

# Year 7

# End of Year Assessment Revision

# Topics

Summer 2024 Edition



**Stockport Academy**

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## Biology

There will be 1 Science Paper 40 minutes long.

Topics include:

### Cells, Tissues, and Organs

- Label the parts of a microscope and describe how to use them
- Calculate magnification using  $\text{magnification} = \text{eye piece lens} \times \text{objective lens}$
- Use the equation:  $\text{magnification} = \text{image size} \div \text{actual size}$
- State what a unicellular organism is and name some examples.
- Describe how substances move in and out of cells by diffusion
- Name and describe the functions of the structures in plant cells
- Describe and explain how the leaf is adapted to do its job
- Name and describe the functions of the structures in animal cells
- Compare the structure of plant and animal cells and explain the differences between them in terms of function of the cell
- Name examples of specialised cells, describe their specialised features and explain how these features help them to carry out their specific job
- Describe the organisation within multicellular organisms in terms of cells, tissues, and organs.
- Name the major organ systems in the human body and state their roles
- Describe and explain some of the adaptations of the digestive system and link these to diffusion
- Describe the role of the respiratory system and name the main organs that form it
- Describe and explain the adaptations of the respiratory system and link these to diffusion
- Compare the composition of inhaled and exhaled air

### Reproduction

- Label all the parts of the male and female reproductive systems
- Describe how fertilisation takes place
- Explain what is meant by internal and external fertilisation and link this to survival rates
- Describe how a fertilised egg cell develops into a baby
- Explain how a developing foetus gets nutrients in and gets rid of waste products
- Describe the main features of the female menstrual cycle
- Describe some of the changes boys and girls go through in puberty
- Name the main parts of a flower and describe their functions
- Describe pollination and fertilisation in plants
- Describe methods of dispersing seeds and explain why this is important
- Identify trends in secondary data, identifying anomalies and using data to back up conclusions
- Recognise categoric/discontinuous and continuous data and know which graph to choose to display each type
- State the two reasons for variation in living organisms
- Give examples of inherited and environmental variation for different organisms

Useful Resources:

Knowledge organisers and curriculum details can be found at [Stockport Academy > Information > Curriculum > Science \(stockport-academy.org\)](https://www.stockport-academy.org/information/curriculum/science)

Students can access revision materials at Seneca Learning. [Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](https://www.senecalearning.com)

[Living organisms - KS3 Biology - BBC Bitesize](https://www.bbc.com/bitesize/guides/z9nqj/revision/1)

[Reproduction- KS3 Biology - BBC Bitesize](https://www.bbc.com/bitesize/guides/z9nqj/revision/2)

# Chemistry

There will be 1 Paper, 40 minutes long.

Topics include:

## Particles

- Identify solids, liquids and gases from descriptions and particle diagrams.
- Draw accurate diagrams to represent solids, liquids, gases, and solutions
- Describe the particle arrangement, movement, and forces of attraction in solids, liquids, and gases
- Explain the properties of solids, liquids, and gases in terms of their particle arrangement
- Explain what is meant by the term 'diffusion' using the term 'concentration'
- Describe the term 'gas pressure' and name some factors that can affect it
- Use particle theory to explain gas pressure.
- Describe change of state, using scientific terms – e.g., boiling, condensing, evaporating etc.
- Identify key points on heating and cooling curves
- Use and interpret data on melting and boiling points to determine the state of a substance at a given temperature
- Classify substances as pure or impure
- Describe methods of separation and when to use them – filtering, distillation, and chromatography
- Describe what happens to mass when solutions are made
- Explain what is meant by the term 'saturated solution'
- Describe how temperature affects the solubility of solids

## Chemical Reactions

- Describe evidence for chemical reactions
- Apply the conservation of mass to chemical reactions
- Describe the reactions of metals with oxygen and write word equations to represent them
- Name the products of combustion and explain why it is an oxidation reaction
- Use simple indicators to classify substances as acid, alkali or neutral
- Explain why Universal indicator is a better indicator than simpler ones
- Use Universal indicator to measure pH and explain what this tells us
- Write word equations for reactions of metals with acids
- Write word equations for reactions of acids and alkalis
- Describe how to use and read from a burette
- Choose appropriate equipment and write a method to test a hypothesis, identifying variables to change, measure and control
- Design a table to collect repeatable results and describe how to recognise repeatable results
- Calculate means from repeated results, ignoring anomalies
- Round calculated means to the same number of decimal places as original readings.

Useful Resources:

Knowledge organisers and curriculum details can be found at [Stockport Academy > Information > Curriculum > Science \(stockport-academy.org\)](https://www.stockport-academy.org/information/curriculum/science)

Students can access revision materials at Seneca Learning. [Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](https://www.senecalearning.com)

[The particle model of matter - KS3 Chemistry - BBC Bitesize](#)   [Acids and alkalis - KS3 Chemistry - BBC Bitesize](#)

[Pure and impure substances - KS3 Chemistry - BBC Bitesize](#)

## French

There will be two papers.

1. Receptive skills paper (listening and writing) 30 minutes
2. Writing Paper – 45 minutes

Both papers will cover the following units of study: -

	<b>Greeting and Introductions</b>
	Name, age where you live
	Classroom vocab
	Days, months, numbers
	Birthdays
	Giving opinions
	Free time activities
	Weather
	<b>Family</b>
	Describing appearance
	Describing personality
	Describing family members
	Describing animals
	<b>School</b>
	School subjects and opinions
	Describing teachers
	School facilities
	<b>Where I live</b>
	Describing my house and room
	What there is in my area
	What I can do in my area
	Where I would like to live

	<b>Linguistic structures</b>
	Infinitives
	Present tense verbs
	Negatives
	Opinions and justifications
	Agreement of adjectives
	Connectives
	Quantifiers
	Time expressions

All students have access to a revision booklet by clicking on the link below. All students should try the tasks and then self-assess by using the TEACHER booklet to mark.

It is recommended that a Look, Cover, Write and Check method is used to assist writing practice of key vocabulary or key structures.

<https://curriculum.unitedlearning.org.uk/Curriculum?r=92101>

Useful resources: -

- Knowledge Organisers provided to all students at the beginning of term and can be accessed via the school website
- Fluency Sheets
- Sentence Builders
- Languagenut
- Language Gym ([www.language-gym.com](http://www.language-gym.com)) UK Server
- BBC Bitesize
- Oak National Academy
- Linguascope

Students will be assessed in both **reading** and **writing**.

**Paper One** is 45 minutes and assesses students' reading ability. Students will be asked to respond to **one question** on one of the nature poems they have been studying this term: We Refugees by Benjamin Zephaniah, The Spirit by Geoffrey Studdert Kennedy and Attack by Siegfried Sassoon.

Students will be given a copy of the poem and be asked to answer a question similar to the one below:

**How are the experiences of soldiers presented in Siegfried Sassoon's poem, Attack?**

**The criteria below outline the skills students are assessed on:**

- The student can present ideas about the text and can present reasons for the ideas which are developed.
- The student can clearly explain the impact of the writer's method(s), making links between different parts of the text.
- The student can select a range of appropriate evidence/ references from the text to support ideas.
- The student uses a range of appropriate subject terminology/ vocabulary specific to the text type



**Revision Materials**

- Conflict Poetry Anthology
- Revision booklet – to be provided by teacher

Students will be assessed in both **reading** and **writing**.

**Paper Two** is 45 minutes and assesses students' **writing ability**. Students will be asked to **complete** a descriptive or narrative writing task. For example,

**Write a description of a magical place.**

**Write a story about a character who is lost.**

**The criteria below outline the skills students are assessed on:**

- A developed response with structure and vocabulary chosen for effect.
- Accurate use of a range of punctuation beyond full-stops, commas, capital letters and apostrophes.
- Accurate spelling of all words including some ambitious

# Geography

There will be one paper, and it will be one hour long.

The assessment will have two sections; Rivers & Development, and each section will contain questions relating to the following aspects of each unit:

## Rivers

- Features of a drainage basin and the movement of water through the hydrological cycle
- Processes in a river (pupils must be able to name and describe the four processes of erosion and transportation, and to understand what deposition is)
- Landforms (pupils need to know the names of river landforms and be able to describe how they have been created)
- Flooding (the human and physical factors that increase the risk of flooding and the methods of flood management)
- A named example of a flood event (pupils must be able to name a specific flood event and give key facts about it, they should be able to detail what caused the flood, the effects of it and responses to it)



## Development

- Categories of development (HIC, LIC & NEE)
- Indicators of development (pupils must be able to give examples of the different indicators of development and be able to describe what they show about a country's level of development)
- Factors that affect development (pupils should be able to give the historical, physical, and human factors which can hinder a country's development)
- What is aid and how can it help a country to develop? (Pupils need to know what aid is and be able to describe how it can help a country to develop, but also recognise some of the problems aid can bring)
- A named example of an aid project (pupils must be able to name a specific aid project and give key facts about it, such as its name and location, they should be able to describe the features of the project and the successes it has had)



Useful resources:

- Knowledge organisers are located on the school website and can be found here [YEAR 7 - Knowledge Organiser reduced.pdf \(stockport-academy.org\)](#). The geography section is found on pages 34-37.
- Fluency sheets (each pupil has these stuck in their books at the start of each unit).

<b>Background</b> 1. Geography is the study of the Earth's natural features. It is also about people and places and how they affect one another. (C) 2. In geography maps are important. World maps show the location of the continents and oceans. (A, B, D) 3. The UK is made up of 4 countries. (E) 4. Maps are made up of different parts, OS maps are the most widely used in the UK, and can show the height of the land. (F, G, H)		<b>C. Types of Geography (2)</b> Human Studying what people do to the Earth. Physical Studying what is naturally occurring on Earth.		<b>G. OS maps (13)</b> Ordnance survey The organisation that produces the maps that are most widely used in the UK. Bus station. Railway (train) station. Place of worship. Information point (for help). Deciduous Trees. Coniferous Trees. Youth Hostel. Museum. Sch. School. PO Post Office. View point (good view from here). Campsite.	
<b>A. Continents (7)</b> 		<b>D. Oceans (5)</b> 			
1 North America. 5 Asia. 2 South America. 6 Oceania. 3 Europe. 7 Antarctica. 4 Africa.		1 Arctic Ocean. 4 Pacific Ocean. 2 Atlantic Ocean. 5 Southern Ocean. 3 Indian Ocean.			
<b>B. Lines of a global maps (4)</b> 		<b>E. Geography of the UK (4)</b> 			
A Equator. C Tropic of Cancer. B Prime Meridian. D Tropic of Capricorn.		1 London, England. 2 Cardiff, Wales. 3 Edinburgh, Scotland. 4 Belfast, Northern Ireland.			
		<b>F. Parts of a map (6)</b> Latitude How far north or south a place is from the Equator. Longitude How far east or west a place is from the Prime Meridian. Scale A length on the map, in real life. Altitude Height above sea level. Compass Used to show direction on maps. Distance How far two places are from one another.		<b>H. Contour Lines (3)</b> a. What are they? Lines that show the height and shape of land. b. How do they show steep hills? Lots of contour lines close together. c. How do they show sloping hills? Contour lines far apart.	



## Development

Development		C. Factors influencing development	
<b>Background:</b>		Development How rich or poor a country is compared with other areas.	
1. Across the world the standard of living and quality of life can be very different.		<b>Factors which encourage development (4):</b>	
2. Countries therefore have different classifications, based on the quality of life within them. (A)		1. A strong and stable government.	
3. How developed a country is can be measured in different ways. (B)		2. A large coastline for trade.	
4. Development is not haphazard and there are many reasons why some countries are more developed than others. (C)		3. Availability of natural resources e.g. oil, coal, fertile soil etc.	
5. World-wide a number of strategies have been put in place to help improve the quality of life in some of the poorer nations; such as aid and Fairtrade. (D, E, F)		4. A pleasant climate, ideal for growing crops.	
6. Aid strategies can have much success. (G)		<b>Factors which hinder development (4):</b>	
		1. An unstable or corrupt government, meaning money is not invested properly in the country.	
		2. The country is landlocked, making trade difficult.	
		3. Few natural resources to power industry.	
		4. A harsh climate, so can not grow crops reliably.	
<b>A. Country classification (3)</b>		<b>D. What is aid? (6)</b>	
Developed country	Normally has lots of money, many services and a high standard of living.	Donor	A country that gives aid to another country.
Developing country	Often quite poor compared to others, fewer services and a lower standard of living.	Recipient	A country which receives aid.
The Brandt line	An imaginary line which divides countries into the rich north, poor south.	Bilateral	International aid given by one country to another.
		Multi-lateral	Aid given by NGOs (Non-Government Organisations) like the Red Cross or Oxfam.
		Short term aid	Aid given to support a country following a crisis e.g. after an earthquake.
		Long term aid	Aid given over a prolonged period of time to support a country's development e.g. teaching farmers different farming techniques.
		<b>E. Aid - advantages/ disadvantages</b>	
		Advantages (3)	1. People learn new skills e.g. improved farming techniques; so become independent 2. Can save lives after a natural disaster e.g. supplying clean water, food and medicines. 3. Simple technology e.g. water pumps, are easy for the locals to maintain.
		Disadvantages (3)	1. Countries can become dependent upon aid, causing problems if it is removed. 2. Corrupt governments can sell the aid on, so it does not reach those in need. 3. The recipient can end up in debt if loans or deals are made.
<b>B. Measuring development (6)</b>		<b>F. Fairtrade</b>	
Gross Domestic Product per capita (GDP per capita)	The total number of goods and services sold by a country, divided by its population.	What it is: Trade which involves giving producers in developing countries a fair price for their goods.	
Infant mortality	The number of babies that die per 1000 before their first birthday.	<b>Advantages (2)</b>	
Life expectancy	The average age you are expected to live to in a country.	1. Farmers receive a fair and decent price. 2. Ensures good working conditions for farmers.	
Literacy rate	The % of people that can read and write.	<b>Disadvantages (2)</b>	
People per doctor	The number of people to one doctor.	1. Non-Fairtrade farmers may lose out. 2. Sales can often be low as the price of Fairtrade goods can be high.	
Human Development Index	Combines GDP per capita, life expectancy and literacy rate.	<b>G. Case study: Tree aid</b>	
		Where? In countries along the Sahel across northern Africa e.g. Mali.	
		<b>Features (2)</b>	
		1. Tree seeds given, so people can develop tree nurseries. 2. Bikes and donkey carts given.	
		<b>Success (2)</b>	
		1. Reliable food source e.g. cashew nuts. 2. Money made from the sale of cashew nuts can be used to send children to school.	

## Rivers

Rivers		C. Types of erosion (4)		D. Other river processes (5)	
<b>Background:</b>		Hydraulic action	The sheer force of the river causing the bed and banks to erode.	River load	The material which the river is transporting.
1. Rivers affect the landscape and the lives of people who live near them.		Abrasion	Material carried by the river erodes by scraping along the bed and banks.	Transportation	The movement of material by the river.
2. Rivers are found within their own drainage basin and have their own distinct features. (A)		Attrition	Eroded material carried by the river, hits into each other breaking down into smaller pieces.	Deposition	When a river loses energy so drops its load.
3. As a river moves from its source in the upper course, to its mouth in the lower course, its profile changes. (B)		Solution	The acids in the water causing erosion.	Lateral erosion	When erosion moves across the land, causing the bends of meanders to widen.
4. There are many different river processes which can impact the landscape. (C, D)		<b>E. Waterfall – upper course (2)</b>		Vertical erosion	Erosion which takes place downwards into the land.
5. Processes of erosion and deposition can lead to the formation of different river landforms. (E, F, G)		Plunge pool	A pool which forms at the bottom of a waterfall, undercutting the hard rock above.	<b>H. Drainage basin processes (6)</b>	
6. Flooding is a key feature of rivers, and drainage basin processes play a significant role in this. By altering the drainage basin of a river, we can interfere with these processes. (H)		Gorge	A steep sided valley left behind when a waterfall retreats up stream.	Precipitation	Liquid that falls from the sky e.g. rain, snow, hail.
7. There are many famous examples of floods. Today many strategies have been put in place in an attempt to manage the flood risk. (I)		<b>F. Meander – middle course (2)</b>		Interception	When the leaves of trees stop precipitation reaching the ground.
<b>A. Drainage basin features (6)</b>		Slip off slope	The sloping bed of a meander, from the inside (shallow) to the outside (deep).	Surface run-off	The movement of water overland back into a river.
Drainage basin	An area of land drained by a river and its tributaries.	River cliff	The undercut bank on the outside bend of a meander.	Surface storage	Water stored on the surface in lakes or puddles.
Source	The start of a river.	<b>G. Floodplain – lower course (2)</b>		Infiltration	The movement of water from the surface into the soil.
Mouth	Where the river enters the sea or lake.	Silt	The fertile, eroded material transported by a river.	Through flow	The movement of water through the soil back into the river.
Tributary	A small river that joins a larger river.	Levees	Banks found at the side of a river in the lower course.	<b>I. Case study example: Boscastle</b>	
Confluence	The point at which two or more rivers meet.			Where/ when? Cornwall in the south west of the UK, happened in August 2004. A tourist destination.	
Watershed	The dividing line between two drainage basins.			<b>Cause (3)</b>	
<b>B. River profile (3)</b>				<b>Effect (4)</b>	
Upper course	The narrow, steep, upper part of a river, contains waterfalls.			<b>Response (3)</b>	
Middle course	The wider, deeper channel, contains meanders and ox-bow lakes.	1. Very heavy rainfall, 89mm in just 1 hour.	1. 25 businesses ruined, costing £25 million in lost trade.	1. Immediate – seven helicopters sent in to rescue people from the roofs of buildings.	
Lower course	The widest, flattest part of the river, near the mouth, contains the floodplain.	2. Steep slopes of Bodmin Moor caused surface run-off.	2. Four bridges destroyed.	2. Long term – river widened and deepened.	
		3. Impervious ground meant precipitation could not infiltrate.	3. Homes damaged costing £500 million to repair.	3. Long term - bridges made wider.	
			4. 75 cars washed away.		

- Exercise books are also useful as they contain everything that has been taught
- Seneca also has a great KS3 unit and within this there are sections on development (section 4) and rivers (section 8)
- BBC Bitesize also has some helpful resources. These are the relevant links: [Rivers - KS3 Geography - BBC Bitesize](#) and [Development and globalisation - KS3 Geography - BBC Bitesize](#).
- If pupils would like to re watch some of the videos used in class for the rivers unit they can be found here: [Time for Geography | Rivers Videos](#)
- Oak Continuity is also useful if pupils have missed any lessons <https://curriculum.unitedlearning.org.uk/Curriculum?r=110017>

# History

Students will sit a 1hour exam that will focus on everything that has been taught so far this year. This will include:

## Unit 1: World views around 1000AD

Enquiry: What does Medieval Baghdad reveal about the Muslim world?

- Use evidence to make inferences about the medieval Muslim world.
- Describe the role and significance of Medieval Baghdad.

## Unit 2: The Norman Conquest

Enquiry: How far did William I and the Normans control England by 1087?

- Select and explain several the potential factors as to how the Normans achieved control over England between 1066 and 1087.
- Reach conclusions regarding the relative importance of these factors.

## Unit 3: Medieval Religion



Enquiry: How significant was religion during the medieval period?

- Explain a range of ways in which religion affected medieval society, apply a criterion to assess significance.
- Conclude as to the extent to which religion was significant in medieval society.

## Unit 4: Mali Empire

Enquiry: What does Mansa Musa's life reveal about the Mali Empire in 16<sup>th</sup> Century?

- Use evidence to make inferences about the Mali Empire.
- Describe the importance of Mansa Musa to the Mali Empire.

<p><b>A. Keywords:</b></p> <ol style="list-style-type: none"> <li><b>Abbasid dynasty</b> - The line of rulers of the Islamic Empire from 750 to 1258.</li> <li><b>Astrolabe</b> - A metal instrument that uses the stars to find direction and position.</li> <li><b>Astrology</b> - Studying the movement of stars and planets and interpreting their influence on the world.</li> <li><b>Astronomy</b> - The study of space, stars and planets.</li> <li><b>Baghdad</b> - The capital of the Islamic Empire under the Abbasid dynasty.</li> <li><b>Bishop</b> - The person in charge of the Church in a diocese (a group of parishes).</li> <li><b>Byzantine Empire</b> - The Greek-speaking eastern Roman Empire.</li> <li><b>Caliph</b> - The religious and political leader of an Islamic empire.</li> <li><b>Christendom</b> - Christian people or countries as a whole.</li> <li><b>Constantinople</b> - The capital of the eastern Roman Empire.</li> <li><b>Empire</b> - A group of countries ruled by a single ruler (Emperor / Empress).</li> <li><b>Eucharist</b> - A ritual when Christians eat bread and drink wine to remember Christ's death.</li> </ol>	<p><b>Unit 1 Worldviews c. 1000</b></p>	<p><b>C. Keywords:</b></p> <ol style="list-style-type: none"> <li><b>Geometry</b> - Mathematics that deals with points, lines, angles and shapes.</li> <li><b>House of Wisdom</b> - A place in Baghdad where scholars met to learn and discuss knowledge.</li> <li><b>Madrasa</b> - A Muslim school or college.</li> <li><b>Monastery</b> - A community of monks living together.</li> <li><b>Monk</b> - A man who commits his whole life to God, living in a monastery.</li> <li><b>Mosque</b> - A Muslim place of worship.</li> <li><b>Pope</b> - Head of the Roman Catholic Church.</li> <li><b>Pilgrim</b> - Someone who travels to a holy place.</li> <li><b>Priest</b> - The person in charge of the church in each parish.</li> <li><b>Relic</b> - The remains of a saint's body or belongings.</li> <li><b>Saint</b> - A person recognised as being holy.</li> <li><b>Silk Roads</b> - The land route used for trade between China, the Middle East, Europe and North Africa.</li> </ol>											
<p><b>B. Key people:</b></p> <ol style="list-style-type: none"> <li><b>Al-Ma'mun</b> - The Abbasid caliph from 813-833.</li> <li><b>Al-Mansur</b> - The Abbasid caliph from 754-775.</li> <li><b>Al-Masudi</b> - An Arab geographer (896-956).</li> <li><b>Al-Razi</b> - A physician in Baghdad who wrote books on medicine (854-925).</li> <li><b>Arinisidus</b> - A monk who stole Saint Foy's body in the 9th century to take to the monastery at Conques.</li> <li><b>Bernard of Angers</b> - A monk who wrote The Miracles of Saint Foy in the 11th C.</li> <li><b>Emperor Constantine</b> - Roman Empire who converted to Christianity and created a new capital at Constantinople.</li> <li><b>Empress Zoe</b> - Byzantine Empress, 1028-1050.</li> <li><b>Euclid</b> - A Greek mathematician from the 3rd century BCE.</li> <li><b>Foy</b> - A girl from Agen, France, who was killed for refusing to give up her Christian beliefs and became a saint.</li> <li><b>Galen</b> - A Greek doctor from the 2nd century CE.</li> <li><b>Guibert</b> - A servant who miraculously had his eyes restored by Saint Foy in 983.</li> <li><b>Ptolemy</b> - A Greek astronomer from the 2nd century CE.</li> </ol>													
<table border="1"> <tr> <td>324 Emperor Constantine made the official religion of the Roman Empire.</td> <td>380 Christianity was made the official religion of the Roman Empire.</td> <td>5th century The western Roman Empire collapsed.</td> <td>537 The Hagia Sophia was built in Constantinople.</td> <td>632 The Prophet Muhammad died but his Muslim followers continued to spread Islam.</td> <td>762 Caliph Al-Mansur ordered the city of Baghdad to be built as the capital of the Islamic Empire.</td> <td>801 Dado the Hermit founded a monastery at Conques, in France.</td> <td>9th century A monk, Arinidus, stole the body of Saint Foy from Agen to take to the monastery at Conques. Saint Foy Abbey (pictured).</td> <td>983 Guibert had his eyes miraculously restored by Saint Foy (interpretation of Saint Foy pictured).</td> <td>1042 Empress Zoe's nephew tried to seize her throne.</td> <td>1043 Russian ships attacked the city of Constantinople.</td> </tr> </table>	324 Emperor Constantine made the official religion of the Roman Empire.	380 Christianity was made the official religion of the Roman Empire.	5th century The western Roman Empire collapsed.	537 The Hagia Sophia was built in Constantinople.	632 The Prophet Muhammad died but his Muslim followers continued to spread Islam.	762 Caliph Al-Mansur ordered the city of Baghdad to be built as the capital of the Islamic Empire.	801 Dado the Hermit founded a monastery at Conques, in France.	9th century A monk, Arinidus, stole the body of Saint Foy from Agen to take to the monastery at Conques. Saint Foy Abbey (pictured).	983 Guibert had his eyes miraculously restored by Saint Foy (interpretation of Saint Foy pictured).	1042 Empress Zoe's nephew tried to seize her throne.	1043 Russian ships attacked the city of Constantinople.	<p><b>D. Timeline</b></p>	
324 Emperor Constantine made the official religion of the Roman Empire.	380 Christianity was made the official religion of the Roman Empire.	5th century The western Roman Empire collapsed.	537 The Hagia Sophia was built in Constantinople.	632 The Prophet Muhammad died but his Muslim followers continued to spread Islam.	762 Caliph Al-Mansur ordered the city of Baghdad to be built as the capital of the Islamic Empire.	801 Dado the Hermit founded a monastery at Conques, in France.	9th century A monk, Arinidus, stole the body of Saint Foy from Agen to take to the monastery at Conques. Saint Foy Abbey (pictured).	983 Guibert had his eyes miraculously restored by Saint Foy (interpretation of Saint Foy pictured).	1042 Empress Zoe's nephew tried to seize her throne.	1043 Russian ships attacked the city of Constantinople.			
<p><b>Key dates:</b></p> <ul style="list-style-type: none"> <li>September 1066: The Battle of Stamford Bridge.</li> <li>October 1066: The Battle of Hastings (pictured above).</li> </ul>		<p></p> <ul style="list-style-type: none"> <li>Danelaw - English territory given over to Viking rule.</li> <li>Wergild - an amount of money that an individual's life is worth.</li> <li>Assimilate - to adapt to a society and culture.</li> </ul>											

## Unit 3 The Medieval Church

### A. How powerful was the Church?

#### Keywords:

- The Pope** – The head of the Catholic Church.
- The Archbishop of Canterbury** - The most senior churchman in England.
- Clergy** - Officials of the church who were led by the Pope.
- Excommunication** - The power of the Pope to expel someone from the church.
- Lalty** - People that did not work for the church and were led by the King.
- Secular** - Any person, power or organisation that is not religious.
- Mass** - The main religious service given on Sunday that parishioners were expected to attend.
- Parish church** - A local church attended by ordinary people (**parishioners**).
- Pilgrimage** - A religious journey, typically taken to a site of religious importance.
- Relic** - The remains of a saint's body or belongings.



### C. What was the role of monasteries?

#### Keywords:

- Monastery** - A building housing a religious order of monks or nuns.
- Nun** - A woman that dedicates her entire life to God and lives in a monastery. Chastity: they could not marry or have any kind of relations with the opposite sex.
- Poverty** - They could not own property.
- Obedience** - Monks and nuns had to obey the abbot.



### D. What were the Crusades?

#### Keywords:

- Pope Urban II** - Called for the First Crusade to recapture Jerusalem.
  - Saladin** - Saracen leader who recaptured Crusader States.
  - Richard the Lionheart** - English king who fought in the Crusades.
  - Christendom** - All the Christian countries together.
  - Indulgence** - The grant of a reduction in punishment in the afterlife for sins.
  - Jerusalem** - The holy city, for both Muslims and Christians, conquered by Muslims in 638.
  - Crusader States** - Established by Europeans after the First Crusade.
  - Booty** - The valuable items stolen by the winner after a battle.
  - Chivalry** - A religious, moral and social code that knights lived by.
  - Crusader Knights** - Warriors who lived together in religious orders. E.g. Knights Templar and the Knights Hospitaller.
  - Saracen** - A name given to the Muslims fighting in the Crusades.
- Key dates:**
- 1079: Seljuk Turks seize control of Jerusalem from the Fatimids.
  - 1095: Pope Urban II launches First Crusade.
  - 1099: Crusaders capture Jerusalem, creating the Kingdom of Jerusalem.
  - 1187: Saladin captures Jerusalem.
  - 1192: The Third Crusade ends with peace between Richard I and Saladin.

### B. How did the Church control ordinary people?

#### Keywords:

- Alms** - Money donated to the Church by the rich to help the poor.
- Observance** - An act performed for religious reasons.
- Tithe** - A church tax of 10% of a persons' earnings
- Afterlife** - Where medieval people thought they went for eternity after death
- Doom Painting** - a painting showing people being sent to heaven or hell on the Day of Judgment.
- Purgatory** - A stage before heaven, where the dead are removed of their remaining sins.
- Pilgrimage** - A religious journey, typically taken to a site of religious importance
- Relic** - Part of a saint's body or something they owned which was believed to have the power to perform miracles.



A. Keywords:	
1. Hajj	A religious journey to Mecca.
2. Ambitious	A strong desire or determination to succeed.
3. Architecture	Designing and construction of different and new types of buildings.
4. Astrology	The discovery and recordings of space, stars and planets.
5. Catalan Atlas	A map from Mali which had Mansa Musa's Empire at its heart.
6. Desert	Vast land of sand, such as the Sahara Desert in Africa.
7. Emperor	The leader of an empire.
8. Empire	Lands, or many states, that is ruled over by one leader.
9. Griot	Official oral (verbal) recordkeepers/ storytellers in Africa.
10. Legacy	How someone, or something, is remembered.
11. Mansa	Sultan or Emperor.
12. Mathematics	The discovery and recordings of algebra and number theory.
13. Medieval	The time period, as known in Europe, when Mansa Musa lived.
14. Mosque	An Islamic religious building of worship.
15. Pilgrimage	A religious journey.
16. Resonant	Something with a special meaning or that is important to people.
17. Sankore Madrasah	Centre of intellectual learning at Timbuktu, including the biggest library since Alexandria.
18. Slaves	People who were not free.

## Unit 4 The Empire of Mali



B. Key dates:	
1230	Sundiata Keita founds the Mali Empire
1280	Mansa Musa is born
1307	Mansa Musa becomes Emperor
1324	Mansa Musa pilgrimages to Mecca
1325	Sankore Madrasah (library) was extended in Timbuktu after Mansa Musa's visit
1330s	Mansa Musa dies (we don't know the exact date)
1600	The end of the Malian Empire

C. Key people:	
1. Al-Umari	African historian who recorded stories about Mansa Musa's time in Cairo.
2. Ibn Battuta	A traveller that visited Mali in the 1350s and created accounts of the empire.
3. Mansa Maghan	Mansa Musa's son and the next Emperor of Mali.
4. Mansa Musa	Emperor of Mali, famous for being 'the wealthiest man to have lived'.
5. Sundiata Keita	Founder of the Malian Empire.

D. Key Places:	
1. Cairo	An important city in Egypt that Mansa Musa stayed at on his way to Mecca.
2. Gao	An important trade centre of the Mali Empire.
3. Mali Empire	A West African Islamic Empire, 13 <sup>th</sup> - 16 <sup>th</sup> Century, it had vast wealth, with gold & salt mines.
4. Mecca	The holiest city of Islam, in the Middle East, where Mansa Musa travelled to.
5. River Niger	Mansa Musa extended the Mali Empire around this river.
6. Timbuktu	Intellectual centre and trade (salt, gold, ivory and slaves) centre of the Mali Empire.
7. West Africa	The vast region covering a large part of the Sahara Desert.

Seneca also has a great KS3 unit – ask your teacher about it!

And finally, your exercise book – this has everything useful you need to revise!

# Information Technology

There will be a 30-minute exam based off the topics you have done so far in Programming in Python and Computer Science Theory

## Programming

- Use variables
- Use functions
- Use if statements
- Create programming code to solve problems

## Computer Science Theory

### Hardware

Binary (representing in numbers, text, images)

### Flowcharts

### Algorithms

## Useful resources

KS3 Computer Science - BBC Bitesize

and

Students can access revision materials at Seneca Learning. [Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](#) - look for ks3 computing.

## Mathematics

Below are the topics and Sparx codes to revise for the end of year assessments. By going onto the independent study section on Sparx (shown below), you can use the Sparx codes to revise by trying the questions and watching the videos. If you have any questions, please ask your teacher.

**Assessments:** 2 x 1hour exams, both non-calculator

Topic	Description	Sparx Codes
Numerical Skills	Understand and use place value for decimals. Calculations with negative numbers. Estimate calculations by rounding.	M763, M704, M522, M527, M135, M111, M431, M878
Order of operations	Solve calculations requiring understanding of B-I-DM-AS (know that the inverse of squaring is 'square rooting')	M521
Introduction to Algebra	Introduce the concept of algebra, simplify expressions, manipulate expressions through simple one step rearranging, substitute positive and negative integers into expressions, solve simple one step equations. Substitute and solve.	M106, M830, M813, M795, M531, M417, M327, M208, M979
Primes, Factors and Multiples	Use the concepts and vocabulary of prime numbers, factors (or divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple	M227, M823, M698, M322, M829
Expanding and Factorising 1	Simplify and manipulate algebraic expressions to maintain equivalence by multiplying a single term over a bracket or by taking out common factors	M288, M237, M792, M100
Addition and Subtraction	Use Addition and Subtraction, including formal written methods, applied to integers, decimals	M928, M429, M347, M152, M899
Perimeter	Calculate and solve problems involving perimeters of rectangles and compound shapes (not circles). Converting metric units of length.	M920, M635, M690
Mean	Describe, interpret and compare observed distributions of a single variable through the use of the mean	M940
Multiplication and Division	Use Multiplication and Division, including formal written methods, applied to integers, decimals	M113, M911, M187, M803, M462, M354, M873, M262
Area of triangles and quadrilaterals	Derive and apply formulae to calculate and solve problems involving area of triangles and quadrilaterals. Converting metric units of area.	M900, M390, M291, M610, M269, M996

Fraction Manipulation	Express one quantity as a fraction of another, where the fraction is less than 1 and greater than 1	M158, M410, M671, M939, M601
Adding and Subtracting Fractions	Use addition and subtraction, including formal written methods, applied to proper and improper fractions, and mixed numbers	M835, M931
Comparing and Ordering Fractions	Compare and order fractions by creating common denominators	M335, M958
Fractions of amounts	Interpret fractions as operators	M695
Polygons	Derive, describe, and illustrate properties of triangles, quadrilaterals and other plane figures. Describe, sketch, and draw regular polygons, and other polygons that are reflectively and rotationally symmetric [example, equal lengths and angles] using appropriate language and technologies	M276, M523
Angles	Apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles	M502, M541, M780, M331, M818, M351, M679, M319
Coordinates	Read and plot coordinates in all 4 quadrants. Coordinates and developing algebraic relationships. Find midpoints. Understand how coordinates link to basic graphs of $y=a$ , $x=a$ , $y=x$ and $y=-x$	M618

You can find the Independent Study section at the bottom of the page after logging in

# Physics

There will be 1 paper 40 minutes long.

Topics include

Energy.

- Name the 8 energy stores
- Describe the transfer of energy between stores
- Explain what is meant by efficiency and be able to calculate it
- Interpret Sankey diagrams
- know unit of energy is Joules.
- Describe how heat can be transferred by conduction, convection, and radiation
- Explain everyday observations using ideas on conduction, convection, and radiation
- Describe what is meant by an insulator
- Describe what power is and calculate it given energy and time
- Convert between units for energy, power, and time – e.g., hours to minutes, watts to kilowatts
- Calculate the cost of using an electrical appliance
- Describe what is meant by a fossil fuel
- Describe how electricity can be generated from fossil fuels and give +/- of this
- Describe what is meant by renewable and non-renewable resources and give advantages and disadvantages of their use

Forces

- Describe what is meant by 'non-contact' and 'contact' forces and label them appropriately
- Draw force arrows to show the size and direction that a force acts in
- Describe what happens to stationary and moving objects when forces are balanced or unbalanced
- Use the equation weight = mass x gravitational strength
- Explain why weight can vary, but mass does not change
- Explain how gravitational field strength can vary in different parts of the solar system
- Explain the effects of friction, air resistance and water resistance on the speed of an object
- Use the equation pressure = force ÷ area
- Explain why pressure is high or low in given situations
- Choose an appropriate graph to display results
- Use the speed = distance/time equation
- Describe what is meant by relative motion
- Describe what is shown by a distance-time graph

Useful Resources:

Knowledge organisers and curriculum details can be found at [Stockport Academy > Information > Curriculum > Science \(stockport-academy.org\)](https://www.stockport-academy.org/information/curriculum/science)

Students can access revision materials at Seneca Learning. [Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](https://www.senecalearning.com)

[Energy - KS3 Physics - BBC Bitesize](#)

[Forces and movement - KS3 Physics - BBC Bitesize](#)

# Religious Studies

There will be one Religious Studies paper, which will be 1-hour long.  
The paper will cover both **Judaism** and **Christianity**.

## Judaism:

- Abraham
- Moses
- What do Jews believe?
- What are the Jewish scriptures?
- Orthodox and Reform Jews
- Temple and Synagogues
- Shabbat
- Pesach (Passover) and Yom Kippur

## Christianity:

- The Nativity
- Jesus' Ministry
- The Sermon on the Mount
- The Death of Jesus (Crucifixion)
- The Resurrection of Jesus
- The Council of Nicaea
- St Augustine (Original Sin)
- Protestantism

## Useful resources:

- Knowledge organiser (this will be available on Arbor)
- Seneca (Y7 Judaism & Year 7 Christianity units)
- BBC Bitesize

RE 2 of 8		Judaism	
1	Judaism	An ethnic religion made up of the collective religious, cultural, and legal tradition and civilization of the Jewish people.	11
2	Monolatry	The belief in one God.	12
3	Torah	The law of God as revealed to Moses and recorded in the first five books of the Hebrew scriptures.	13
4	Tanakh	The Jewish scriptures comprising the books of law, the prophets, and collected writings.	14
5	Halakha	The body of Jewish civil and ceremonial law and regard.	15
6	Orthodox Judaism	A major branch within Judaism which teaches strict following of Jewish law and its traditional observances.	16
7	Reform Judaism	A branch of Judaism which has reformed or abandoned aspects of Orthodox Jewish writing and ritual in an attempt to adapt to modern life.	17
8	Synagogue	A Jewish place of worship.	18
9	The Western Wall	The holiest site where Jews are allowed to pray, behind it lies the Foundation Stone.	19
10	The Foundation Stone	Is traditional Jewish sources, it is considered the place from which the creation of the world began.	20
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			20



## Spanish

There will be two papers.

1. Receptive skills paper (listening and writing) 30 minutes
2. Writing Paper – 45 minutes

Both papers will cover the following units of study: -

	<b>Greeting and Introductions</b>
	Name, age where you live
	Classroom vocab
	Days, months, numbers
	Birthdays
	Giving opinions
	Free time activities
	Weather
	<b>Family</b>
	Describing appearance
	Describing personality
	Describing family members
	Describing animals
	<b>School</b>
	School subjects and opinions
	Describing teachers
	School facilities
	<b>Where I live</b>
	Describing my house and room
	What there is in my area
	What I can do in my area
	Where I would like to live

	<b>Linguistic structures</b>
	Infinitives
	Present tense verbs
	Negatives
	Opinions and justifications
	Agreement of adjectives
	Connectives
	Quantifiers
	Time expressions

All students have access to a revision booklet by clicking on the link below. All students should try the tasks and then self-assess by using the TEACHER booklet to mark.

It is recommended that a Look, Cover, Write and Check method is used to assist writing practice of key vocabulary or key structures.

<https://curriculum.unitedlearning.org.uk/Curriculum?r=92103>

Additional useful resources: -

- Knowledge Organisers provided to all students at the beginning of term and can be accessed via the school website
- Fluency Sheets
- Sentence Builders
- Languagenut
- Language Gym ([www.language-gym.com](http://www.language-gym.com)) UK Server
- BBC Bitesize
- Oak National Academy
- Linguascope

## Revision Timetable

Day	Morning	Afternoon	Review points
Saturday			
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Day	Morning	Afternoon	Review points
Saturday			
Sunday			
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Day	Morning	Afternoon	Review points
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Day	Morning	Afternoon	Review points
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