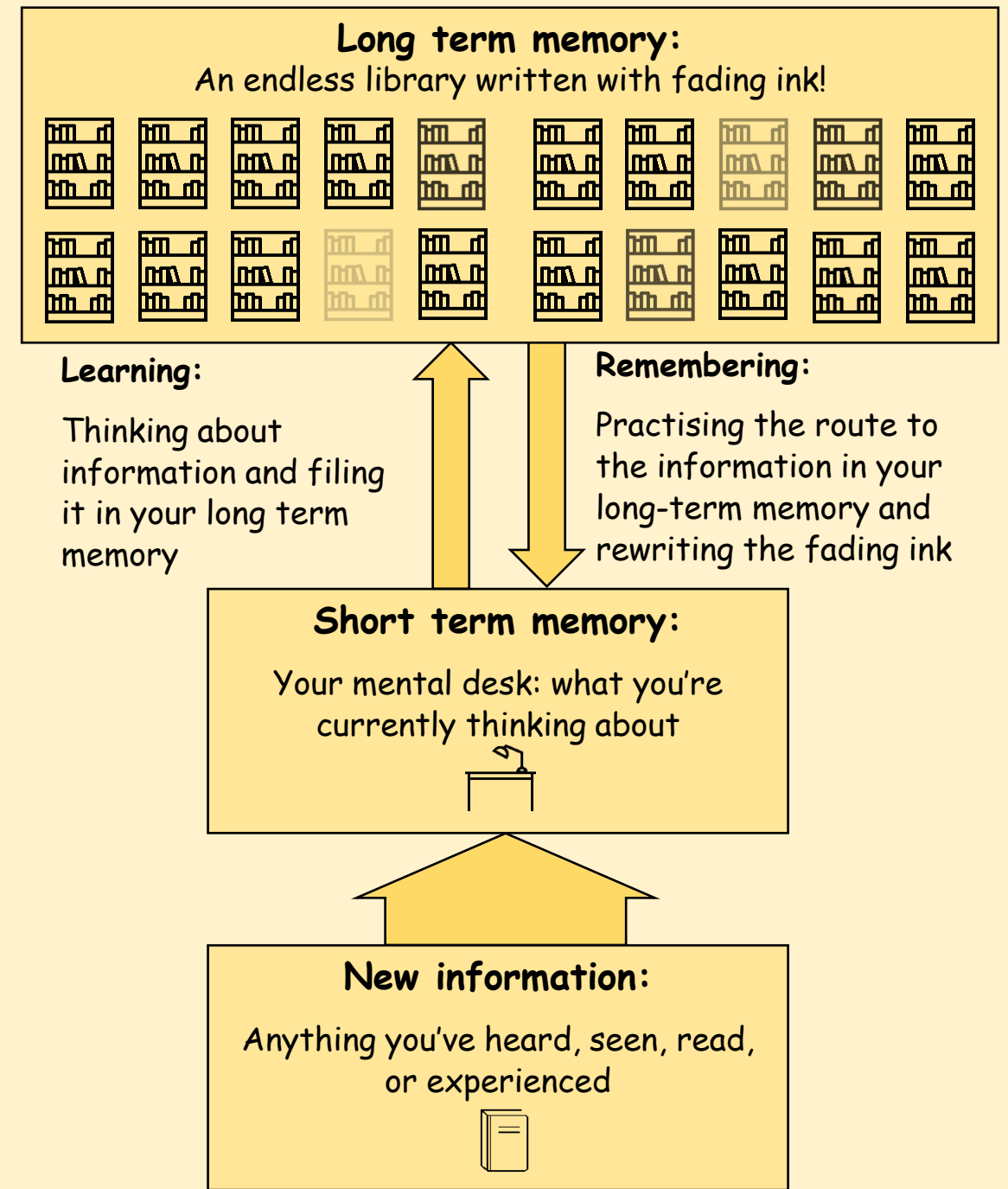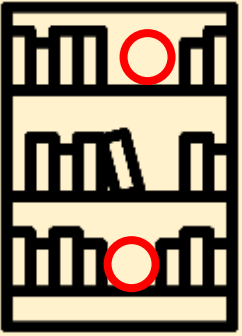# How do I revise?

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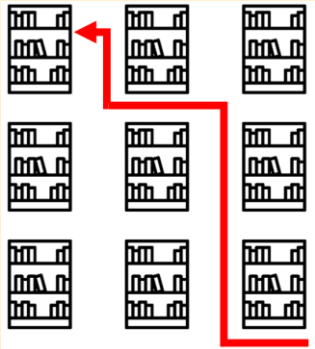
Anything you've heard, seen, read, or experienced

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.

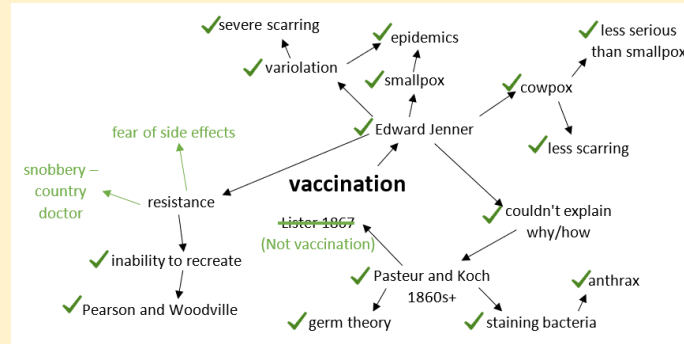3. Practising recalling knowledge quickly.

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:
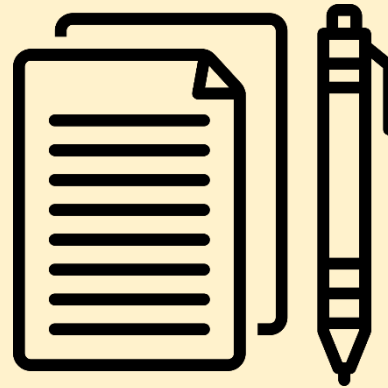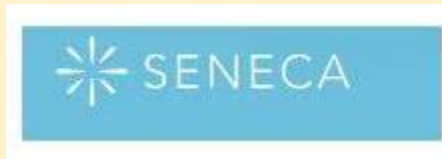

Watch videos:

Flashcards:

osmosis

Net movement of water from a high concentration to low concentration across a partially permeable membrane
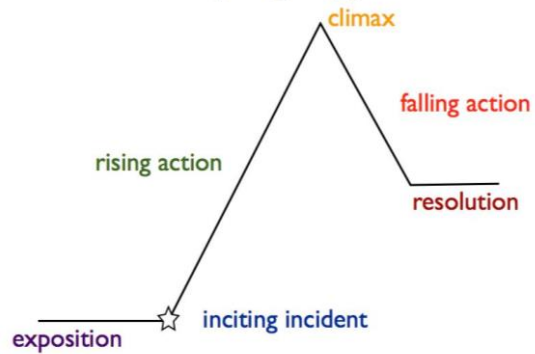
Practising exam questions:


Online platforms:

English

freytag's pyramid

climax
falling action
rising action
resolution
exposition — inciting incident

- First 5 – use the first five minutes of your time to mind map or bullet point your ideas.
- If you are writing a **narrative** plot your story using Freytag's Pyramid.
- If you are writing a **description** annotate the image with your ideas.

How to have TiPToP paragraphing skills

Time — Person

Ti P To P

Place — Topic
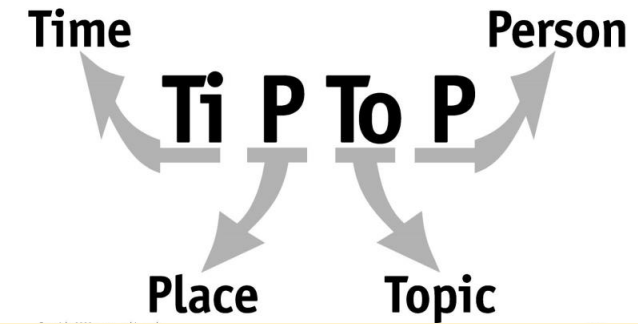
- Writing – whilst writing think about:

- Your **word** choices.
- How you will **start** your **sentences.**
- The different **types of sentences** you will use.
- The **language** methods you will use (simile, metaphor, personification, repetition etc).
- The **structural** methods you will use (juxtaposition, repetition, recurring motif, same opening and ending sentence, building tension/suspense).

Think
Polish — Write
Edit
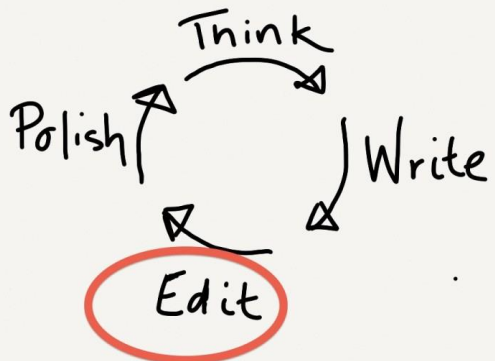
- Final 5 – use the final five minutes of your time to edit your writing to check that you have chosen the best words and that your writing is **accurate**.

Full Stop	**Question Mark**	**Comma**	**Exclamation Mark**
● Shows the end of a sentence	? Shows that a question is being asked	Joins two or more ideas in a sentence or separates items in a series	! Shows strong emphasis or strong emotion
Quotation Marks	**Colon**	**Semi Colon**	**Apostrophe**
Show that words have been directly quoted	Introduces the information that comes after it	Connects two complete sentences that are related	Used to show possession or for contraction of word.
Hyphen	**Slash**	**Ellipsis**	**Parentheses**
Form compound words	Used to separate letters, numbers or words.	Shows that something has been removed from a sentence	( ) Used to add extra information in a sentence

Year 7 Mathematics

Mathematics		
Year 7 Summer	sparx	MurphysMaths
Topic	**Sparx maths**	**MurphysMaths**
Substitution	U201	https://www.youtube.com/watch?v=qLk7o3VIhXQ
Area + Perimeter	U424 - U993	
Rounding	U731	
Angles	U826 - U628 - U732	
Fractions	U736	https://www.youtube.com/watch?v=f4t5MkuyHJw
Solving equations	U755 - U325	https://www.youtube.com/watch?v=gAK3tFvA4bI&t=3s
Click for Student shared area		

MATHEMATICS
Creative Reasoning; Logical Solutions
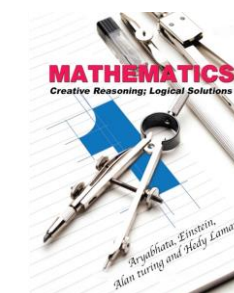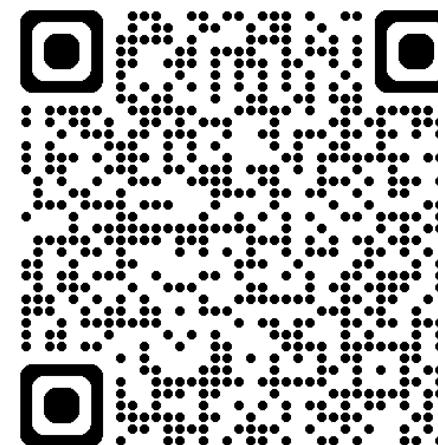
Year 7 – Science revision for KA3

Topics:
Science Equipment
Inheritance
PH Scale
Cells – Animal and Plant
Food Webs and Chains

cell membrane
nucleus
cytoplasm
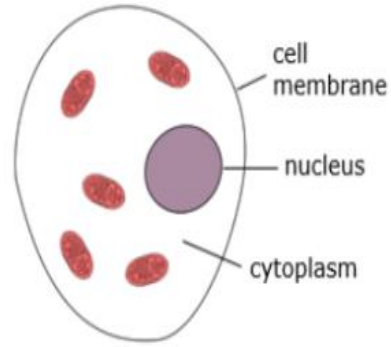
Inherited characteristics – genes from parets eg blood type, eye colour
Environment characteristics – impacted by where you live eg tattoos, playing instruments
Combination – some characteristics are a combination of both eg height and weight

The pH Scale

Stomach Acid
Vinegar
Coffee
Water
Baking Soda
Ammonia Solution
Bleach

Battery
Lemon
Tomato
Milk
Blood
Stomach Tablets
Soap
Drain Cleaner

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14

Acidic   Neutral   Alkaline

ENERGY PYRAMID

Eagle — Tertiary Consumers
Cornsnakes — Secondary Consumers
Rabbits — Primary Consumers
Energy Transferred
Energy "lost"
Grasses and Blackberries — Producers

RE Testing Week:

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

Key Topics:

- Sacred

- Ritual

- Islam/Submission

- Five Pillars

- Ummah

- Jihad

- Torah

- Tradition

- Israel

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

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).

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

+ or

jugar / 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
difícil
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)

YEAR 7

Russia Unit

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

YEAR 7

Rivers

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
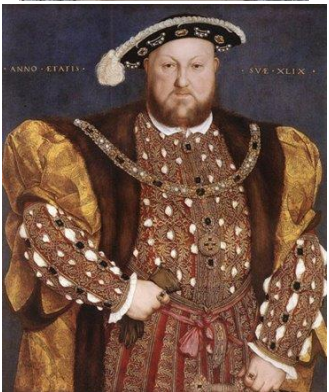- Independence Skills

Yr 7

Revision for Year 7 Key Assessment 3

History of Leigh Park

Licoricia of Winchester and Medieval Jewish England

The Tudors

Early Modern Challenges

Key word	Definition
Legacy	the long-lasting impact of events, actions, etc. that took place in the past, or of a person's life.
Significance	The importance of something. In history measured through long lasting impact or causing change.
Reformation	Reforming the Church in England from Catholic into Protestant.
Treason	The crime of betraying one's country.
Parliament	The institution that makes laws and governs in Britain.

PE End of Term 3 Revision – **Year 7**

Park
Community School

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

More info at –
BBC Bitesize Home - BBC Bitesize

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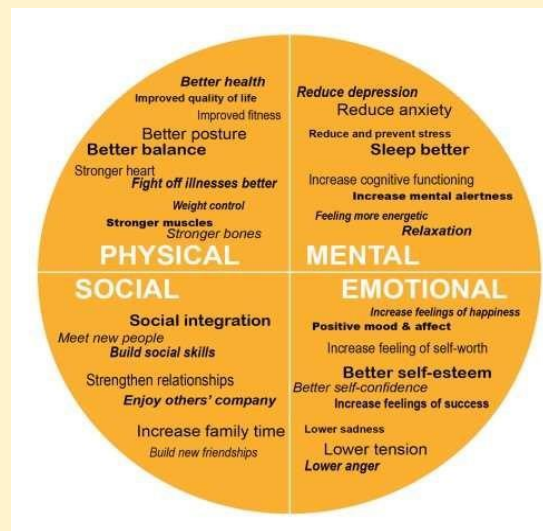
WTa = 0-30%
WTb = 31-49%
ARE = 50-69%
AGD = 70-100%

Frequency
Time
Intensity
Type
F.I.T.T. Plan

Borg's Rating of Perceived Exertion (RPE) Scale

Perceived Exertion Rating	Description of Exertion
6	No exertion; sitting and resting
7	Extremely light
8	
9	Very light
10	
11	Light
12	
13	Somewhat hard
14	
15	Hard
16	
17	Very hard
18	
19	Extremely hard
20	Maximal exertion

1. Read the question carefully
2. Check you selected answer carefully

Key topics –
- BORG Scale
- RPE – HR (rate of perceived exertion to heart rate)
- Principles of training
- Physical, psychological and social benefits of exercise

PRINCIPLES OF EXERCISE

Overload
Intensity, Frequency, Duration
Training must be raised to a higher level than normal to create the extra demands to which your body will adapt.

Specificity
Training must be specific to the sport or activity, the type of fitness required and the particular muscle groups.

Progression
As your body adapts to training, you progress to a new level of fitness. To then take this to the "next level", a gradual increase in intensity is needed to create an overload.

Reversibility
The effects of training are reversible. If exercise is reduced in intensity or even stopped, the benefit can be lost quickly.

Adaptation
With continued practice, your body will eventually turn a new sport, activity or movement skill into second nature.

Individual Differences
Each person has a different response to an exercise or training program and each person needs to exercise and train accordingly.

PHYSICAL
Better health
Improved quality of life
Improved fitness
Better posture
Better balance
Stronger heart
Fight off illnesses better
Weight control
Stronger muscles
Stronger bones

MENTAL
Reduce depression
Reduce anxiety
Reduce and prevent stress
Sleep better
Increase cognitive functioning
Increase mental alertness
Feeling more energetic
Relaxation

SOCIAL
Social integration
Meet new people
Build social skills
Strengthen relationships
Enjoy others' company
Increase family time
Build new friendships

EMOTIONAL
Increase feelings of happiness
Positive mood & affect
Increase feeling of self-worth
Better self-esteem
Better self-confidence
Increase feelings of success
Lower sadness
Lower tension
Lower anger

THE LONG-TERM EFFECTS OF EXERCISE
Once you have trained regularly (more than once a week) for a prolonged period of time (approx. 6 weeks +) your body will adapt and get stronger.

THE RESPIRATORY SYSTEM
The following adaptations make the respiratory system stronger, enabling it to take in and deliver more oxygen to the working muscles.
- Lung volume increases as the diaphragm and intercostal muscles become stronger.
- Tidal volume, the volume of air inhaled and exhaled in each breath, increases.
- A greater number of capillaries grow around the alveoli, making gaseous exchange more efficient.
- VO2 max, the maximum volume of oxygen the body can use per minute, increases.

THE CARDIOVASCULAR SYSTEM
The following adaptations make the cardiovascular system stronger, enabling it to circulate blood around the body more efficiently.
- The heart becomes bigger and stronger and can pump more blood around the body.
- Resting stroke volume, the amount of blood pumped out of the left ventricle in one contraction, increases.
- Maximum cardiac output, the amount of blood pumped out of the left ventricle in one minute, increases.
- The number of red blood cells (haemoglobin) increases to cope with the demands of carrying extra oxygen.
- Resting heart rate decreases and less recovery time is needed after exercise.
- Capillary density (capillarisation) increases.
- Arteries become more elastic.

THE MUSCULOSKELETAL SYSTEM
The following adaptations make the musculoskeletal system stronger, enabling it to work harder for longer and reducing the risk of injury.
- Muscular endurance and strength improves.
- Muscle hypertrophy (size) increases.
- Bones become denser and stronger as more calcium is produced.
- Stretching makes tendons stronger and ligaments more flexible, improving joint stability.
- Weight-bearing exercises help reduce the risk of osteoporosis.
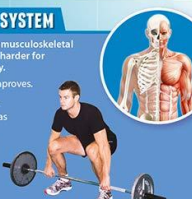
HEALTH & FITNESS BENEFITS
The adaptations that occur as a result of long term exercise will help you do the following:
- Train harder for longer
- Improve overall health and performance
- Reduce the risk of injury
- Improve recovery time
- Improve flexibility
Remember to rest between training sessions to give your body time to recover and enable adaptations to occur.

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
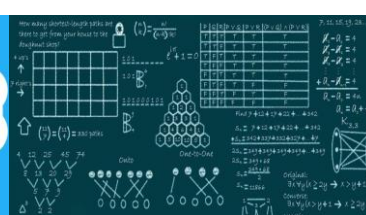4. Environmental Design
5. Design Process

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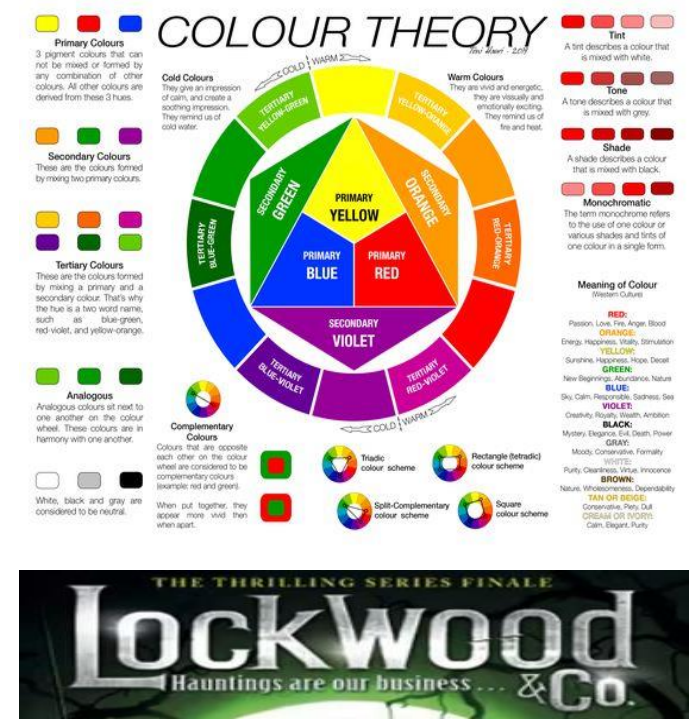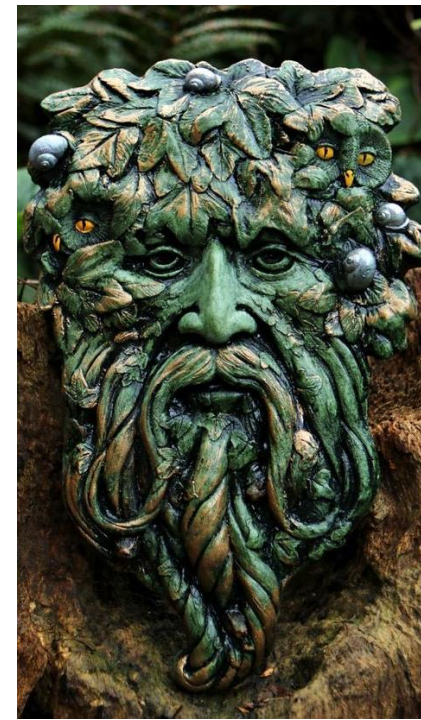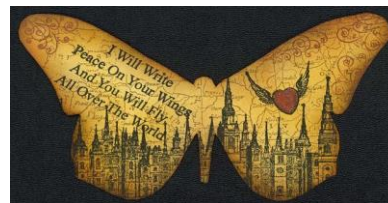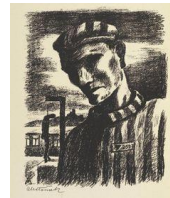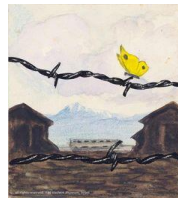
Tips to revise for your Art assessment:
- Practice colour mixing with primary colours i.e. blue + yellow
- Research Picasso and his work – what is his style of work called? What else has he painted?
- Check out the elements of art here: Elements of Art - GCSE Art and Design Revision - BBC Bitesize
-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

Yr 7

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