

Revision Booklet



YEAR 7

Cycle 2

Name:	
Team	

What is Assessment Week?

Assessment week takes place in week 11 of our 12 week learning cycles.

During assessment week, you will sit assessments in all of your subjects throughout the week.

The purpose of assessment week is to uncover how well you have grasped key ideas. It also highlights areas we need to work on still and where you are ready for more stretch and challenge in your learning!

One of the best ways you can prepare for your assessment to revise a little and often in the run up for your assessment.

Use this revision pack to help you focus your revision both outside and inside school!

You should also prepare on the day by making sure you get plenty of sleep, eating a good breakfast and staying hydrated. Remember, you have got this!

How to Revise Videos:

- Cornell Notes https://www.youtube.com/watch?v=nX-xshA_0m8
- Flashcard Quizzing <https://www.youtube.com/watch?v=TjPFZaMe2yw>
- Look, Cover, Write, Check <https://www.youtube.com/watch?v=WSaRUa-tPxs>
- Concept Mapping <https://www.youtube.com/watch?v=sZJj6DwCqSU>
- <https://www.youtube.com/watch?v=IUEqM-4BP4w>

Assessment dates:

All assessments will take place in week 11, week commencing 16th March, unless stated otherwise in the table below! Your teacher will tell you what your assessment will involve before the date, e.g. assessment of a practical piece of work, evaluation of a performance or a written test.

	7a1	7a2	7a3
English	Wed 18 th	Wed 18 th	Tues 17 th
Maths	Wed 18 th , Fri 20 th	Wed 18 th , Fri 20 th	Wed 18 th , Fri 20 th
Science	Wed 18 th	Wed 18 th	Fri 20 th
History	Tues 17 th	Tues 17 th	Mon 16 th
Geography	Thurs 19 th	Mon 16 th	Thurs 19 th
Spanish	Mon 16 th	Mon 16 th	Mon 16 th
Art- Coursework due:	Fri 20 th	Fri 20 th	Fri 20 th
Music	Mon 16 th	Mon 16 th	Tues 17 th
Computing	Wed 18 th	Wed 18 th	Wed 18 th
Drama	Tue 17 th	Thurs 19 th	Wed 18 th
Sport	Tues 17 th	Tues 17 th	Tues 17 th
Nutrition	Thurs 12 th	Tues 10 th	Thurs 19 th

Lesson Question		Learning Review – Write your answers in the boxes			
What can I do to change my decorum to match the audience?					
What other elements of style could I use to engage the audience?					
What techniques can I use to display ethos?					
What techniques can I use to display logos?					
What techniques can I use to display pathos?					
What techniques do Cassius and Brutus use in their speech to interest the audience?					
What are the six parts of the rhetorical structure?					
Communication is convincing and compelling. The tone of your writing is matched to purpose and audience.	Little written to purpose	sometimes	Often (tense and person are matched consistently)	mostly	consistently
Uses ambitious vocabulary. Uses a range of linguistic devices.	Little written to purpose	sometimes	Often (using 4 or more new words from the scheme)	Mostly (At least 3 devices utilised)	consistently
Overall structure, paragraph structure and range of sentence structures used for effect	Little written to purpose	sometimes	Often (at least 3 or 4 paragraphs, subordinate clauses used)	mostly	Consistently (in 4 or 5 paragraphs)
A wide range of punctuation used accurately.	Little written to purpose	sometimes	often	Mostly (including direct speech)	Consistently (brackets, speech-marks and semi-colons)

Glossary of key terminology

Term	Definition
Rhetoric Greek: speaking	The art of eloquence and persuasiveness in language
Anaphora Greek: to carry back	Repetition of a word or phrase in successive clauses
Alliteration Latin <i>ad</i> 'to' + <i>littera</i> 'letter, script'	Repetition of the same sound or letter at the beginning of words in close succession
Antithesis Greek placing against	Bringing contrary ideas or terms in close opposition
Assonance Latin: to respond	Repetition of vowel sounds
Hyperbole Greek: throwing beyond	Obvious exaggeration
Decorum Latin: suitable, appropriate	Fitting the right words to the right subject matter to audience
Metonymy Greek: change of name	Figure of speech in which a word or phrase stands in for another word or phrase (e.g. "Number 10" = the government)
Isocolon Greek: <i>iso</i> = same; <i>colon</i> = part of a verse	A succession of sentences, phrases, or clauses of equal length
Synecdoche Greek: <i>syn</i> = with; <i>dokein</i> = seems good	Figure of speech in which a part is taken for the whole or vice versa
Tricolon Greek: <i>tri</i> = three; <i>colon</i> = part of a verse	A series of three parallel words, phrases, or clauses
Transferred epithet Greek: something added	An description usually used to describe one thing is transferred to another

Sparx Independent Learning Codes

To revise maths:

You will need a device to log in to Sparx and some paper to write down your bookwork codes and method.

1. Choose your topic from the list below.
2. Log into Sparx homework
3. Select "Independent Learner"
4. Search for the code on the right in search bar, for example "U435".
5. Try the questions.

If an objective is too easy, move onto later questions or a different topic. Don't waste time going over what you already know!

Objective	Code
Finding Factors and Multiples	M227, M698
Rounding	M111, M431, M994, M131
Fractions of amounts	M695
Adding and subtracting negative numbers	M106
Written methods of calculation	M187, M803, M354
Calculating with time	M627
Simplifying algebra including collecting like terms	M531
Finding the nth term of a linear sequence	M991
Solve a one-step linear equations	M707
Solve linear equations which include brackets	M634, M902
Recalling square and cube numbers	M135
Calculating with powers and roots	M135
Understand power notation	M135
Converting between mixed numbers and improper fractions	M601
Converting between fractions and decimals.	M958
Equivalent fractions and simplifying fractions	M410, M671
Calculations with fractions	M645
Find percentages of amounts without a calculator	M437
Forming a ratio	M885
Simplifying a ratio	M885
Sharing in a ratio	M525
Writing ratios as fractions	M267

1. What is paper chromatography used to separate?

Chromatography- notes

Paper chromatography is used to separate mixtures of soluble substances. These are often coloured substances such as food colourings, inks or dyes. The different dissolved substances in a mixture move at different rates through the paper.

Method

1. A pencil line is drawn 2cm from the bottom of piece of chromatography paper, otherwise known as the stationary phase.
2. A sample of mixture, such as ink is placed on a pencil line.
3. The paper is placed in a beaker containing some solvent, ensuring the ink and pencil line do not touch the water.
4. When the solvent approaches the top of the paper it should be removed.
5. Draw a line to mark how far the solvent front had travelled up the paper.
6. Calculate the R_f value for each spot

Interpreting a chromatogram

A paper chromatogram can be used to distinguish between pure and impure substances:

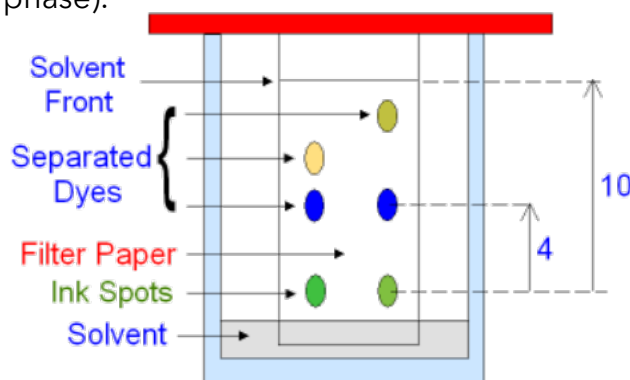
- a pure substance produces one spot on the chromatogram
- an impure substance produces two or more spots

R_f values can be used to identify unknown chemicals if they can be compared to a range of reference substances. The R_f value is always the same for a particular substance.

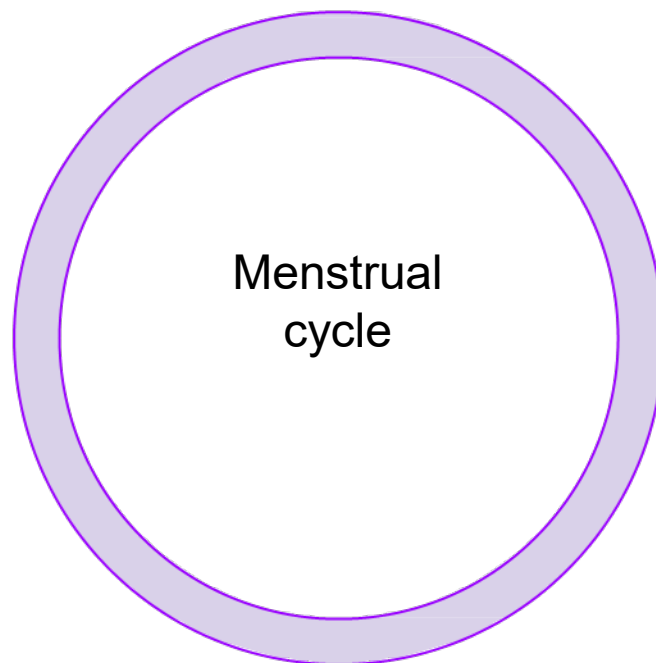
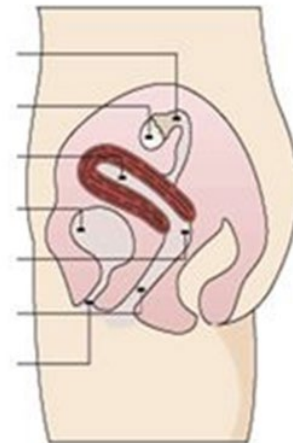
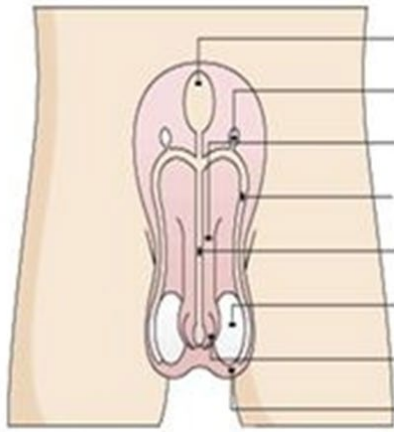
The R_f value of a spot is calculated using:

$$\text{Rf} = \frac{\text{distance travelled by a coloured spot}}{\text{distance travelled by solvent}}$$

R_f values vary from 0 to 1 (the substance is not attracted at all to the stationary phase).



Summary



ANNOTATION GUIDE

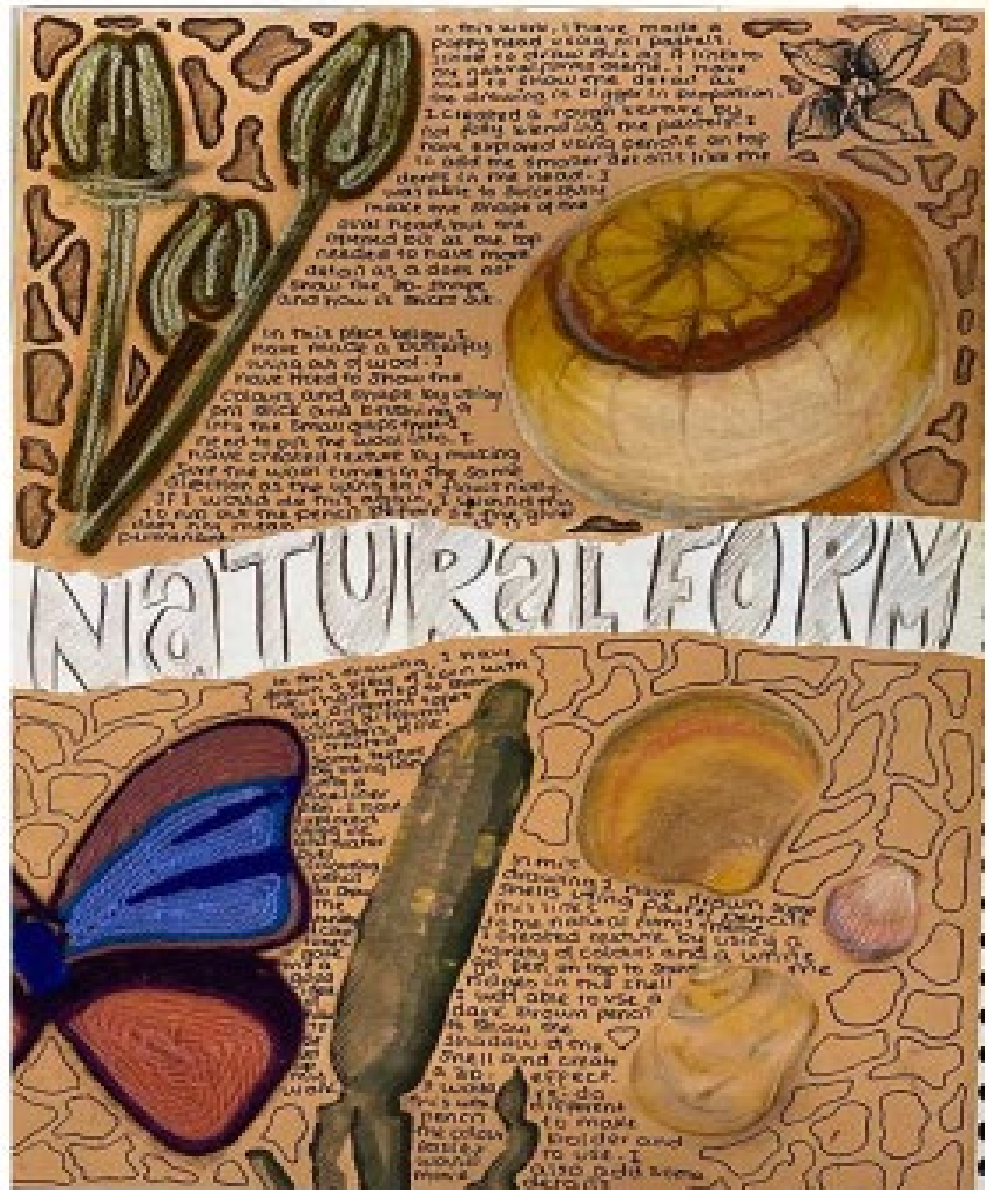
Annotations are written explanations or critical comments added to art or design work that record and communicate your thoughts. If you want to develop your artistic language look at the a 'Write Like an Artist Page'

There are several reasons annotation may be used, for example, to:

- ✓ Analyse the work of an inspirational artist or designer
- ✓ Record a technique
- ✓ Record ideas
- ✓ Explain the thinking behind an idea
- ✓ Analyse the success of a technique, idea or composition
- ✓ Explain how a particular artist or designer's style or technique has influenced your work

Use this when annotating your experiments and process work:

- ☐ Clearly state what technique or material you used
- ☐ Explain why you tried it
- ☐ Describe what worked well
- ☐ Identify what didn't work and why
- ☐ Explain how this experiment will influence your next steps



Use these to show understanding and critical reflection:

- ☐ Explain the intention behind your idea (what you wanted to show)
- ☐ Describe how your choices support that intention (colour, composition, technique)
- ☐ Evaluate the success of the outcome
- ☐ Identify clear improvements for next time
- ☐ Connect your decisions to your theme and artist influences

USE THESE WORDS TO WRITE AND SPEAK

LINE

Contour - Bold - Fine - Wavy - Jagged - Curved - Directional - Implied - Parallel - Vertical - Horizontal - Diagonal - Contour - Chaotic - Calm - Unpredictable - Basic - Frantic

LIKE AN...

ARTIST

SHAPE

Organic - Geometric - Abstract - Irregular - Regular - Angular - Curved - Symmetrical - Asymmetrical - Flat - 2D - 3D

TEXTURE

Rough - Smooth - Bumpy - Soft - Glossy - Matt - Grained - Polished - Shiny - Furry - Silky - Coarse - Fluffy - Sharp - Thin - Thick - Warm - Cold - Bare - Washed - Fake - Plastic

FORM

Spherical - Cylindrical - Cubic - Volumetric - Solid - Hollow - Angular - Curved - Concave - Convex - Realistic - Abstract

COMPOSITION

Balanced - Unbalanced - Symmetrical - Asymmetrical - Focal Point - Foreground - Background - Overlapping - Layered - Centred - Rule of Thirds - Negative Space - Depth

TONE

Light - Dark - Soft - Harsh - Contrasting - Muted - Monochrome - Graduated - Subtle - Dramatic

COLOUR

Primary - Secondary - Warm - Cool - Complementary - Contrasting - Harmonious - Muted - Vibrant - Pastel - Earthy - Monochrome - Bold

MOOD

Intense

Chaotic - Tense - Aggressive - Disturbed - Dramatic - Explosive - Passionate - Turbulent - Violent - Overwhelming - Shocking

Dark

Dark / Mysterious Eerie - Sinister - Melancholic - Gloomy - Mysterious - Haunting - Foreboding - Isolated - Dystopian - Bleak - Shadowy - Tragic - Surreal

Peaceful / Calm

Tranquil - Serene - Calming - Gentle - Still - Meditative - Dreamy - Balanced - Harmonious - Soothing - Soft - Idyllic - Subtle

Emotional / Reflective

Nostalgic - Sentimental - Introspective - Thoughtful - Lonely - Poignant - Bittersweet - Reflective - Honest - Raw - Expressive - Sad - Hopeful

Uplifting / Energetic

Joyful - Playful - Energetic - Exciting - Positive - Radiant - Fun - Vibrant - Celebratory - Optimistic - Exuberant - Animated - Bright

Ambiguous / Complex Conflicted - Ambiguous - Uncertain - Mysterious - Surreal - Disorienting - Unsettling - Tense - Elusive - Paradoxical - Intriguing - Thought-provoking

Take it to the next level and use similes and metaphors in your writing. For example, to use a simile we would use 'as' and 'like'. This page is useful like the way a friend whispers you advice in moments of mind-blanked panic. Or to use a metaphor, we get rid of the 'like' and 'as' and just confidentially go for it! **This page is a gift from the art universe determined to help me succeed.**

Music

Term	Definition	Example
Pitch	How high or low a sound is	See notation guide below
Rhythm	A pattern of sounds, often with different durations	See note value grid below
Duration	The length of a sound	See note value grid below
Dynamics	How loud or quiet the music is	<i>Piano</i> = quiet <i>Forte</i> - loud
Tempo	The speed of the music	<i>Andante</i> - walking pace <i>Allegro</i> - running pace
Timbre	The colour of sound - how instruments and pieces of music can sound different from each other	Words to describe timbre might include: <i>bright, deep, rich, mellow, piercing, shrill....</i>
Melody	A sequence of musical notes - the tune!	Links to pitch!
Texture	Layering or combining different sounds or rhythms at the same time.	
Harmony	A combination of notes played together	A chord or a bass line underneath a melody
Structure / form	How a piece is organised	Verse / chorus / verse
Chord	Playing more than one note at the same time	



quaver	crotchet	minim	semibreve
½ beat	1 beat	2 beats	4 beats
= 1 beat			



Instrumental Skills: Piano /Keyboard

All About the Piano / Keyboard

- * The piano was originally called the *pianoforte* (soft/ loud) and was invented in Italy in around 1700
- * A full size piano has 88 keys (52 white, 36 black) and works on a system of hammers and strings
- * Keyboards are usually shorter (61 is the standard number of keys) and use electronic circuits to create different instrument sounds

The Keyboard Layout

The keyboard is made up of:

White keys (natural notes)

Black keys (sharps # and flats b)

Sharps go up and **flats go down**



The Musical Alphabet

Music uses 7 letters:

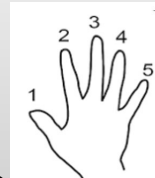
A - B - C - D - E - F - G

Then it repeats.



Posture and Technique

- ✓ Sit up straight
- ✓ Keep wrists lifted
- ✓ Curve your fingers
- ✓ Use fingertips, not flat fingers
- ✓ Keep a steady pulse
- ✓ Use all five fingers not just one
- ✓ Play confidently!



Finding Notes Quickly

Look at the black keys:

Groups of **2 black keys**

Groups of **3 black keys**

C is always just to the left of a group of 2 black keys.

From C, you can find:

C - D - E - F - G - A - B - C



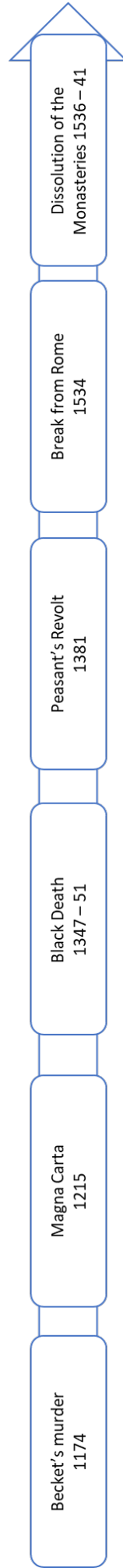
Famous piano composers:

Bach, Mozart, Beethoven, Chopin, Liszt, Rachmaninoff, Debussy

Playing the Keyboard



History

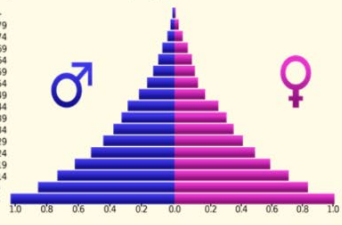
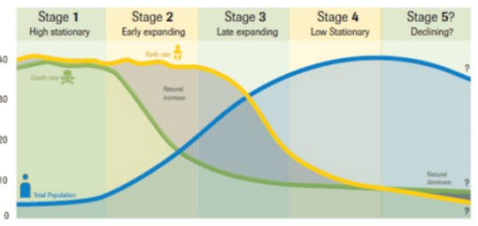
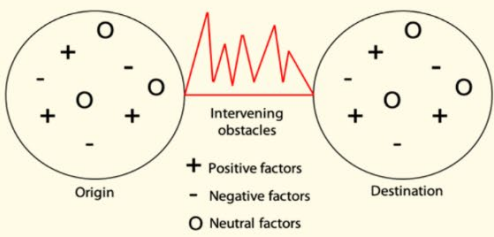


History

	How did life change from 1100 - 1540?	How did life stay the same from 1100 - 1540?
Summary		
Key evidence		

What type of source is this?	How are the people portrayed?
	
What made you think this?	Why do you think that it was made?

Geography

Year 7 - Geography- Cycle 2	Week 1 – World Population	Week 2 - Population Pyramids
Key vocabulary Population: the number of people living in a particular place. Population distribution: the pattern of where people live and how populations are spread out. Megacity: a city with a population of over 10 million people. Sparsely populated: areas with few people living in them. Densely populated: areas with many people living in them. Current global population: 8 billion people.	Population Density= Population ÷ Area. Population density is the number of people in a given area. You can think of it as measuring how busy an area is. The population of the world is not evenly distributed. Historically, settlements have built up in areas with natural resources that can support a population such as water, soil, the ability to grow food and job opportunities.	Population pyramids: a bar graph that shows the structure of a population by sex and age category. Birth rate: the number of people born in a year, measured for every 1000 of the population. Death rate: the number of people who dies in a year for every 1000 of the population. 
Week 3 – Nigeria 🌍	Week 4 – UK 🌍	Week 5 – DTM
Nigeria has a youthful population. Nigeria is a Newly Emerging Economy (NEE). Nigeria is Africa's most populated nation with 213 million people. It's fertility rate (how many babies a woman has) is twice the world average at 5.5 births per woman. 43% of all Nigerians are under the age of 15. Half of Nigeria's population lives on less than \$1.90 per day. Nigeria's population is predicted to be 402 million by 2050.	The UK has an ageing population. The UK is a High Income Country (HIC). In 2021, there were 11.8 million people aged over 65 in the UK (18% of the population). Advantages: Pass on their experience and knowledge, they fulfil childcare roles for their grandchildren and have money to spend in leisure activities. Disadvantages: Less economically active people, strain on healthcare and the government not having enough money for pensions.	Demographic Transition Model: a model linking population changes with development changes over time. Stage 1: birth and death rates are high due to famine and disease. Stage 4: birth and death rates are low due to good healthcare. 
Key Terms	Week 6 – China 🌍	Week 7 – Migration
Migrant: someone who moves from one place to another. Forced migrants: people who have no choice to move from one place to another due to war or natural disasters. Push factors: things that make people want to leave an area e.g. lack of jobs. Pull factors: good things that attract people to a new place e.g. better housing.	China's One Child Policy (OCP) China's OCP started in 1979 to control rapid population. growth. It was changed to two children in 2015. Rules used to be that you could only have one child if you lived in the city but two in the countryside if your first was a girl. Now, the government is concerned about an ageing population slowing down their economy. 'Little emperors' was the term used to the single children born as part of the OCP.	 Origin Intervening obstacles Destination + Positive factors - Negative factors O Neutral factors
Week 8 – Mexico 🌍	Week 9 – Europe 🌍	Week 10 – India 🌍
Mexico to USA migration The number of Mexican-born immigrants living in the USA soared from 760,000 in 1970 to a peak of 12.6 million in 2007, including many entering the country illegally. The USA is a rich and attractive nation. Mexico is a much poorer country with a rapidly growing population. It has problems of high crime rates, corruption and poor education. Mexicans have filled jobs in the USA as farm laborers, factory workers and cleaners.	Syria to Europe migration. Refugees: people who have been forced to move away from their home country to seek safety in another country. Civil war erupted in Syria in 2011 and an estimated 11 million people fled their homes. Many Syrians sought refuge in neighbouring countries such as Turkey. People traffickers offered Syrian migrants transportation across the Mediterranean Sea, which is illegal. Migrants travelled in low quality, dangerous and overcrowded boats.	India's cities are growing. Rural-urban migration: the movement of people from the countryside to towns and cities within a country. Urbanisation: an increasing percentage of a country's population moving from the countryside to towns and cities. Slums: a densely populated urban area with poor quality housing. Impact of rural-urban migration: fewer people to feed & more resources in rural areas. However, elderly remain and fewer workers on the land.

Spanish

Year 7 Spanish Cycle 1 vocabulary

Week 1		Week 2	
estar	to be, being	blanco	white/pale
estoy	I am	listo	ready
estás	you are	nervioso	nervous
está	he/she/it is, it is	raro	strange
el norte	north	seguro	sure, certain
el sur	south	serio	serious
Inglaterra	England	tonto	silly
España	Spain	tranquilo	calm, tranquil
en	in	¿Cómo?	How?
¿Dónde?	Where?	¿Cómo se dice en inglés?	How do you say it in English?
¡Hasta luego!	See you later!	¿Cómo se dice en español?	How do you say it in Spanish?
¡Hola!	Hello!	hoy	today
		muy	very
		no	no
		sí	yes

Week 3		Week 4	
ser	to be, being	tener	to have, having
soy	I am	tengo	I have
eres	you are	tienes	you have
es	he/she/it is	tiene	he, she, it has
¡marca!	mark (command)	¡lee!	read (command)
una opción	an option	¿Qué?	What?
alegre	happy, cheerful	un barco	a boat
alto	tall, high	una bicicleta	a bike
bajo	short, low	un bolígrafo	a pen
correcto	correct	una cama	a bed
guapo	good-looking	una cámara	a camera
simpático	nice, friendly	una casa	a house
y	and	un gato	a cat
		una frase	a sentence
		una letra	a letter
		un libro	a book
		una moneda	a coin
		un papel	a paper
		nuevo	new
		un, una	a, an (m/f)

Week 5		Week 6	
un amigo	a friend	bailar	to dance, dancing
una botella	a bottle	escuchar	to listen, listening
un caballo	a horse	comprar	to buy, buying
una palabra	a word	hablar	to speak, speaking
un periódico	a newspaper	llegar	to arrive, arriving
una planta	a plant	¿Quién?	Who?
una pregunta	a question	una amiga	a friend (f)
una revista	a magazine	la música	music
una tarea	a task	una pareja	a pair, partner
un teléfono	a telephone	importante	important
también	also	bien	well
		temprano	early
		tarde	late
		con	with
		otra vez	again

Spanish

Week 7		Week 8	
llevar	to wear, wearing	caminar	to walk, walking
necesitar	to need, needing	estudiar	to study, studying
usar	to use, using	entiendo	I understand
una ayuda	a help	el arte	art
una bolsa	a bag	el español	Spanish
una camisa	a shirt	el inglés	English
una cosa	a thing	la ciencia	science
un producto	a product	el grupo	group
un vaso	a glass	el silencio	silence
un zapato	a shoe	señor	sir, Mr
luego	then	señora	madam, Mrs
gracias	thanks	verdadero	true
de nada	you're welcome	falso	false
		mucho	much, a lot
		pero	but
		perdón	sorry
		no	no, not

Week 9				Week 10	
uno	1	siete	7	hay	there is, there are
dos	2	ocho	8	mirar	to look, looking
tres	3	nueve	9	un chico	a boy
cuatro	4	diez	10	una chica	a girl
cinco	5	once	11	una clase	a class
seis	6	doce	12	una mesa	a table
un número	a number			una persona	a person
un autor	an author			una puerta	a door
una autora	an author			una silla	a chair
un color	a colour			una ventana	a window
un director	a head teacher			allí	there
una directora	a head teacher			aquí	here
una flor	a flower			un señor	a man
un plan	a plan			una señora	a woman
un profesor	a teacher				
una profesora	a teacher				

Spanish

Week 1		Week 2		Week 3	
son	they are	el/la	the (m/f)	de	of
bueno/a	good (m/f)	entre	between	grande	big
pequeño/a	small (m/f)	la ciudad	city	el trabajo	job
malo/a	bad (m/f)	el centro	centre	la familia	family
rico/a	rich (m/f)	la escuela	school	el pueblo	town
antiguo/a	old (m/f)	la iglesia	church	el equipo	team
bonito/a	pretty (m/f)	el mercado	market	la vista	view
famoso/a	famous (m/f)	la respuesta	answer	la película	film
barato/a	cheap (m/f)	el teatro	theatre	interesante	interesting
caro/a	expensive (m/f)	el banco	bank	la isla	island
feo/a	ugly (m/f)	la plaza	square	el edificio	building
¿Cómo es?	What is he/she/it like?	lejos	far	el plato	plate, dish
		cerca	close, near		
		el museo	museum		
		la tienda	shop		

Week 4		Week 5		Week 6	
a	to	el balcón	balcony	el trabajo	job, work
dar	to give, giving	la dama	lady	bastante	quite
doy	I give	la torre	tower	fuerte	strong
das	you give	el caballero	knight/ gentleman	el abuelo	grandfather
da	s/he/it gives			la abuela	grandmother
querer	to want, wanting	su	her/his/its	el perro	dog
quiero	I want	saber	to know, knowing	hermoso/a	beautiful (m/f)
quieres	you want	pasar	to spend time	activo/a	active (m/f)
quiere	s/he/it wants	blanco/a	white (m/f)	el primo	male cousin
el dinero	money	la flor	flower	la prima	female cousin
el padre	father	la plaza	town square	tenemos	we have
la madre	mother	llevar	to wear/carry	tienen	they have
el hermano	brother				
la hermana	sister				
el regalo	present/gift				

Week 7		Week 8	
mucho/a	much, a lot (m/f)	para	for
solo	only	hacer	to do / to make
el lugar	place	hago	I do / make,
el río	river	haces	you do / make
rojo/a	red (m/f)	hace	s/he/it does/ makes
la naturaleza	nature	cuándo	when
el árbol	tree	la noche	night
azul	blue	la actividad	activity
verde	green	la tarde	afternoon/ evening
amarillo/a	yellow (m/f)	la mañana	morning
el pájaro	bird	cuál	which
		cuánto/a	how much/ many (m/f)
		el deporte	sport
		el dibujo	drawing
		los deberes	homework

Week 9		Week 10	
como	like	poder	to be able to / can
el tiempo	time	puedo	I can / am able to
juntos/as	together	puedes	you can / are able to
trabajar	to work, working	puede	s/he/it can / is able to
buscar	to look for, looking for	pedir	to ask for, asking for
solo/a	only, alone (m/f)	preguntar	to ask, asking
el animal	animal	¿Puedo ir a los servicios?	Can I go to the toilet?
el campo	countryside	jugar	to play, playing
preparar	to prepare, preparing	el favor	favour
la comida	food	cambiar	to change, changing
descansar	to rest, resting	participar	to participate, participating
		el compañero	classmate (m)
		la compañera	classmate (f)

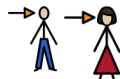
Indefinite articles (saying 'a/an' and 'some')

	Masculine	Feminine
ular (a/an)	Un Un gato – a cat	Una Una casa – a house
al (some)	Unos Unos gatos – some cats	Unas Unas casas – some houses

Definite articles (saying 'the')

	Masculine	Feminine
ular (the)	El El gato – the cat	La La casa – the house
al (the)	Los Los gatos – the cats	Las Las casas – the houses

Tener – to have

I have 	Tengo
You have 	Tienes
He/she/it has 	Tiene
We have 	Temos
They have 	Tienen

Word order

In English, we put the adjective (describing word) before the noun (person/place/thing) when describing something.

Example – I have a **big** (← adjective) **house** (← noun)

In Spanish, the adjective (describing word) comes AFTER the noun (doing word)

Example – I have a **house** (← noun) **big** (← adjective)

Nutrition

Lesson Question	What have I learned?
1.What is nutrition and how can I participate in this subject safely?	- I can understand the importance of safety requirements within the nutrition classroom. - I understand that practices such as the being healthy and eating healthily is important.
2. How do I make shortbread?	I can safely use the ingredients and follow the method in order to prepare shortbread.
3.How do I make a roux?	I can safely use the ingredients and follow the method in order to prepare a roux.
4. How do I make macaroni cheese?	I can safely use the ingredients and follow the method in order to prepare macaroni cheese.
5. How do I make stir fry?	I can safely use the ingredients and follow the method in order to prepare a stir fry.
6. What have I achieved this cycle? (Complete End-Cycle Reflection Sheet)	- I can reflect on the skills I have learnt in this cycle. - I can participate in ensuring good food hygiene standards.

Knowledge Retrieval: State 3 wholefoods State 4 ultra processed foods Name 1 negative impactof ultra processed foods	Knowledge Retrieval: How many milliliters in a litre? How many grams in a kilogram? What's bigger, a table spoon or tea spoon?
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Definition: How to take care of your body and reduce risks of infection and diseases.	Characteristics Cleaning your body every day and washing your hands regularly.
Examples: Washing your hands with soapy water before and after handling food.	Non-examples Not washing and sneezing into hands and then handling food.

Personal Hygiene

Definition: Kitchen safety is fostering habits that limit risks and prevent harm or injury while in the kitchen.	Characteristics Lead by example and ensure your follow key safety instructions and be positive and Strong communication.
Examples: Making sure hair is tied back and make sure knives are pointed down when carrying them.	Non-examples Talking to someone in another kitchen when you should concentrating on what you are cooking .

Safety

Definition: Eating healthy means following a healthy eating routine eating specific healthy foods.	Characteristics Adequacy, balance, calorie control, moderation, and variety.
Examples: Protein, carbohydrates, fats and oils	Non-examples Exercising regularly. Eating a diet high in ultra processed foods.

Healthy Diet

Term	Topic(s)	Definition
Cell; Cell Address	Introduction to Excel	A single element in a spreadsheet. Each cell has its own address or reference, e.g., D3, which corresponds to the column and row for that cell.
Range; Contiguous	Introduction to Excel	A selection of <i>contiguous</i> cells, e.g., A3:D7. Contiguous means there are no gaps between the selected cells.
Formatting	Introduction to Excel	The visual styling for a cell. The cell text can be bold , <i>italic</i> , or <u>underlined</u> ; a specific format, e.g., a number (12345), or currency (£12.34); and the fill and outline colour of the cell.
Formula; (plural <i>formulae</i>)	Introduction to Excel	A mathematical expression within a cell, that performs a calculation. The calculation usually depends on the content of other cells within the spreadsheet, or another spreadsheet with the workbook. A formula must start with an equals symbol (=). For example, to add the values in cell A1 and A2, you would enter =A1+A2 .
Excel Functions	Introduction to Excel	In most Excel formulae, we will use a small number of functions: IF; COUNTIF; SUM; MAX; MIN; COUNTA; AVERAGE.
Mathematical Operators	Introduction to Excel	Multiplication: * (asterisk) Division: / (forward slash) Addition: + Subtraction: - Powers, e.g., 2 ³ : POWER(<i>number</i> , <i>power</i>), e.g., POWER(2,3)
Algorithm	Introduction to Algorithms	An algorithm is a step-by-step set of clear instructions, in a specific order, that a computer follows to complete a task accurately.
Iteration	Introduction to Iteration	Iteration is repeating a set of instructions to until a specific condition or outcome is achieved.
FOR loops	Introduction to Iteration	A type of loop used when the number of <i>iterations</i> is known.
WHILE loops	Introduction to Iteration	A type of loop used when the number of <i>iterations</i> is unknown.
IF condition	Introduction to Iteration	A program uses an IF condition to make a decision. The program checks if something is true or false and then chooses what code to run next. This helps your program behave differently depending on the situation.
Data types	Python Data Types	Data types are categories that organise different kinds of computer data, helping programs store and process information accurately and efficiently.
NUMBER Data Types	Python Data Types	int : an integer; a whole number; no decimal places float : a number with a decimal point
Other Data Types	Python Data Types	list : a list of values; the values can be of any data type. bool : a Boolean value, i.e., either TRUE or FALSE. Named after George Boole, English mathematician. See his Wiki page here: https://en.wikipedia.org/wiki/George_Boole

Drama Vocabulary: Revise the Drama Techniques below as you will need an understanding of these in your assessment. You may need to look up the definitions.

- Thought Tracking
- Choral Speaking
- Tableaux
- Narration
- Mime
- Physicality
- Vocal work
- Use of tension

Read through the criteria for Drama below and consider where you can improve for your end of Cycle Assessment. You will be marked on three areas: **Rehearsal, Performance and Feedback**

DRAMA CRITERIA for Assessment

1.Rehearsal/Responding - devising and bringing a script to life

- 25-33 Empowering, helping others to fulfil potential
- 17-24 On task
- 9-16 Variable
- 1-8 Obstructive

2.Performance - sharing work with your peers in class

- 25-33 Convincing and courageous – performing to whole class with total focus and attention to detail
- 17-24 Committed throughout the performance
- 9-16 Some elements of the performance are effective
- 1- 8 Unconvincing

3. Giving feedback and reviewing the work in lesson - verbally and written

- 25-33 Thoughtful and perceptive comments using Drama vocabulary
- 17-24 Productive and positive comments using drama vocabulary
- 9-16 Able to comment on some aspects of others' work
- 1 -8 General comments made about the work

Revision Booklet



YEAR 7
CYCLE 2