

Year 7 Art Revision Guide

Make sure you understand the following:-

- Colour Theory and mixing Primary and Secondary colours
- Proportions of a **Human Face** and how to draw details

You should practise drawing faces and colour mixing.

Year 8 Art Revision Guide

- Use the Internet to research 'Still Life' Art and look at drawings of groups of objects that have shading (Tone)
- Practise drawing different shapes and shade them to look like solid forms.

Year 9 Art Revision Guide

- Research the Art work of the Pop Artist Roy Lichtenstein and familiarise yourself with the techniques he used for creating light and dark in his paintings
- Research examples of words that have been designed to look like their meaning and try copying some examples

Year 10 Art Revision Guide

- Using Google Image search find some examples of Art work that has been created using pencil and coloured crayons. Note the techniques used by the artists to create certain effects and try copying some of them

Year 11 Art Revision Guide

- Go through your collection of ARTISTS' work and select TWO examples of styles/techniques/subjects that you are interested in
- Ensure you have at least TWO good quality photo images that you wish to work from during your exam and that relate to the Artists' work in some way.
- Use the website BBC Bite size to see more examples of good practice for each of the Art and Design objectives.

January 2015 Exams

Year 7 English

Revision website: www.bbc.co.uk/bitesize/ks3/english

Below are some hints and tips to help you with your revision!

Don't forget to use Lexia at home and in school to help you to improve your reading skills!



Section A: Punctuation and Grammar

When you are revising, you need to think carefully about:

- ✓ words which sound the same but have different spellings. These are called homophones. Examples: their/ there, where/ wear, groan/grown
- ✓ how to use question marks and exclamation marks; apostrophes and speech marks
- ✓ Capital letters for proper nouns (places, people and titles of books)

Section B: Response to Reading

You should be reading independently. Pause in your reading and ask yourself the following questions:

- How does the writer make us feel about the characters?
- Which techniques do they use?

Key words to revise:

Simile Metaphor Emotive language Alliteration Adverb Powerful adjectives

Section C: Writing Imaginatively

For your revision, you should make a spider diagram of different ways to:

- engage your reader with exciting openers

(Example: "No one could have predicted what would happen when our teacher brought a vulture into school!")

- use a wide range of interesting vocabulary

(Example: The ice-cream tasted **delicious**, a **mouth-watering explosion** of sweet strawberries and creamy vanilla.)

- use a variety of sentence types and punctuation.

(Example: Slowly, she edged towards the mouth of the cave; she did not know what was waiting for her inside.)



You will also be using lesson time for revision, so make sure that you listen carefully to the advice you are given!

Cardinal Griffin Catholic High School

Modern Languages Department

Revision booklet

Contents:

- Information about yourself and others
- Food and Drink (including opinions and adjectives)
- Daily routine (including time and school subjects)
- Body parts / shapes / colours

You should:

- Try to learn spellings of words correctly – including whether they are masculine, feminine or plural and whether they need accents.
- Practise writing from memory – you will have to do this in the exam.

1) Information about yourself + others

Important Vocabulary

je m'appelle	I am called...
J'ai __ ans	I am __ years old
Mon anniversaire c'est le....	My birthday is on the
Je suis petit	I am small
J'ai les cheveux longs, blonds et frisés	I have long, blond, curly hair
J'ai les yeux bleus	I have blue eyes
Je suis intelligent(e)	I am intelligent

Test Yourself!

How many other adjectives can you think of that you could use to describe somebody's personality?

e.g. **gourmand = greedy**
sympa = nice

Remember! **je suis = I am, j'ai = I have**

Translate the following sentences:

Elle s'appelle _____

Il a les yeux verts _____

Elle est sympa _____

2) Food and drink

Important Vocabulary

Food

du pain	bread
des pâtes	some pasta
des œufs	some eggs
des pommes	some apples
des frites	some chips
du poulet	some chicken
du poisson	some fish
des saucisses	some sausages

Test Yourself !

Cover the English and try to say what they mean. Then cover the French and say the French word. Keep going until you know them all!

Drinks

de la lemonade	lemonade
du coca-cola	coke
du café	coffee
du jus d'orange	orange juice
de la bière	beer
du chocolat chaud	hot chocolate
du lait	milk
du thé	tea
de l'eau	water
du vin	wine

Test Yourself !

Match the French adjectives and opinions to the English meaning:

Amer	Delicious
Crémeux	Bitter
Délicieux	Yum yum!
Dégoutant	Creamy
Sucré	Disgusting
Miam-miam!	Yuk!
Berk!	Sweet

How many sentences can you make to say what you eat/drink?

Remember! **Je mange = I eat** **je bois = I drink**

3. Daily Routine

Important Vocabulary

Je me lève	I get up
Je me lave	I get washed
Je m'habille	I get dressed
Je prends mon petit-déjeuner	I have breakfast
J'arrive au collège	I arrive at school
Je rentre à la maison	I come home
Je fais mes devoirs	I do my homework
Je mange le dîner	I have my tea
Je regarde la télé	I watch the telly
Je me couche	I go to bed

Time - Important Vocabulary

Il est huit heures	It is 8 o'clock
Il est neuf heures et demie	It is half past 9
Il est huit heures moins le quart	It is quarter to 8
Il est onze heures et quart	It is quarter past 11
Il est cinq heures dix	It is 10 past 5
Il est quatre heures moins cinq	It is 5 to 4
Il est minuit	It is midnight
Il est midi	It is midday

Test Yourself !

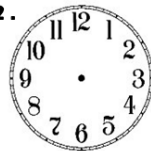
Read the time, and draw in the hour and minute hands of the clocks below :

1.



Il est une heure

2.



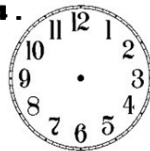
Il est huit heures et demie

3.



Il est midi

4.



Il est trois heures et quart

School Subjects – Important Vocabulary:

l'anglais	English
le français	French
l'allemand	German
les mathématiques	Maths
les sciences	Science
l'histoire	History
la géographie	Geography
la religion	RE
la musique	Music
le dessin	Art
la technologie	DT
l'EPS	PE

Test Yourself!

Can you think of 5 adjectives (describing words) can you think of to describe school subjects?

Write an opinion about school subjects in the box below:

J'adore _____ parce que c'est _____.
J'aime _____ parce que c'est _____.
Je n'aime pas _____ parce que c'est _____.
Je déteste _____ parce que c'est _____.

Test Yourself !

Write a description of your daily routine. Include times and school subjects.
Use your book to help you!



4) Body Parts /shapes / colours

Draw a monster in the space below, and then label the body parts,
describing its shape and colour:

Remember the colour goes **after** what it is describing and **changes** if the
body part or shape is feminine!

eg, une jambe verte = a green leg

un nez bleu= a blue nose

la tête est une étoile jaune = the head is yellow star

Year 7 January 2015 Examination – Geography

- **Your examination will last for 50 minutes and is worth 85 marks.**
- **You will be told when to move on in the next section, there are Parts A, B and C.**
- **Part A has 30 marks, B has 30 marks, C has 25 marks.**
- **You must answer on the examination paper.**
- **We have completed everything on the paper, so no surprises!**

Topics to revise for each section:

Section A: all one word answer questions

- Know what is meant by an physical feature or a human feature
- Know the points on a compass and be able to use them to give directions
- Know the most popular map symbols

Section B: short answer questions

- Be able to use the scale on a map to measure a straight line distance and a distance around a curve
- Be able to read and give 4 figure grid references
- Be able to read and give 6 figure grid references
- Be able read contour lines and then describe the shape of the land

Section C: longer paragraph answers

- Be able to use all of your map skills to describe what you can see from a given point on the map
- Be able to draw a climate graph for Birmingham
- Be able to make some calculations and interpret the graph

****The exam is base on the work that you have completed in your exercise book, but you may want to complete some extra revision using these web sites:**

<http://mapzone.ordnancesurvey.co.uk/mapzone/>

Choose what you want to revise such as grid references, map symbols etc

Yr 7 Revision List

What is History?

How have settlements changed over time in the United Kingdom?

For the forthcoming exam you should be familiar with the following topic areas:

Chronology

1. Knowing the key terms used to describe periods of time eg. Decade, Century.
2. Understanding how to correctly label which century a year comes from.
3. Being able to draw and label a timeline accurately.

Knowledge and Understanding

1. What do humans need from a settlement?
2. What are the main features of a Motte and Bailey castle?
3. Explain why William the Conqueror built castles
4. Understand the key features of a Medieval village

Using evidence/Interpretations of History

You need to be familiar with evidence from the past and how to use it to reach conclusions about events.

You will be using sources similar to the ones you will have used during the group work exercise you did on the key features of an Iron Age settlement

Essay question

For this question you will have to reach a judgement - a conclusion about a key question.

You will have four factors you will need to discuss in the essay – they will be given to you on the exam paper. You will write a paragraph on each of them to explain how they relate to the key question.

You will also need to reach a conclusion and explain how all four factors are important and rely on each other but you can also say which one you think is the most important.

You will be asked specific questions that you should answer in a particular way:

Inference question

‘What can you learn about...’

For this question you need to write ONE example of something you learn from the source. You should use an example from the source to ‘back up’ what you are saying.

‘Useful’ question

For this question you need to explain what the source tells you that is useful or something it does not help you learn about.

You should comment on the purpose, nature and origin of the source to help you explain whether it is useful.

‘Explain why’ questions

For this question you need to explain TWO causes – a reason why something happened.

You should also explain which is the most important cause.

‘Briefly explain’ question

For this question you need to try and include TWO or THREE features of something with supporting evidence.

‘Describe’ question

For this you need to make TWO developed statements using key factual detail.

You will have revision lessons with your teacher all this week and you will be able to revise at home using this checklist to help you.

Remember to ask for help at home too – parents, grandparents, brothers and sisters or anyone else you live with might really enjoy helping you with this topic!!

Last thing...**GOOD LUCK!!!**

CARDINAL GRIFFIN
Y7 ICT EXAMINATION REVISION LIST
JANUARY 2014



PUPIL NAME: _____

FORM: _____

YEAR 7 KS3 ICT EXAMINATION REVISION LIST

(MARCH/APRIL 2013)

TOPIC A: Presentation Software

Different ways to present information

Information needs to be presented clearly and in the most appropriate way possible.

The layout, design and format must suit the purpose and audience. The following are all possible formats:

- essay
- leaflet
- poster
- website
- presentation (slideshow)

In each of the above you could include one or all of these:

- text
- image and photo
- graph or chart
- audio
- video
- animation

The final three cannot be used in print but the use of digital leaflets, newsletters and posters is common practice.

Before you start work on your information, ask yourself the following questions:

- What is its purpose?
- Who is going to read or look at it, ie who is the audience?

These questions will help you to decide the best way to present the information.

Applications

The applications you choose to use will depend on three things:

- how you've decided to present the information
- the software that you have access to
- your experience using different pieces of software

The table below gives suggestions of what software to use, depending on your approach.

Choosing the right software application

Write an essay	Word processing	<ul style="list-style-type: none"> • Microsoft Word • Open Office Writer • iWorks Pages
Design a leaflet or a poster	Desktop publishing	<ul style="list-style-type: none"> • Scribus • iStudio Publisher • Microsoft Publisher
Make a presentation or slideshow	Presentation	<ul style="list-style-type: none"> • iWorks Keynote • Microsoft PowerPoint • Open Office Impress
Create a graph or chart	Spreadsheet	<ul style="list-style-type: none"> • Microsoft Excel • Open Office Calc • iWorks Numbers
Build a website	Web design	<ul style="list-style-type: none"> • Google Sites • Adobe Dreamweaver • Serif WebPlus
Shoot and edit a video or a short film	Video editing	<ul style="list-style-type: none"> • Final Cut • Adobe Premiere • Windows Movie Maker
Create an animation	Animation	<ul style="list-style-type: none"> • Adobe Flash • Microsoft Silverlight • Pencil
Show edited pictures or photos	Draw / Paint	<ul style="list-style-type: none"> • Windows Paint • Adobe Photoshop • Gimp

TOPIC B: E-SAFETY

Be careful when sharing personal information online. Only use websites you trust.

Personal information includes:

- full name
- date of birth
- address

This information can be used to steal your identity or to find you in the real world. Identity theft is where someone pretends to be you. They might shop online spending your money, or take out loans in your name.



Status updates, comments and photos

Where possible, limit access to your social media profiles to family and friends. Do not post inappropriate status updates, comments or photos online. You might not want certain people, such as potential employers, to gain access to them.

Social networking sites also frequently change their privacy policies. This means that the way your information is used can change, a danger which often draws criticism.

False information and unsuitable content

The internet is a great source of information but some of it is incorrect, out of date or biased. Always check multiple sources, ie other websites or written material, to confirm what you've read is correct.



No one is in charge of the internet so anyone can post or publish anything to it. Some content may be unsuitable. Websites that you can trust include those from:

- The Government - if the address has 'gov.uk' in it, it's a UK Government website.
- The National Health Service (NHS) - if the address has 'nhs.uk' in it, it's an NHS website.
- The Police - the official website is www.police.uk.
- The BBC - all of the BBC's websites have 'bbc.co.uk' in their address.

Wikipedia

Wikipedia is an online encyclopaedia that anyone can edit. It has its pros and cons. It's full of useful, up-to-date information, but because anyone can edit it, it's easily abused.

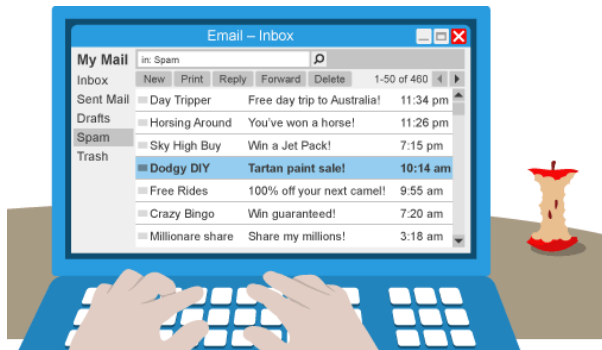
Know who you're talking to:

Email, instant messaging, social networking sites and video chat are great for keeping in touch with family and friends, but make sure you know who you're talking to. People may not be who they claim to be. They might try to get personal information from you or ask you to do something that makes you uncomfortable. Others may try to wind you up or be unnecessarily aggressive. This is called trolling and flaming.

Ignore emails and friend requests from people you don't know and try to avoid meeting people you meet on the internet in real life. If you do decide to, take an adult with you, meet them in a crowded public space and always let a second adult know where you are.

Spam email and phishing

Nearly everyone has an email address. Email is a useful tool at home and in work but spam and junk mail can be a problem. Spam emails offer all kinds of things like money, prizes and very low prices for products that are normally very expensive. They can contain malware too.



Spam is very difficult to avoid but there are ways to reduce it:

- Use a spam filter - most email clients try to stop spam from reaching you by using a spam filter. It recognises common spam emails and stops them from getting through. Check your spam email regularly as sometimes real emails are mistaken for spam.
- Do not give your email address out - if you don't trust the website or if supplying your email address is optional, don't give it to them.
- Keep an eye out for tick boxes - when you sign up to a website, it might try to sign you up to its newsletter. Read the small print next to the tick boxes carefully.

Phishing

Trying to trick someone into giving out information over email is called 'phishing'. You might receive an email claiming to be from your bank or from a social networking site. They usually include a link to a fake website that looks identical to the real one. When you log in it sends your username and password to someone who will use it to access your real accounts. They might steal your money or your identity.

Your bank will never send you an email asking for your personal information or your username and password.

Malware and security

Malware is a general term that describes lots of different programs that try to do something unwanted to your computer. Anti-virus software prevents malware from

attacking your computer or mobile device. There are free anti-virus applications available:

- AVG
- Avast!
- Microsoft Security Essentials

There are also applications that you have to pay for:

- Norton
- McAfee
- Sophos

There are many types of malware:

- A virus harms your computer in some way, usually by deleting or altering files and stopping programs from running.
- A trojan starts by pretending to be a trusted file, but gives unauthorised access to your computer when you run it.
- Worms are difficult to get rid of. They copy themselves over networks to external storage devices and to other computers.
- Spyware collects information from your computer and sends it to someone.
- Scareware tricks you into thinking it's software that you need to buy.

Cyberbullying

Using technology to bully someone is called cyberbullying. Cyberbullying can involve one or more of the following:

- sending offensive texts or emails
- posting lies or insults on social networking sites
- sharing embarrassing videos or photos online

If you're being bullied, tell someone. For more advice visit Think U Know.

KS3 Drama revision guide

Key Words	Try copying out the word or phrase to help you with the spelling
Facial expression	
Body language	
Tone of voice	
Movements	
Gesture	
Stance/posture	
Dialogue	
Thought-track	
Audience	
Scene	
Characters	
Atmosphere/tension	

Useful phrases when evaluating performance work-

- Facial expressions are important because.....
- Music can help the audience to understand.....
- Our setting was funny/serious/appropriate because.....
- I pulled an angry/sad/frustrated face to show that.....
- I exaggerated my body language because.....
- My movements were fast when.....
- My movements were slow when.....
- We included a dramatic pause when.....
- My classmate's movements were slow/fast because.....
- My classmate played the role of.....
- The most important part of our scene was.....because....
- I spoke using a worried/happy/excited tone because.....
- I delivered dialogue in this way.....
- The success of our piece was due to.....

Top tips for performing your practical work to an audience-

- Always face the front.
- Think about what message you wish to deliver to the audience.
- Does your tone of voice suit the character and their feelings?
- Are you moving as that character should/would move?
- Could you be a little bit more bold or confident when performing?
- Are you making eye contact with other performers?
- Does your scene reach a dramatic point?
- Think about how pauses can be used for effect.

MUSIC

Key Stage 3

Revision Guide.

The Music exam at Key stage 3 will focus on **performing, composing** and **appraising** skills.

Year 7 pupils should be familiar with the following key words and be able to describe them in a sentence.

Melody : The tune of the music.

Timbre: The unique sound of different instruments.

Texture: the layers of sound.

Structure: how the music is put together.

Ostinato: A short repeated rhythm or tune.

Pitch: how high or low the notes are.

Dynamics: the volume of sound

Duration: How long the piece last for.

Pupils in year 7 will be asked to work as a group to compose a piece of music and perform it using the elements of music above.

Pupils will then be asked to review their learning and appraise their own performance and that of their group.

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Key Stage 3 (Year 7)

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