



*Saint Joseph's*  
CATHOLIC SCHOOL

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# Key Stage 3 Revision Booklet

# Year 7



ST JOSEPH'S CATHOLIC SCHOOL  
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Dear Year 7 pupils,

In a few weeks, you will all be facing a series of formal assessments. These assessments will test the progress you have made in your first year of secondary school.

Once your teachers have marked the assessments, they will look at your results and come to a judgement about how much (or how little!) you have learned. Based on your achievements in these assessments and your assessments throughout the year subject teachers will be reviewing sets for their subject areas.

Once we have this overall picture, we will look at whether we feel that you are in the appropriate teaching groups. Decisions about this will be made within weeks of you sitting the assessments. If you have done particularly well, a letter of congratulation may be on its way. On the other hand, if you have not performed according to your ability, your parents may have to come up to school for an interview, to discuss your progress.

**As you can see, these assessments are IMPORTANT for the school, for your parents, and (most importantly) for YOU.**

So, what do you do now? Well, **REVISE**, of course! To help you do your very best in the assessments, your teachers have drawn up revision lists – you will find them all in this booklet, along with revision tips and a revision planner to help you organise and use your time wisely. Remember – there should be no need to panic! If you have always worked hard in class and continue to do so, revision will be a pleasure rather than a chore, as it will simply be a matter of checking and confirming what you already know!

When we return from May Half Term, the first week back will be dedicated to revision lessons and you will be following your normal timetable. The second week back will be your assessment week and the normal timetable will be collapsed and replaced with an assessment timetable. All assessments will be taking place during the week beginning the 8<sup>th</sup> June.

All the teachers at St Joseph's wish you success in the forthcoming assessments!

Mr R Rooney

# How to Perform Well in Assessments

This guide is intended to help you with your assessment preparation, so that you can make the most of what you have learned. It does NOT offer you a way around the problem of lack of effort in the past, but it CAN help you make the best use of the time you have left!

The most important thing is to **LISTEN** and **PARTICIPATE** in class. Pay attention and ask for help if/when you need it. The harder you work in class **NOW**, the easier your revision and preparation will be later.

Revising isn't something that should be challenging or difficult at all. What revising is, unfortunately, is time consuming. It takes a while. That's why you might like to start early (nothing to do on a Sunday?)...

## Plan Your Revision

Work out how long you've got to revise before the assessments, and plan how best to use that time. Prepare a revision timetable. Pace yourself, revisiting each subject area regularly in the weeks before the assessments. Don't fool yourself that 'cramming' the night before an assessment will do the trick!



## Preparation

- Be organised. Keep your folders, books etc tidy so that you don't have to waste time looking through clutter.
- Read the subject pages in this booklet carefully to find out what will be assessed in each subject.
- Don't try to revise where there are distractions, like the TV or your games console.
- Eat well, sleep well and take physical exercise – cooping yourself up in one room day after day is unhealthy. You won't perform well if you've locked yourself up with books for weeks!
- Your brain can only concentrate for certain periods of time, so take regular breaks and treat yourself to a reward – go out for a walk, kick a ball about, listen to music.
- Don't let breaks take over though – stick to strict time limits, and don't slump for long periods in front of the TV.
- Make sure you know what equipment you will need for each assessment.
- Make sure you know which assessments are on which days. If you are ill on the day of an assessment, make sure your parent/guardian telephones school immediately to explain.

- Make sure you are comfortable before you go into the assessment room – (e.g. make sure you have been to the toilet)

## Strategies for Revising

There is no one correct way to revise, and each person will have their own approach. Below are a few strategies that you could use to help you revise:



Looking at the subject pages in this booklet identify what areas you need to concentrate on. When you have identified these areas go through your work for the year and create some revision resources (mind maps, flashcards, lists) with the relevant information.

Once you have these revision resources, you can use them to revise by:

- Testing yourself – hide the resource away, can you remember all the information on the resource?
- Get others to test you
  - Give the resource to a family member or friend and ask them to ask you questions relating to the information.
  - Give the resource to a family member or friend and see if you can tell them the information on the resource.
- Look at some of the relevant questions you have done throughout the year in your exercise book – re-do the questions using your revision resources as help.

**On the next page is a suggestion on how you could organise your revision time!**

# End of Year Assessment Revision Strategy

Gather →	Filter →	Learn →	Test →
<p><b>Session 1</b> After the first time you have revised a topic, you should not need to do any further 'gathering'</p>	<p><b>Session 2</b> After the 2nd or 3rd time you have revised a topic, you should not need to do any further 'filtering'</p>	<p><b>Session 3</b> Give yourself a variety of activities and change where you work from time to time. Don't forget to revise with friends sometimes too.</p>	<p><b>Session 4 onwards</b> As you approach your assessment date you should spend more and more time on the testing stage and making the tests more challenging.</p>
<b>20% of your time</b>	<b>30% of your time</b>	<b>30% of your time</b>	<b>20% of your time</b>
<p><b>You will need:</b></p> <ul style="list-style-type: none"> <li>• Exercise books</li> <li>• Revision guides/checklists (see the section on the school website)</li> <li>• Questions you have tackled during lessons</li> <li>• Old assessments you have completed</li> </ul> <p>Before you start, rank the topics you need to cover from most to least confidence. Begin with the topics lowest on the list.</p> <p>Read through and become familiar with the information that you need to know in order to be successful.</p> <p>Identify any bits of knowledge you have missing and go to see your teacher to help fill this gap.</p>	<p>Reduce the amount of information you have down to essential parts of the knowledge. You can do this by:</p> <p>Creating mind maps or flash cards.</p> <p>Creating Crib sheets – these are like pages from a revision guide with all the essential information.</p> <p>Writing 'perfect' assessment answers from your notes.</p> <p>Making your own knowledge organiser or summary sheet of the topics.</p>	<p>Use these strategies to learn the information so that you can recall it easily.</p> <p>Look/cover/write/check</p> <p>Read and repeat information for 2-3 minutes, do something else for 10 minutes and then try to recreate from memory.</p> <p>Complete assessment/assessment questions and then go back and self-mark. Fill in the gaps in a different coloured pen. Revise the bits you missed again.</p>	<p><b>Low stakes testing</b> Easy, quick quizzes which test small pieces of knowledge. This works well for simple facts, dates, key words or important formulae. You must complete some low stakes testing within 24 hours of revising a topic to anchor learning in your memory.</p> <p><b>High stakes testing</b> These are longer assessment style questions which apply knowledge as you would have to in the assessment.</p> <p>These should be completed within 48-72 hours of revising a topic and then repeated regularly to keep your revision 'fresh'.</p>
Gathering is <b>not revision</b> ; don't spend ages on this stage.	Copying out information word for word is not filtering or learning.		Silent. No support. Timed.

Follow the instructions to the letter. Read any instructions given on the paper and/or listen carefully to the teacher who gives out the assessment. Read the questions very carefully, and if there are examples given, study them carefully too. The clue as to how to answer the question will be in the example. Make sure you answer the question given – there isn't much point telling the assessor what you know if it has nothing to do with the question!

Plan your time well in the assessment – if you only manage to attempt half of the questions, the best mark you can possibly get is only 50%! Make sure your answers are well-presented. Write clearly and neatly and label diagrams or pictures if this helps your answer.



## **DON'T PANIC!**

Remember, assessments are NOT designed to catch you out – rather, to allow you to show what you have learned. Being calm and thoughtful in the assessment will help you get the most out of your preparation.

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## **Message to all parents**

Please make sure that your son/daughter is properly equipped for the forthcoming assessments.



As a minimum, they should have several black pens, pencils, a rubber, ruler and pencil-sharpener, mathematical equipment (protractor, compass, and a working calculator) all stored in a clear pencil case.



## WHAT YOU NEED TO REVISE:

The assessment will focus on 'The Geography of Conflict'.

Section 1 – **Multiple choice recall questions** on the conflicts studied

Section 2 – **Extended writing** – a newspaper article on the conflict of your choice (from the list below) focusing on:

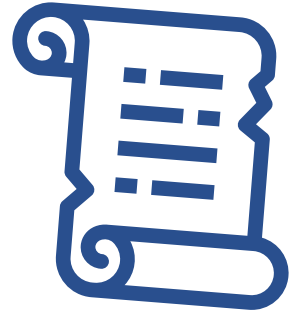
- An overview of the conflict
- The impacts of the conflict
- Quotes – what might people be saying about the conflict
- Key facts
- Your opinion on the conflict
- Suggestions/ideas on how the conflict could be stopped



Key Idea	Enquiry Question
<b>The Geography of Conflict</b>	What underlying forces cause conflicts to emerge, and why do they take different forms in different places?
<b>Blood Diamonds of Sierra Leone</b>	How do valuable natural resources become drivers of violence rather than development?
<b>Water conflict in the Aral Sea</b>	How can competition for essential resources turn cooperation into conflict?
<b>The Child Soldiers of Central Africa</b>	How are children exploited by conflict?
<b>The end of the orangutans of our Rainforests</b>	Why does environmental destruction create conflict?
<b>Landmines and food insecurity in Somalia</b>	How do the long-term legacies of conflict continue to shape people's safety, livelihoods, and access to food?
<b>Tension in The South China Sea</b>	Why do nations risk confrontation over oceans and islands that most people will never see?
<b>Conflict in Crimea</b>	How do history, identity, and politics combine to make some places permanently contested?
<b>Gender inequality in Afghanistan</b>	How does conflict reshape everyday life, especially for those with the least power?
<b>HS2 – Not In My Back Yard!</b>	Why do conflicts emerge when national priorities clash with local interests?

## WHAT YOU NEED TO REVISE:

You will have **recall questions** linking to content that you have studied from **across Year 7.**



1. Section A will have 5 multiple choice questions on the Crusades
2. Section B will be a diagram to complete on the feudal system
3. Section C will be key words to match for definitions for medieval Africa
4. You will then have an **extended writing** task focusing on:
  - Silk Roads
    - Their positive impact
    - Their negative impact
    - Making an overall judgement
  - Challenge thoughts - is everyone effected the same way across society? Do the Silk Roads have a short term impact, long term impact or both?

### **Key Words:**

Use your knowledge organiser to learn key vocabulary

### **Key Skills:**

- Significance
- Using PEE chains
- Making a judgement (how significant were the changes?)

ARE Grade	Key concepts: knowledge recall, significance, change and continuity
<b>Working Below</b>	I can recall some relevant facts. I can write in full sentences, using capital letters and full stops. I can identify some positive and/or negative changes across the topic
<b>Working Towards</b>	I know what makes a good paragraph using a PEE structure. I can describe some changes across the topic. I can select appropriate information and use appropriate detail to support my points
<b>Meeting</b>	I can select and organise relevant information and produce structured work including key terms and dates. I can make full use of PEE paragraphs to explore and back up a number of changes across the topic.
<b>Exceeding</b>	I can reach a substantiated conclusion independently and know how to weigh conflicting evidence. I can make an independent judgment. I can analyse changes over a time period and across a geographical area.



What should I revise? How should I revise?

## End of Year Assessment

This year, Y7 students have studied Homer's *The Odyssey*, Orwell's *Animal Farm* and Shakespeare's *A Midsummer Night's Dream*, alongside a range of linked poetry and non-fiction. They have developed their knowledge and understanding, as well as both their reading (analytical) skills and writing (creative) skills.



As such, the End of Year Assessment will consist of:

- 10 Multiple Choice Knowledge Questions on a range of topics and areas studied
- A task linked to an extract of *A Midsummer Night's Dream*, assessing their reading (analytical) skills where they will write a PEAL paragraph
- A short task assessing their writing (creative) skills.

## Revision Activities

On Class Charts there are a range of resources to support students with their Revision. These include

- Knowledge Organisers for the key texts studied
- High Level Vocabulary
- KS3 Key Terminology
- PEAL sentence starters

Suggested activities include self-quizzing, look-cover-write-check and the creation of revision notecards or posters.



## Key Vocabulary

- **Greetings & Introductions:** *Hola, ¿Cómo estás?, Me llamo, Tengo ... años*
- **Numbers:** *uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez*
- **Family Members:** *madre, padre, hermano, hermana, abuelo, abuela*
- **School Subjects:** *matemáticas, ciencias, historia, geografía, inglés, arte*
- **Opinions:** *me gusta, no me gusta, prefiero, odio, es interesante, es aburrido*
- **Free Time Activities:** *jugar al fútbol, escuchar música, ver la televisión, leer libros*



## Grammar Focus

- **Present Tense:** Regular verbs (*hablar, comer, vivir*)
  - **AR verbs:** *hablo, hablas, habla, hablamos, habláis, hablan*
  - **ER verbs:** *como, comes, come, comemos, coméis, comen*
  - **IR verbs:** *vivo, vives, vive, vivimos, vivís, viven*
- **Adjective Agreement:** Adjectives must agree in gender and number with the noun they describe (e.g., *el chico alto, la chica alta, los chicos altos, las chicas altas*)
- **Future Tense:** Simple future (*voy a + infinitive*) - *voy a estudiar, voy a jugar*

## Phonics Tips

- **Vowels:** e, e, i, o, u
- **Consonants:**
  - **Hard 'c':** ca, co, cu
  - **Soft 'c':** ce, ci
  - **'ll' vs 'l':** calle vs cal
  - **'ñ' vs 'n':** año vs ano
  - **'v' vs 'b':** vino vs bino

## Cultural Insights

- **Spanish Holidays:** Christmas (Navidad), Easter (Pascua)
- **Famous Figures:** Frida Kahlo

## **Assessment Tasks**

- **Listening:** Understand short passages and basic vocabulary
- **Speaking:** Take part in simple conversations, exchange opinions
- **Reading:** Demonstrate understanding of main points and opinions in short texts
- **Writing:** Write short paragraphs from memory, translate sentences

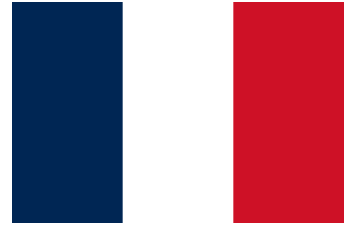
## **Top Tips for Success**

- **Practice Regularly:** Consistent practice helps reinforce vocabulary and grammar.
- **Use Sentence Builders:** They can help structure your sentences and make speaking and writing easier.
- **Engage with Culture:** Understanding cultural contexts can make learning more interesting and meaningful.
- **Ask Questions:** Don't hesitate to ask for clarification or help when needed.

## Key Topics Covered

### Introduction

- Greetings, numbers, age, names
- Describing yourself and family (hair, eyes, adjectives)
- Grammar: Present tense, adjective agreement, *être*, *avoir*
- Phonics: Silent final consonants, vowel sounds (e.g. *eu*, *ou*, *ai*)



### School

- School subjects, opinions, teachers, rules, uniform, jobs
- Grammar: *pouvoir* + infinitive, comparatives, agreements, simple future
- Phonics: *ch*, *ç*, *qu*, *j*, *tion*, *ien*

### Free Time

- Hobbies, sports, music, food, expressing hunger/thirst
- Grammar: Present tense, near future, *faire*, *aller*, *jouer à* vs *faire de*
- Phonics: Revisit key sounds (*ou*, *é*, *on*, *an*)

## Grammar Focus

- **Present Tense:** Regular verbs (-er, -ir, -re) and key irregulars (*avoir*, *être*, *aller*, *faire*)
- **Future Tense:**
  - **Near future:** *je vais* + infinitive (e.g. *je vais jouer*)
  - **Simple future:** *je jouerai*
- **Adjective Agreement:** Match gender and number (e.g. *un frère intelligent*, *une sœur intelligente*)
- **Comparatives:** *plus... que*, *moins... que*

## Phonics Tips

- Silent Letters: Final *s*, *t*, *x* often silent
- Common Sounds:
  - *é* (as in *été*)
  - *oi* (as in *moi*)
  - *eu* vs *ou* (e.g. *bleu* vs *fou*)
  - *ch* (like "sh" in English)

## Cultural Insights

- French school system vs UK
- Celebrations: Noël (Christmas), Pâques (Easter)
- French food and music
- Inclusive language: gender-neutral terms and cultural representation

## **Assessment Tasks**

- Speaking: Describe a photo, answer questions about school and hobbies
- Writing: 40–90 word tasks using sentence builders
- Reading & Listening: Understand key vocabulary and grammar in context
- Translation: English ↔ French using familiar structures

## **Top Tips for Success**

- Use sentence builders to structure your answers
- Practice phonics to improve pronunciation
- Revise vocabulary regularly using flashcards or apps
- Try writing in 3 tenses (present, near future, simple future)
- Explore French culture through music, food, and films



N.B. You may be asked questions during your practical assessment to assist with your overall mark

## WHAT YOU NEED TO KNOW FOR YOUR END OF YEAR TEST



Use your Sparx maths and your notes in your exercise book to revise, the chapters focusing on the following:

Sparx Maths
Working with Negative and Positive numbers
Algebra
Working with whole numbers
Statistics
Working with decimal numbers
Co-Ordinates
Perimeter and Area
Fractions
Probability
Angles

For more detail on the topics above ask your teacher.

## HOW DO I REVISE FOR MATHS?

- Use the notes in your exercise book. Take note of the 'working out' methods.
- Go through previous homework on Sparx Maths to practice answering questions.
- Use the independent learning on Sparx maths (videos and online tasks). Check in with your teacher if you are unsure about anything.

**To revise Maths, you MUST 'do' Maths.** You can't just read from your exercise book.

### **Equipment needed:**

Pen, pencil, eraser, pencil sharpener, ruler, compass, protractor.



- Your teacher has given you a knowledge organiser for all topics and you will have in class revision session. These should be in addition to your at-home revision. The knowledge organisers will be re-shared on classcharts

## What knowledge do I need from each module?

### Creation and Covenant

- The creation accounts in Genesis
- Stewardship
- Catholic social teachings

### Prophecy and Promise

- Sacred scripture and sacred traditions
- What do Catholics believe about the Bible?
- Rosary and Lectio Divina
- Scripture in Mass



### Galilee to Jerusalem

- The different titles of Jesus
- What is the incarnation
- What is the Trinity

### Desert to garden

- Passover, last supper and Eucharist
- Structure of Mass
- Paschal mystery

## What skills do I need to know?

### Knowledge

- I know the keywords, key terms, and specialist language. This will help you understand the questions.
- Stories from the Bible and sources of Authority.

### Describe

- I can briefly identify the main parts of stories/events and
- I can describe what happens in your own words.

### Explaining

- I can explain what the stories mean.

### Use PPE Chains

- I can put together a paragraph that supports your argument.
- Evaluation (Link)– I can consider different points of view and conclude. I can say an argument in strong, not just by stating it is in the Bible, but explaining the reason for the strength. Overall, I can decide whether one argument is stronger than another and explain why.



## TOPICS YOU NEED TO COVER:

### 1. General scientific apparatus

- Names and uses of apparatus
- Lab safety rules

### 2. Particle Model and Separating mixtures

- Describe how particles are arranged in matter
- Describe state changes and particle movement
- Describe solutions and solubility
- Choose and describe the most suitable technique to separate out a mixture of substances

### 3. Cells and movement

- Characteristics of Life (MRS GREN)
- Animal and plant cells parts, functions and specialisations
- Vertebrate groups – Fish, Amphibians, Reptiles, Birds, Mammals
- Describe the joints of the human body and their range of motion
- Label the skeleton with correct bone names

### 4. Metals and non-metals & Acids and Alkalis

- What elements, mixtures and compounds are
- Metals – characteristics and assessmentples

- Basic chemical formulae e.g., H<sub>2</sub>O
- Periodic Table – Metals and non-metals
- Classify Household solutions as acid, alkali or neutral
- Name some indicators
- Explain how solutions can be tested for pH and interpret these results

### 5. Energy Transfers and Costs

- Energy stores and systems
- Transfer of energy between stores
- Calculation of energy transfer
- Energy loss to the surroundings
- Domestic energy and how it is calculated

### 6. Forces: Gravity and Speed

- Measurement and calculation of speed
- Force diagrams
- Balanced forces and resultant forces
- Gravity and how it changes across the solar system

### 7. Earth's Structure and Universe

- The rock cycle
- Rock types and how they form
- Solar system
- Seasonal and yearly patterns, earth's orbit

### **Checklists:**

[All KS3 Knowledge Organisers](#)

[All KS3 Checklists](#)

**Good luck –  
you'll be great!**

Please remember to ask your  
teachers if you need any help.



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