links and tips:**

Students will be given an Independent Learning booklet which they should work through, this will be an electronic copy but can be printed on request. They will also have access to this on Teams and via Email. They should also consider using BBC Bitesize.

**Curriculum Area Leader (Head of department)**

Name: Dr Myerscough

Email: [katie.myerscough@manchester-academy.org](mailto:katie.myerscough@manchester-academy.org)

# MFL FRENCH:

## Dates:

See the timetable above.

**Assessment Topics:** Greetings, classroom instructions, numbers, days of the week and months, nationalities, likes and dislikes , family members, descriptions (physical and character)

Tenses and grammar: -er, -ir, -re regular and irregular verbs in the present tense

## Revision resources links and tips:

PowerPoint lessons uploaded on teams

Please see teachers to discuss revision techniques.

Revision guide provided by teacher

<https://www.languagenut.com/en-gb/>

## Contact

### Curriculum Area Leader (Head of department):

Name: Ms. Patricia del Pilar Lorca Amaro

Email: [patricia.lorcaamaro@manchester-academy.org](mailto:patricia.lorcaamaro@manchester-academy.org)

### Teacher:

Name: Lisa Craig-Kgasago

Email: [Lisa.CraigKgasago@manchester-academy.org](mailto:Lisa.CraigKgasago@manchester-academy.org)

Name: Ruby Crine

Email: [Ruby.Crine@manchester-academy.org](mailto:Ruby.Crine@manchester-academy.org)

Name: Jose Londono

Email: [Jose.Londono@manchester-academy.org](mailto:Jose.Londono@manchester-academy.org)

# MFL SPANISH:

## Dates:

See the timetable above

**Assessment Topics: Assessment Topics:** Greetings, classroom instructions, numbers, days of the week and months, nationalities, likes and dislikes , family members, descriptions (physical and character)

Tenses and grammar: -er, -ir, -re regular and irregular verbs in the present tense

## Revision resources links and tips:

PowerPoint lessons uploaded on teams

Please see teachers to discuss revision techniques.

Revision guide provided by teacher

<https://www.languagenut.com/en-gb/>

## Contact

### Curriculum Area Leader (Head of department)

Name: Ms. Patricia del Pilar Lorca Amaro

Email: [Patricia.LorcaAmaro@manchester-academy.org](mailto:Patricia.LorcaAmaro@manchester-academy.org)

## Teachers

Name: Ruby Crine

Email: [Ruby.Crine@manchester-academy.org](mailto:Ruby.Crine@manchester-academy.org)

Name: Jose Londono

Email: [Jose.Londono@manchester-academy.org](mailto:Jose.Londono@manchester-academy.org)

# RELIGIOUS STUDIES

Dates: 13<sup>th</sup> – 24<sup>th</sup> January 2025.

Assessment Topics: Origins of Abrahamic Faiths, Judaism

|   | Origins of Abrahamic Religions - Topics |   | Judaism - Topics                            |
|---|---|---|---|
| 1 | Abraham's Covenant with God             | 1 | The Torah                                   |
| 2 | The Emergence of Judaism                | 2 | The Tanakh                                  |
| 3 | The Emergence of Christianity           | 3 | The Talmud and Interpretations of Scripture |
| 4 | The Emergence of Islam                  | 4 | Judaism in the Home                         |
| 5 | Jerusalem: Crossroads of Faith          | 5 | Judaism in the Synagogue                    |
|   |   | 6 | Jewish Festivals and Days of Remembrance    |
|   |   | 7 | Bar and Bat Mitzvah                         |
|   |   | 8 | Tikkun Olam and Social Justice              |

## Revision resources links and tips:

- Origins of Abrahamic Religions Revision Guide
- Judaism Revision Guide
- <https://www.bbc.co.uk/religion/religions/judaism/>
- <https://www.bbc.co.uk/programmes/b05p6t8v/clips>
- <https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zh77vk7>
- <https://classroom.thenational.academy/units/judaism-beliefs-and-teachings-6de4>
- <https://classroom.thenational.academy/units/judaism-practices-63cb>
- <https://senecalearning.com/en-GB/>

## Curriculum Area Leader (Head of department)

Name: Dr Andrew Wisdom

Email: [andrew.wisdom@manchester-academy.org](mailto:andrew.wisdom@manchester-academy.org)

# COMPUTING

Dates:

Various

Assessment Topics:

| Assessment Topics           | What do I need to know?  | Skills  |
|-----------------------------|--|---|
| <u>Collaborating Safely</u> | <ul style="list-style-type: none"> <li>How to create a <b>memorable and secure password</b> for an account on the school network</li> <li>How to find personal <b>documents and common applications</b> on the School Network</li> <li>Be able to recognise a <b>respectful email</b></li> <li>Be able to construct an <b>effective email</b> and send it to the correct recipients</li> <li>Describe how to <b>communicate with peers online</b></li> <li>Plan <b>effective presentations</b> for a given audience</li> <li>Describe <b>cyberbullying</b> and explain the effects of cyberbullying</li> </ul> | Remembering username and passwords<br>Using key applications; Office 365<br>Access School Network from Home |
| <u>Connecting Computers</u> | <ul style="list-style-type: none"> <li>What is a <b>computer system</b>?</li> <li>What makes up a computer system?</li> <li>Identify Computer Devices</li> <li>Identify <b>Input &amp; Output</b> devices</li> <li>What is <b>hardware</b>?</li> <li>Identify different types of hardware and their uses</li> <li>What are the differences between hardware and software?</li> <li>What is <b>Software</b>?</li> <li>Identify different types of software and their uses</li> </ul>  | Remember key knowledge<br>Know how to justify responses   |

Revision resources links and tips:

**KEYWORDS**

**Collaborating Safely**

Secure password, memorable, school network and computing lab, respectful, effective, applications, email and recipients, communication, peers, community and collaboration, cyberbullying, presentation, trolling and online abuse, trolling, grooming, impersonation and gaming.

**Connecting Computers**

Input, output, hardware and software, keyboard, mouse, monitor and printer, devices, internal, external and storage, motherboard, CPU, RAM and HDD, systems software, application software, open source and proprietary software, network, WIFI, WIRED and connection.

SENECA: <https://senecalearning.com/en-GB/>

BBC Bitesize: <https://www.bbc.co.uk/bitesize/topics/zmpsgk7>

**Curriculum Area Leader (Head of department)**

Name: Mrs Nazim Rashid

Email: [Nazim.Rashid@manchester-academy.org](mailto:Nazim.Rashid@manchester-academy.org)

**Dates: From 13<sup>th</sup> Jan to 17<sup>th</sup> Jan**

**Assessment Topics: Aboriginal Art**

Students will create a Fact page based upon the work of Aboriginal Art and the artists who have created work in that style. The Fact page must include:

- The Title: Aboriginal Art
- A large Aboriginal animal such as a turtle, lizard or snake
- Coffee stained background
- Aboriginal symbols added using dot techniques
- A Page filled with Aboriginal Art Images
- Facts about the Aboriginal Art (Minimum of 7 Facts)
- Appropriate colour added to the work Inspired by the work of Aborigines

The Fact Page will test students on the knowledge covered in the curriculum to date such as:

- Tonal shading
- Colour Theory
- Page Layout and concept ideas
- Recalling knowledge obtained about the theme

The Fact Page will be completed on 2 Sketchbook page and will take up to 5 lessons to complete, work will be marked and a percentage will be given

**Revision resources links and tips:**

<https://www.britannica.com/topic/Australian-Aboriginal>

<https://kids.britannica.com/kids/article/aboriginal-peoples/352698>

<https://pakmag.com.au/20-facts-about-aboriginal-and-torres-strait-islander-culture/>

[https://www.aboriginal-art-australia.com/aboriginal-art-library/the-story-of-aboriginal-art/?srsltid=AfmBOormdgUxDka9uYIIuT52K2M0nqnriJH8jN6qNC8\\_DZwiQaau\\_gT](https://www.aboriginal-art-australia.com/aboriginal-art-library/the-story-of-aboriginal-art/?srsltid=AfmBOormdgUxDka9uYIIuT52K2M0nqnriJH8jN6qNC8_DZwiQaau_gT)

<https://www.kateowengallery.com/page/10-Facts-About-Aboriginal-Art?srsltid=AfmBOorg2x6XKushwWnGVDw30B23nngsfuvB80EOJBv7UVu-EKmbIW2S>

**Curriculum Area Leader (Head of department)**

Name: Christine Mullineux

Email: [christine.mullineux@manchester-academy.org](mailto:christine.mullineux@manchester-academy.org)

# FOOD TECH

## Dates:

## Assessment Topics:

Hygiene and Safety

Nutrients

- Dietary Fibre its function and sources. How to increase fibre in your diet
- Sugar and how to reduce it in your diet.
- Vitamin A its function and sources
- Vitamin D its function and sources
- Vitamin C its function and sources

## Revision resources links and tips:

Revision Power point in student shared area:

[https://manchesteracademy.sharepoint.com/:p:/s/StudentShared/EaFn7MRFIO5KuapROx\\_Vc6kBlvFOPKufMIIa1lGI4l8Alg?e=fD9zrw](https://manchesteracademy.sharepoint.com/:p:/s/StudentShared/EaFn7MRFIO5KuapROx_Vc6kBlvFOPKufMIIa1lGI4l8Alg?e=fD9zrw)

## Curriculum Area Leader (Head of department)

Name: Claire Stack

Email: [claire.stack@manchester-academy.org](mailto:claire.stack@manchester-academy.org)



# CONSTRUCTION

**Dates:**

**Assessment Topics:**

The test you will undertake will focus on the areas of learning that you have covered so far to date and will include

- The 6 R's of recycling
- Life Cycle Assessment of Products
- The names and Uses of Tools
- Health and Safety when undertaking practical activities in the workshop
- Isometric drawing exercise

**Revision resources links and tips:**

You can use the lesson Powerpoint to help aid you with revision which can be found here.

I:\Mr Bennett\revision booklets

Another useful resource is this website which has a lot of general D&T information including the information for this test can be found here.

[ENGINEERING - DESIGN AND TECHNOLOGY \(technologystudent.com\)](http://technologystudent.com)

**Curriculum Area Leader (Head of department)**

Name: Gavin Bennett

Email: [Gavin.bennett@manchester-academy.org](mailto:Gavin.bennett@manchester-academy.org)

# DRAMA

**Dates: Lesson 4**

**Assessment Topics:**

|                    |  |   |
|--------------------|--|---|
| TONE OF VOICE      | <p><b>MARCHHARE</b><br/> <b>Fast and Excited:</b> talks quickly, like they're full of energy or in a hurry.</p> <p><b>Silly and Loud:</b> can be playful and noisy, showing they don't care about being polite.</p> <p><b>Confused or Forgetful:</b> The Hare might sound puzzled, like they don't know what's going on.</p> | <p><b>DORMOUSE</b><br/> <b>Sleepy and Slow:</b> The Dormouse talks quietly and slowly, like they are about to fall asleep.</p> <p><b>Mumbling:</b> The Dormouse might mumble, making it hard to hear what they're saying.</p> <p><b>Sudden Outbursts:</b> Even though they're sleepy, the Dormouse might shout suddenly when startled or excited.</p> |
|                    | <p><b>MAD HATTER</b><br/> <b>Silly and Fun:</b> changes their voice and mood a lot, sometimes laughing and then being serious.</p> <p><b>Dreamy and Strange:</b> says things that sound smart but don't make sense.</p> <p><b>Fancy and Funny:</b> talks and acts like they are very important in a silly way.</p>           | <p><b>ALICE</b><br/> <b>Curious:</b> Alice asks lots of questions and sounds interested in everything around her.</p> <p><b>Confused:</b> Alice sometimes sounds unsure or puzzled by the strange things happening.</p> <p><b>Brave and Determined:</b> Alice's voice gets stronger when she decides to stand up for herself or solve a problem.</p>  |
| FACIAL EXPRESSIONS | <p><b>MARCHHARE</b><br/> <b>Wide, Wild Eyes:</b> To show excitement and craziness.</p> <p><b>Quick, Twitchy Movements:</b> To show nervous energy.</p> <p><b>Silly Grins or Open Mouth:</b> To show playfulness and surprise.</p>  | <p><b>DORMOUSE</b><br/> <b>Droopy Eyes:</b> To show sleepiness and tiredness.</p> <p><b>Slow Blinks:</b> To show they are barely staying awake.</p> <p><b>Sudden Wide Eyes:</b> To show surprise when startled awake.</p>   |
|                    | <p><b>MAD HATTER</b><br/> <b>Surprised Eyes:</b> Open your eyes wide to look surprised or crazy.</p> <p><b>Silly Faces:</b> Make funny faces to make people laugh. Big excited smiles.</p> <p><b>Thinking Face:</b> Look up or squint like you're trying to solve a riddle.</p>  | <p><b>ALICE</b><br/> <b>Wide Eyes and Raised Eyebrows:</b> Show curiosity and surprise.</p> <p><b>Frowning or Scrunching Her Face:</b> Show confusion or uncertainty.</p> <p><b>Determined Look:</b> Show confidence and focus.</p>   |
| BODY LANGUAGE      | <p><b>MARCHHARE</b><br/> <b>Jerky, Quick Movements:</b> To show nervous energy and excitement.</p> <p><b>Hopping or Bouncing:</b> To show their playful and hyperactive nature.</p> <p><b>Fidgeting:</b> To show restlessness and impatience.</p>  | <p><b>DORMOUSE</b><br/> <b>Slumped or Leaning:</b> To show tiredness or sleepiness.</p> <p><b>Slow, Languid Movements:</b> To show they are barely awake.</p> <p><b>Curling Up:</b> To show they are trying to rest or fall asleep.</p>   |
|                    | <p><b>MAD HATTER</b><br/> <b>Big, Dramatic Movements:</b> To show excitement and energy.</p> <p><b>Quick, Sudden Gestures:</b> To show unpredictability and chaos.</p> <p><b>Leaning and Twisting:</b> To show curiosity or silliness.</p>   | <p><b>ALICE</b><br/> <b>Standing Tall:</b> To show confidence and bravery.</p> <p><b>Curious Leaning or Reaching:</b> To show interest in new things.</p> <p><b>Crossed Arms or Hands on Hips:</b> To show determination or frustration</p>   |

**LEARN YOUR LINES:** create your character for Big Test using the tips above to help.

**Curriculum Area Leader (Head of department)**

Name: Rebecca Mclellan

Email: [rebecca.mclellan@manchester-academy.org](mailto:rebecca.mclellan@manchester-academy.org)