

STUDENT REVISION GUIDE

Y7 Summer Big Test

8th June – 19th June

Name		Form	
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EXAM TIMETABLE

Date	Period	Timetable	Exam	Timetable	Exam
Monday 8 - June	1	7x PE		7e computing 7f geography 7g french	7e Co
	2	7a RE 7b geography	7a RE	7y1 tech 7y2/3 art 7z science	7z Biology 7Y2 and 3 Art 7y1 Food - SEM
	3	7x science	7x Biology	7e history 7f french 7g drama	
	4	7x english		7z maths	
	5	7x maths 8Y2 Tech		7z english	
Tuesday 9 - June	1	7x science 8Z5 Food		7f drama 7g RE	7e history
	2	7x maths	Maths P1	7z maths	Maths P1
	3	7x english 8X4 Tech	Reading	7z science	
	4	7b history 7c geography 7d spanish		7z PE	
	5	7a spanish 7b spanish 7c history 7d history		7z english	Reading
Wednesday 10 - June	1	7a music 7b drama	7Y3 DT	7y1 art 7y2/3 tech 7z science	7z Chemistry 7y1 Art 7Y2 Food -SEM
	2	7x English		7z maths	
	3	7x science	7x Chemistry	7e geography 7f history 7g french	
	4	7a history 7b history 7c geography 7d drama	7b history	7z english	
	5	7a geography 7b music 7c spanish 7d geography		7e french 7f french 7g history	

EXAM TIMETABLE

Date	Period	Timetable	Exam	Timetable	Exam
Thursday 11 - June	1		7d history 7X2 DT	7z english	7x1 Food CST
	2			7z1/2 tech 7z3/4 art	7z1 Food – SEM 7z3 and 4 Art
	3			7e RE 7f computing 7g drama	7e RE 7f Co
	4		7a history	7x science	
	5			7z maths	
Friday 12 - June	1			7x PE	
	2	7d RE	7d RE	7z1/2 tech 7z3/4 art	7Z2 Tech
	3	9Y1 Tech		7z science	
	4	9Z2 Tech		7e geography 7f history 7g french	7f history
	5			7e drama 7f geography 7g geography	

EXAM TIMETABLE

Date	Period	Timetable	Exam	Timetable	Exam
Monday 15 - June	1	7x maths	Maths P2	7e french 7f drama 7g history	
	2	7a drama 7b geography 7c drama 7d computing	7B- Geography 7d Co	7z maths	Maths P2
	3	7x1/2 art 7c history 7d geography	7c history	7z science 7x3 Tech	7z Physics
	4	7x1/2 tech 7x3 art		7y1 tech 7y2/3 art 7e history 7f french 7g music	
	5	7x science	7x Physics	7z english	
Tuesday 16 - June	1	7x science		7z maths	
	2	7x maths		7z science	
	3	7a geography 7b RE 7c Re 7d spanish	7A- Geography 7b RE 7c RE	7z PE	
	4	7a spanish 7b spanish	7Y2 DT	7y1 art 7y2/3 tech 7e geography 7f RE 7g history	7g history 7f RE 7E- Geography
	5	7x english	Reading	7z english	Reading
Wednesday 17 - June	1	7x english		7z science	
	2	7x science		7e RE 7f history 7g geography	7G- Geography
	3	7x1/2 art 7x3 tech 7c spanish 7d drama		7z PE	
	4	7x maths		7e music 7f geography 7g computing	7F- Geography 7g Co
	5	7a RE 7b computing 7c geography 7d spanish	7C- Geography 7B Co	7z maths	

EXAM TIMETABLE

Date	Period	Timetable	Exam	Timetable	Exam
Thursday 18 - June	1	7x english		7z1/2 art 7z3/4 tech	7z1/2 Art
	2	7x science		7z maths	
	3	7x maths		7e drama 7f RE 7g geography	
	4	7x PE		7z science	
	5	7a geography 7b spanish 7c music 7d geography	7D- Geography	7z english	
Friday 19 - June	1	7x english	Writing	7z english	Writing
	2	7x maths		7z maths	
	3	7x PSHE		7z1/2 art 7z3/4 Tech	
	4	7a spanish 7b history 7c computing 7d history	7c Co	7e french 7f music 7g RE	7g RE
	5	7a computing 7b drama 7c spanish 7d music	7a Co	7z PSHE	

REVISION ADVICE

1. Know what you will be tested on

Before you dive in:

- Get the specification for each subject (from the exam board website).
- Know exactly what topics will be examined.
- Understand the question formats (multiple choice, long answer, etc.).
- Read this booklet and follow the subject specific tips

2. Create a realistic revision timetable

Don't overpack it — quality over quantity.

- Use short sessions: 25–30 minutes (Pomodoro technique), followed by 5-minute breaks.
- Include all subjects, but prioritize weak areas.
- Be flexible: If you miss a session, move it—don't stress.
- Build in rewards and rest days.

3. Active recall & spaced repetition

These two are proven to work better than just re-reading notes.

Active recall:

- Use flashcards (apps like Anki or Quizlet, or physical ones).
- Cover your notes, then try to write or say everything you remember.
- Teach someone else the topic.

Spaced repetition:

- Revise topics multiple times over weeks.
- Schedule reviews of each topic just before you're likely to forget it.

4. Past papers = practice like it's the real thing

- Start early with past papers (available from exam board websites).
- Time yourself under exam conditions.
- Mark your answers using the official mark schemes.
- Use examiner reports to understand common mistakes.

5. Use the “blurting” method or draw a mind map

Great for self-assessment:

1. Pick a topic.
2. Write down everything you know on a blank sheet.
3. Check against notes.
4. Fill in what you missed in a different colour.

REVISION ADVICE

6. Mix it up (Interleaving)

- Don't study the same subject or topic for hours.
- Mix different topics (e.g., revise science equations, then English quotes).
- It keeps your brain engaged and improves memory retention.

7. Don't neglect wellbeing

- Get enough sleep (at least 7–8 hours).
- Stay hydrated, eat healthy food.
- Avoid consuming too many caffeinated drinks.
- Take regular screen breaks
- Take part in exercise or other hobbies you enjoy.

8. Use revision resources wisely

•Online platforms like:

- Seneca Learning
- BBC Bitesize
- Physics & Maths Tutor
- Save My Exams
- Sparx

•YouTube channels (e.g., Mr Bruff for English, Cognito for Science)

9. Revise with friends

- Revision groups can be powerful, if focused.
- Teach each other topics.
- Quiz each other using flashcards or mini-tests.

10. Prepare fully just before each exam

- Get an early night and set an alarm with plenty of time to get to school
- Pack your bag with a clear water bottle, a snack and black pens
- Know your seat number and candidate number
- Go to the toilet before the exam
- Put your phone and watch in your bag and leave it in the faith room
- Remove all metal and revision notes from your pockets
- Line up quietly and early for the exam

ENGLISH



In English, you will complete two assessments:

Paper 1 – READING Paper 2 – WRITING – Descriptive Writing

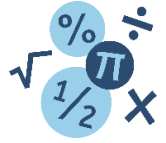
Paper	READING	Length	1 hr	Marks	40
Topics	<p>Students will be tested by a variety of short and long answer questions. Students will need to read and respond to an unseen text. Students will need to answer questions on the following topics:</p> <ul style="list-style-type: none"> - Ability to read and identify key information from the text. - Ability to infer from the text. - Ability to identify key word classes e.g adverbs. - Ability to identify similes and metaphors. - The ability to recognise the difference between implicit and explicit characterization. - Ability to identify parts of the text which demonstrate a specific idea and explain how they show this idea e.g how do they show mystery. - Students will need to write an extended answer looking at how the writer presents a key idea. They must use a what, where, how, why structure. 				

Paper	WRITING	Length	1 hr	Marks	40
Topics	<p>Paper 2 is split into two sections:</p> <p>Section A – Multiple Choice and Short Answer Questions</p> <p>Students will be tested on key terminology, descriptive writing terminology, spelling, punctuation and grammar. The SPaG topics will be ones that students have studied for as part of their Independent Learning Booklet and during their bi-weekly mini tests in lessons.</p> <p>Section B – Descriptive Writing</p> <p>Students will be asked to write a piece of descriptive writing based on a prompt. The prompt will be a picture and a sentence. Students can use the picture as a starting point and build on a description from that point. Students are not just limited to talking about what appears in the picture. All students will be marked on their creativity, their accuracy and their use of interesting creative devices.</p>				

Revision Resources	<p>Students should use their Independent Learning Booklet to prepare for their Paper 1 – Reading Exam. Teachers will also provide additional resources.</p> <p>Writing Skills – Creative Writing - https://www.bbc.co.uk/bitesize/topics/z43dwnb/articles/zk972v4#z8jhp4j BBC Bitesize Spelling - https://www.bbc.co.uk/bitesize/topics/zbmv2sg BBC Bitesize Punctuation – https://www.bbc.co.uk/bitesize/topics/zr6bxyx 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?srsId=AfmBOoqLzbfI8Tfcw2IP9Mdyz1F1_qZk5irw8aQNH3gYkLa0oN6CjzN</p>				
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MATHEMATICS



Paper	End of term	Length	2×45 min	Marks	45
Topics	Unit Topic Sparx topics 7.01 Numerical skills M763, M704, M522, M527, M1111, M431, M878, M106, M288 7.02 Order of operations M521 7.03 Introduction of algebra M813, M795, M531, M417, M327, M208, M979, M707, M242 7.04 Prime, factors and multiples M227, M823, M698, M322 7.05 Expanding and factorising M237, M792, M100 7.06 Addition and subtraction M928, M429, M347, M152, M899 7.07 Perimeter M920, M635, M690 7.08 Mean M940 7.09 Multiplication and division M113, M911, M187, M803, M462, M354, M873, M262 7.10 Area of triangles and quadrilaterals M900, M390, M291, M610, M269, M996, M705 7.11 Fraction manipulation M158, M410, M671, M939, M601 7.12 Adding and subtracting fractions M835, M931 7.13 Comparing and ordering fractions M335 7.14 Fractions of amounts M695 7.15 Polygons M276, M523 7.16 Angles M502, M541, M780, M331, M818, M351, M679, M319 7.17 Coordinates M618, M230, M622, M797 Both papers are non-calculator				
Revision Resources	<ul style="list-style-type: none"> You can search the Sparx codes in the Independent Learning function in Sparx The Year 7 EOY assessment can include any topic from Year 7 Term 1 to 5 				

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SCIENCE



Paper	End of Year	Length	3 x 30 mins	Marks	90
Topics	<p>The papers 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.</p> <p>Biology Topics: - 7.03 Cells and Organisms: animal and plant cells, organisation, microscopes - 7.05 Organ Systems Digestive system, Respiratory system, Skeletal System, circulatory system</p> <p>Chemistry Topics: - 7.01 Particles, substances and mixtures: diffusion, state changes, particle theory, separating techniques, chromatography - 7.04 Chemical Changes Atoms, elements and compounds; chemical reactions, chemical formulae, - 7.07 Materials Ceramics, polymers and composite materials</p> <p>Physics Topics: - 7.02 Fundamentals of Physics: forces, free body diagrams, resultant forces, friction, energy stores, energy transfer pathways - 7.06 Sound and Light Sound and hearing, properties of light, colour, vision</p>				
Revision Resources	<ul style="list-style-type: none"> • <i>Paper work book from your teacher</i> • <i>Science Sparx (for homework questions)</i> https://sparxscience.com/ • <i>YoutubeCognito (for video mind maps of every topic)</i> https://www.youtube.com/channel/UCaGEe4KXZrjou9kQx6ezG2w • <i>BBC Bitesize (for simplified explanations of every topic)</i> https://www.bbc.co.uk/bitesize/subjects/zrkw2hv • <i>Oak National Academy (for online lessons for every topic)</i> https://continuityoak.org.uk/Lessons 				

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HISTORY



Paper	Big test	Length	1 hr	Marks	40
Topics	<p>1. Empires East and West</p> <ul style="list-style-type: none"> - The Byzantine Empire - Baghdad - China <p>2. The Norman Conquest</p> <ul style="list-style-type: none"> - The death of Edward the Confessor - The three claimants (Harald Hardrada, Harold Godwinson and William of Normandy). Their strengths and weaknesses. - The Battle of Stamford Bridge - The Battle of Hastings - How William controlled England through: <ul style="list-style-type: none"> - Terror (Harrying of the North) - Castles - Feudal system - Domesday Book <p>3. Medieval religion</p> <ul style="list-style-type: none"> - How powerful was the church? - What was the role of the church? - Where did people worship? - The role of the monasteries - Crusades <p>4. Challenges to Medieval monarchs.</p> <ul style="list-style-type: none"> - King Henry and Thomas Becket - King John and Magna Carta - Edward and the Black death - The Peasants revolt 				
Revision Resources	<ul style="list-style-type: none"> • Resources on Teams • Revision booklet given by class teacher • BBC Bitesize 				

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GEOGRAPHY



Paper	1	Length	45 mins	Marks	44
Topics	<p>Geographical skills</p> <ul style="list-style-type: none"> • Continents • Capital of the UK • 4 figure grid references <p>Intro to climate</p> <ul style="list-style-type: none"> • Weather and climate • The greenhouse effect • How do humans contribute to the enhanced greenhouse effect • Preventing climate change <p>Development</p> <ul style="list-style-type: none"> • Development indicators • Human and physical factors that influence development • Tourism in Kenya • Top down vs Bottom up development projects <p>Rivers</p> <ul style="list-style-type: none"> • <i>Shape of the river</i> • <i>Water cycle</i> • <i>Processes</i> • <i>Landforms</i> • <i>Flood risk</i> • <i>Management</i> <p>World of work</p> <ul style="list-style-type: none"> • <i>Employment industries</i> • <i>employment structure</i> • <i>Factors impacting industries</i> 				
Revision Resources	<ul style="list-style-type: none"> • <i>Grid references: Measuring distances and grid references - BBC Bitesize</i> • <i>Climate: Climate - KS3 Geography - BBC Bitesize</i> • <i>Greenhouse effect: Climate change - KS3 Geography - BBC Bitesize</i> • <i>Development: Development - KS3 Geography - BBC Bitesize</i> <p>• <i>On your teams page there will also be revision quizzes for you to complete as part of your revision.</i></p>				

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RELIGIOUS EDUCATION



Paper	<i>Origins / Judaism / Christianity</i>	Length	<i>45 mins</i>	Marks	<i>44</i>
Topics	<p><u>Origins of Abrahamic Religions</u></p> <ul style="list-style-type: none"> • Origins of Abrahamic Religions • Emergence of Judaism • Emergence of Christianity • Emergence of Islam • Jerusalem as a Crossroads <p><u>Judaism</u></p> <ul style="list-style-type: none"> • The Torah • Half Term • The Tanakh • The Talmud / Interpretation of Scripture • Judaism in the Home: Prayer and Shabbat • Judaism in the Synagogue • Pesach • Bar and Bat Mitzvah • Tikkun Olam and Social Justice <p><u>Christianity</u></p> <ul style="list-style-type: none"> • The Bible • Jesus' Birth • Jesus' Ministry and Teachings • Jesus' Death and Resurrection • The Great Commission and Ascension • The Establishment and Growth of the Church • Evangelism and Mission 				
Revision Resources	<ul style="list-style-type: none"> • <i>Revision Guides</i> 				

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FRENCH

Paper	2	Length	1 hr	Marks	tbc
Topics	<p><i>The basics:</i></p> <ul style="list-style-type: none"> ○ Greetings and introductions ○ Classroom instructions and some equipment ○ Numbers, days of the week and months ○ Countries and Nationalities ○ Birthdays ○ Present tense: regular and irregular verbs ○ Likes and dislikes <p><i>My family</i></p> <ul style="list-style-type: none"> ○ Family members ○ Numbers up to 100 ○ Personal descriptions: yourself ○ Personal descriptions: others ○ Personal descriptions: pets and teacher <p><i>School</i></p> <ul style="list-style-type: none"> ○ School subjects ○ Personal descriptions: describing teacher ○ School facilities ○ After school ○ During break <p><i>Where I live</i></p> <ul style="list-style-type: none"> ○ Describing my house ○ Ideal house ○ Rooms of the house ○ Describing my bedroom ○ Town facilities ○ There is/are ○ Activities in my area ○ Future tense 				
Revision Resources	<ul style="list-style-type: none"> • <i>Languagenut</i> • <i>PPT uploads on TEAMS</i> • <i>BBC Bitesize</i> 				

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SPANISH



Paper	2	Length	1 hr	Marks	tbc
Topics	<p><i>The basics:</i></p> <ul style="list-style-type: none"> ○ Greetings and introductions ○ Classroom instructions and some equipment ○ Numbers, days of the week and months ○ Countries and Nationalities ○ Birthdays ○ Present tense: regular and irregular verbs ○ Likes and dislikes <p><i>My family</i></p> <ul style="list-style-type: none"> ○ Family members ○ Numbers up to 100 ○ Personal descriptions: yourself ○ Personal descriptions: others ○ Personal descriptions: pets and teacher <p><i>School</i></p> <ul style="list-style-type: none"> ○ School subjects ○ Personal descriptions: describing teacher ○ School facilities ○ After school ○ During break <p><i>Where I live</i></p> <ul style="list-style-type: none"> ○ Describing my house ○ Ideal house ○ Rooms of the house ○ Describing my bedroom ○ Town facilities ○ There is/are ○ Activities in my area ○ Future tense 				
Revision Resources	<ul style="list-style-type: none"> • Languagenut • PPT uploads on TEAMS • BBC Bitesize 				

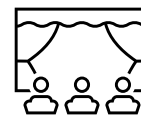
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Paper	N/A	Length	3 hrs	Marks	0-100%
Topics	<p>Zentangle Leaves <i>A4 sketchbook page based upon the work of Mandala artists work and the techniques and patterns used within their designs</i></p> <p>Skills: <i>Watercolour blending from dark to light tones</i> <i>Blending two/three colours together</i> <i>Mark-making and mandala pattern making inspired by artists work</i></p> <p>Knowledge: <i>Knowledge recall about the artists work</i> <i>Remembering practice work produced in Autumn 2 and reproducing work using those skills learnt.</i> <i>Mark-making patterns and patterns recalling previous pattern work produced on African masks Spring term 2 and Aboriginal patterns in Spring term 1</i></p>				
Revision Resources	<ul style="list-style-type: none"> • https://en.wikipedia.org/wiki/Mandala • https://in.pinterest.com/smartkashish13/mandala-drawings/ • https://www.art-is-fun.com/how-to-draw-a-mandala • https://www.themandalacompany.com/ 				

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DRAMA



Paper	N/A	Length	All lessons	Marks	0-100%
Topics	<p>Rehearsal</p> <p>You will be assessed on your focus, contribution of ideas to your group.</p> <ul style="list-style-type: none"> -Focus in rehearsal- rehearse at least six times -Demonstrate safety and control at all times in rehearsal. -Use imagination to create a performance that makes sense. -Ability to respond to teacher/student feedback to improve during the rehearsal phase. -I will be planning for an impact on my audience <p>Performance</p> <ul style="list-style-type: none"> -To use conventions with confidence when required. -To show a clear characterisation using tone of voice, facial expressions, body language and use of space. -Stay in character-sustain the role without laughing throughout the performance. -Face the audience for the whole performance -I will be performing for an impact on my audience. <p>Responding</p> <ul style="list-style-type: none"> -To discuss the elements of performance with confidence. -To analyse the strengths and weaknesses of my own/others performance. -To listen to others ideas and be able to develop or challenge them. -To be able to use the drama terminology with confidence. -I will be evaluating the impact on my audience. <p>Conventions:</p> <ul style="list-style-type: none"> - Body as prop -Choral speech -Choral movement -Puppetry - exaggerated character 				
Revision Resources	<ul style="list-style-type: none"> • Respond to feedback in lesson • Focus with energy and resilience • Answer questions with thought and imagination • Support your group to be successful 				

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Paper	N/A	Length	30 minutes	Marks	30
Topics	Rhythm				

SECONDARY/KEY STAGE 3 MUSIC - I'VE GOT RHYTHM

KNOWLEDGE ORGANISER

Exploring Rhythm and Pulse

A. Key Words

PULSE – A regular BEAT that is felt throughout much music. Certain beats of the pulse can be emphasised to establish regular pulse patterns e.g.
 1 2 3 4, 1 2 3 4 = a 4-beat pulse
 1 2 3, 1 2 3 = a 3-beat pulse (often called a WALTZ)
 1 2, 1 2, 1 2 = a 2-beat pulse (often called a MARCH)

RHYTHM – A series of sounds or notes of different lengths that create a pattern. A rhythm usually fits with a regular pulse. Everyday sentences can be used to create rhythms. The patterns made by words create rhythms and this rhythm has a 4-beat pulse:

♪ ♪ ♪ ♪ ♪
Music is my favourite

ACCENT – Emphasising or stressing a particular note or notes. Accents affect the **ARTICULATION** and are shown with this symbol >

DURATION – The length of a sound – long/short

TEMPO – The speed of a sound or piece of music – fast/slow

TEXTURE – Layers of sound or how much sound is heard – thick/thin

STRUCTURE – The organisation of sound or how sounds are ordered

SILENCE – The absence of sound or no sound, shown in music by **RESTS**.

RHYTHM GRID NOTATION – A way of writing down and recording rhythms using boxes

B. Time Signatures

A **TIME SIGNATURE** tells us how many beats (and what type of beats) there are in each **BAR** of music and is made up of two numbers at the beginning of a piece of music.

Top Number = HOW MANY BEATS

Bottom Number = TYPE OF BEAT

2/4 = TWO CROTCHET beats per BAR

3/4 = THREE CROTCHET beats per BAR e.g. a MARCH

4/4 = FOUR CROTCHET beats per BAR e.g. a WALTZ

Bottom Numbers:
 2 = Minim 4 = Crotchet 8 = Quaver

BARS AND BARLINES

BARLINE

Double BARLINE (used to show the end of a piece)

ONE BAR

C. Ostinatos, Cyclic and Polyrythms

RHYTHMIC OSTINATO – a short repeated pattern made up of notes of different lengths but without a particular pitch.

CYCLIC RHYTHM – a rhythm which is repeated over and over again (in a cycle) many times.

POLYRHYTHM - the use of several rhythms performed simultaneously, often overlapping to create a thick, **POLYRHYTHMIC TEXTURE**. A common polyrhythm often used in Latin-American and African Music is to play a 3-beat and 2-beat rhythm simultaneously as shown below. This is called a "3 against 2 Polyrhythm"

3 beat rhythm	X	X	X	X	X	X	X
2 beat rhythm	X	X	X	X	X	X	X

D. Conducting Pulses and Beats

Conducting a 2-beat Pulse/Beat (e.g. a March)

Conducting a 3-beat Pulse/Beat (e.g. a Waltz)

Conducting a 4-beat Pulse/Beat

E. Note Values - Note Names, Symbols and Duration

Note Name	Note Symbol	Note Value
Semibreve		4 beats
Minim		2 beats
Crotchet		1 beat
Quaver		½ of a beat
Pair of Quavers		2 x ½ beats = 1

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TECHNOLOGY ((DESIGN))



Paper	NA	Length	1 lesson	Marks	0-100%
Topics	<p>Y7 DT Revision Tick List</p> <p>Workshop Safety</p> <p>I can explain why safety rules are important in a workshop. I know what PPE (Personal Protective Equipment) is. I can name the PPE used in a workshop (e.g. goggles, apron, dust mask). I can explain why PPE must be worn when using tools and machinery. I know how to behave safely around others in the workshop.</p> <p>Using Hand Tools Safely</p> <p>I can describe how to use hand tools safely. I know how to secure material before cutting or shaping. I can explain why correct posture and grip matter.</p> <p>Coping Saw</p> <p>I know what a coping saw is used for. I can explain how to hold and use a coping saw safely. I know how to cut accurately along a marked line. I understand why turning the material (not the saw) helps on curves.</p> <p>Filing and Sanding</p> <p>I can explain the purpose of file and sanding. I know the difference between coarse and fine abrasives. I can choose the correct tool for shaping and smoothing. I know how to work safely when filing and sanding.</p> <p>Importance of a Good Finish Before Decorating</p> <p>I can explain why products should be smooth before painting or decorating. I understand how sanding improves appearance and quality. I know that a poor finish affects the final look of the product.</p> <p>Following Relief Lines When Cutting Out</p> <p>I know what relief lines are. I can explain why relief cuts help when cutting curved shapes. I can follow marked lines accurately when shaping material.</p> <p>Pillar Drill Safety</p> <p>I can describe how to use a pillar drill safely. I know why material must be clamped securely. I understand why loose clothing and long hair are dangerous near machinery. I can explain why teacher supervision is needed.</p> <p>Design Task</p> <p>I can identify the design brief. I can research and gather ideas. I can create annotated sketches. I can explain how my design meets the user's needs.</p> <p>Designing Creatively for the Future</p> <p>I can generate original ideas. I can design products for future users and needs. I can consider sustainability in my designs. I can explain how technology may influence future products. I can evaluate and improve my ideas.</p> <p>Final Check</p> <p>I can explain each topic in my own words. I can apply this knowledge in a practical workshop task. I feel confident answering questions about safety, tools, and design.</p>				
Lead Teacher	Ms McBride	Email	Catherine.mcbride@manchester-academy.org		
Revision Resources	<ul style="list-style-type: none"> Ms McBride & Mr Fittons Revision Handout- 				

TECHNOLOGY (FOOD)



Paper	<i>1</i>	Length	<i>45 mins</i>	Marks	<i>50</i>
Topics	<ul style="list-style-type: none">• Hygiene and Safety• Nutrients - Macro and Micro• 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	Year 7 BT Revision booklet.pptx				

Lead Teacher	<i>Mrs C Stack</i>	Email	Claire.stack@manchester-academy.org
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COMPUTING



Paper	<i>Big Test</i>	Length	<i>1 hr</i>	Marks:	<i>60</i>
Topics	<ul style="list-style-type: none">• Content• This unit has been devised as a transitional unit to allow learners to confidently move from Year 6 to Year 7. By the end of the unit, they should be able to use the school network safely and respectfully. <p>Introduction to the Network</p> <ul style="list-style-type: none">• How to create a memorable and secure password for an account on the school network• How to find personal documents and common applications on the School Network• Save images and be able to use the snipping tool• Know how to use the common keyboard shortcuts• Research effectively for a given scenario• Explain the effects of cyberbullying• Use the features of Microsoft Word effectively• Be able to recognise a respectful email• Be able to construct an effective email and send it to the correct recipients• Describe how to communicate with peers online <p>Computer Devices</p> <ul style="list-style-type: none">• Input / Output devices• What is hardware?• Identify different types of hardware and there uses• What are the differences between hardware and software?• What is Software?• Identify different types of software and there uses <p>Spreadsheets</p> <ul style="list-style-type: none">• Use cell references• Use the autofill tool• Format data• Create formulas for add, subtract, divide				
Revision Resources	Y7 BT2 Revision 2026.pptx				

Lead Teacher	<i>Ms Rashid</i>	Email	Nazim.rashid@manchester-academy.org
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MY REVISION TIMETABLE

Week ____	Slot 1 __:__:__->__:__:__	Slot 2 __:__:__->__:__:__	Slot 3 __:__:__->__:__:__
Monday			
Tuesday			
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Week ____	Slot 1 __:__:__->__:__:__	Slot 2 __:__:__->__:__:__	Slot 3 __:__:__->__:__:__
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