Year 7
Mid-Year Assessment Revision Topics

10th – 12th December 2025

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Biology

There will be 1 Science Paper 60 minutes long. 20 minutes will assess Biology knowledge.

Topics included: Cells and organisation

- Describe the common processes that happen in all living organisms.
- Justify the classification of something as living, dead or never been alive.
- Describe movement as a life process in organisms.
- Label the parts of the microscope.
- Describe how to use a microscope, using key terms.
- Calculate total magnification.
- State what living organisms are made of.
- Produce scientific drawings of observation.
- Describe how improvements in microscope lenses have enhanced scientific understanding.
- Define the terms tissue, organ and organ systems.
- Sequence the levels of organisation from smallest and simplest to largest and most complex.
- Explain how cells, tissues and organs are arranged to make a specific organ system.
- Label the common parts of animal cells and describe their functions.
- Identify similarities and differences between real cells and representations of cells.
- Label the common parts of plant cells and describe their functions.
- Compare plant and animal cells and explain their differences.
- Prepare and make a microscope slide of an onion tissue and produce a scientific drawing of observation.
- Explain the steps for preparing a microscope slide.
- Define the term 'specialised cell'.
- Describe the functions of specialised plant cells and explain how they are adapted to carry out their function.
- Describe the functions of specialised animal cells and explain how they are adapted to carry out their function.
- State the needs of plants and animals.
- Describe respiration and explain why it is important for cell survival.
- Explain the role of diffusion in the movement of substances in and out of cells.
- Describe the factors that affect the rate of diffusion.
- Identify variables to change, measure and control to investigate diffusion.
- Draw a table for collection of results.
- Collect and record data to test the hypothesis.
- Describe the pattern in the results.
- Explain the pattern in the results using ideas about diffusion.

Useful Resources:

Knowledge organisers and curriculum details can be found at: Independent Study | Students | Stockport Academy

Students can access revision materials by logging onto your Sparx Science account.

Chemistry

There will be 1 Science Paper, 60 minutes long. 20 minutes will assess Chemistry knowledge.

Topics include: Particles, substances and mixtures

- Describe the arrangement and movement in particles in the solid, liquid and gas states.
- Draw accurate diagrams to represent the particle arrangement of matter in the solid, liquid and gas states.
- Describe the forces of attraction between the particles in the solid, liquid and gas states.
- Describe the properties of matter in the solid, liquids and gas states.
- Use the particle model to explain the properties of matter in solid, liquid and gas states.
- Identify changes of state.
- Draw and explain changes of state in terms of particles.
- Explain why a change of state is a physical change.
- Name and label parts of a Bunsen burner.
- Describe how to light a Bunsen burner safely.
- Describe the flames of a Bunsen burner
- Define melting and boiling points.
- Describe how particle attraction affects melting and boiling points.
- Predict the states of matter based on the given melting and boiling points.
- Describe the difference between boiling and evaporating.
- Draw and label a diagram of the scientific heating apparatus.
- State what happens to temperature during a state change.
- Describe diffusion in terms of particles and concentration.
- Explain diffusion in the different states of matter.
- Investigate the effect of temperature on diffusion, identifying key variables.
- Summarise the findings from the investigation.
- Describe gas pressure in everyday contexts.
- Explain why adding more air increases the gas pressure inside containers
- Describe and explain the effect of temperature on gas pressure in terms of particles.
- Define and draw a pure substance in terms of particles.
- Define and draw a mixture in terms of particles.
- Describe how to identify pure substances and mixtures
- Define key terms linked to dissolving.
- Draw a particle diagram to describe how a solution is made.
- Record and analyse data on the solubility of different solids in water.
- Explain the conservation of mass in solutions.
- Use appropriate equipment to make and record accurate measurements to test the conservation of mass in solutions.
- Describe what is meant by a saturated solution.
- Define the term ‘solubility’ and determine the solubility of a salt in a given solvent.
- Record and analyse data on how different solvents affect solubility.
- Describe how temperature affects the solubility of solids.
- Interpret data on temperature and solubility.
- Identify parts of a conclusion and draw conclusions from the given results.
- Draw and describe how to separate an insoluble solid from a liquid.
- Draw and describe how to separate a soluble solid from a solution.
- State when multiple separation techniques may be required to separate a mixture.
- Explain the key steps in a method to purify rock salt.
- State when distillation would be used and the difference in the physical property used for separation.
- Explain how simple distillation works, naming key equipment and states of matter.
- Identify the components of a Liebig condenser and give reasons for this being more suitable than simple distillation equipment.

- State when chromatography would be used and the difference in the physical property used for separation.
- Draw and label the correct set-up for chromatography.
- Describe how chromatography separates substances.
- Interpret chromatograms to identify the substances contained
- Explain how chromatography can be useful to scientists.

Useful Resources:

Knowledge organisers and curriculum details can be found at Independent Study | Students | Stockport Academy

Students can access revision materials by logging onto your Sparx Science account.

English

The mid-year assessment for English will be one hour in length and will assess <u>both</u> reading and writing skills.

The paper is designed to cover essential knowledge taught in the first term and will include unseen material for pupils to apply their developing skills to.

<u>Section 1: Reading</u>

This section will assess:

- **Comprehension**: Understanding and interpreting the text.
- **Inferences**: Drawing logical conclusions based on evidence from the text.
- **Academic Writing (using the above):** Responding to questions in a clear, structured, and analytical manner.

Example question types:

Summarize the main ideas of the text in your own words.

What does the writer suggest about the main character's feelings in this passage? Use evidence to support your response.

Explain how the writer uses language to create a sense of tension.

<u>Section 2: Writing</u>

This section will assess:

- **Writing Narrative Fiction**: Developing and crafting an original narrative with attention to structure and style.
- **Writing Across All Forms**: Employing appropriate tone, form, and vocabulary for the task.

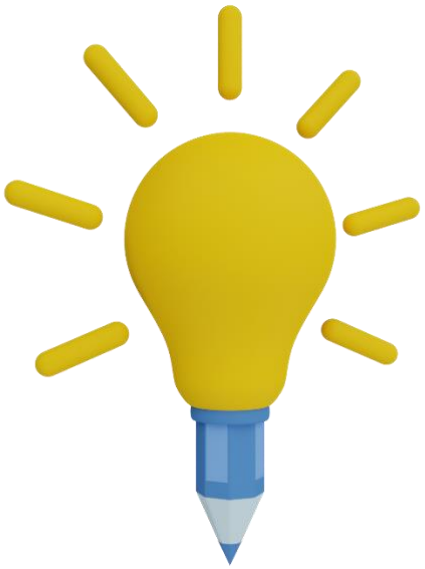
Example task:

Write a short story inspired by the theme of perseverance. Your story should have a clear beginning, middle, and end.

Students will be assessed on their ability to:

Reading Section: Demonstrate understanding of the text, make detailed inferences supported by evidence, and present ideas logically using appropriate academic style and language.

Writing Section: Develop ideas creatively with control over narrative techniques, structure, and style, and show accurate spelling, punctuation, and grammar.



Revision Materials

- Knowledge Organiser
- Revision booklet – to be provided by teacher
- BBC Bitesize

French

There will be two papers each 30 minutes long.

1. Receptive (Reading)
2. Productive (Writing)

Both papers will cover the following units of study: -

✓	**Greeting and Introductions**
	Name, age where you live
	Classroom vocab
	Days, months, numbers
	Birthdays
	Giving opinions
	Free time activities
	Weather
	Family
	Describing appearance
	Describing personality
	Describing family members
	Describing animals

✓	**Linguistic structures**
	Infinitives
	Present tense verbs
	Negatives
	Opinions and justifications
	Agreement of adjectives
	Connectives
	Quantifiers
	Time expressions

Useful resources: -

- Knowledge Organisers
- Fluency Sheets
- Sentence Builders
- Languagenut
- Oak National Academy

Geography

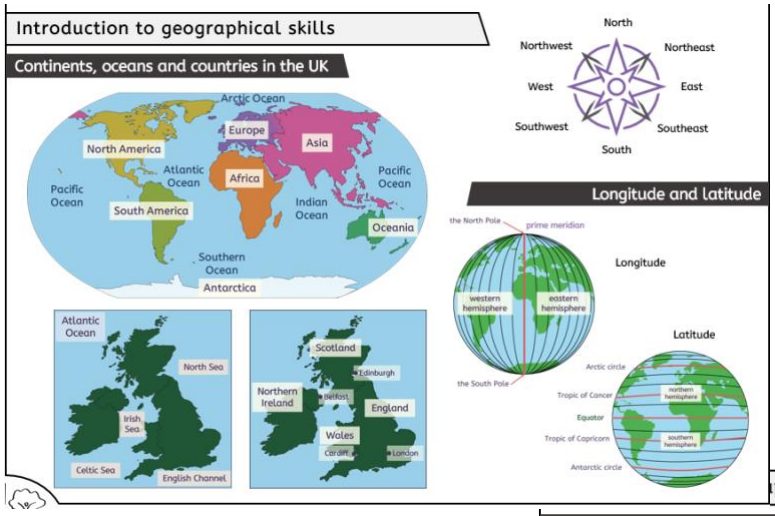
There will be one paper, 45 minutes long.

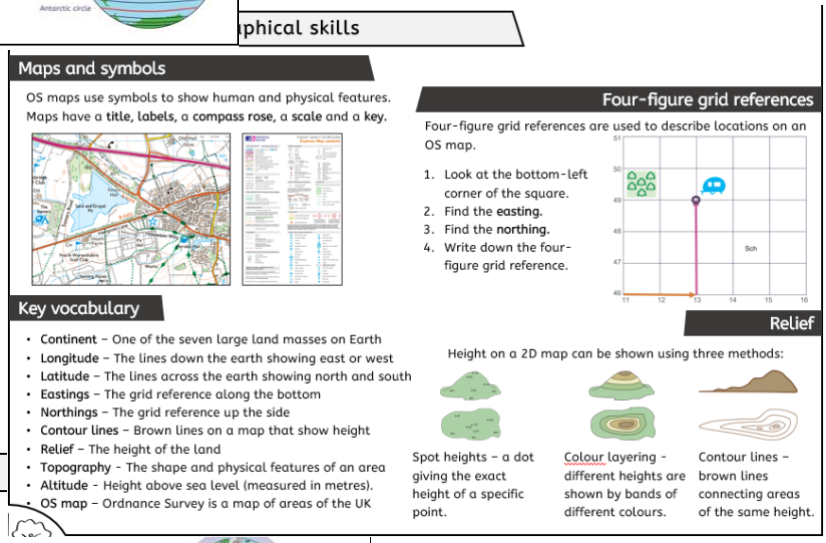
It will contain questions relating to the following units:

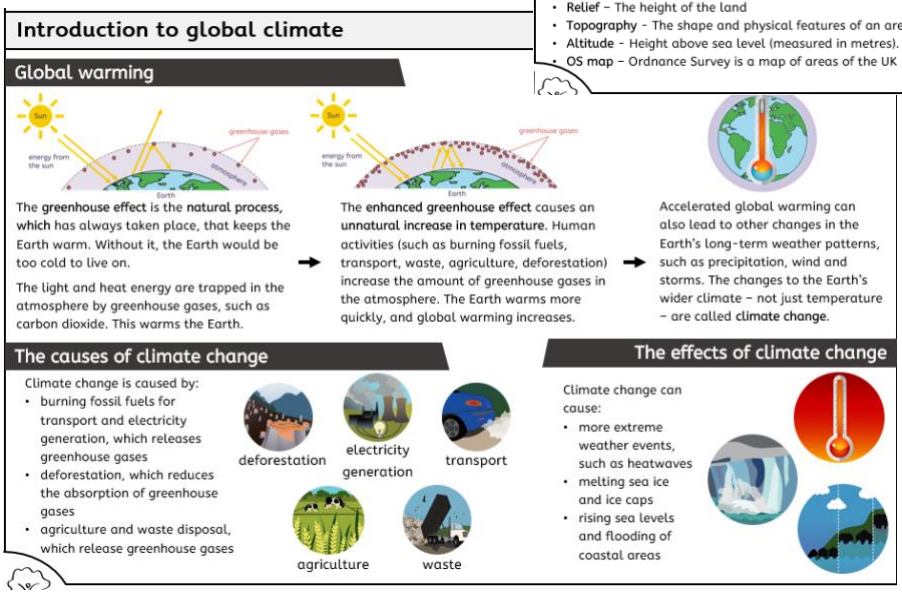
- Geographical skills
- Introduction to global climate
- Development
-

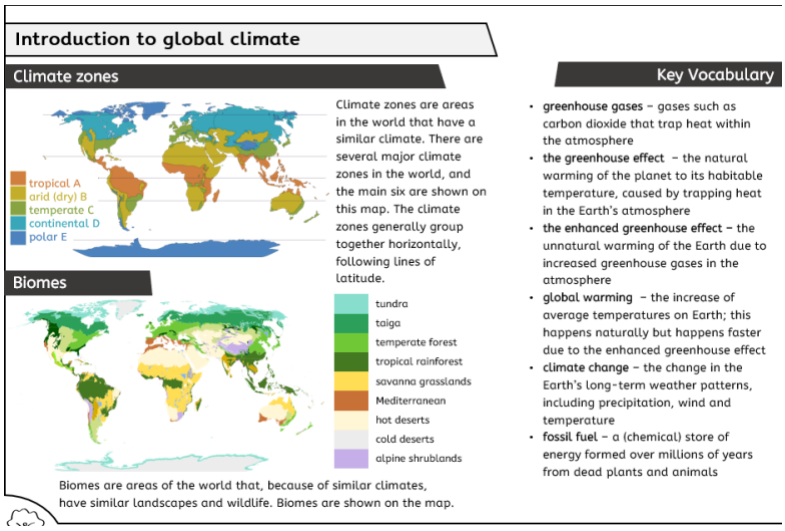
Useful resources:

- Knowledge organisers are located here: [Stockport Academy > Information > Curriculum > Humanities (stockport-academy.org))]
- Fluency sheets (each pupil has these stuck in their books at the start of each unit).









Introduction to global climate

Climate zones

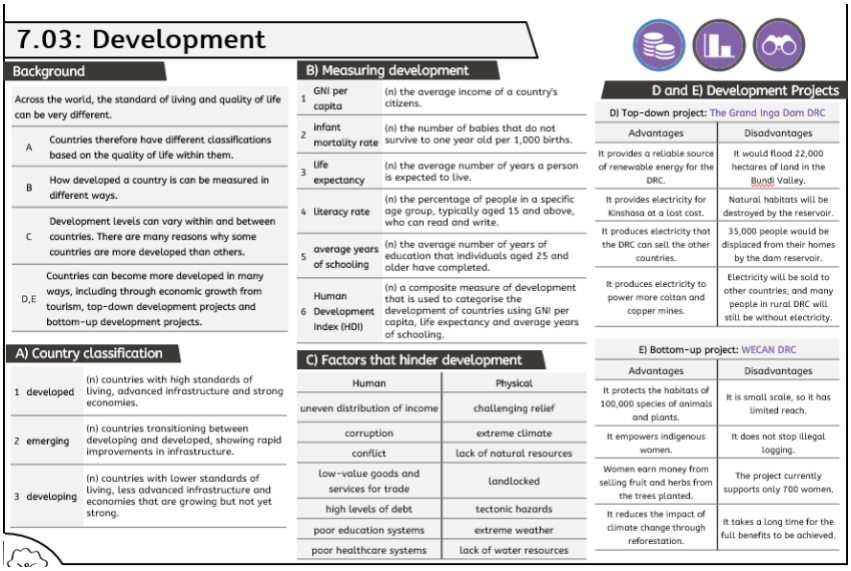
Climate zones are areas in the world that have a similar climate. There are several major climate zones in the world, and the main six are shown on this map. The climate zones generally group together horizontally, following lines of latitude.

Biomes

Biomes are areas of the world that, because of similar climates, have similar landscapes and wildlife. Biomes are shown on the map.

Key Vocabulary

- **greenhouse gases** – gases such as carbon dioxide that trap heat within the atmosphere
- **the greenhouse effect** – the natural warming of the planet to its habitable temperature, caused by trapping heat in the Earth's atmosphere
- **the enhanced greenhouse effect** – the unnatural warming of the Earth due to increased greenhouse gases in the atmosphere
- **global warming** – the increase of average temperatures on Earth; this happens naturally but happens faster due to the enhanced greenhouse effect
- **climate change** – the change in the Earth's long-term weather patterns, including precipitation, wind and temperature
- **fossil fuel** – a (chemical) store of energy formed over millions of years from dead plants and animals



7.03: Development

Background

Across the world, the standard of living and quality of life can be very different.

A	Countries therefore have different classifications based on the quality of life within them.
B	How developed a country is can be measured in different ways.
C	Development levels can vary within and between countries. There are many reasons why some countries are more developed than others.
D,E	Countries can become more developed in many ways, including through economic growth from tourism, top-down development projects and bottom-up development projects.

A) Country classification

1 developed	(n) countries with high standards of living, advanced infrastructure and strong economies.
2 emerging	(n) countries transitioning between developing and developed, showing rapid improvements in infrastructure.
3 developing	(n) countries with lower standards of living, less advanced infrastructure and economies that are growing but not yet strong.

B) Measuring development

1	GNI per capita	(n) the average income of a country's citizens.
2	infant mortality rate	(n) the number of babies that do not survive to one year old per 1,000 births.
3	life expectancy	(n) the average number of years a person is expected to live.
4	literacy rate	(n) the percentage of people in a specific age group, typically aged 15 and above, who can read and write.
5	average years of schooling	(n) the average number of years of education that individuals aged 25 and older have completed.
6	Human Development Index (HDI)	(n) a composite measure of development that is used to categorise the development of countries using GNI per capita, life expectancy and average years of schooling.

C) Factors that hinder development

Human	Physical
uneven distribution of income	challenging relief
corruption	extreme climate
conflict	lack of natural resources
low-value goods and services for trade	landlocked
high levels of debt	tectonic hazards
poor education systems	extreme weather
poor healthcare systems	lack of water resources

D and E) Development Projects

D) Top-down project: The Grand Inga Dam DRC

Advantages	Disadvantages
It provides a reliable source of renewable energy for the DRC.	It would flood 22,000 hectares of land in the Bundi Valley.
It provides electricity for Kinshasa at a lost cost.	Natural habitats will be destroyed by the reservoir.
It produces electricity that the DRC can sell the other countries.	35,000 people would be displaced from their homes by the dam reservoir.
It produces electricity to power more coltan and copper mines.	Electricity will be sold to other countries, and many people in rural DRC will still be without electricity.

E) Bottom-up project: WECAN DRC

Advantages	Disadvantages
It protects the habitats of 100,000 species of animals and plants.	It is small scale, so it has limited reach.
It empowers indigenous women.	It does not stop illegal logging.
Women earn money from selling fruit and herbs from the trees planted.	The project currently supports only 700 women.
It reduces the impact of climate change through reforestation.	It takes a long time for the full benefits to be achieved.

- SENECA key stage 3 geography, the geographical skills, climate change and development units will be helpful. They have been set for all Y7 classes. Pupils can log in using Microsoft 265 and their school email address and password.
- They will be assessed on place knowledge, so make sure pupils can name and locate the continents and oceans and main lines of latitude and longitude. Pupils will also be assessed on their map skills, grid references, compass directions, scale, distance, map symbols and height on a map.
- Exercise books are also useful as they contain everything that has been taught.

History

The Paper will be 1 hour long and will focus on the following topics:

Empires East and West

Features and characteristics of:

- The Islamic Empire
- The Byzantine Empire
- The Roman Empire
- The Song Dynasty (Chinese Empire)

Norman Conquest

- Edward the Confessor
- The three claimants
- The Battle of Stamford Bridge
- The Battle of Hastings – reasons why William won.
- Norman Conquest
- Castles
- Domesday Book
- Harrying of the North
- Feudal System

Pupils will be asked knowledge questions, source questions and interpretation questions.

- Exercise books are very useful as they contain everything that has been taught. Pupils can take their books home, but must remember to bring them in when they have History lessons. They are no use if left in the classroom in a box all the time!

Information Technology

There will be a 30-minute exam based off the topics you have done so far E-safety and Programming in scratch.

E-Safety

•Describe the potential consequences of inappropriate content, contact and conduct

•Explain how to protect online identify and privacy on a range of platforms

•Pupils should know how information and data is generated, collected, shared, and used online.

•Pupils should know about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.

Programming

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

Useful resources

KS3 Computer Science - BBC Bitesize

and

Knowledge organisers on school website

and

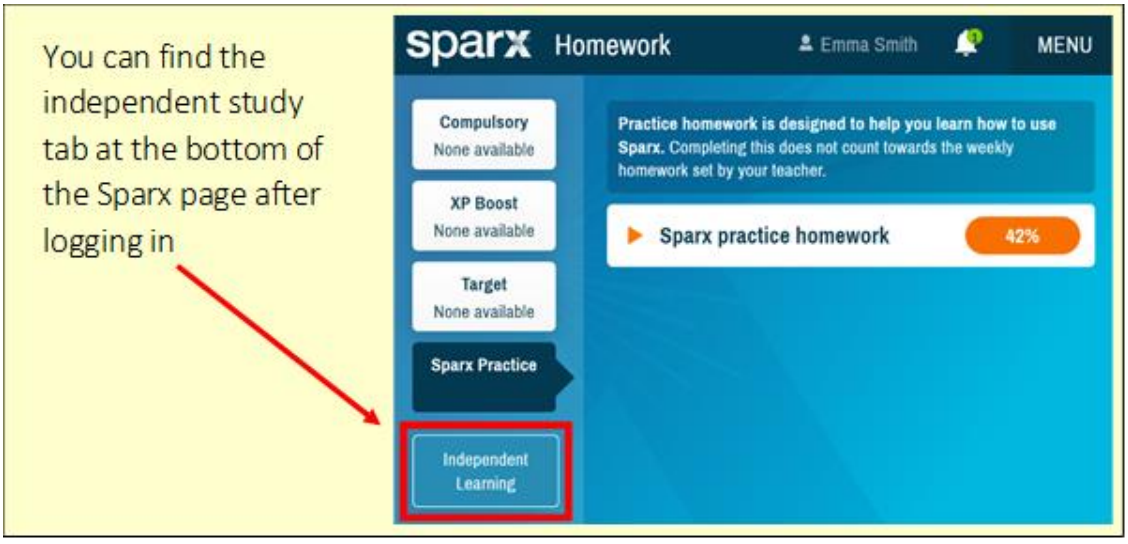
Students can access revision materials at Seneca Learning. Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com) - look for ks3 computing.

Mathematics

One paper – 60 minutes – non-calculator

Below are the topics to revise for the assessment and the KPI (Key Performance Indicator) number. By going onto the independent study section on Sparx (shown below), you can use the Sparx codes to get questions and videos to help you revise the topics. If you have any questions, please ask your teacher.

Topic		Sparx Codes
❑ 7.01	Numerical Skills	M763, M704, M522, M527, M135, M111, M4831, M878
❑ 7.02	Order of Operations	M521
❑ 7.03	Basic Rules of Algebra	M106, M830, M813, M795, M531
❑ 7.04	Factors and Multiples	M227, M823, M698, M322
❑ 7.05	Expand and Factorise	M288, M237, M792, M100
❑ 7.06	Addition and Subtraction	M928, M429, M347, M152



Physics

There will be 1 Science paper, 60 minutes long. 20 minutes will assess Physics knowledge.

Topics include: Fundamentals of Physics

- Identify when a force is acting
- Describe the possible changes to an object when a force is acting on it
- Explain unobservable forces
- Identify forces arising from interactions
- Model the forces acting in a system
- Interpret and draw free-body force diagrams
- Describe values using units.
- Describe measuring
- Describe and use common techniques and apparatus correctly
- Describe the effect of combining forces on an object
- Analyse net forces on an object (qualitatively)
- Predict the effect of multiple forces on objects
- Calculate the resultant force on an object
- Explain the forces acting on objects at rest
- Explain the effect of forces on objects in motion
- Describe how objects can be compressed or extended
- Describe how to work safely in practical science
- Describe forces when objects are in tension
- Describe what friction is and its causes
- Analyse the size and direction of friction
- Explain how friction arises
- Describe and explain how friction forces can be reduced
- Carry out an experiment and collect data to investigate friction
- State if results are repeatable and reproducible and give reasons
- Present data in tables
- Describe and explain patterns of data from data tables
- Explain patterns based on the interpreted data
- Describe a model for energy
- Describe the energy stores model
- Describe the changes to the amount of energy in stores during energy transfers
- Describe the energy stores and pathways model
- Describe the energy pathways to and from changing systems
- Describe energy transfer diagrams
- Describe the process of energy transfer analysis.
- Analyse energy transfers

Useful Resources:

Knowledge organisers and curriculum details can be found at Independent Study | Students | Stockport Academy

Students can access revision materials by logging onto your Sparx Science account.

Religious Studies

40 minutes

Topics:

Religion Locally and Nationally

- Census data for UK and stockport
- Why religion is decreasing.

Origins of Abrahamic faiths

- Emergence of Judaism
- Emergence of Christianity
- Emergence of Islam
- The Covenant

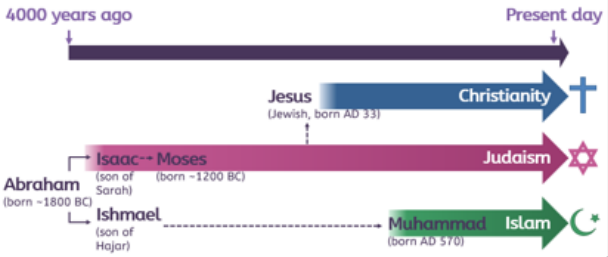
You should use the below to help you revise:

- ❖ Knowledge organisers
- ❖ Exercise books

7.02: The Origins of Abrahamic Faiths

Key Vocabulary

1	Abrahamic faith	one of three faiths that are all linked by Abraham: Judaism, Christianity and Islam.
2	monotheism	the belief that there is only one God
3	polytheism	the worship of or belief in more than one god
4	covenant	an agreement between two sides (between humans and God)
5	sin	an action that is believed to go against the laws of God
6	idol	objects or images that represent gods
7	atonement	making up for something that someone has done wrong
8	sacrifice	to give up something valuable in order to gain something else
9	sermon	a talk about a religious or moral subject given by a leader in the religion
10	prophet	someone chosen by God to say the things God wants them to tell people
11	resurrection	coming back to life after someone has died
12	theology	the study of God and ideas about God.
13	theologian	someone who studies theology, who might look at how holy texts and ideas about God influence people's beliefs and actions.



Holy Books introduced

The Torah	Holiest scripture for Judaism. The word means "law" in Hebrew. It was written by Moses. It is also important in Christianity and Islam.
The Qur'an	Holiest scripture for Islam. The word means "recite" in Arabic. It was revealed to the Prophet Mohammed.

The Covenant and the Abrahamic Faiths

Abraham is a monotheist and worships only one God. God promises to look after Abraham and his descendants because of this, and that his descendants will be a blessing to the world. Abraham has two sons, Isaac (who Moses and Jesus are descended from) and Ishmael (who Muhammad is descended from). Moses is given the Ten Commandments as part of the covenant. Christians believe Jesus is part of the covenant being fulfilled. Muslims believe prophecy is a part of the covenant.

Religious Studies | 7.02 | Knowledge Organiser

Spanish

There will be two papers each 30 minutes long.

1. Receptive (Reading)
2. Productive (Writing)

Both papers will cover the following units of study: -

✓	**Greeting and Introductions**
	Name, age where you live
	Classroom vocab
	Days, months, numbers
	Birthdays
	Giving opinions
	Free time activities
	Weather
	Family
	Describing appearance
	Describing personality
	Describing family members
	Describing animals

✓	**Linguistic structures**
	Infinitives
	Present tense verbs
	Negatives
	Opinions and justifications
	Agreement of adjectives
	Connectives
	Quantifiers
	Time expressions

Revision Timetable

Day	Morning	Afternoon	Review points
Saturday			
Sunday			
Monday			
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