

Year 7 Connect Curriculum

Spring 1 Check Point

Assessment Guide

19th January – 13th February 2026



Check Point Assessments – Year 7

Year 7 students have been learning through the **Connect Curriculum**, created by subject experts across the Trust.

Teachers use **formative assessment** during lessons. This means students regularly complete short tasks to **check understanding**, practice skills, and show what they know.

There are **two main Check Point assessments** in the year:

- **Spring Term**
- **Summer Term**

These assessments check a student's **knowledge, skills, and understanding** of the key parts of the curriculum taught so far.

Results are shared with **students, parents/carers**, and teachers will use the information to help plan next steps and give feedback.

Marks are given for each part of the assessment and then converted into a **percentage** that will be shared.

When and Where Will Assessments Take Place?

- Some subjects (like Music and PE) have already assessed at the end of a unit.
- All other assessments will happen **in lesson time between 19 January and 13 February 2026**.
- Teachers will tell students the exact date for their subject, and this will also be shown on **Class Charts**.

How Assessment Helps You Learn

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

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

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

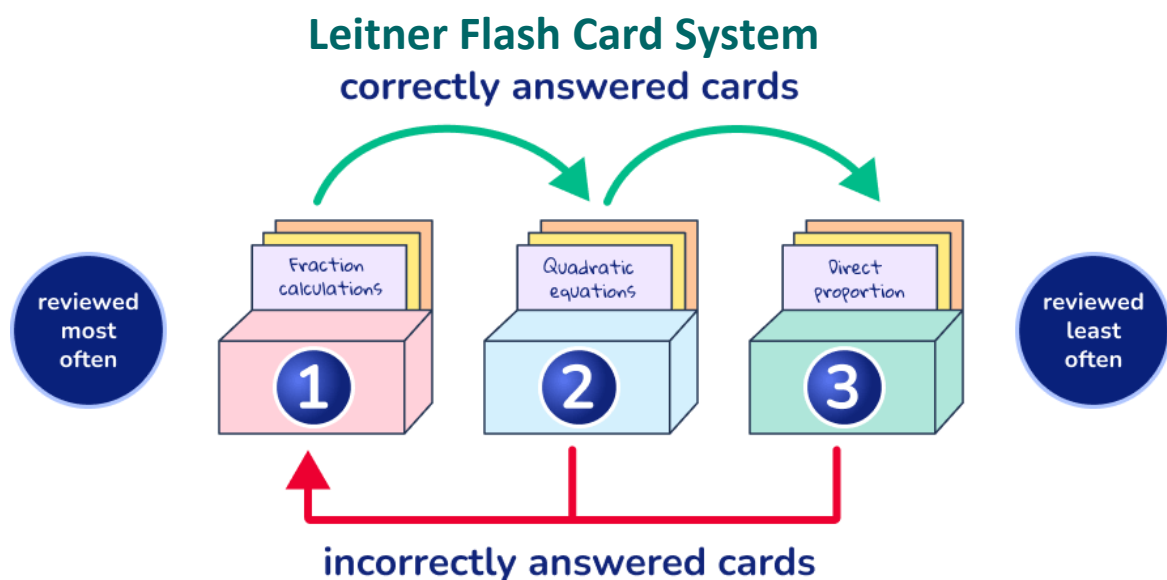


1. Retrieval Practice

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

✓ Try This:

- Write **down everything you can remember** about a topic, then check your notes to see what you missed.
- **Use flashcards** to test yourself or get someone to quiz you - you can also use Carousel for this.
- Cover a **knowledge organiser** and try to recreate it from memory.

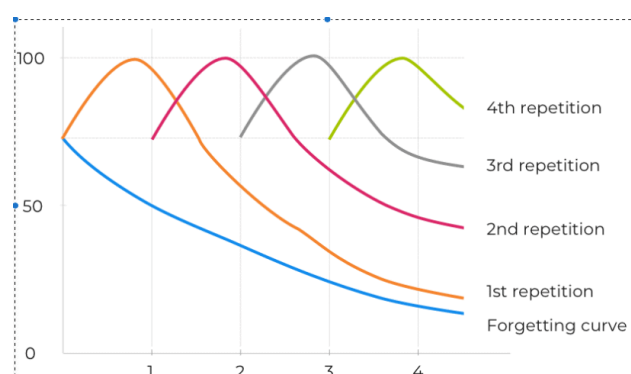


2. Spaced Practice

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

✓ Try This:

- Revise for 20–30 minutes, then revisit the same topic 2–3 days later.
- Make a simple revision timetable showing when you will return to each topic.

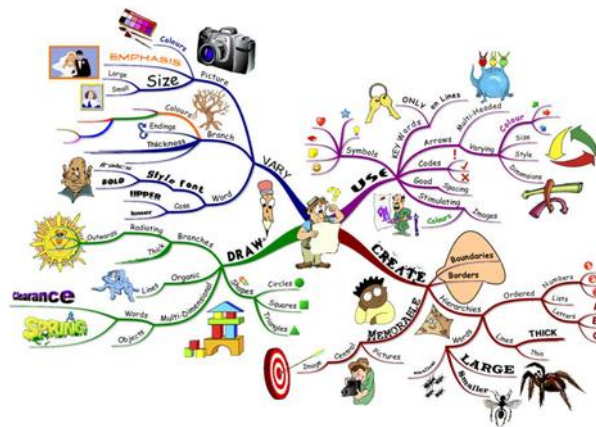


3. Dual Coding

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

✓ Try This:

- Draw a diagram to represent a topic (e.g. a cycle or timeline).
- Use colours, symbols, or icons to help link ideas.
- Look at visuals in your knowledge organiser and add notes around them.



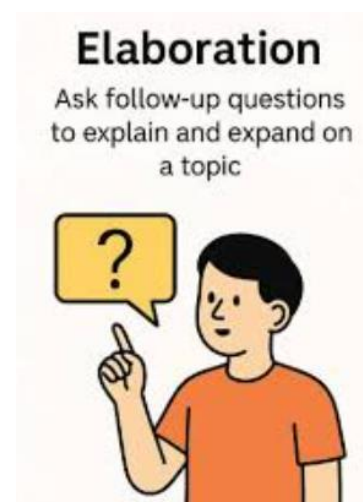
4. Elaboration

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

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

✓ Try This:

- Ask yourself: 'Why is this important?' or 'How does this link to what I already know?'.
- Talk through topics with someone else.
- Write out explanations for key ideas and facts.

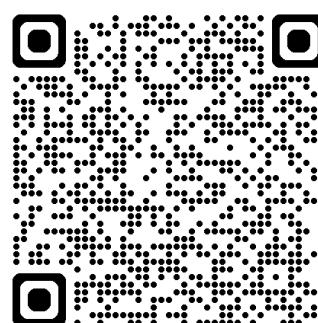


Subject Assessment and Revision Information

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

1. Art
2. Drama / Performing Arts
3. English
4. Food Studies
5. French
6. Geography
7. History
8. Maths
9. Music
10. Physical Education
11. Religious Education
12. Science
13. DT

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



W/C 19th Jan (B)	Session 1	Session 2	Session 3	Session 4
Monday	Science - 7S1, 3 & 4	7X/Ft Socratic Quiz. 7V/ART		Science 7S2
Tuesday	7V History			Drama- 7T/DR 7S History
Wednesday	7I History			Drama- 7V/DR
Thursday	7E/ART 7V/DT 7I/ART 7T/FT Practical			
Friday			7T/DT 7X/ART 7V/FT Practical	7E/DT 7T/ART 7V/ART

W/C 26th Jan (A)	Session 1	Session 2	Session 3	Session 4
Monday	TRUST INSET			
Tuesday	7T History	7S French	Drama- 7S/DR 7V French	7T French
Wednesday			7I/FT Practical 7S/ART 7X/DT	7I French 7S Geography
Thursday	7V Geography	Maths - all classes	Drama- 7I/DR	
Friday	7T Geography 7I Geography			

W/C 2nd Feb (B)	Session 1	Session 2	Session 3	Session 4
Monday		7X/Ft Practical 7E Music		
Tuesday	7I computer science			
Wednesday				
Thursday	7T/FT Socrative Quiz 7X Music			
Friday			7S computer science 7V/Ft Socrative Quiz 7I Music	7S Music
W/C 9th Feb (A)	Session 1	Session 2	Session 3	Session 4
Monday	FEAST DAY			
Tuesday	ENGLISH- 7V/7I		ENGLISH 7T	7I and 7V PE ENGLISH 7S
Wednesday			7I/FT Socrative Quiz 7T Music	
Thursday	7S and 7T PE		7T computer science	
Friday				

NB: due to the school being closed to students on Monday 26th January and Monday 9th February, some classes will sit their assessment outside the assessment window:

Assessment date: Monday 12th January 2026

7S DT

7I DT

7E Food Tech

7S Food Tech

7V Music



Year 7 Art

Assessment 1 Revision List

Assessment Overview

Duration of Assessment	60 minutes
Total Marks	40 marks
What does the assessment look like?	The assessment is conducted in lesson time and is a timed assessment taking one hour. The assessment contains practical and written elements, asking students to demonstrate their understanding of shading and mark making techniques along with colour theory and knowledge questions. Students will also have a small design question to complete, with an example provided for inspiration.

Topics within the Assessment

Colour Wheel Theory Revision



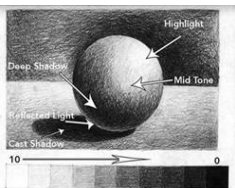
Primary Colours – Red, Blue, Yellow. These colours cannot be made but form every other colour.

Secondary Colours – Orange, Green, Purple. These colours are made by mixing two primary colours.

Tertiary Colours – These are made by mixing a primary colour and a Secondary colour, for example yellow and green would make lime green.

Harmonious Colours – These are next to each other on the colour wheel.

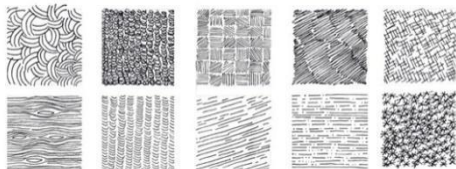
Complementary Colours – These are opposite on the colour wheel, for example yellow and purple.



Tonal Scale

To make objects look realistic, we create **tone**. Adding tone makes an object look 3D. Tone refers to the **light** and **dark** in an image. **Highlights** are where the light hits an object. **Shadows** are cast on the opposite side to the light.

Mark Making



Artists can use a range of mark-making to create texture and tone.

Artists can use a range of objects and materials to make creative marks to add interest to their work

Revision Resources

Practice creating tonal drawings. You could draw objects from home.

Practice creative mark-making. Use pencils, pens or make your own mark-making tools.


Look back at the work you have created on Showbie and evaluate your progress.

Practice creative drawings using Sketchbook on your iPad.



Year 7 Design & Technology Assessment 1 Revision List

Assessment Overview	
Duration of Assessment	45 minutes
Total Marks	40 marks
What does the assessment look like?	For D&T you will be assessed in three main areas . Some of these areas will be based on work you will have <i>already completed</i> in previous lessons, and <u>some will be completed in your assessment lesson.</u>
Units of work studied in the first half of Year 7 Science	
Target user mood-board and design Ideas pages for the Doorhanger Signage project. (10 marks) <i>- being completed in lessons and should be uploaded to Showbie.</i>	
Practical work for the Doorhanger Signage project. (10 marks) <i>- a review of all practical work completed since September, photos of progress should already be uploaded to Showbie</i>	
Multiple choice exam questions: <i>Workshop tools, machines, materials, health & safety in the workshop.</i> (20 marks) <i>- based on the practical and theory lessons covered so far.</i> <u>Completed in the assessment lesson</u>	

Revision Resources
<p>- Please ensure all project work since September has been uploaded to Showbie and you have added to all sections to ensure it is as complete as possible.</p> <p>- Ensure you have your iPad for the assessment lesson.</p> <p>- Use the QR code or link below to visit our own custom online D&T resource website. We are adding to this all the time so check it regularly!</p>
<div style="display: flex; justify-content: space-between; align-items: center;"> <div> <p><u>Studio Stives - D&T Resources</u></p> </div> <div style="border: 1px solid #0056b3; border-radius: 10px; padding: 10px; text-align: center;">  </div> </div>



Year 7 Drama/ Performing Arts

Assessment 1 Revision List

Assessment Overview

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

Topics Within the Assessment

Characterisation



Vocal Skills:

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

Physical Skills:

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



Stage Craft and Stage Directions:

Downstage
Upstage
Stage Right
Stage Left
Centre Stage
Stage Directions
Audience and Spatial Awareness



Style and Genre:

Think about the genre and style of your script
Stylistic elements
Artistic intended impact on the audience

Revision Resources

- ✓ Learn your lines for the performance- scripts on Showbie.
- ✓ Practise the stage directions and movements of your character- you can do this at home.
- ✓ Look back at the work you have created on Showbie and become familiar with the performance terminology for the written evaluation and knowledge of the key skills and elements needed for the style and genre of theatre.



Year 7 English

Assessment 1 Revision List

Assessment Overview

Duration of Assessment	75 minutes
Total Marks	45 marks
What does the assessment look like?	The assessment will be conducted during an English lesson and is timed to take 75 minutes. The assessment consists of three sections including a multiple choice section, a short answer/response section and final extended answer. It assesses students understanding of key terms, inference skills and extract analysis. The assessment makes reference to the two texts we have studied to date.

Topics within the Assessment

Key Terms/Language devices

10 Key Terms

1. **Character** – a person in a novel, play or film
2. **Technique** – devices used by a writer
3. **Quotation** – words taken directly from a text
4. **Inference** – a logical idea based on evidence
5. **Connotation** – an idea or feeling linked to a word; going beyond its literal meaning
6. **Invariably** – Unchanging
7. **Diminutive** - Small
8. **Interminable** – Neverending
9. **Remorselessly** – Merciless/without care
10. **Feverishly** – hurriedly

Language Devices

Simile – a comparison using like or as

Onomatopoeia – words which sound like themselves

Metaphor - a comparison saying one thing IS another

Personification – giving an object or thing human characteristics

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

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

A Christmas Carol

Key themes

Redemption - In Scrooge, we see a man who is transformed from a greedy, selfish miser into a generous and good-natured character by the end.

Responsibility – Scrooge learns to take responsibility for the poor, and in doing so redeems himself.

Poverty - Scrooge's refusal to give to charity highlights the selfishness of the higher classes and the injustice of wealth distribution in Victorian society.

Family - Dickens balances Scrooge's isolation with vibrant vignettes that show us the positive benefits of a close and loving family life.

Christmas – Dickens uses the ideas of generosity and compassion that we associate with Christmas to highlight the transformation of the main character. We see Scrooge change from a miserly man, contrasting with the spirit of Christmas, to someone who is full of joy.

Context

Charles Dickens - When Dickens was nine, his family moved to London. At twelve, his father was arrested and sent to debtors' prison. Dickens experienced what it was like to be poor and work as a child. A *Christmas Carol* was written in 1843, with the intention of drawing readers' attention to the suffering of England's poor.

The Poor Law - was amended in 1834 to reduce the cost of helping the poor. Those desperate for help were sent to workhouses. The conditions in workhouses were extremely poor and children were sent to work at extremely young ages

Characters

Ebenezer Scrooge: a cold-hearted money lender who despises Christmas.

Jacob Marley's Ghost: Scrooge's business partner and friend

Bob Cratchit: poor but keeps a positive outlook on life and family.

Fred: Scrooge's nephew

Ghost of Christmas Past: A ghostly apparition that appears to Scrooge as a white-robed, androgynous figure of indeterminate age.

Ghost of Christmas present: The second spirit to appear to Scrooge (after Jacob Marley's visit), this one arrives when the clock strikes one and is described as a "jolly giant".

Ghost of Christmas Yet to Come: The third spirit to appear to Scrooge, appears as a hooded figure that doesn't speak, shows Scrooge the fate that awaits him if he doesn't change his ways.

Writing structure:

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

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

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





Revision Resources

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



Year 7 Food Studies

Assessment 1 Revision List

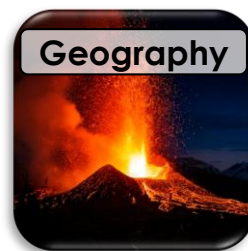
Assessment Overview	
Duration of Assessment	10 minute Socrative Assessment 75 minute Practical – Tomato Ragu
Total Marks	40 marks
What does the assessment look like?	<ul style="list-style-type: none"> 10-minute multiple choice Socrative quiz at the start or end of a food lesson. The questions will ask you about what you have learned in Year 7, topic list below. (10 marks) 75 minutes practical lesson where you will make Tomato Ragu. (20 marks) Your teacher will look at the work you have completed so far in your workbook and recipe book. (10 marks)
Topics within the Assessment	
10 Question Socrative Quiz Topics	
<ul style="list-style-type: none"> Food Hygiene and Safety – what are the rules we have to follow about how to keep ourselves and our food safe? Personal Hygiene, cross contamination, washing up. Knife skills – bridge and claw hold grips Cooker safety – how to be safe using the grill Food Science – how do enzymes affect apples Nutrition – how the does the Eatwell Guide help us have a balanced diet Quality control of food – how do you know you have completed the rubbing in technique. 	
Tomato Ragu Practical Cutting an onion – correct method to dice an onion using the bridge and claw technique and avoiding the gas pocket Reduction sauce – how to control the temperature of the hob and check if a sauce has reduced Washing up – hot, soapy water, correct cloths, clean and dry and away. Teamwork – managing your work space, washing up as a team, resetting your sink and cleaning area.	
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Revision Resources	
<ul style="list-style-type: none"> ✓ Look back over your digital workbook and lesson power points ✓ Practice cutting an onion at home using the bridge and claw technique ✓ Make a reduction sauce at home using the recipe on Showbie ✓ Wash up at home instead of loading the dishwasher 	



Year 7 French

Assessment 1 Revision List

Assessment Overview	
Duration of Assessment	60 minutes
Total Marks	75 marks
What does the assessment look like?	<p>This assessment will take one lesson focussing on Listening, Reading, Translation and Writing.</p> <p>This will cover the topics students have learnt in class.</p>
Topics within the Assessment	
<ul style="list-style-type: none">• Greetings and saying how you are• Age• Where I live• Birthdays• School Subjects and Opinions	
Revision Resources	
<ul style="list-style-type: none">• Sentence Builders: Revise your vocabulary- make mind maps on each topic, you can Dual code to help you remember!• Create Flashcards- Write keywords or sentences on one side of a card in French and then write the English on the other.• Complete assignments set on Language Gym- http://uk.language-gym.com	



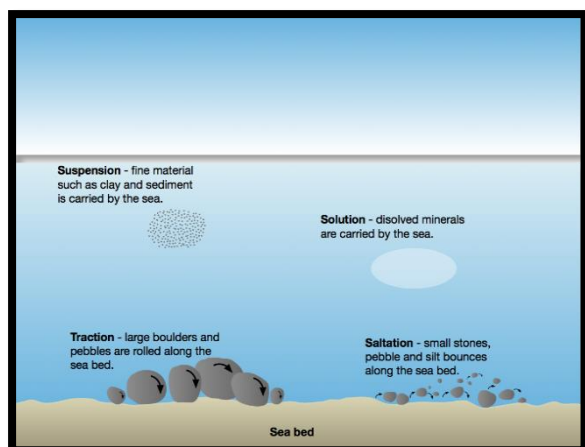
Year 7 Geography Assessment 1 Revision List

Assessment Overview

Duration of Assessment	50 minutes
Total Marks	37 marks
What does the assessment look like?	The assessment is conducted in one lesson and is timed to take 50 minutes. The assessment contains a range of questions to assess student's ability to identify key geographical processes, describe distributions using maps, interpret photographs and explain links between different elements of the subject we have studied so far this year. Students will also be tested on their skills using Ordnance survey maps and some basic mathematical skills. Students will need to have their calculator, a sharp pencil and a ruler for this assessment.

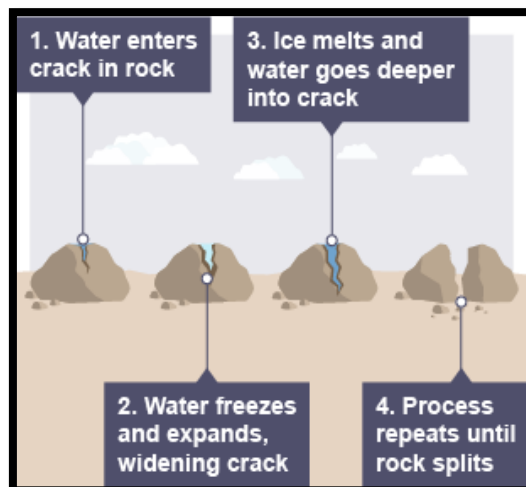
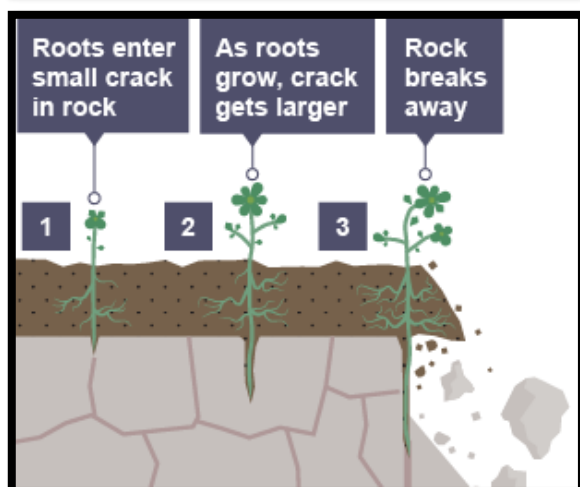
Topics within the Assessment

1. Physical processes (Transportation, Erosion & Weathering)



Keywords:

Traction
Suspension
Solution
Saltation
Corrosion
Attrition
Abrasion
Hydraulic Action
Freeze-thaw Physical



Development indicators – how do we measure development?

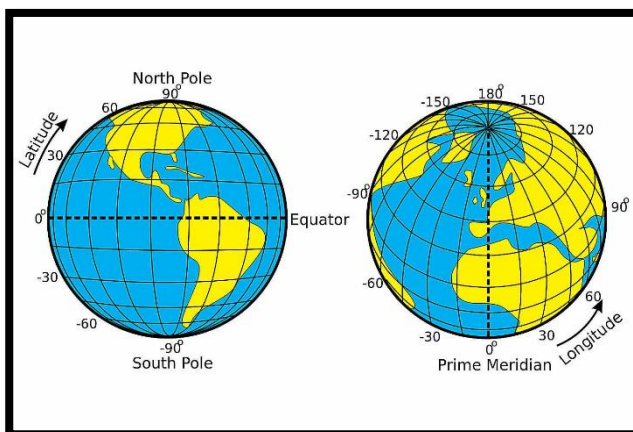
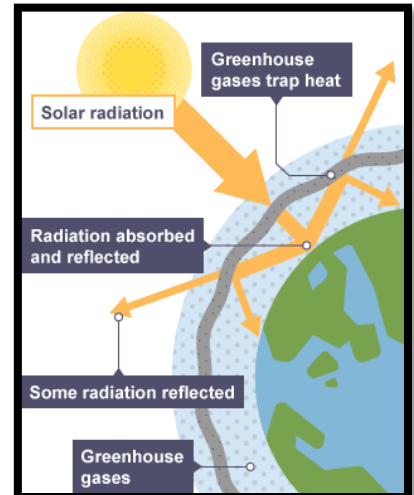
Geographers use a wide range of methods to measure economic and social development in countries around the world including GNI per capita, Infant Mortality rate, Life Expectancy, Literacy rate, birth rate and death rate. The Human Development Index is considered by most as the most effective method as it considers social and economic measurements to give a broader result.

The Enhanced Greenhouse Effect

Human action is causing the enhanced greenhouse effect as increasing levels of carbon dioxide and other greenhouse gases are causing global temperatures to rise and weather patterns to become more extreme.

Causes: Deforestation, agriculture and the burning of fossil fuels are the main drivers behind this rapid change.

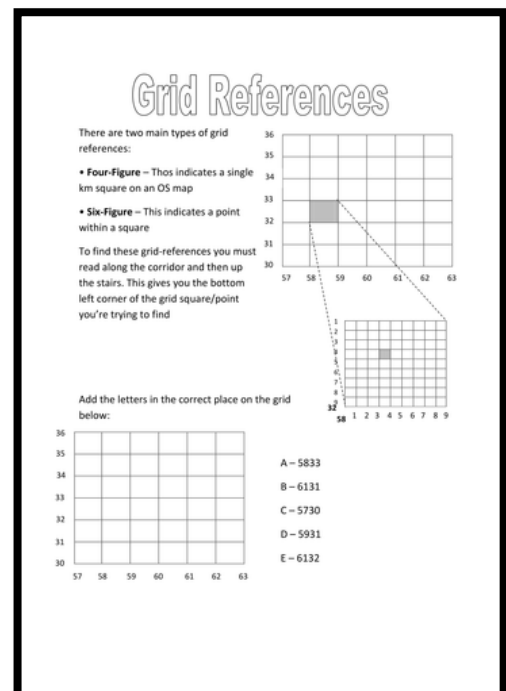
Solution: Reducing our carbon footprint, using fewer fossil fuels, eating less meat, walking and cycling, using more renewable energy and shopping local are just some of the ways we can live more sustainably.



Map skills

To find a four-figure grid reference, identify the grid square your location is in by first finding the number along the bottom (eastings) and then the number up the left side (northings).

For a six-figure grid reference, find the four-figure reference first, then estimate or measure where your point is within that square, adding a third digit for the easting and a fourth digit for the northing to create a more precise 100-meter location.



Revision Resources

Erosional processes: <https://www.bbc.co.uk/bitesize/guides/zxj6fg8/revision/1>

Weathering: <https://www.bbc.co.uk/bitesize/guides/zt6r82p/revision/2>

Measuring development: <https://www.bbc.co.uk/bitesize/articles/zbcqjsg#zxbjjsjg>

Climate change: <https://www.bbc.co.uk/bitesize/guides/z3bbb9q/revision/3>

Carbon Footprint: <https://www.bbc.co.uk/bitesize/articles/zp27xbk#znm26g8>

Latitude & Longitude: <https://www.bbc.co.uk/bitesize/articles/zd4rmfr#zhqfydm>

Map skills (OS maps): <https://www.bbc.co.uk/bitesize/articles/zhnrg7h#zcshp4j>



Year 7- History

Assessment 1 Revision List

Assessment Overview

Duration of Assessment	45 minutes
Total Marks	34 marks
What does the assessment look like?	This assessment will take place in one lesson and will be 45 minutes. The assessment contains a range of questions to assess student's knowledge and understanding of Norman England and Medieval England. Students will be tested on their key knowledge, source analysis, extended writing along with their spelling, punctuation and grammar. This assessment is designed so all students are able to showcase their understanding and knowledge of the autumn term Connect Curriculum.

Topics Within the Assessment

Norman and Medieval England

Norman England:



To control England, William introduced the **feudal system**, granting land to loyal barons in exchange for military service, creating a hierarchy of king, nobles, knights, and peasants. He also commissioned the **Domesday Book** in 1086, a detailed survey of land and resources, to ensure efficient taxation and control.

Resistance in the north led to the brutal **Harrying of the North** (1069–70), where villages were burned, crops destroyed, and thousands starved, securing Norman dominance through fear.

To maintain power, William built **Motte and Bailey castles**—quick-to-build wooden fortresses on mounds (mottes) with enclosed courtyards (baileys). These castles symbolized Norman authority and provided strongholds across England.

Norman rule transformed England politically, socially, and culturally, laying foundations for medieval society.

Medieval England:



Most people were peasants who worked long hours on the land owned by their lord. Their tasks included ploughing fields, sowing seeds, and harvesting crops, often in return for protection and a small plot to farm. Living conditions were basic, with poor diets and little medical knowledge.

Law and order in medieval society was strict and often brutal. Local lords enforced laws, and trials could involve ordeals like holding hot irons to prove innocence. Punishments ranged from fines and public humiliation to execution for serious crimes. The system aimed to maintain control in a world where survival was already difficult.

Revision Resources

KS3 Norman Conquest BBC- <https://www.bbc.co.uk/bitesize/topics/zshtyrd>
Norman Conquest Videos- <https://www.bbc.co.uk/bitesize/topics/zt7ws82/watch/zsqdnk7>
William's Control of England- <https://www.bbc.co.uk/bitesize/articles/zhrysk7#ztnsp4j>
Medieval England- <https://www.bbc.co.uk/bitesize/topics/zbn7jsg>
Medieval Life- <https://www.bbc.co.uk/bitesize/articles/zwyh6g8#zy7896f>
King John and the Magna Carta- <https://www.bbc.co.uk/bitesize/articles/zcg66g8#zjs66g8>

Students are also able to use their class Showbie to access all lesson resources and their book work for support.



Year 7 Maths

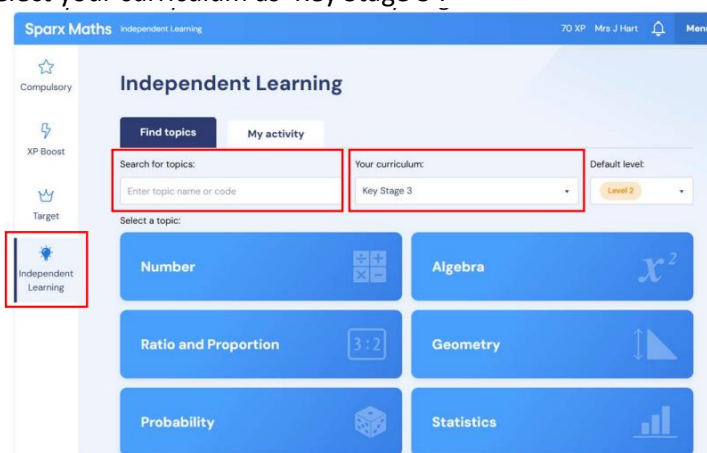
Assessment 1 Revision List

Assessment Overview	
Duration of Assessment	60 minutes
Total Marks	50 marks
What does the assessment look like?	<p>The assessment is conducted in lesson time and is a timed assessment taking one hour. The assessment contains questions on the topics you have studied so far this academic year:</p> <ul style="list-style-type: none"> Sequences Understanding and using algebraic notation Equality and equivalence Place value and ordering Fraction, decimal and percentage equivalence <p>You should attempt all the questions, following the instructions given in each question. You may use a calculator for this assessment.</p>
Topics Within the Assessment	
<p><u>Sequences</u></p> <p>Describe and continue sequences presented as diagrams</p> <p>Predict and check the next term(s) of a sequence</p> <p>Understand sequences in tables and sequences presented as graphs</p> <p>Recognise the difference between linear and non-linear sequences</p> <p>Continue numerical linear and non-linear sequences and find missing terms</p> <p>Explain the term-to-term rules of numerical sequences in words</p>	<p><u>Sparx codes</u></p> <p>M241</p> <p>M381</p> <p>M981</p>
<p><u>Understanding and using algebraic notation</u></p> <p>Given a numerical input, find the output of one and two-step function machines</p> <p>Use inverse operations to find the input given the output</p> <p>Use letters to generalise number operations</p> <p>Use letters with one and two-step function machines</p> <p>Find the function machine given a one or two-step expression</p> <p>Substitute values into one or two-step expressions</p> <p>Generate sequences from a rule</p> <p>Represent functions graphically</p>	<p><u>Sparx codes</u></p> <p>M175</p> <p>M428</p> <p>M813</p> <p>M417</p> <p>M327</p> <p>M166</p> <p>M932</p>
<p><u>Equality and Equivalence</u></p> <p>Understand and use fact families, numerically and algebraically</p> <p>Solve one-step linear equations using inverse operations</p> <p>Understand the meaning of like and unlike terms</p> <p>Understand the meaning of equivalence</p> <p>Simplify algebraic expressions by collecting like terms, using the \equiv symbol</p>	<p><u>Sparx codes</u></p> <p>M707</p> <p>M830</p> <p>M795</p> <p>M531</p> <p>M949</p>
<p><u>Place Value and Ordering</u></p> <p>Recognise the place value of any number in an integer up to one billion</p> <p>Understand and write integers up to one billion in words and figures</p> <p>Work out intervals on a number line; position integers on a number line</p> <p>Round integers to the nearest power of ten</p> <p>Compare two numbers using $=$, \neq, $<$, $>$, \leq, \geq</p> <p>Order a list of integers</p> <p>Find the range of a set of numbers</p>	<p><u>Sparx codes</u></p> <p>M704</p> <p>M763</p> <p>M522</p> <p>M111</p> <p>M431</p> <p>M994</p> <p>M131</p>

Find the median of a set of numbers Understand place value for decimals Position decimals on a number line Compare and order any number up to one billion Round numbers to 1 significant figure Write positive integers and decimals in the form $A \times 10^n$	M328 M934 M719 M678
<u>Fractions, Decimals and Percentages</u> Represent tenths and hundredths as diagrams and on number lines Interchange between fractional and decimal number lines Convert between fractions and decimals – tenths, hundredths, fifths, quarters, eighths and thousandths Understand the meaning of percentage using a hundred square Convert fluently between simple fractions, decimals and percentages Use and interpret pie charts Represent any fraction as a diagram and on a number line Identify and use simple equivalent fractions Understand fractions as division Convert fluently between fractions, decimals and percentages Explore fractions and decimals above 1 and percentages above 100%	<u>Sparx codes</u> M158 M939 M958 M264 M410 M671 M165

Revision Resources

- ✓ Use the Sparx codes listed above to revise the topics you have studied in maths this year
- Go to www.sparxmaths.com and log in using the username and password you created in class with your teacher.
- Click on the 'Independent Learning' tab on the panel on the left of the screen.
- Make sure you select your curriculum as 'Key Stage 3'.



- You can enter topic codes (e.g. M241) or key words into the topic search bar; Sparx topic code numbers are listed above for all the units of work which are included in the assessment.
- Each topic has practice questions; the questions are split into 'introduce', 'strengthen' and 'deepen'. You should work your way through each of the sections. A video is attached to every question to help explain the skill required if needed.
- You can adjust the difficulty of the questions, as necessary. There are 4 levels to choose from with level 1 being the easiest and level 4 being the hardest.

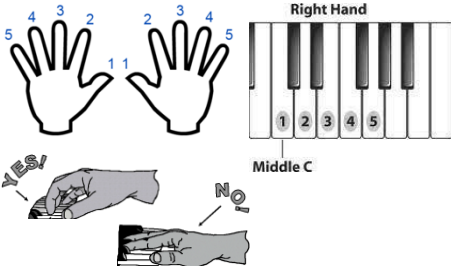

✓ You can also look back at the lesson resources your teacher uploaded to Showbie for these topics, any tasks you have completed in Showbie for these lessons and any additional notes you have added, either in Showbie or in your exercise book. Work through the examples, the 'you do' tasks and the purposeful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

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



Year 7 Music

Assessment 1 Revision List

Assessment Overview	
Duration of Assessment	60 minutes
Total Marks	30 marks
What does the assessment look like?	<p>Students have completed a two-part music assessment designed to evaluate both their practical performance skills and their listening and appraising abilities developed during the Autumn Term <i>Keyboard Skills</i> topic.</p> <p>As part of the practical element, students performed “Lean on Me” on the keyboard, where they were assessed on accuracy, fluency, and technical control of the instrument. The listening and appraising component assessed students’ understanding of treble clef notation, their comprehension of melodic construction, and their general aural skills; this includes recognising and describing key musical elements such as pitch, tempo, timbre, texture, dynamics, duration, and structure.</p>
<p>Please Note: The Keyboard Skills Assessment has already taken place and was completed at the end of the <i>Keyboard Skills</i> unit. This timing is intentional. Instrumental technique develops gradually through repeated practice, and students were given dedicated lesson time within the topic to apply and refine these skills. Assessing during the unit allows students to demonstrate their progress while the learning is active and embedded. This approach ensures a more accurate reflection of students’ ability to perform a piece with accuracy, fluency and technical control.</p>	
Topics within the Assessment	
Keyboard Skills and Treble Clef Notation	
	<p>Students were assessed on their keyboard instrumental technique, including correct hand positioning, effective fingering, and confident understanding of the keyboard layout.</p> <p>They were assessed on their ability to apply these techniques to perform “Lean on Me” with accuracy, fluency and technical control.</p>
	<p>Students were assessed on their ability to read treble clef music notation, specifically notes ranging from middle C to F on the top line of the stave. In addition, the assessment measured how effectively students could use notation to support their practical keyboard performance.</p>
Revision Resources	
<ol style="list-style-type: none"> 1. MusicTheory.net A student-friendly website offering lessons and interactive exercises on reading treble clef notation, note names, rhythms, and more. 2. BBC Bitesize – Music (KS3) Offers accessible explanations, videos, and quizzes on music notation, performance skills, and musical elements. 3. Virtual Piano (virtualpiano.net) An interactive online keyboard that helps students become more confident with keyboard layout and note positions. <i>Excellent for practising hand placement and identifying keys.</i> 	



Year 7 PE

Assessment 1 Revision List

Assessment Overview

Duration of Assessment	Autumn Term
Total Marks	100 marks
What does the assessment look like?	<p>Assessment in PE is a continuous process carried out in all PE lessons. Students have access to the assessment criteria for the autumn term key concept 'Fundamental Movement Skills' on Showbie. Fundamental movement skills are taught through a variety of physical activities with the key focus being from the topic areas listed below. Students carry out two self-assessment checkpoints throughout the term alongside their PE teacher's two assessment check points.</p> <p>Students also complete a Socrative quiz where they answer questions based on fundamental movement skills and receive a score out of 10. The assessment sheet (see below) is then shared on the student's Showbie portfolio where parents and carers can view the criteria met by the student and what the next steps are, suggested by their PE teacher.</p>

Topics within the Assessment

Fundamentals of Movement

Running
Jumping
Throwing
Catching
Coordination

Year 7 PE Term 1

Key Concept: Fundamental Movement Skills

Assessment Criteria	Self-assessment		Teacher assessment		
	Check point 1 (tick 1 box)	Check point 2 (tick 1 box)	1	2	Next steps:
Mastering Demonstrate fundamental skills at the highest levels with accuracy to achieve successful outcomes					
Advancing Consistently demonstrate a high level of fundamental skills in conditioned practices					
Secure Demonstrate fundamental skills fluently in a range of physical activities					
Developing Able to demonstrate all fundamental skills including agility, balance and coordination					
Emerging Able to demonstrate some fundamental skills such as running, jumping, throwing, catching and coordination					

SOCRATIVE RESULTS:

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



Year 7 Science

Assessment 1 Revision List

Assessment Overview	
Duration of Assessment	45 minutes
Total Marks	40 marks
What does the assessment look like?	<p>The assessments for the autumn term have been taking place during lesson time at the end of each unit of work. Students will have completed at least two of the end of unit tests by the end of the autumn term.</p> <p>The assessments are a combination of knowledge recall through short answer questions. The next section has a range of question types, including longer answer explain and describe questions.</p>
Units of work studied in the first half of Year 7 Science	
Biology (B1) - Cells and organisation	
Introduction to microscopes Plant and animal cells Microscopes (onion and cheek cells) Specialised cells Microorganisms (unicellular) Drawing cells Movement of substances - Diffusion	Movement of substances - Osmosis Levels of organisation Skeleton Muscles Biomechanics Dissection (chicken) Muscles in action
Chemistry (C1) - Atoms and particles	
Particle model States of matter Changing states Changes states practical Evaporation & sublimation Diffusion	Atoms Element Compounds theory Compounds demo/practical Chemical formula Particle model, conservation of mass
Physics (P1) - Energy and forces	
Types of energy Energy transfers GPE to KE bounce investigation KE to GPE Investigation KE to GPE tests & results Heat transfers (conduction and convection)	Energy in food Types of forces and effects Balanced and Unbalanced Forces Investigating friction Levers and uses Lift investigation
Revision Resources	
<p>All revision resources can be accessed through individual Showbie classes as directed by their teachers, or the TPAT year 7 Showbie.</p> <p>Alternatively, students may wish to use BBC bitesize as a resource.</p> <p>B1 - KS3 Biology - BBC Bitesize</p> <p>C1 - KS3 Chemistry - BBC Bitesize</p> <p>P1 - KS3 Physics - BBC Bitesize</p>	

