

Year 11 Cohort 2025

Year 7



End of Year Assessments

Revision Support

Document



Year 7 Timetable

Week	Date	Period	Start	Year	Examination Paper	Length of Paper	Location
B	14th June	1	08:30	7	Maths	1hr	Sports Hall, LRC & N32
B	15th June	1	08:30	7	History	1hr	Sports Hall, LRC & N32
B	16th June	3	10:50	7	Geography	1hr	Sports Hall, LRC & N32
B	17th June	3	10:50	7	English Reading paper	45mins	Sports Hall, LRC & N32
A	22nd June	5	13:20	7	Religious Studies	55mins	Sports Hall, LRC & N32
A	24th June	1	08:30	7	Science	1hr	Sports Hall, LRC & N32
A	24th June	5	13:20	7	French Reading & Writing	30mins	Sports Hall, LRC & N32

All other assessments will take place in lessons during these two weeks.

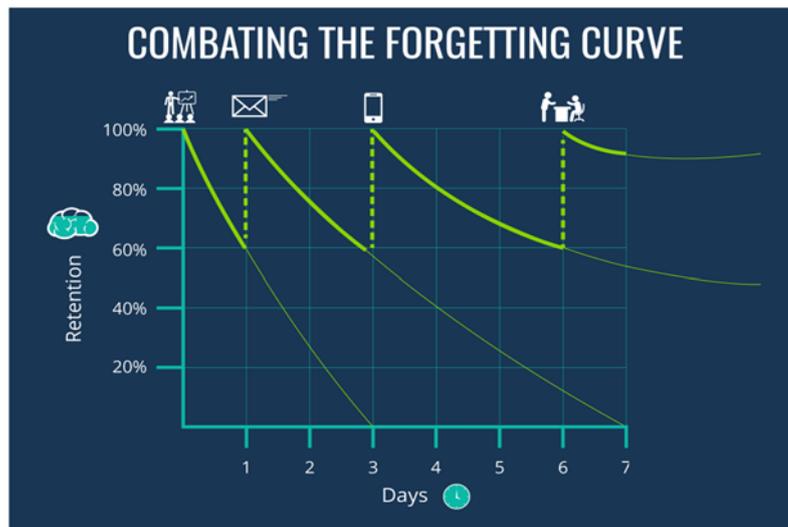
Your class teacher will share these with you so you know when they will take place and can prepare for them.

Understanding the Science behind Learning



When we first learn a new skill, concept or fact, the information disappears at a rapid rate after the first couple of days. From this point forward the amount of loss slows. Therefore if new information is not revisited soon after learning it is lost and not stored in the long term memory.

90% of new information is lost if not revisited.



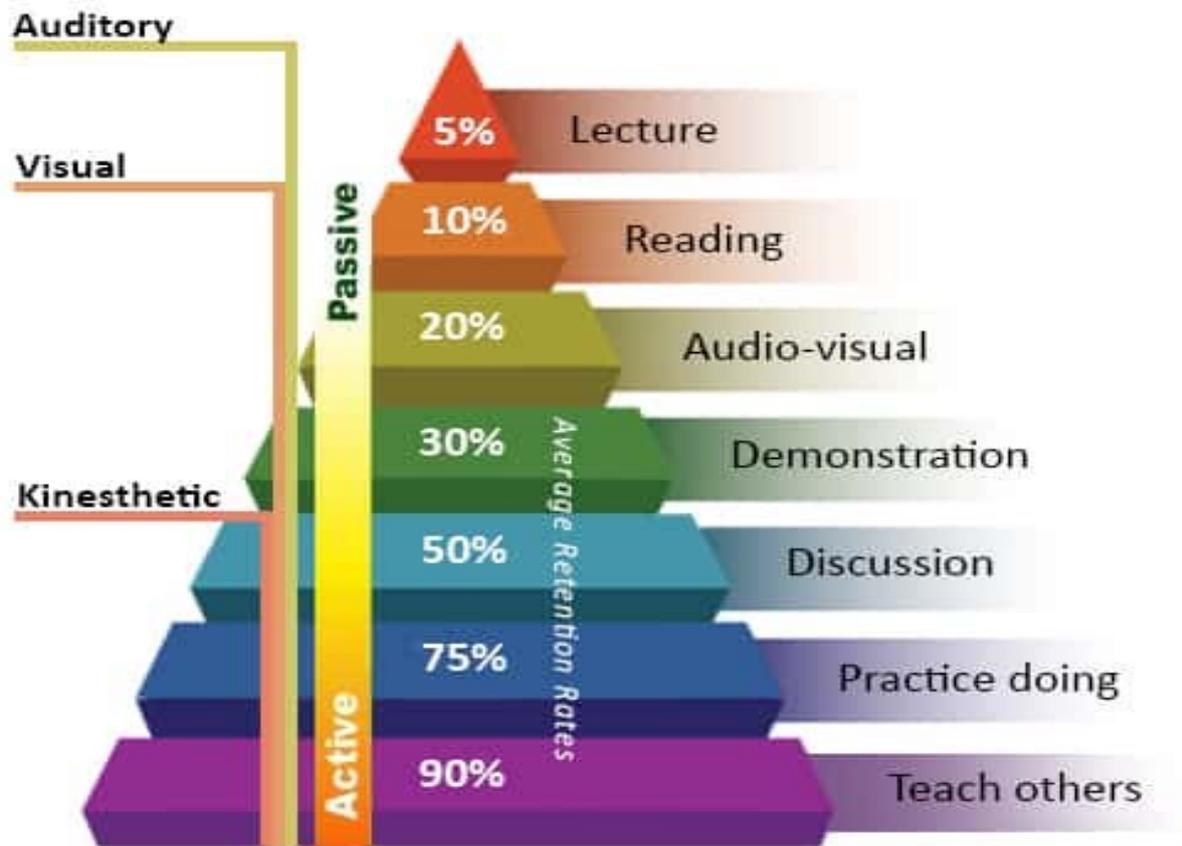
The impact of this loss can however be minimised by using the concept of spaced retrieval. By revisiting the new skill, concept or fact regularly for the first week after learning can increase memory retention significantly.

Through the use of spaced retrieval only 10% of new information is lost.

Spaced retrieval requires you to revisit the new information initially three times after the first learning. The information should be revisited on day 1, 3 and 6 after first learning. During each revisit the activity must involve a 'doing task' such as creating a revision card or completing an exam question.

After each revisit keep a record of any parts that were difficult and ensure that you focus upon this in the following session.

Active Revision



Adapted from the NTL Institute of Applied Behavioral Science Learning Pyramid

The most effective revision programme involves 'activity' or a 'doing exercise'. Revision that is passive, for example reading notes, has been proven to be the least effective method of retaining information. The image above shows that those learners who use passive methods such as reading will only retain 10% of the information covered compared to active methods such as attempting past questions by which 75% of the information is retained.

Active learning will involve completing a task or an exercise. Examples include creating revision cards, recall diagrams, designing knowledge organisers, answering past papers / questions or use of computer packages such as Seneca, SPARX and Oak Academy.

Planning a Revision Programme

Pomodoro Revision Technique



The Pomodoro revision technique is a method used to support revision.

Students select four tasks that need to be completed on a particular day and write each down on separate sheet. This forms the focus for the revision.

A 25 minute countdown timer is then started and the student commences completing the first task. At the end of the 25 minutes the timer will sound, the student will stop working take a 5 minute break before commencing the next task. The process then repeats three further times.

At the end of the four session the student would have then completed their revision for that particularly evening and are then free to enjoy their own time.

With school finishing at 2.20pm and most students home by 3pm revision could be completed by 5pm each night.

At weekends two blocks of four work periods could be used to help maximise learning.

Different Methods of Active Revision

There are multiple methods of active revision that can be used, the secret is to find the method that best suits you as a student. When preparing for the end of year assessments students should look to experiment with different methods and find which they prefer. This could differ across subjects.

As a school we have placed a series of short video clips highlighting some of the methods that could be used to support active revision

Cornell Notes - <https://www.youtube.com/watch?v=uM0R1a0LAsQ>

Flash Cards - <https://www.youtube.com/watch?v=iiJDUEC22I>

Knowledge Organisers - <https://www.youtube.com/watch?v=v0OrWjwWaf4>

Mind Mapping - https://www.youtube.com/watch?v=QkJSh_y_USo

Mnemonics - <https://www.youtube.com/watch?v=4XJy7ymSrH4>

Self-Quizzing - <https://www.youtube.com/watch?v=5XYJI2ovVYI>

The Leitner Flashcard Model

For this method you will need three numbered boxes (1,2 and 3) and a set of flashcards. This method involves using the flashcard approach and follows the following steps:

- 1) Write a question, key word or definition on the front of the card and the answer, translation or meaning on the back.
- 2) Place all cards in Box 1 – these will be studied every day.
- 3) If you get the answer on the card correct it moves to Box 2 – these will be studied every other day.
- 4) If you get the answer on the card correct it moves to Box 3 – these will be studied once per week.
- 5) If you get the answer to the card incorrect it moves down a box.
- 6) The process then continues.

This is an example of spaced retrieval.

<https://www.youtube.com/watch?v=C20EvKtdJwQ>



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The Power of Seneca



<https://senecalearning.com/en-GB/>

Seneca is an online learning package that covers most subjects taught at Key Stage 3. Students log on using their school email address and have access to all their class groups. Students use Seneca to complete homework tasks that have been set or to revise independently. The amount of time students spend on the programme is recorded and can be shared with parents / carers.

Seneca works by combining the teaching of content with self-questioning. Students that enter the correct answer can progress. Those that do not are required to go back and review the learning. The learning will however be adapted to present this is a different way to support understanding. Seneca has an inbuilt algorithm that will challenge students based upon their ability and level of progress made.

The research provided by Seneca suggests that students learn two times faster than traditional methods. The interactive nature of the programme promotes interest and supports motivation.

Monitoring Progress as a Parent

Parents are able to create their own Seneca account and link this can be linked to their son / daughter. To do this parents should click on the link below and follow the step by step guide. It should take less than 5 minutes to complete.

<https://app.senecalearning.com/sign-up-parent>

An online demo of the programme can be found by linking on the link below:

<https://senecalearning.com/en-GB/blog/webinar-for-parents-getting-the-most-out-of-seneca/>

Subject Assessment Preparation Sheets

The following pages include subject assessment preparation sheets for all subjects that have examinations. The sheets are to be used to support the planning and completion of revision. All subject sheets contain the same information:

Examination structure details

Course content title (taken from the examination specification)

What must I learn?

Revision resources

These sheets are to be used in a number of ways however it is commended that for each subject the following steps are completed:

- 1) Colour code each 'What Must I Learn?' statement either green, amber or red.
(green = confident I know this, amber = I know some of this, red = I don't know any of this)
- 2) The focus of the revision must be the amber and red content.
- 3) Allocate all amber and red content to a 25/30 minute revision slot.
- 4) Complete the revision session using one of the active revision methods.
- 5) After each revision slot, recolour code the relevant section.
- 6) Revisit the content as many times as necessary until it is colour coded green.



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English

Assessment Structure: what will the assessment look like?

1 x Reading assessment on The Odyssey – you will be given an extract and be asked to comment on a particular character or theme in the extract AND the rest of the story

Content Title	What Must I Learn?	Revision Resources	How well do I know this area?
The Odyssey	Plot- make sure you have a good knowledge of the story	Revision guide handed out	
The Odyssey characters	Make sure you are able to talk about Odysseus, the monsters and the female characters. Learn at least 2-3 key quotations from beginning, middle and end	Revision guide handed out	
The Odyssey themes Heroes and Heroism Conflict and Battle Power	Make sure you are able to talk about these themes and how they develop through the stories. Learn at least 2-3 key quotations that link to each theme	Revision guide handed out	



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Maths

Assessment Structure: what will the assessment look like?

1 assessments of 1.5 hours: non-calculator

Maximum marks: 60

Content Title	What Must I Learn?	Revision Resources	How well do I know this area?
Place Value	<ul style="list-style-type: none"> Read and write large numbers up to 1 billion and small numbers down to 0.001 Use the symbols =, ≠, <, >, ≤, ≥ for positive integers and decimals Understand definitions of odd, even Understand and use place value for decimals, measures and integers of any size Understand definitions of product and sum Order positive and negative integers and decimals Powers (2,3,4,5,10, roots (basic), ordering positive and negative numbers and use of inequality symbols	Hegarty Maths Revision booklet	
Addition and subtraction	<ul style="list-style-type: none"> Perform simple calculations using mental methods: partitioning, compensation, bridging Add and subtract large integers Add and subtract decimals 	Hegarty Maths Revision booklet	
Perimeter	<ul style="list-style-type: none"> Use standard units of length including with decimal quantities, powers and roots Derive and apply formulae to calculate and solve problems involving perimeter of triangles, parallelograms, trapezia Given the perimeter, find the possible values of missing lengths (simple rearrangement of formulae involving perimeter) 	Hegarty Maths Revision booklet	
Estimation	<ul style="list-style-type: none"> Round numbers and measures to an appropriate degree of accuracy [nearest 1, 10, 100 or 1000 or nearest 0.1, 0.01 or 0.001] Use approximation through rounding to estimate answers 	Hegarty Maths Revision booklet	
Multiplication and division	<ul style="list-style-type: none"> Perform simple calculations using mental methods Understand and apply the relationships between times table facts Use column multiplication Solve problems using short and/or long division (not chunking), giving answers as decimals or fractions (not remainders) where necessary Give appropriate answers to division word problems 	Hegarty Maths Revision booklet	
Multiples and factors	<ul style="list-style-type: none"> Understand definitions of multiples, factors, squares, composite and primes 	Hegarty Maths	



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	<ul style="list-style-type: none"> Identify all the factors of a number Recall and apply divisibility rules for 2, 3, 4, 5, 6, 9, 10, 25, 50 and 100 Find the highest common factor and lowest common multiple of a pair of numbers 	Revision booklet	
Area	<ul style="list-style-type: none"> Understand and use the formula for the area of any triangle Calculate the area of triangles and compound shapes (not circles). Derive and apply formulae to calculate and solve problems involving area of parallelograms 	Hegarty Maths Revision booklet	
Fractions	<ul style="list-style-type: none"> Find an equivalent fraction for another fraction given either the desired numerator or denominator Simplify fractions to their lowest terms Convert between improper fractions and mixed numbers Use approximation to divide rectangles into halves, thirds, quarters, fifths, sixths, eighths, ninths, tenths Use approximation to divide circles into halves, thirds, quarters, fifths, sixths, eighths, ninths, tenths and twelfths Add and subtract fractions by making the denominators equal Add and subtract mixed numbers and improper fractions by making the denominators equal Approximate where fractions lie on a number line Order fractions; use the number line as a model for ordering of the real numbers; use the symbols =, ≠, <, >, ≤, ≥ Compare and order fractions by creating common denominators Order fractions and decimals (fraction decimal equivalence) Solve division questions represented as fraction Recognise special cases, e.g. fractions over 0, over 1 or where the numerator and denominator are equal Calculate simple fractions of amounts 	Hegarty Maths Revision booklet	
Order of operations	<ul style="list-style-type: none"> Use conventional notation for the priority of operations, including brackets, powers, roots and reciprocals Recognise and use relationships between operations including inverse operations 	Hegarty Maths Revision booklet	
Basic rules of algebra	<ul style="list-style-type: none"> Use and interpret algebraic notation, including: <ul style="list-style-type: none"> ab in place of $a \times b$ $3y$ in place of $y + y + y$ and $3 \times y$ a^2 in place of $a \times a$, a^3 in place of $a \times a \times a$; a^2b in place of $a \times a \times b$ a/b in place of $a \div b$ coefficients written as fractions rather than as decimals brackets 	Hegarty Maths Revision booklet	



	<ul style="list-style-type: none"> • Simplify and manipulate algebraic expressions to maintain equivalence by collecting like terms • Understand and use the concepts and vocabulary of expressions, equations, inequalities, terms and factors • Add and subtract negative numbers 		
Expand and Factorise	<ul style="list-style-type: none"> • Multiply out a single term and a bracket, including expressions involving more than one bracket e.g. $4(y + 3) - 3(y - 3)$ • Factorise an expression into a single bracket • Multiply and divide negative numbers 	Hegarty Maths Revision booklet	
Substitution	<ul style="list-style-type: none"> • Generate terms of a sequence from either a term-to-term or a position-to-term rule • Find the next number in a variety of sequences. Uses nth term rule to generate a sequence • Substitute into given expressions – use four rules, powers and roots • Substitute into real life formulae e.g. cost if given an hourly rate 	Hegarty Maths Revision booklet	
Angles	<ul style="list-style-type: none"> • Understand and use angle facts involving straight lines, points, triangles and quadrilaterals (including opposite angles) • Measure, draw, estimate and name angles 	Hegarty Maths Revision booklet	
Polygons	<ul style="list-style-type: none"> • Describe sketch and draw using conventional terms and notations: points, lines parallel lines, perpendicular lines, right angles, regular polygons and other polygons • Name, identify and list the properties of isosceles, equilateral, scalene and right-angle triangle plus their combinations, e.g. right-angle isosceles • Name, identify and list the properties of square, rectangle, parallelogram, rhombus, kite, arrowhead, trapezium and isosceles trapezium • Name a polygon with up to 10 sides • Understand the meaning of parallel and perpendicular 	Hegarty Maths Revision booklet	
Symmetry and reflection	<ul style="list-style-type: none"> • Recognise and visualise simple reflections • Recognise line symmetry • Find the order of rotational symmetry for any shape 	Hegarty Maths Revision booklet	
Co-ordinates	<ul style="list-style-type: none"> • Read and plot co-ordinates in all 4 quadrants • Complete a given shape and its properties by plotting an appropriate co-ordinate(s) 	Hegarty Maths Revision booklet	



Science

Assessment Structure: what will the assessment look like?

One assessment - 60 minutes

Maximum marks: 60

There will be a mixture of short and longer answer questions.

The more you revise, the better you'll do!

Content Title	What Must I Learn?	Revision Resources	How well do I know this area?
Biology: Reproduction	Gestation and pregnancy	Seneca → KS3 → Biology → 1.2.1 Reproduction in humans, 1.2.3 Pregnancy, 1.2.6 Variation BBC Bitesize: https://www.bbc.co.uk/bitesize/guides/z9fgr82/revision/1 https://www.bbc.co.uk/bitesize/guides/z9fgr82/test	
Chemistry: Acids & Alkalis	pH	Seneca → KS3 → Chemistry → 2.2.2 Acids & Alkalis BBC Bitesize: https://www.bbc.co.uk/bitesize/guides/z89jq6f/revision/1 https://www.bbc.co.uk/bitesize/guides/z89jq6f/test	
Physics: Forces		Seneca → KS3 → Biology → 3.2.2 Force diagrams & resultant forces, 3.2.3 Gravity & weight, 3.2.7 Distance-time graphs BBC Bitesize: https://www.bbc.co.uk/bitesize/guides/zttfyrd/revision/1 https://www.bbc.co.uk/bitesize/guides/zttfyrd/test	



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Geography

Assessment Structure: what will the assessment look like?

- A 60 minute assessment that is made up of 56 marks.
- You will get assessed on development and rivers but your key skills are also important.

Content Title	What Must I Learn?	Revision Resources	How well do I know this area?
Key skills – Atlas skills	<ul style="list-style-type: none"> • Continents and Oceans • Countries of the UK • Longitude and Latitude 	Bitesize – Atlas skills https://www.bbc.co.uk/bitesize/guides/ztqtyrd/revision/1	
Key skills - OS maps	<ul style="list-style-type: none"> • 4 and 6 figure grid references • Measuring scale on a map. • Compass directions - 4, 8 and 16 point • Reading contours 	Bitesize – OS map skills https://www.bbc.co.uk/bitesize/guides/z6j6fg8/revision/1	
Development	<ul style="list-style-type: none"> • Measuring development • Examples of development indicators • Where are rich and poor countries located? • What is Human Development Index? • What are the reasons why countries develop at different rates? • What are the different types of aid? • Advantages and disadvantages of aid • Fair trade • Tree Aid – How is it a successful aid project? 	Bitesize Development https://www.bbc.co.uk/bitesize/topics/zvwtbtk Knowledge organiser	
Rivers	<ul style="list-style-type: none"> • What are the key parts of a river and the drainage basin? • The water cycle • Upper course landforms – waterfalls and v-shaped valleys. • Middle course landforms – meanders and ox-bow lakes. • Lower course landforms – levees and floodplains. • What are the causes of flooding? • Flood defences – hard and soft engineering. • Causes, effects and responses to flooding in a rich country and a poor country. <ul style="list-style-type: none"> ○ Boscastle 2004 – UK ○ Bangladesh floods – 2007 	Bitesize Rivers and water https://www.bbc.co.uk/bitesize/topics/zs92tfr Knowledge organiser	



History

Assessment Structure: what will the assessment look like?

60 minutes – 40 marks

Section A

- 10 closed questions, 1 mark each, from core unit in Y7.
- Chronology activity put 5 events in order, ½ marks, and add date, ½ marks.

Total: 15 marks

Section B

- Describe question, 4 marks.
- Inference question, 4 marks.
- Describe question, 4 marks.
- Inference question, 4 marks.

Total: 16 marks

Section C

- Extended writing, choice of two enquiry questions, 12 marks plus 3 SPaG.

Total: 15 marks

Content Title	What Must I Learn?	Revision Resources	How well do I know this area?
Norman Conquest and Control	<ul style="list-style-type: none"> • Challengers for the throne • Invasion: Battle of Hastings • Defeat of Saxon rebellions (e.g. Harrying of the North, Hereward the Wake) • The role of Castles, and their evolution • Changes to land ownership (The Feudal System) • The Domesday Survey 	Unit 1 knowledge organiser: https://seahavenacademy.sharepoint.com/:w/r/sites/SEA-Subjects/Hi/Year%207/Knowledge%20organisers/Unit%201%20-%20Knowledge%20organiser%20(3).docx?d=w199f1dc0548e43129de0af1c2b4bec46&csf=1&web=1&e=VBgGoE	
Norman changes	<ul style="list-style-type: none"> • Power (Authority of the king; ruling class; ruling Royal family, etc.) • Religion (role of Church, Cathedrals, rebuilding) • Control (castles, destruction, punishment) • Social organisation (land ownership) 	Unit 2 knowledge organiser: https://seahavenacademy.sharepoint.com/:b/s/SEA-Subjects/Hi/EXC6gxi3MetCq--uD1icv4gBsO7zhZPCzs3hL2R-52wk8g?e=451Cfl	
Religion in the Middle Ages.	<ul style="list-style-type: none"> • The Catholic Church as an institution (Rome, hierarchy and structure) • Church buildings (Cathedrals, etc. / use of stone, etc.) 	Unit 3 knowledge organiser: https://seahavenacademy.sharepoint.com/:b/s/SEA-Subjects/Hi/EeseR0aS1UtDtO_ac5dxDRwBiOixAU2x6ZN6TTGgTX5HmQ?e=VFKLPi	



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	<ul style="list-style-type: none"> • Role of Church in daily life • Heaven, hell and purgatory • Monks and monasticism • The place of Muslims and Jews in European society • Crusades (why was religion so important that people were prepared to die for it?) 		
Challenges to medieval kings	<ul style="list-style-type: none"> • Religious challenges (Henry II and Thomas Becket, or John and Stephen Langton) • Political challenges (John and Magna Carta and/or Henry III and Simon de Montfort) • Social challenges (Richard II and the Peasants' Revolt) 	Unit 4 knowledge organiser: https://seahavenacademy.sharepoint.com/:b/s/SEA-Subjects/Hi/EV7z4_w9dG9Bk8Fpd7FONLIB3TQf90s6HeCAp8LKxTT4ZQ?e=240N8h	



French

Assessment Structure: what will the assessment look like?

Reading and writing tasks – 45mins (in the assessment hall)

Listening tasks – 15mins (in the classroom – the lesson following the assessment)

Content Title	What Must I Learn?	Revision Resources	How well do I know this area?
Greetings & Introductions	<ul style="list-style-type: none"> • Name, age & where you live • Classroom vocab • Days, months, numbers • Birthdays • Giving opinions • Free time activities • Weather 	<ul style="list-style-type: none"> • Language Nut Revision tasks • www.languagenut.com • Revision vocab booklet • Notes from revision lessons 	
Family	<ul style="list-style-type: none"> • Describing appearance • Describing personality • Describing family members • Describing animals 	<ul style="list-style-type: none"> • Language Nut Revision tasks • www.languagenut.com • Revision vocab booklet • Notes from revision lessons 	
School	<ul style="list-style-type: none"> • School subjects & opinions • Describing teachers • School facilities 	<ul style="list-style-type: none"> • Language Nut Revision tasks • www.languagenut.com • Revision vocab booklet • Notes from revision lessons 	
Where I live	<ul style="list-style-type: none"> • Describing my house & room • What is there in my area • What can I do in my area • Where I would like to live 	<ul style="list-style-type: none"> • Language Nut Revision tasks • www.languagenut.com • Revision vocab booklet • Notes from revision lessons 	
Linguistic structures <i>These are found throughout the topics</i>	<ul style="list-style-type: none"> • Infinitives The 'original' version of the verb – ending in ER/IR/RE • Present tense verbs Verbs in the present tense (take of the ER and add the correct ending) • Negatives Changing the sentence to make it not/don't • Opinions & justifications Likes/dislikes with reasons why • Agreement of adjectives Ensuring that the adjective has the correct masculine/feminine/plural spellings • Connectives Conjunctions and link words such as and/but/because... • Quantifiers Qualifiers/adverbs such as very/quite/too • Time expressions Stating when something is happening 		

PE

Year 7 PE Knowledge Organiser

11 Components of Fitness

Component	Definition
Aerobic Endurance	The ability of the cardiorespiratory system to work efficiently, supplying nutrients and oxygen to working muscles during sustained physical activity.
Muscular Endurance	The ability of the muscular system to work efficiently, where a muscle can continue contracting over a period of time against a light to moderate fixed resistance load.
Muscular Strength	The maximum force (in kg or N) that can be generated by a muscle or muscle group.
Flexibility	Having an adequate range of motion in all joints of the body; the ability to move a joint fluidly through its complete range of movement.
Body Composition	% of the body made up of fat, muscle and bone.
Agility	The ability of a sports performer to quickly and precisely move or change direction without losing balance or time.
Balance	The ability to maintain centre of mass over a base of support. There are two types of balance: static balance and dynamic balance. A gymnast uses static balance when performing a headstand and dynamic balance when performing a cartwheel.
Coordination	The ability to use two or more body parts together e.g., hand-eye coordination
Power	The product of strength and speed. Expressed as the work done over a unit of time. $\text{Strength} \times \text{Speed}$
Reaction Time	The time taken for a sports performer to respond to a stimulus and the initiation of their response.
Speed	Distance divided by the time taken. Speed is measured in meters per second (m/s). The faster an athlete runs over a given distance, the greater their speed.

Sport	Skills
Invasion Games	Passing Shooting Dribbling Catching
Netball	
Handball	
Basketball	
Football	Throwing Kicking
Rugby	
Striking and Fielding	Striking Hitting Catching
Stoolball	
Rounders	
Cricket	Throwing Stopping
Softball	
Athletics	Running Jumping Throwing
Track events	
Field events	
Net Games	Serving Smash/Spike Net shots
Badminton	
Table tennis	Forehand Backhand
Volleyball	
Tennis	
Artistic	Fluency Composition Twisting/turning Creativity
Trampolining	
Gymnastics	
Dance	



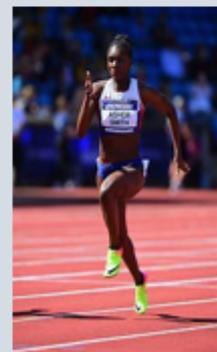
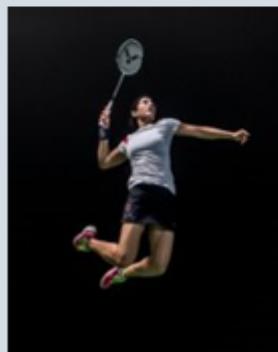
Skill introduction



Development of movement patterns



Development of physical skills



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Drama

Assessment Structure: what will the assessment look like?

Assessment over a series of one hour lessons

Rehearsal in small groups

Performance

Evaluation

Marks: A 'Working towards' grade

Content Title	What Must I Learn?	Revision Resources	How well do I know this area?
Devised Performance Rehearsal based on the issue based drama project for this term: 'Bullying'	Devising and group work Responding to a stimulus Discussion and co-operation	Physical skills sheet Vocal skills sheet Subject Specific Terminology https://classroom.thenational.academy/units/practising-physical-and-vocal-skills-a8c1	
Devised Performance based on the issue based drama project for this term: 'Bullying'	Characterisation Facial Expression Gesture Vocal Projection	Physical skills sheet Vocal skills sheet Subject Specific Terminology https://classroom.thenational.academy/units/practising-physical-and-vocal-skills-a8c1	
Peer and Whole class Evaluation based on the issue based drama project for this term: 'Bullying'	Reflection Improving work from feedback Recognise Vocal skills Physical skills	Physical skills sheet Vocal skills sheet Subject Specific Terminology Performance Review Sheet https://classroom.thenational.academy/lessons/developing-analytical-comments-for-live-theatre-c9h34c	



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Music

Assessment Structure: what will the assessment look like?

Part 1: Assessment of your 'Hot Potato' performance. This performance will take place in class

All	...are able to play 2 or 3 of the parts accurately, with some degree of fluency.
Most	..are able to play 2 or 3 of the parts accurately and fluently. The correct keyboard finger technique will be used. The performance will have some sense of style and creativity
Some	A creative, accurate, fluent performance.

Part 2: Assessment of your understanding of rhythm, notation, treble clef notes, parts of the drum kit and Instruments and their families

Listening tests to be completed online through the Teaching Gadget website: teachinggadget.com

Log In: Username – Seahaven Password: music

Once you have logged on (top right-hand corner) you can right click on the links below and it will take you straight to the relevant sections. The tests will be taken in class but you can practice as much as you want at home. Aim to achieve test scores above 7. High scores are 15+!!

Content Title	What Must I Learn?	Revision Resources	How well do I know this area?
Rhythm	Note Names	Use these links to revise: Rehearsal Room: Rhythm Duration Note Names Rhythm Lesson Use this link to practice the actual test: Test 1: Rhythm Test	
	Note Values	Use this link to revise: Rehearsal Room: Rhythm Count Use this link to practice the actual test: Test 2: Rhythm Count	
	Rhythm Listening	Use this link to revise: Rehearsal Room: Rhythm Listening Use this link to practice the actual test: Test 3: Crotchet and Quaver test	
	Treble Clef Notes	Use these links to revise: Rehearsal Room: Treble Clef Notes Treble Clef Notes Use this link to practice the actual test: Test 4: Treble Clef Notes	
	Drum Kit	Test 5 : Drum Kit Quiz	
	Instrument Families	Test 6: Instrument Families	
		Keyboard Skills Knowledge Organiser	
		Note Values Knowledge Organiser	
		Notation Knowledge Organiser	



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Technology

Art

Assessment Structure: what will the assessment look like?

Practical assessment over two lessons: 2 Hours

- A4 harbour styled cut-out collage.

Maximum Marks: 60

Content Title	What Must I Learn?	Revision Resources	How well do I know this area?
Artist Research	To understand and demonstrate the artists style of Henri Matisse.	https://youtu.be/rLgSd8ka0Gs	
Practical Skills	To demonstrate a clear understanding of: <ul style="list-style-type: none"> composition Colour Theory; and Collage. 	Please use your notes in your sketchbook from your lessons as revision.	
Design Ideas	To plan out your own final design ideas.	https://seahavenacademy.sharepoint.com/:p:/s/SEA-Subjects/Ar/EcZmoOR_u8VNiFcMwjXUt4IB-DaUvnt9YcgWkqBAeQ2ChA?e=hHS8WE	
Evaluation	To critically evaluate your final piece in detail.	https://www.bbc.co.uk/bitesize/guides/zymtv9q/revision/1	

Design Technology

Assessment Structure: what will the assessment look like?

Multiple choice questions and a design task at the end.

Project: Phone stand

What Must I Learn?	Revision Resources	How well do I know this area?
Design Brief Design Specification	https://www.bbc.co.uk/bitesize/guides/zbn6pbk/revision/3	
ACCESS FM	http://stbedesdt.weebly.com/uploads/2/0/8/9/20899510/access_fm_help_sheet1.pdf	

Isometric Drawing	https://www.bbc.co.uk/bitesize/guides/z6jkw6f/revision/4	
10 Principles of Good Design	https://ifworlddesignguide.com/design-specials/dieter-rams-10-principles-for-good-design	
Architecture	https://www.bbc.co.uk/bitesize/articles/zc4kr2p	
Biomimicry	https://technologystudent.com/prddes1/revcard_biom1.html	

Food

Assessment Structure: what will the assessment look like?			
One assessment – 60 minutes			
Practical assessment of their knife & peeling skills, recipe reading skills, cleaning skills and general kitchen practice. We will also be assessing them on their finished product (taste, texture, aesthetic)			
Content Title	What Must I Learn?	Revision Resources	How well do I know this area?
Knife Skills	Claw Technique	https://www.nisbets.co.uk/howtochopusingtheclawgriptechique	
	Bridge Technique	https://www.bbc.co.uk/bitesize/articles/zwqdg7h#:~:text=Bridge%20hold&text=Hold%20the%20food%20on%20the,'bridge'%2C%20cutting%20down	
	Recipe Reading	https://veggiedesserts.com/potato-leek-soup/	
	Hygiene in the kitchen	https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/3	



Computer Science

Assessment Structure: what will the assessment look like?

One assessment – 60 minutes

Multiple choice and short answer questions/design a presentation on Office 365

Microsoft Teams skills

Maximum Marks: 60

Content Title	What Must I Learn?	Revision Resources	How well do I know this area?
Online safety	Your digital footprint Online safety Malware People Online Your feelings Getting Help Account security Cyberbullying	Your Digital Footprint Online Safety Malware People Online Your Feelings Getting Help Lesson: Account security Oak National Academy Lesson: Cyberbullying Oak National Academy	
Computing and the Law	Protecting data Plagiarism Copyright	Protecting Data Plagiarism Copyright	
Presentation tools	How to present information clearly Using images to enhance presentation	Lesson: Use presentation tools Oak National Academy	



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Examination Board Command Words

Analyse	Break down the content of a topic, or issue, into its constituent elements in order to provide an in-depth account and convey an understanding of it.
Annotate	Add to a diagram, image or graphic a number of words that describe and/or explain features, rather than just identify them (which is labelling)
Assess	Consider several options or arguments and weigh them up so as to come to a conclusion about their effectiveness or validity
Calculate	Work out the value of something.
Critically	Often occurs before 'Assess' or 'Evaluate' inviting an examination of an issue from the point of view of a critic with a particular focus on the strengths and weaknesses of the points of view being expressed.
Define – What is meant by	State the precise meaning of an idea or concept. There is usually a low tariff of marks for this.
Describe	Give an account in words of a phenomenon which may be an entity, an event, a feature, a pattern, a distribution or a process. For example, if describing a landform say what it looks like, give some indication of size or scale, what it is made of, and where it is in relation to something else (field relationship).
Discuss	Set out both sides of an argument (for and against), and come to a conclusion related to the content and emphasis of the discussion. There should be some evidence of balance, though not necessarily of equal weighting.
Evaluate	Consider several options, ideas or arguments and come to a conclusion about their importance/success/worth.



Examine	Consider carefully and provide a detailed account of the indicated topic.
Explain – Why	Set out the causes of a phenomenon and/or the factors which influence its form/nature. This usually requires an understanding of processes. Explanation is a higher-level skill than description and this is often reflected in its greater mark weighting.
Interpret	Ascribe meaning.
Justify	Give reasons for the validity of a view or idea why some action should be undertaken. This might reasonably involve discussing and discounting alternative views or actions. Each of the views present or options available will have positives and negatives. For the outcome(s) chosen, the positives outweigh the negatives. Students should be able to explain all of this review process.
Outline or summarise	Provide a brief account of relevant information.
To what extent	Form and express a view as to the merit or validity of a view or statement after examining the evidence available and/or different sides of an argument.