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# **Year 7**

## **Information and Support for Students and Parents/Carers 2023**

**This guide includes:**

1. How to prepare an effective environment for studying or revising
2. How to manage your time effectively
3. Learning and memory tools – tips for revision
4. Exam day checklist
5. What to do during the exams
6. Support and Guidance for KS3 Examined Subjects

**1. How to prepare an effective environment for studying or revising**

It is important to find a place where you can concentrate and study properly. You need to have the resources you need available e.g. textbooks, revision guides, school exercise books and access to the internet for online resources. However, you should also try to avoid having too many distractions.

It is advisable to work in a quiet room with an open window for plenty of fresh air. Make sure you have a bottle of water as it is hard to concentrate if you are dehydrated.

**2. How to manage your time effectively**

**When should I start revising?**

Revision can be done at any time throughout the year. Whenever you learn something new at school, or especially if you find something difficult, it is good to read through your notes again; then to test yourself to see whether you remember the information.

Most pupils like to start preparing for their Summer Exams a few weeks before they take place. Exam timetables and details of what to revise for the Summer Exams will be on the school website. Many subjects will do some revision in lessons prior to the exams but it is important to do your own revision as well.

**Do I need a revision schedule?**

It is important that you know when your exams are taking place. The exam timetable will be on the school website. Your tutors and subject teachers will also tell you when your exams are taking place. It is a good idea to plan a revision schedule to ensure you are ready for each exam. You are likely to be better prepared if you plan ahead and don't leave your revision until the last minute. Some pupils will put a copy of their revision schedule on their bedroom wall. Whilst it is important to do plenty of revision you cannot revise the whole time so don't forget to schedule in breaks or fun activities as well! Once you have made a revision schedule try to keep to it as best you can.

**How much time should I spend revising?**

You will probably want to spend more time on subjects you find more difficult. 20 minutes per session is recommended, then having a break and moving on to another topic or subject in the build-up to exams, though the amount will vary from subject to subject. Follow your teachers' advice.



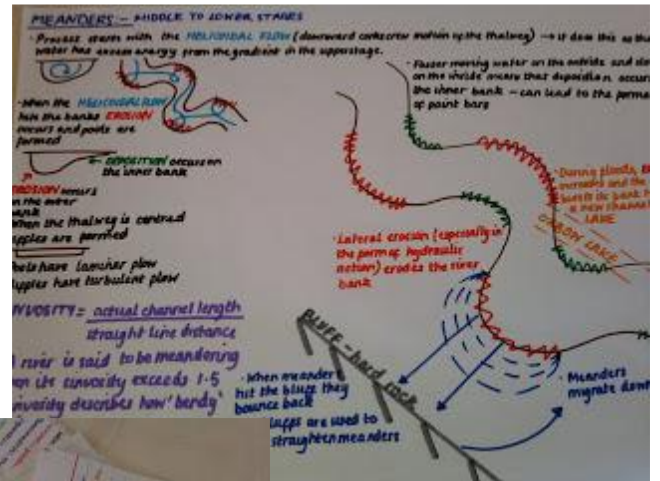
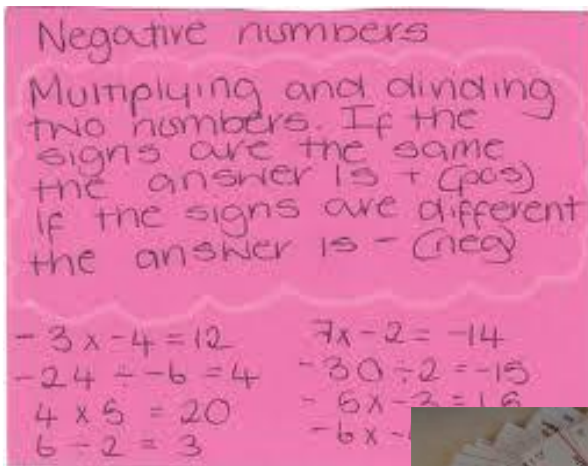
### 3. Learning and memory skills – tips for revision

#### What should I revise?

Follow your subject teachers' advice on what to revise. Use the revision information for your year group from the support and guidance section for subjects. You can also use the notes in your exercise books, revision guides and revision websites to help. If you are not sure ask your teachers!

#### Write revision notes/cards

This means writing you class notes or subject information in a shorter form. This can be done on paper, on revision cards or post it notes. It can be useful to write down key words, phrases, definitions or rules you need to learn. For example:



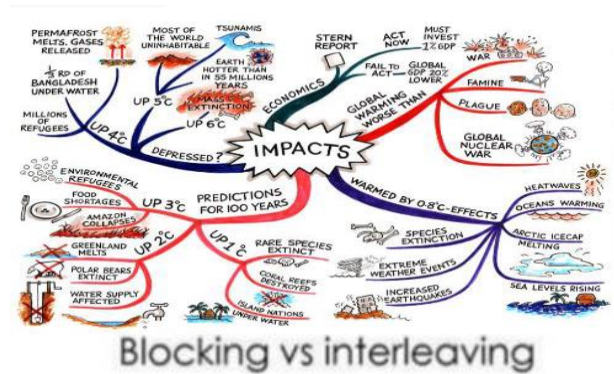
## Use memory techniques

A variety of memory techniques can be used such as

- Making up rhymes/songs

## Draw mind maps

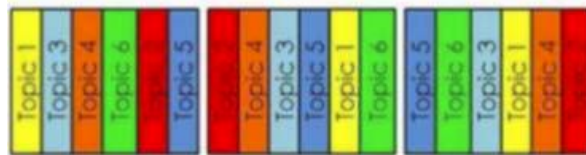
Mind maps (sometimes called flow diagrams or spider diagrams) are a great way to summarise things you have read, your ideas or what you have learnt. They can also be used to test what you can remember and can be applied to any subject. Examples are below:



## Organising Revision

### What does research say?

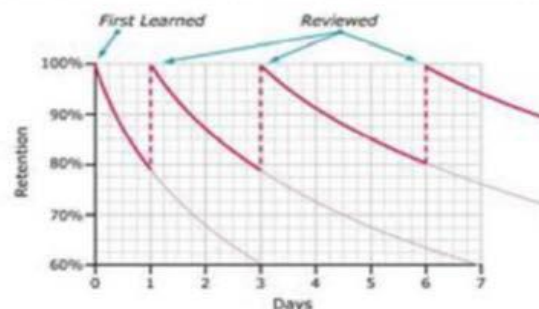
Blocking your revision - focusing on one topic for a long time then moving on to a new topic - is not the best way to revise.



### What does research say?

Ebbinghaus's famous forgetting curve shows that the brain naturally "forgets" information. If we revisit previously covered topics after some time has elapsed, we have a greater chance of remembering more of the information.

### Typical Forgetting Curve for Newly Learned Information



Interleaving your topics is far more effective! The research suggests that when you plan your revision timetable, mix your topics and your subjects up (Interleaving). It may *seem* sensible to concentrate on a single topic in History for 3 straight nights, but you will actually remember more if you interleave with different subjects and topics. Remember to revisit (Spacing) what you are revising regularly.

### **Reading around the topic**

Reinforce your knowledge by reading different textbooks and revision guides or using other websites with the same content as the topics you are learning/revising. Your teachers may suggest good resources to use.

### **Get tested**

Write down all you can remember about the topics you have been revising. Do this several times on different days just to make sure you can still recall the information. You can also ask your parents or older siblings to test you. Alternatively, you could explain what you have learnt to a friend.

### **Do practice questions**

Some subjects will provide revision sheets with practice questions. Revision guides and revision websites often include practice questions too. You can also make up your own practice questions to answer or ask a parent/carer to do this for you.

## **4. Exam day (or night before) check list**

- Get a good night's sleep
- Pack your bag with the correct equipment
- Check the time of your exam so there are no last minute surprises
- Eat a healthy breakfast
- Have plenty to drink (water is best)
- Leave home in plenty of time so you are not rushed and are as calm as possible
- Read through any revision notes, revision cards and mind maps you have made the night before the exam or in the morning

## **5. What to do during an exam**

- Try to relax and not to worry
- Read the instructions on the front of the exam paper
- Read the questions carefully
- Highlight any key words/command words to help you understand the question
- Complete all the questions you are asked to
- Keep an eye on the clock – don't spend all your time on one question and then run out of time to answer others
- If you get stuck, move on to the next question and come back to it later
- Leave time at the end to check through your answers carefully
- If you are really unsure what the question is asking you then have a guess.



## Revision Planner

[illegible]

# Mathematics

Contact: [j.itang@northampton-academy.org](mailto:j.itang@northampton-academy.org)

Students will be sitting three 45-minute non-calculator papers for their end of year assessment. This will assess the knowledge students have obtained since September and general mathematical skills.

## Topics to be covered in the assessment:

Half Term	Topic and Content
HT1	<b>7.01 – Numerical Skills</b> <i>Place Value, Estimation and Rounding</i>
	<b>7.02 – Order of Operations</b> <i>B-I-DM-AS</i>
	<b>7.03 – Basic Rules of Algebra</b> <i>Collect like terms</i>
	<b>7.04 – Factors and Multiples</b> <i>Highest Common Factor, Lowest Common Multiples</i>
	<b>7.05 – Expand and Factorise</b> <i>Multiplying out and dividing into brackets</i>
HT2	<b>7.06 – Addition and Subtraction</b> <i>Whole numbers and decimals</i>
	<b>7.07 – Perimeter</b> <i>Find for rectangle, triangles and compound shapes (not circles)</i>
	<b>7.08 – Multiplication and Division</b> <i>Integers and decimals</i>
	<b>7.09 – Area of rectangles, parallelograms and triangles</b> <i>Solving problems with area</i>
HT3	<b>7.10 – Fraction Manipulation</b> <i>Equivalence, Simplifying, Expressing, Mixed vs Improper</i>
	<b>7.11 – Adding and Subtracting Fractions</b> <i>Proper, Improper and Mixed Numbers</i>
	<b>7.12 – Comparing and Ordering Fractions</b> <i>Create common denominators</i>
	<b>7.13 – Fractions of Amounts</b> <i>Use Fractions as operators</i>
HT4	<b>7.14 – Substitution</b> <i>Substitute into simple formulae (including negative numbers)</i>
	<b>7.15 – Angles</b> <i>At a point, on a straight line, angles in polygons</i>
	<b>7.16 – Polygons</b> <i>Properties of triangles, quadrilaterals, and other regular shapes</i>
HT5	<b>7.17 – Symmetry and Reflection</b> <i>Describe and draw regular polygons with symmetry</i>
	<b>7.18 – Coordinates</b> <i>Read and plot coordinates in all four quadrants</i>

Below is a list of resources to help students revise and prepare for their exam:

- Sparx Maths
- Class Exercise books
- Review Starters - completed in class
- Year 7 revision pack with answers attached on Satchel:one



## English

Contact: [l.cook@northampton-academy.org](mailto:l.cook@northampton-academy.org)

The creative writing element of this exam will assess students' ability to write their own creative piece, demonstrating their narrative and descriptive skills in response to a written prompt, scenario or visual image.

The skills looked at for this exam are as follows:

- To communicate clearly, effectively and imaginatively, selecting and adapting their tone, style and register for different forms, purposes and audience.
- To organise their ideas using paragraphs and other structural and grammatical features.
- To use a range of ambitious vocabulary.
- To use a range of literary devices (like similes and personification) for effect.
- To use correct grammar and punctuation.
- To use a range of sentence structures.
- To use accurate spelling.

Literature task: This part of the exam will assess students' ability to read a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers.

The skills looked at for this exam are as follows:

- Identify and interpret explicit and implicit information and ideas.
- Recognise word class, literary devices and structural techniques.
- Explain, comment on and analyse how writers use language and structure.
- Comment on the effects of the writer's language and structural choices.
- Evaluate texts critically and support this with appropriate textual references.

Below is a list of resources to help students revise and prepare for their exam:

### School Resources:

- Class exercise books
- Mid-year exam
- Knowledge Organisers
- Topic sheet

### Youtube:

- Mr Bruff grammar videos <https://www.youtube.com/watch?v=ECFDyuu0DKk>
- <https://www.youtube.com/watch?v=Ti5CKcdwbua>

### Websites:

- Geoff Barton vocabulary lists [http://geoffbarton.co.uk/files/student-resources/GCSE-A\\*/GB-Top-level-vocab.pdf](http://geoffbarton.co.uk/files/student-resources/GCSE-A*/GB-Top-level-vocab.pdf)
- <https://www.literacyshed.com/the-images-shed.html>
- <https://www.pobble365.com>
- <https://www.bbc.com/bitesize/subjects/z3kw2hv>





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**Books:**

- CGP [Spelling, Punctuation and Grammar for KS3 - Workbook \(with answers\)](#)
- CGP [KS3 English Workbook \(with answers\)](#)

# Science

Contact: [I.fishwick@northampton-academy.org](mailto:I.fishwick@northampton-academy.org)

Students will be sitting an end-of-Year Science Test that covers all content taught throughout the year. It will be broken down into 3 papers focusing on each of the science disciplines separately. Each paper will be 40 minutes in length.

## Biology

Topic	Content
7BC – Cell biology	Animal and plant cells
	Microscopes and magnification
	Diffusion
	Specialised cells
	Organisation of cells, tissues, organs, organ systems
7BR – Reproduction and variation	Reproductive systems
	Fertilisation and gestation
	Puberty and the menstrual cycle
	Plan reproduction

## Chemistry

Topic	Content
7CP - Particles	Particle model and changes of state
	Diffusion
	Gas pressure
	Pure and impure substances, separating techniques
	Solubility
7CC – Chemical reactions	Chemical reactions
	Oxidation
	pH scale
	Reactions of acids

## Physics

Topic	Content
7PE – Energy	Energy and power
	Energy in the home
	Energy in food
	Energy resources
7PF - Forces	Types of force, resultant forces
	Gravity and weight
	Pressure
	Speed, distance and distance vs time graphs



Below is a list of resources to help students revise and prepare for their exam:

- Class exercise books.
- Use the keyword grids (in your books and/or (Satchel:one) to revise your key scientific terms.
- Use the Knowledge Organisers (in your books and/or on (Satchel:one).
- Revision booklets (either given to you in lesson, or available on Satchel:one) with summary questions for each topic.
- Use BBC Bitesize to help remind you of the content and try the quizzes to test your knowledge (<https://www.bbc.com/bitesize/subjects/zng4d2p>).
- Use Seneca to help remind your of the content and answer the questions to help you practice applying your knowledge.
- Oak national academy lessons which can be found at <https://continuityoak.org.uk/Lessons> and select “KS3 science” then the topic as listed above.

# History

Contact: [d.mcnally@northampton-academy.org](mailto:d.mcnally@northampton-academy.org)

Students will sit a 60-minute mid-term assessment which will cover the topics that have been studied throughout the academic year.

The assessment will consist of the following:

Topic	Content
World Views c.1000	<ul style="list-style-type: none"> <li>Why was Constantinople an important location?</li> <li>Location and building of medieval Baghdad</li> <li>What was significant about the House of Wisdom?</li> <li>Knowledge and science in medieval Baghdad</li> </ul>
The Norman Conquest	<ul style="list-style-type: none"> <li>Who were the challengers to the throne in 1066?</li> <li>How did William I defeat the Saxon rebellions?</li> <li>What was the Domesday Survey?</li> <li>How significant were castles in helping the Normans control England?</li> <li>How did the feudal system help William control England?</li> <li>How did language change in Norman England?</li> </ul>
Medieval religion	<ul style="list-style-type: none"> <li>How powerful was the Church?</li> <li>The role of the Church in everyday life</li> <li>Monks and monasteries</li> <li>The role of the afterlife in controlling attitudes</li> <li>The Crusades</li> </ul>
African Kingdoms (Mali)	<ul style="list-style-type: none"> <li>How Mansa Musa became Emperor</li> <li>Mansa Musa's Hajj</li> <li>The wealth of Mansa Musa</li> <li>Mansa Musa's legacy</li> </ul>
Challenges to monarchs	<ul style="list-style-type: none"> <li>Henry II and Thomas Becket</li> <li>King John and Magna Carta</li> <li>The impact of the Black Death</li> <li>The Peasants Revolt</li> </ul>

## Section A

- 5 multiple choice knowledge-based questions
- 5 open knowledge-based questions
- Chronology task – placing events and years into chronological order.

## Section B

- Name two things you can infer from a source.
- Identify the origin of a source.
- How does the origin make a source useful for an enquiry?
- Which statement best describes a historical interpretation?
- Identify the argument made in the interpretation.
- Use your own knowledge to support the argument you have identified.

## Section C

- Explain why or how an event happened and make a judgement on the most significant reason.



Below is a list of resources to help students revise and prepare for their exam:

- Class exercise books
- Knowledge organisers
- Seneca
- BBC Bitesize: <https://www.bbc.com/bitesize/subjects/zk26n39>
- YouTube:
  - The Norman Conquest -  
[https://www.youtube.com/watchv=1sK4JX0co8I&list=PLcvEcrsF\\_9zK2bOCseaghBlucwf9pcsFX](https://www.youtube.com/watchv=1sK4JX0co8I&list=PLcvEcrsF_9zK2bOCseaghBlucwf9pcsFX)

## Religious Studies

Contact [a.nicholson@northampton-acadmey.org](mailto:a.nicholson@northampton-acadmey.org)

Students will sit a 30 minute exam covering the following content:

Creation of the World	Shabbat
Covenant	Rosh Hashanah
Exodus	Yom Kippur
Passover	Jerusalem
Moses and the Law	Synagogue

Below is a list of resources to help students revise and prepare for their exam:

- Class Exercise books
- Show My Homework. Revision lesson/ sources will be added to help student
- Knowledge Organisers on SMHW
- Previous



## Geography

Contact: [j.ryrie@northampton-academy.org](mailto:j.ryrie@northampton-academy.org)

Students will sit a 35 minute assessment which will include a mixture of multiple choice questions, short answer questions which focus on describing and explaining physical processes, maps and statistical information. There will also be one long answer question which is worth 9 marks. Students will be assessed on the following topics:

### Geology

- To understand the concept of the geological timescale
- To be able to describe what rocks are, where they are found and why they are important
- To be able to categorise rock types based on their appearance
- To be able to explain how rocks are weathered by different physical, chemical and biological processes
- To be able to identify landscape features associated with different rock types
- To be able to interpret ordnance survey maps, aerial photographs, geology maps and topographic maps to identify the impact of geology and weathering
- To be able to compare geology, key landscape features and population distribution of the UK
- To be able to assess the interaction of geology and human activities
- To be able to evaluate the advantages and disadvantages of natural resource extraction

Below is a list of resources to help students revise and prepare for their exam:

- Year 7 Knowledge Organisers
- End of Topic Assessments
- Class exercise books
- Seneca
- Bitesize



## ART

Contact: [r.hunter@northampton-academy.org](mailto:r.hunter@northampton-academy.org)

The end of year assessment is based on progress and attainment over the first two terms focusing on design understanding and skills.

A substantial part of the assessment will be through a 45 minute test where students can improve their book designs for a 'Subject Tie' based on teacher feedback.

### Success Criteria

- Responding to a brief
- Pencil control
- Understanding of patterns and symmetry
- Using research of patterns from around the world to influence designs
- Drawing in proportion
- Identifying and using a range of colour combinations
- Creating different compositions in line with a pencil
- Use of highlights and shadow

### Resources to help students revise and prepare:

Year 7 Knowledge Organiser  
Skills practice in lessons  
Open book in exams

## DT

Contact: [j.ribbins@northampton-](mailto:j.ribbins@northampton-)

### **Year 7 – End of Year assessment**

#### **Design and Technology**

Students will sit a 45 minute exam which will include a mixture of multiple choice questions, short and long answer questions. These questions will focus on the skills and techniques they have covered throughout the year.

Topics to be covered in the exam:

- Health and Safety in the workshop/textiles room/food room
- The Eatwell Guide
- Macronutrients (Proteins, Fats & Carbohydrates) and Micronutrients (Vitamins & Minerals)
- Energy Balance
- Fabrics and Fibres
- Different embroidery techniques
- The work of past and present designers
- Design Strategies
- The function of the design brief and specification



workshop, textiles room and the food room

Below is a list of resources to help students revise and prepare for their exam: Exercise books

Year 7 Knowledge organisers

## Drama

Contact: [s.lyon@northampton-academy.org](mailto:s.lyon@northampton-academy.org)

Students will be assessed on their rehearsal process and performance skills as an individual within a group performance based upon a contemporary practitioner studied within the scheme of work.

Additionally, they will be given a short quiz testing them on the knowledge gained from this year's curriculum.

### Topics to be covered during this scheme of work in preparation for the exam:

- An introduction to physical and visual theatre companies
- The basic concepts of Kneehigh Theatre Company
- the basic concepts of Theatre De Complicite
- the basic concepts of Melly Still
- the basic concepts of Fork-beard Fantasy Theatre Company.

### Knowledge Quiz will contain questions relating to all of the modules studied this year:

- Introduction to Drama
- Pantomime
- Haunted and Hunted
- Exploring Shakespeare
- Contemporary Practitioners

Below is a list of resources to help students revise and prepare for their exam:

- Pupils will be given ample rehearsal time in order to create a performance that will enable them to achieve.  
The following is guidance that will help them to achieve this:
  - Ensure that you feature sufficiently in both the rehearsal process (by contributing ideas and being an active participant) as well as in the performance (you can only be marked on what you show, therefore you will need stage time to show this).
  - Make sure to commit to the performance and showcase your physical and vocal skills
- Ensure that your performance contains the features you have learnt about your chosen practitioner.
- Your exercise books and work booklets
- Knowledge map uploaded to Satchel:One



## PE

Contact: [n.barry@northampton-academy.org](mailto:n.barry@northampton-academy.org)

The end of year assessment is based on progress and attainment made in the last term of learning in year 9. As with BTEC Sport, you will be assessed based on the practical ability, fitness knowledge and understanding as well as leadership skills. These link to our three strands of PE which are taught through KS3: Fit to Perform, Fit to Lead and Fit for Life.

Success Criteria:

Year 7 - BRONZE			
3 strands of Physical Education:			
	Fit to Perform	Fit to Lead	Fit for Life
1	<p>I can perform advanced skills and demonstrate problem solving and decision-making in a competitive situation or performance.</p> <p>I can identify and apply full game rules to one sport/event.</p>	<p>I can lead an activity to a group and adapt the activity for different abilities. (E.g. a lower ability alternative and a higher ability alternative).</p> <p>I can officiate a game with support.</p> <p>I can analyse strengths and areas for improvement for my own and/or other's performances and set future targets by reflecting on their progress and performance.</p>	<p>I can complete a series of fitness tests and identify strengths and weaknesses in the components of fitness.</p> <p>I can design my own fitness training session.</p> <p>What are the principles of training?</p>
2	<p>I can perform advanced skills and demonstrate problem solving and decision-making in a variety of competitive situations or performance.</p> <p>I can identify and apply full game rules to a range of sports/events.</p>	<p>I can lead an activity to a group and adapt the activity for different abilities. (E.g. a lower ability alternative and a higher ability alternative) using the STEP principle (Space, task, equipment, people).</p> <p>I can officiate a game independently for a minimum of 10 minutes.</p>	<p>I can design my own safe and effective fitness training session.</p> <p>Can you describe some of the principles of training that you have identified?</p>
3	<p>I have the ability to modify my existing skills in order to excel in a range of competitive situations or a performance.</p> <p>I can identify and apply full game rules to a range of sports/events.</p>	<p>I can lead an activity to a group and effectively overcome at least one setback whilst leading, e.g. difficulties with equipment, challenging behaviour, space or time etc.</p> <p>I can officiate a game independently and accurately for a minimum of 10 minutes using verbal and non-verbal communication skills.</p>	<p>Can you describe all the principles of training that you have identified?</p> <p>I can analyse the impact of my personal exercise programme and the impact it has had on my performance, making recommendations for future training.</p>

For the 'Fit to Perform' and 'Fit for Life' strand, you will be assessment during your practical PE lesson where the teacher will assess your practical ability as well as your ability to lead. For the 'Fit for Life' strand, you will complete a quiz on Sachel:One. Below are some resources you can use to support learning at home:

Fit to Perform

<https://www.telegraph.co.uk/men/relationships/fatherhood/10973423/How-can-you-turn-your-child-into-a-sports-star.html>  
<https://books.google.co.uk/books?hl=en&lr=&id=h2m7I96ZStgC&oi=fnd&pg=PA184&dq=skill+development+in+sport&ots=5d>



[rERhhZlV&sig=ZxLu6wacInqZle2Zlcw6l24w65k#v=onepage&q=skill%20development%20in%20sport&f=false](https://www.activekids.com/parenting-and-family/articles/how-to-help-kids-develop-basic-athletic-skills/slide-2)  
<https://www.activekids.com/parenting-and-family/articles/how-to-help-kids-develop-basic-athletic-skills/slide-2>

Fit to Lead

[https://www.sportsleaders.org/media/878646/sl0702\\_blueprintforyouthleadership\\_jun15.pdf](https://www.sportsleaders.org/media/878646/sl0702_blueprintforyouthleadership_jun15.pdf)  
<https://www.youtube.com/watch?v=rSYbrd2vOHc> <https://www.youtube.com/watch?v=UlaAVRtMTbQ>

Fit for Life

[https://www.irishprimarype.com/wp-content/uploads/2014/12/WarmUp\\_CoolDown.pdf](https://www.irishprimarype.com/wp-content/uploads/2014/12/WarmUp_CoolDown.pdf)  
<https://www.brianmac.co.uk/trnprin.htm>  
<https://www.brianmac.co.uk/conditon.htm>  
<https://www.mayoclinic.org/healthy-lifestyle/fitness/in-depth/exercise-intensity/art-20046887>  
<https://www.bbc.co.uk/bitesize/guides/zyqd2p3/revision/2>

Key topics in the quiz include:

- The stages of a warm-up and cool down
- The importance of a warm-up and cool down
- Healthy and active lifestyles

## Computer Science

Contact: [h.davies@northampton-academy.org](mailto:h.davies@northampton-academy.org)

Students will sit an end of year assessment testing their knowledge of topics covered since September, including what was taught over lockdown. The exam will be 45 minutes long and will include a number of single mark and extended answer questions. Topics to be covered in the exam:

- Hardware and software
  - Input, output and storage devices
  - The CPU
  - Memory
- Binary
  - What is it?
  - Binary to denary
  - Denary to binary
- Programming with python

- Variables

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- Using input

- Selection
- Website Design
  - Target audiences
  - Design suitability

**Below is a list of resources to help students revise and prepare for their exam:**

- BBC bitesize
- Student class books
- Home learning quizzes
- Oak academy lessons



## French

Contact: [b.devonshire@northampton-academy.org](mailto:b.devonshire@northampton-academy.org)

Students will be tested on the skills of Listening, Reading and Writing over 2 lessons. The first lesson will cover the Listening and Reading skills; the second lesson will cover the Writing skill. Each assessment should last no longer than 40 minutes, but an entire lesson (60 minutes) will be allocated to cater for students who are entitled to extra time. All skills will cover the topics and grammar listed below. Students will prepare for the Writing over the course of a few weeks, as part of their home learning. In the Writing assessment, students will have to translate 3 sentences into the Target Language and write between 40 – 90 words on one of the topics listed below.

### **FRENCH**

Vocabulary and structures that will be covered are:

#### Vocabulary

- Topic 1 Greetings and Introductions: days, months, numbers, weather, name, age, birthday, nationality, likes and dislikes, free-time activities.
- Topic 2 Family: family members, personality, physical description, animals and pets, colours.
- Topic 3 Where I live: description of house, town, activities one can do.
- Topic 4 School: school subjects and opinions, description of teachers, school facilities,

#### Grammar

- Using the first person present tense of common regular and irregular verbs.
- Negatives
- Using simple conjunctions: and, but, also.
- Quantifiers: very, quite, a little.
- Time expressions: today, sometimes, often, every day.
- Giving opinions and justifications.
- Understanding how adjectives work.

#### Skills

- Listening, Reading, Writing, Translation, Phonics, Spontaneity

Resources to help students revise and prepare

- All Sentence Builder booklets
- YEAR 7 FRENCH on [Quizlet](#)
- [KS3 French on Seneca](#)
- [BBC Bitesize](#)
- Linguagenut
- Exercise books



## SPANISH

### Vocabulary

- Topic 1 Greetings and Introductions: days, months, numbers, weather, name, age, birthday, nationality, likes and dislikes, free-time activities.
- Topic 2 Family: family members, personality, physical description, animals and pets, colours.
- Topic 3 Where I live: description of house, town, activities one can do.
- Topic 4 School: school subjects and opinions, description of teachers, school facilities,

### Grammar

- Using the first person present tense of common regular and irregular verbs.
- Using simple conjunctions: and, but, also.
- Giving opinions and justifications.
- Understanding how adjectives work.

### Skills

- Listening, Reading, Writing, Translation, Phonics, Spontaneity

Resources to help students revise and prepare:

- All Sentence Builder booklets
- YEAR 7 SPANISH on [Quizlet](#)
- [KS3 Spanish on Seneca](#)
- [BBC Bitesize](#)
- Exercise books
- Sprachenut



## Music

Contact: [f.carney@northampton-academy.org](mailto:f.carney@northampton-academy.org)

Students will perform a solo piece on the keyboard learnt during the term - 'One Thing'

They will be quizzed on their learnt theoretical knowledge on the below topics

### Topics:

- Note lengths
- Scale and pitch
- Rhythm + pulse
- Triad Chords

### Success Criteria:

1. Performed both hands accurately with the correct rhythms
2. Good hand technique
3. Performed with a great sense of fluency and musicality

### Resources to aid with revision:

#### Knowledge organisers

<https://www.onlinepianist.com/virtual-piano>

<https://www.youtube.com/watch?v=ZcThdL2CQpI>

<https://www.youtube.com/watch?v=yoAkkFa0Kto&t=9s>