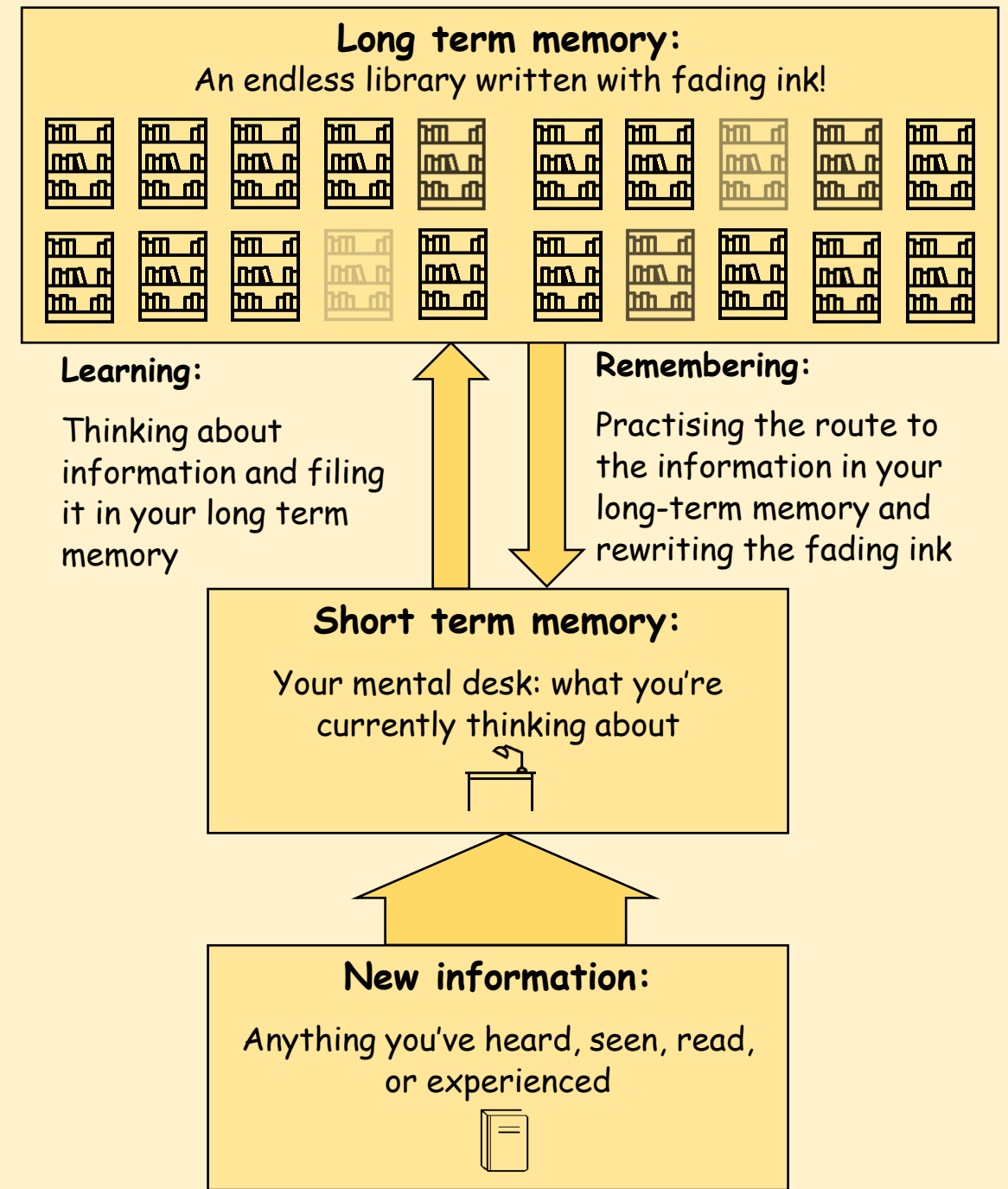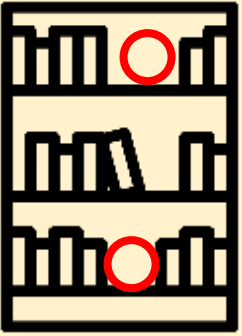# How do I revise?

In exams, you want to be able to remember a lot of knowledge quickly. This knowledge includes facts and methods which you can use to answer exam questions. To remember a lot of knowledge quickly, that knowledge needs to be securely stored in your long term memory.

To make sure knowledge goes into your long term memory, stays there, and to make sure you can find it quickly, you need to spend time thinking hard about that knowledge in your short term memory.

Long term memory:
An endless library written with fading ink!

Learning:
Thinking about information and filing it in your long term memory

Remembering:
Practising the route to the information in your long-term memory and rewriting the fading ink

Short term memory:
Your mental desk: what you're currently thinking about

New information:
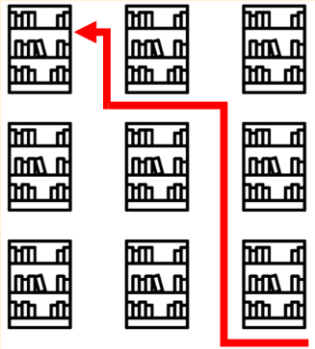Anything you've heard, seen, read, or experienced

Whenever you revise, you are doing one of three things:

1. Finding and closing gaps in your knowledge.

2. Strengthening fading knowledge in your long term memory.

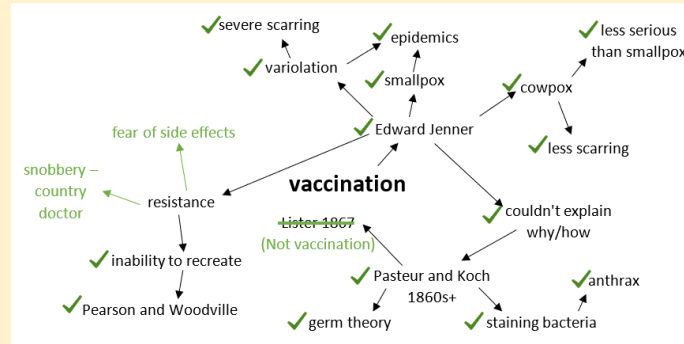3. Practising recalling knowledge quickly.

Revision strategies to try:

Self-quizzing:

Topic	
Question 1	Answer 1
Question 2	Answer 2
Question 3	Answer 3
Question 4	Answer 4
Question 5	Answer 5
Question 6	Answer 6

Writing a concept map:

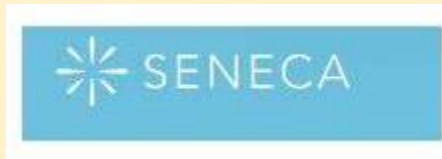## Watch videos:

Flashcards:

osmosis

Net movement of water from a high concentration to low concentration across a partially permeable membrane

Practising exam questions:

Online platforms:

Key Stage 3 Testing Week – English

As part of testing week you will complete a Multiple Choice Quiz and a creative writing task.

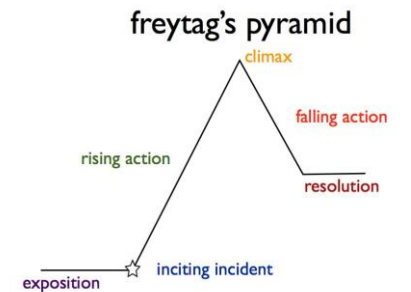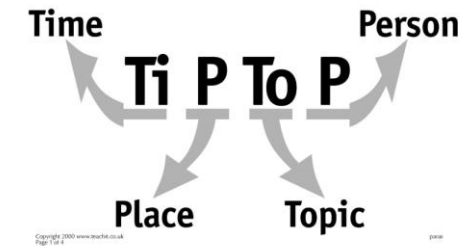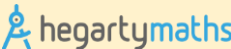| Year 7 |
|---|
| Multiple Choice Quiz:

You will be asked to answer multiple choice questions, to show your knowledge of the topics you have studied this year.
Use your exercise book and completed homework to revise the following topics you have studied this year:
- Implicit and Explicit meaning
- Language features
- Decoding Shakespeare
- Poetic devices |
| Creative writing:

Write the opening of story about a celebration

Or

Write a description as suggested by the picture |

How to have TiPToP paragraphing skills

Time — Person
Ti P To P
Place — Topic

freytag's pyramid
climax
rising action
falling action
resolution
exposition
inciting incident

Yr 7

Maths

Mathematics		
Year 7 Spring	hegartymaths	MurphysMaths
Topic	**Hegarty maths**	**MurphysMaths**
Significant figures	130	
Compare fractions	60	
Interpret pie charts	427	Click here
Solve 2-step equations	179-180	
Calculate the mean	404	
Probability of single event	351	
Angles in triangles	485	
Click for Student shared area		

Yr 7

Year 7 - Science

1. Read the question carefully
2. Annotate the question

Cells contain 46 chromosomes.
The genome is all the genetic information of a living organism.
DNA has a double helix structure.

Key topics:
- Different characteristics – inherited/environmental
- Specialised cells
- Food chains
- Fossils
- Inheritance
- Adaptations
- Graphs

Fertilisation:
Nucleus of a sperm and egg cell fuse together
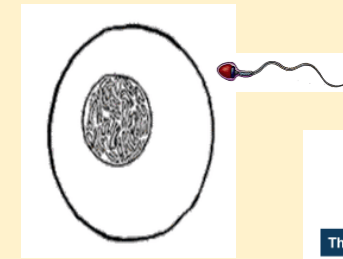
Producer - plants
Consumer – eat others from the food chain/web
Predator & Prey
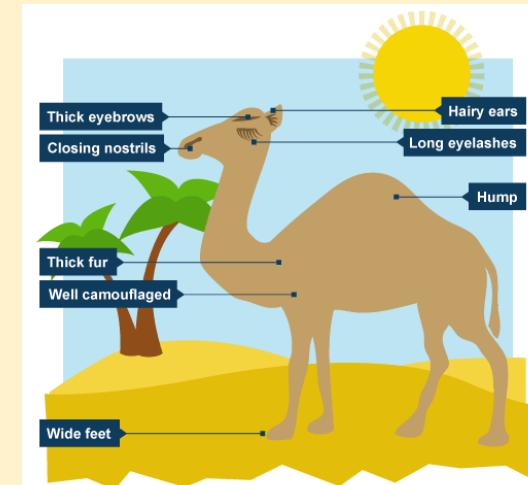
Inherited characteristics – genes from parents eg blood type, eye colour
Environment characteristics – impacted by where you live eg tattoos, playing instruments
Combination – some characteristics are a combination of both eg height and weight

Yr 7

RE Testing Week:

Key Topics:

- Sacred
- Ritual
- Islam/Submission
- Five Pillars
- Ummah
- Jihad
- Torah
- Tradition
- Israel

What you will be asked to do:

- Complete a multiple choice test across all of these topics

- Complete a written task from a choice of options across these topics

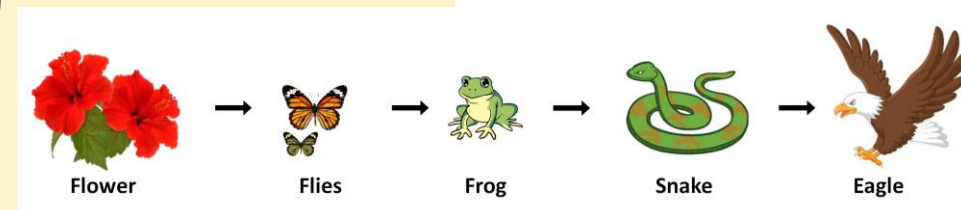|	
At Communicate	… ***respond creatively as well as offer explanations for*** their response to their own experiences of the concepts/words introduced.
At Apply	… ***explain examples of*** how their responses relate to events in their own and other people's lives.
At Inquire and Contextualise	… ***accurately explain meanings of concepts/words*** in the traditions encountered and studied (taught at the **Inquire** step).
	… ***accurately explain*** the way the concepts/words in the traditions encountered and studied, impact the lives of those in the traditions with examples (taught at the **Contextualise** step).
	… ***appreciate how the concepts/words interact together*** to influence the way people think and speak and act in the world.
At Evaluate	… ***discern value*** of these concepts/words in the lives of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise articulating the value of their interconnections.
	… ***discern possible value for*** their own lives and communities and how this might influence how they speak, think and act in the world (not usually assessed through summative assessment).

Where to find information:

- Your book- this should contain everything you need

- BBC Bitesize Islam

- BBC Bitesize Judaism

- Text books- speak to Mr May for the loan of a text book if you would like further information

- Your class teacher- if you are unsure about anything speak to your teacher

Yr 7

Spanish

VIVIR	TO LIVE	JUGAR	TO PLAY
Vivo	I live	juego	I play
Vive	he/she/it lives	juega	he/she/it plays
Vivimos	we live	jugamos	we play
Viven	they live	juegan	they play

What you need to know to do well in Key Assessment 3:

AGD

Say what sports you like and why / Say what sports you dislike and why
Talk about activities you do in your spare time
Give developed opinions (opinions with reason) using a variety of adjectives
Say where you live (country, cardinal points, type of area, type of house)
Understand the weather structures when listening and reading
Connect weather structures and spare time activities
Give information about self and family and pets (from Terms 1 and 2)
Use adjectives in the right form and at the right place

What an ARE paragraph looks like:

AGD phrases

Hola, me llamo Laura y vivo con mi familia. Vivimos en el sur de Inglaterra. Mi ciudad se llama Havant y vivimos en una casa grande. Me gusta mi casa porque es moderna pero me gustaría vivir en Londres ya que es más grande. En mi tiempo libre, me gusta mucho practicar deportes puesto que en mi opinión es divertido. Mi deporte favorito es el fútbol dado que es emocionante sin embargo odio practicar la natación porque es aburrido. Cuando hace mal tiempo, prefiero leer libros ya que es relajante.

SPORTS VOCABULARY

Me encanta / Me gusta / Prefiero / No me gusta / Odio / Detesto

+ jugar or practicar

SPORT
al fútbol
al golf
al baloncesto
al voleibol
la gimnasia
el ciclismo
la equitación
la natación
el baile

porque es / ya que es

Adjetives
entretenido
aburrido
fácil
dificil
divertido
estúpido
interesante
relajando

Saying where you live
Vivo en una casa en… – I live in a house in…
Vivo en un piso – I live in a flat

Talking about location
Está cerca de… - It's near to…
Está lejos de… - It's far from…

Giving opinions
Me gusta – I like
No me gusta – I don't like
Me encanta – I love
Odio – I hate

Cardinal Points
norte, el - North
oeste, el - West
sur, el – South
este, el – East

Hace sol / Hace frío / Hace calor / Está lloviendo / Hace buen tiempo / Está nublado / Hay un arcoíris / Hace viento / Está nevando

Tips to revise for your Spanish assessment:
- use the student page to look at the lessons again and revise from the power points.
- log into MEMRISE (password: Park2022) and complete the revision courses available.
- prepare flashcards with the key vocabulary and ask someone at home to test you.
- attend Spanish KS3 club on Monday after school in C10 to revise with a teacher.
- write a paragraph about your spare time and send it to your teacher for feedback.

Geography

Key Questions:

Where is Russia? Do I remember my OS map skills?

What biomes does it have?

How are waterfalls formed?

What are the effects of flooding?

How can flooding be managed?

Use the student area to recap and review all our lessons

Y7 - Rivers (sharepoint.com)

Y7 - Russia (sharepoint.com)

Russia Unit

YEAR 7

Russia vs Ukraine — *What is happening in Ukraine?*

Where is Russia? — *Where is Russia located in the world?*

Russian Biomes — *What biomes are there in Russia?*

Climate in Russia — *What is the climate like in Russia?*

Physical features — *What are the physical features in Russia? Why are they significant?*

Where do people live? — *Where do people live in Russia?*

Population Density — *What is the population distribution like in Russia?*

Social issues — *What are the social issues in Russia?*

Chernobyl — *What happened in Chernobyl? What were the impacts?*

Assessment — *Show you know!*

New Topic

Skills Learnt:
- Data collection
- Data presentation
- Analysis
- Evaluation
- Conclusions
- Numerical Skills
- Independence Skills

Rivers

YEAR 7

Importance of Rivers — *Why are rivers so important?*

Drainage Basin — *What is a drainage basin?*

Self Assessment — *Have I secured this knowledge?*

Meanders — *What is a meander and how are they formed?*

Fluvial Process — *How do rivers erode and transport material?*

River Profile — *What is a rivers long profile??*

Waterfalls — *What is a waterfall and how are they formed?*

Floods — *What causes a river to burst its banks?*

Review — *Show you know*

New Topic

Skills Learnt:
- Photo analysis
- Graph drawing
- Group work
- Map interpretation
- Analysis
- Evaluation
- Conclusions
- Numerical Skills
- Independence Skills

Yr 7

History Revision

Key topics to look at:

- Changes William brought to England in 1066.

- The power of the Church in the medieval period, 1000-1500

- Licoricia and her significance

- Why Henry VIII chose to break away from Rome.

Yr 7

PE End of Term Revision Topics

Warming up
- Stages
- Purpose
- Benefits

Short term effects of exercise (5)
- Cardiorespiratory system
- Musculoskeletal system
- What and why

Heart rate
- Resting heart rate
- Working heart rate
- Maximum heart rate

Benefits of exercise
- Physical
- Psychological
- Social

Muscles and Bones

Cranium
Pectoralis Major
Clavicle
Deltoid
Sternum
Ulna
Biceps
Radius
Gluteals
Quadriceps
Femur
Tibialis Anterior
Patella
Tibia
Metatarsals
Phalanges

Latissimus Dorsi
Scapula
Triceps
Humerus
Vertebral Column
Pelvis
Carpals
Metacarpals
Hamstrings
Phalanges
Fibula
Gastrocnemius
Tarsals

Components of fitness
- Health related components
- Physical components
- Definitions and examples

Methods of training
- Type of training
- Technique / instructions
- Benefits

Athletics
- Throws/Jumps/Runs
- Technique
- Safety

Rounders
- Rules
- Safety
- Tactics and strategy

Remember
- Read each question carefully
- Select the correct number of responses

More info at –
BBC Bitesize Home - BBC Bitesize

PE student pages

WTa = 0-30%
WTb = 31-49%
ARE = 50-69%
AGD = 70-100%

Yr 7

Revision Topics Year 7

Design and Technology

Catering

1. Health and Hygiene in the kitchen
2. Fridge and freezer temperatures
3. Bacteria Growth
4. 4C's
5. Eatwell Guide

Graphics

1. Measuring
2. Design Movements
3. Visual Elements
4. Drawing equipment
5. Skills application

Product Design

1. Tool identification
2. Materials Identification
3. ACCESS FM
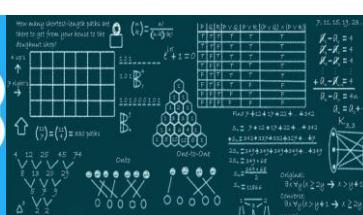4. Environmental Design
5. Design Process

Please refer to the big pictures printed in the front of your book for more in-depth topic information

Scan here for extra resources on student portal.

Yr 7

Computer Science – Assessment criteria

| E-safety	Impact of Technology	Modelling data	Computer Networks	Programming and Algorithms	Computational thinking
You can demonstrate you understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns.	You can create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability. You can select the most appropriate technology for a given purpose.	You can design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems. You can demonstrate how to undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users.	You understand the hardware components that make up computer systems, and how they communicate with one another and with other systems You understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns	You can use two programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions You can create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability. You can identify the common constructs used in programming: Sequence Selection Iteration Sub-routines	You can understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem.

Yr 7

Computer Science - Content to revise

Unit Title	What you should know	Link	
Impact of technology	• How to stay safe online • How to recognise respectful emails • How to describe cyberbullying and ways to avoid it • How to present information and data • How to create secure passwords	Impact of Technology	
Modelling data - Spreadsheets	• How to read and write formulae • How to format data • How to use inbuilt functions effectively (Sum, Min, Max, Avg) • How to use count functions to save time • How to analyse data	Modelling Data	
Computer Networks and Technology	• How computer networks operate • How servers work • How your ISP works • How to communicate online • Compare wired and wireless networks	Computer Networks	
Computer Programming	• Compare how humans and computer work • How we make use of variables and constants • How the three main constructs work (sequence, selection, iteration) • How to decompose a problem and make use of sub-routines • How to evaluate the effectiveness of a solution	Scratch	

Yr 7

Art

What you need to know to do well…	
1	Re cap of identity unit, cave painting, green man etc
2	What is conflict art?
3	Holocaust art and the symbols associated with it
4	Artist study – Pablo Picasso
5	Colour theory and art movements
6	The artistic jobs involved in the movie industry
7	How you design movie props/costumes

COLOUR THEORY

THE THRILLING SERIES FINALE
LockWood &Co.
Hauntings are our business…
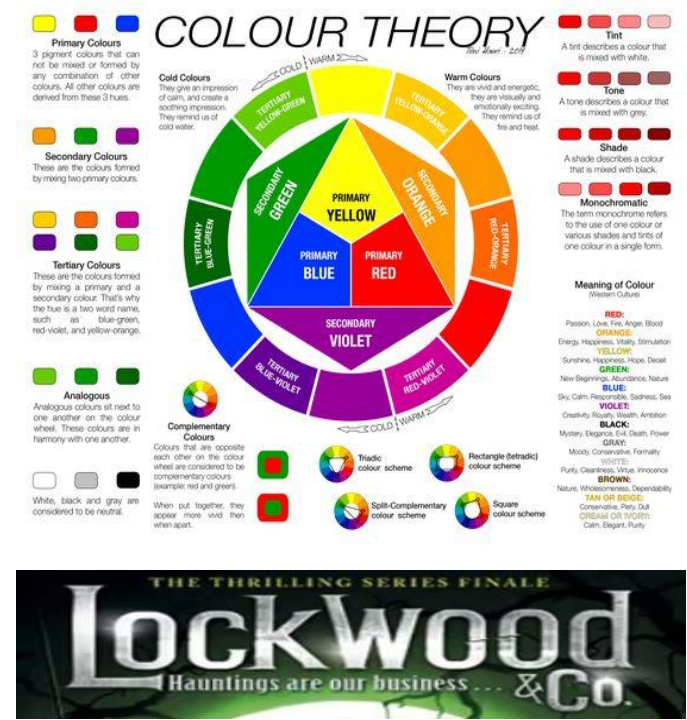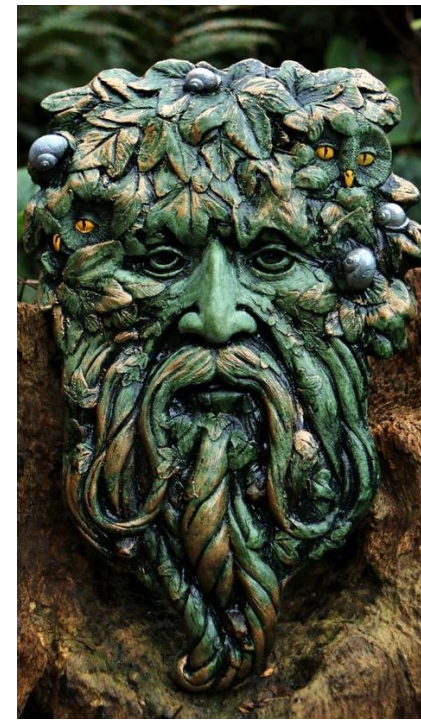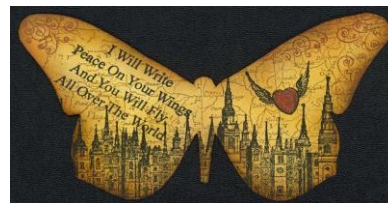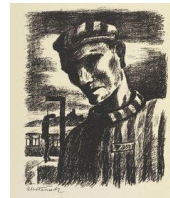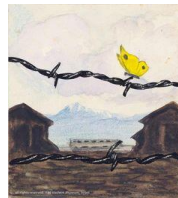
Tips to revise for your Art assessment:
- Practice colour mixing with primary colours i.e. blue + yellow
- Research Picasso and his work – what is his style of work called? What else has he painted?
- Check out the elements of art here: Elements of Art - GCSE Art and Design Revision - BBC Bitesize
- Attend an after school drop in if you are struggling with anything

Performing Arts

For each subject, please revise the listed knowledge:

Drama

Devising (Creating) Drama
Characterisation
Stage Craft
Physical Skills (Gait, Gesture, Posture)
Vocal Skills (Pitch, Pace, Tone)
Creating an atmosphere
Lighting cue sheets

Music

Tonality (major/minor)
Timbre (sound quality)
Tempo (speed/pace)
Structure (verse-chorus)
Minor triads (1,b3,5)
Performance steps
Critically analysing/ listening to assessment songs

Dance

Choreographic devices
Key definitions
Basic dance actions
Expressive skills
Stimulus
Motif and development
Warm up/cool down

Yr 7