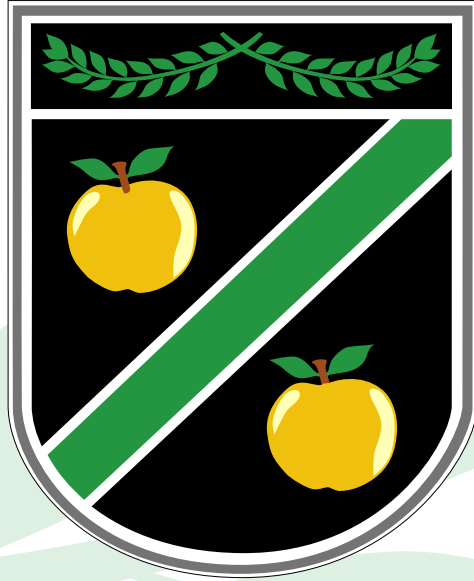


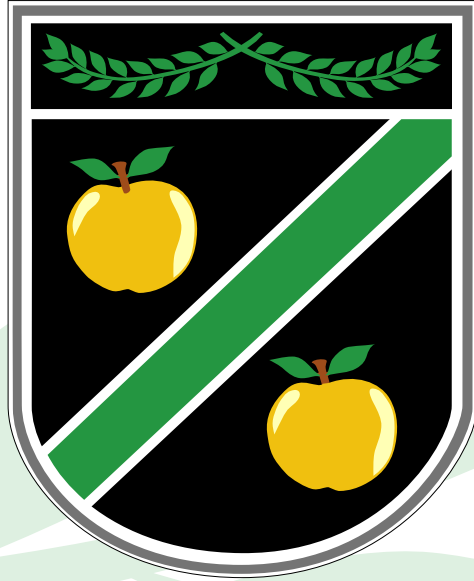
Welcome- Year 7 Curriculum Evening



The Schedule for this evening:

- Introduction/ Key Dates
- Maths Curriculum Presentation
- English Curriculum Presentation
- Science Curriculum Presentation
- The Importance of Attendance
- Key Stage Three Assessment
- Revision Strategies

Key Dates



Autumn Term:

8th October- Settling in report shared

9th October- Year 7 Meet the Tutor Evening

16th October- Year 7 Disco 6-7.30pm

18th December- Christmas concert

Spring Term:

28th January- Year 7 Progress reports shared

Summer Term:

13th April- 24th April- Year 7 Assessment Weeks

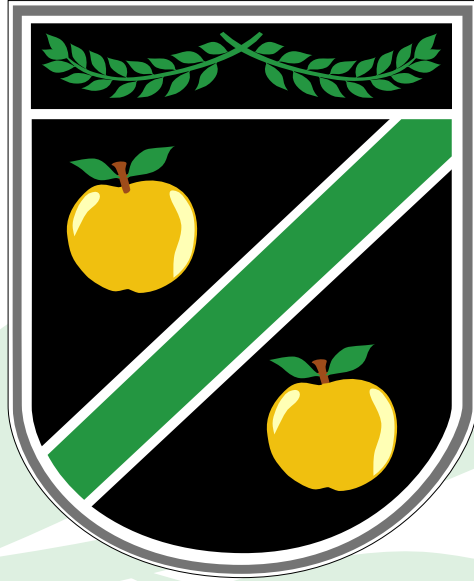
13th May- Progress reports shared

21st May- Parent Consultative Evening

27th April 2026 to 1st May 2026- Cultural Week

13th- 16th July- Rewards week and trips

Pastoral Support



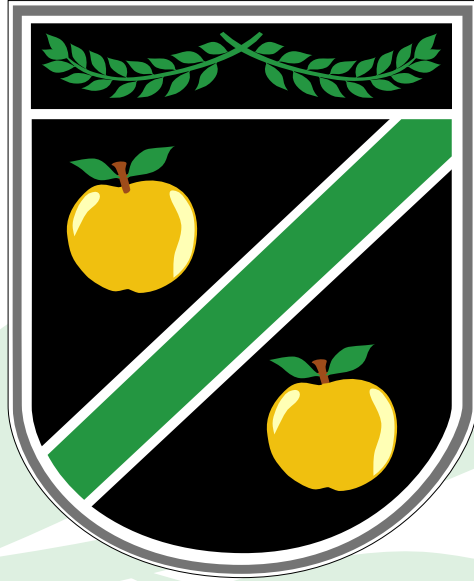
- We have a fantastic pastoral team to support students in Year 7; your child's Tutor, their Assistant Head of Year, myself, their teachers and our SEND and Pupil Premium teams.

- If your child is on our SEND register, Learning Plans for these students are distributed to all of your child's teaching staff to ensure that they are aware of their needs.
- Parents and carers can access these learning plans through Edukey / Provision Map, and you can comment in real-time.
- Targets are reviewed 3 times per year - this can be through the Edukey site, and **we are also available for appointments during all consultative evenings.**

- If your child has Free School Meals, we can support them by subsidising a wide range of extra curriculum activities, from trips, breakfast club, sports fixtures and prom, as well as providing equipment and uniform where needed. We also support individual students with their academic progress across a range of year groups and subjects.

- If your child has not yet signed up for a lunch time or after school club, we highly recommend encouraging them to do so. All our clubs are shared on our school website, on our 'Clubs and Activities' page.

Welcome to Year 7 Maths

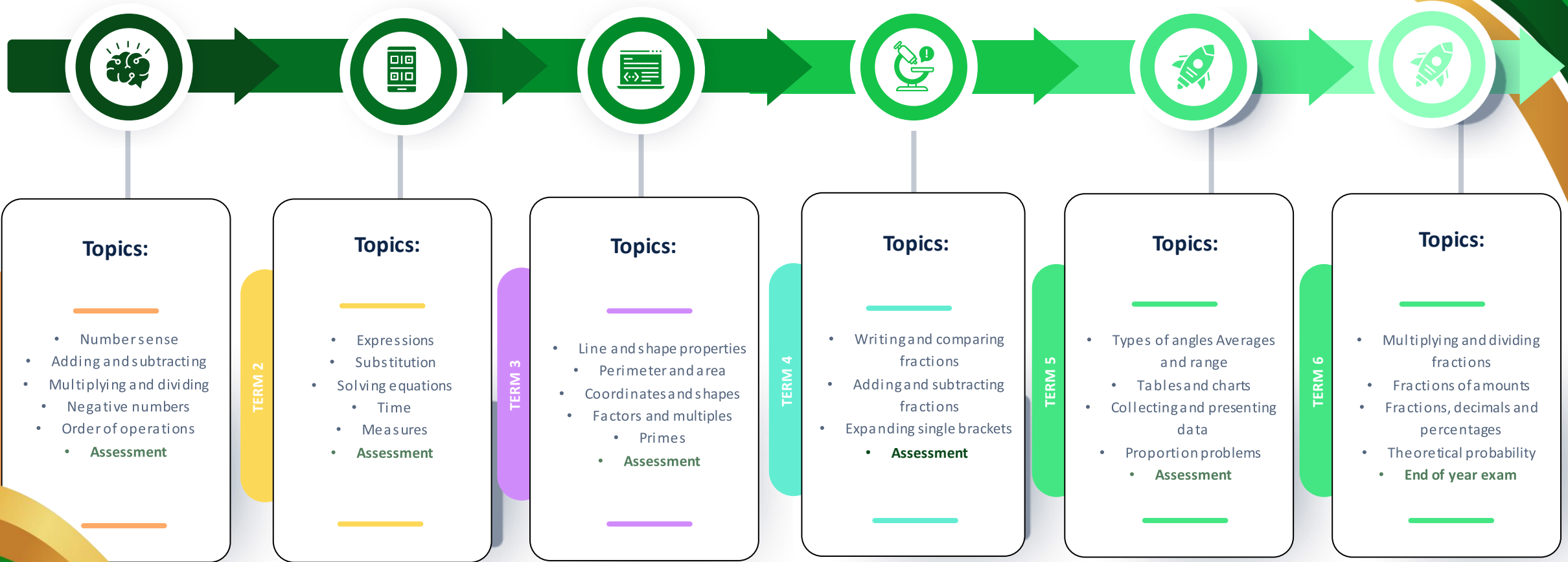


Curriculum map

Use of online platforms and how
parents can support at home

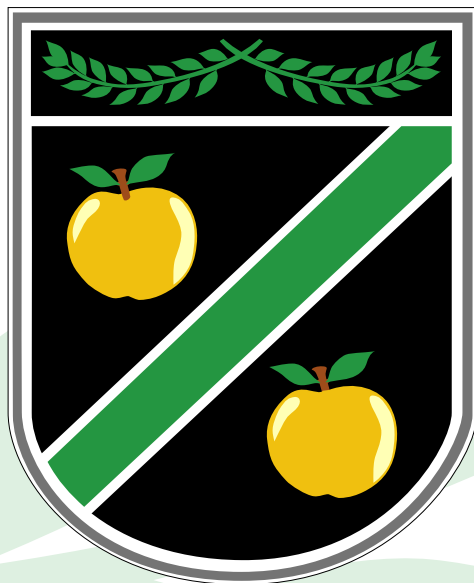
Importance of numeracy

Road Map for Mathematics: Year 7



Achieving Excellence

Sparx Maths



Your 2024/2025 highlights

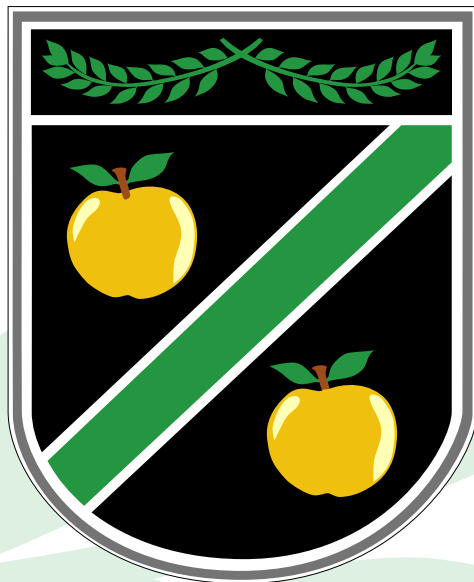


Students at
The Appleton School
completed

15,605 hours

of learning this year in Sparx Maths

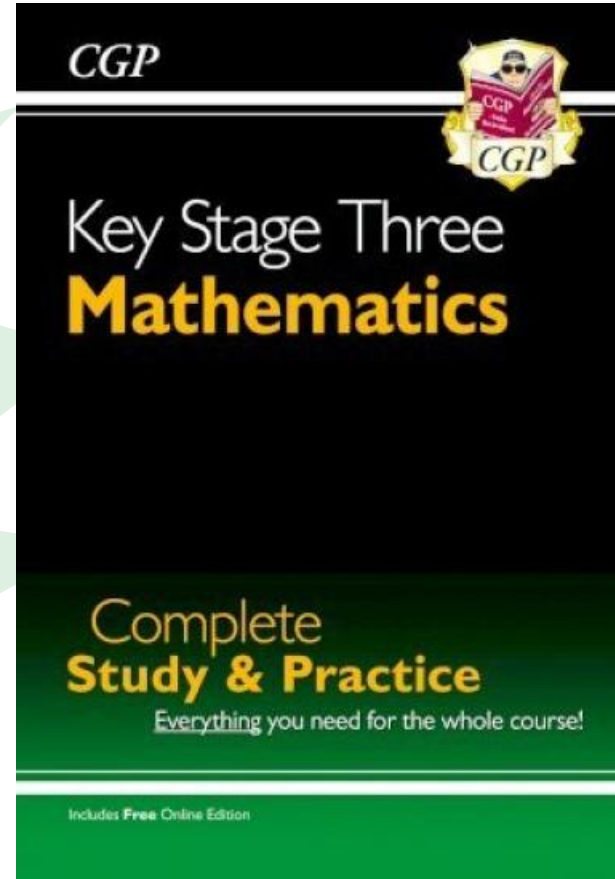
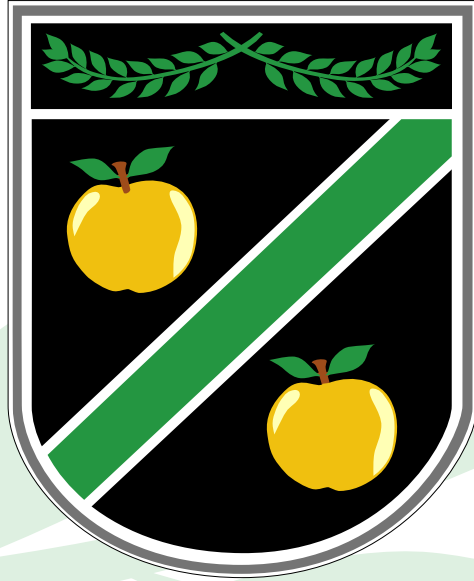
Sparx Maths



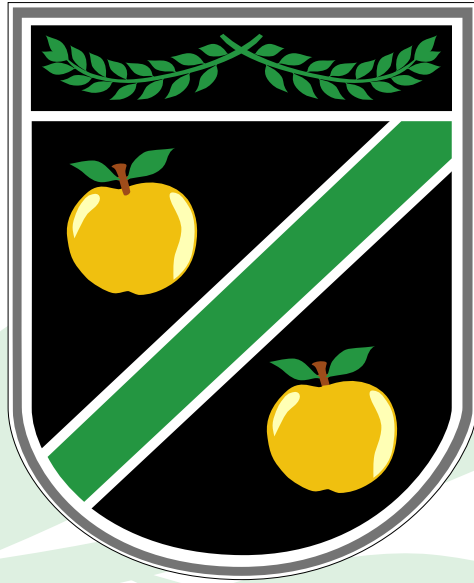
Your 2024/2025 highlights



Independent study resources



The effects of poor numeracy



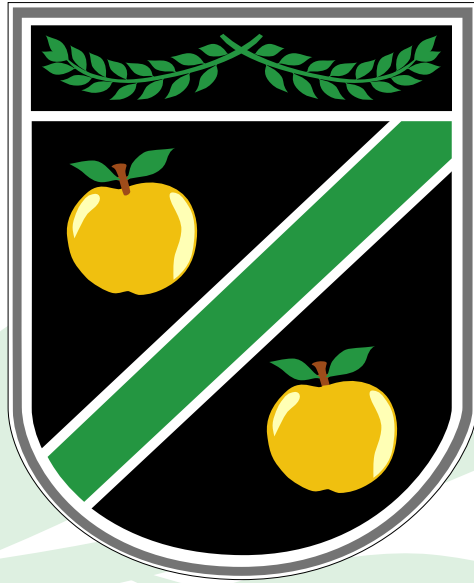
People with low numeracy are more than twice as likely to face unemployment

Good numeracy is linked to positive financial behaviours such as saving frequently and keeping on top of bills

Pupils starting school with low numeracy are more likely to face school exclusions

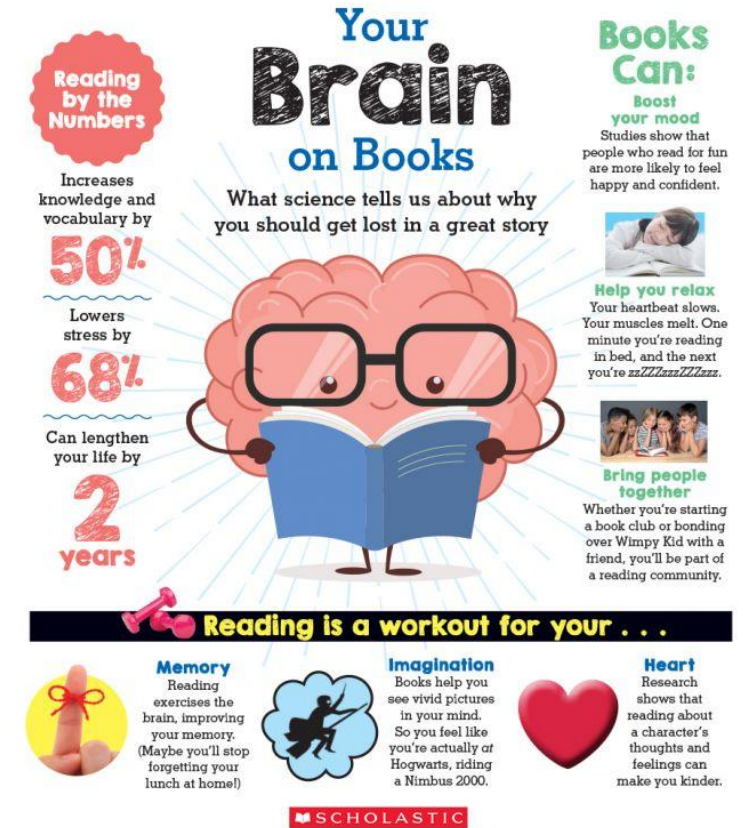
Students with poor maths skills are more than twice as likely to truant

65% of adult prisoners have numeracy skills below an 11-year-old



The Importance of Reading

Research continually demonstrates that students with higher levels of Reading and Literacy proficiency are more successful in school, but also have better wellbeing and improved life chances.



	Below expected level %	At expected level %	Above expected level %
Every day	3.7	68.3	28.1
A few times a week	7.1	81.7	11.2
About once a week	13.6	78.4	8.0
A few times a month	14.1	78.8	7.1
About once a month	18.9	72.2	8.9
Rarely	25.1	67.0	7.9
Never	36.2	59.3	5.4

Studies have found that reading for pleasure enhances empathy, understanding of the self, and the ability to understand one's own and others' identities

One in four children haven't reached the expected level of reading by the age of 11. Many of these children will struggle to keep up at secondary school.

By Year 11, the reading skills of children from disadvantaged backgrounds are on average almost three years behind those from the most affluent homes

16-year-olds who choose to read books for pleasure outside of school are more likely to secure managerial or professional jobs in later life.

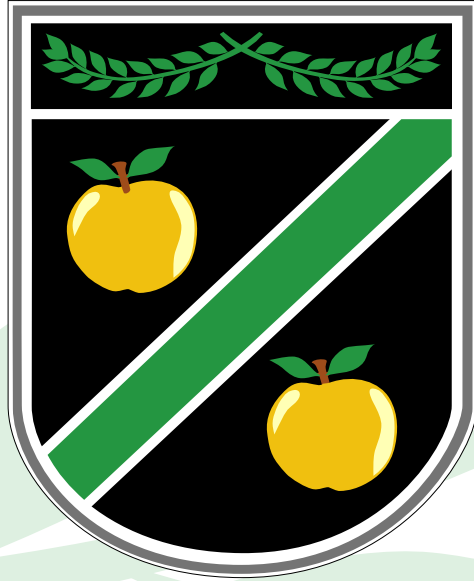
Low levels of literacy cost the UK an estimated £81 billion a year in lost earnings and increased welfare spending, impacting on 'the success of the economy as a whole'. Per capita incomes are higher in countries where more adults reach the highest levels of literacy proficiency.

Adults with lower levels of literacy are more likely to believe that they have little impact on political processes, and are less likely to participate in voting.

Studies have shown that those who read for pleasure have higher levels of self-esteem and a greater ability to cope with difficult situations.



Reading Age Testing and Reporting



At the start of the school year, we test every child's reading age. The outcome of this test enables us to put students into reading bands. Teachers use reading band information to support and challenge learners across the curriculum. You can see personalised next steps for your child on their reading report.

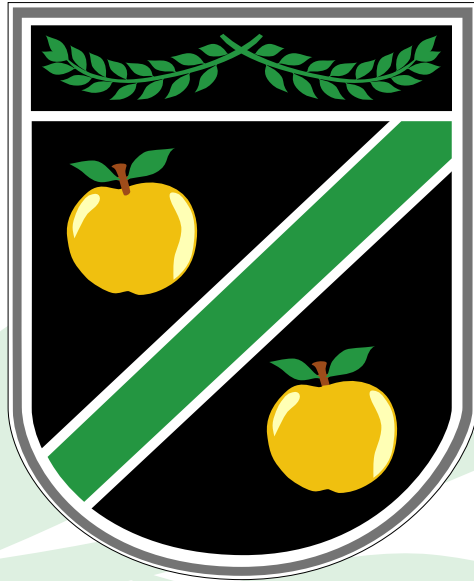
Purple	MORE THAN ONE YEAR ABOVE ACTUAL AGE
Pink	ONE YEAR ABOVE ACTUAL AGE
Green	ON TARGET - READING AGE IN LINE WITH ACTUAL AGE
Orange	ONE YEAR BELOW ACTUAL AGE
Red	MORE THAN ONE YEAR BELOW ACTUAL AGE

SPARX

We use a programme called Sparx to complete our reading age testing, but also to support students in developing their reading and vocabulary skills throughout the year.

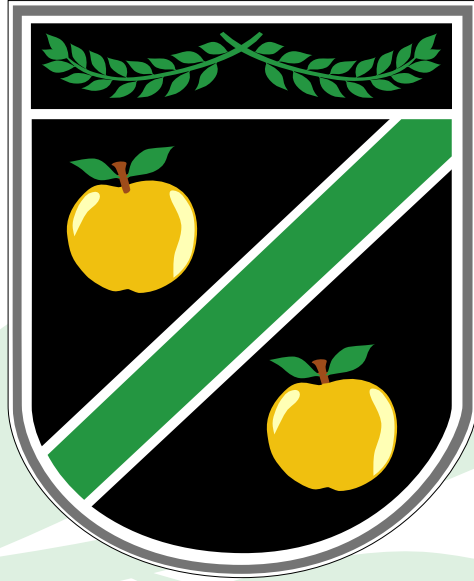
Students can select a book from over 50,000 titles and adapt the formatting of the page to suit their needs.

Students earn points (SRP) for each question they answer. We expect students to earn 300 SRP a week, which equates to around 30 minutes of focused reading. This is set as homework and is monitored by English teachers.



Reading Rewards

When students reach the milestone of 50 achievement points, at the end of that term they'll be given a token for our reading vending machine.



We also use reading journals within English to encourage students to read for pleasure. Rewards are given when students reach the milestones of 5, 10 and 15 books.

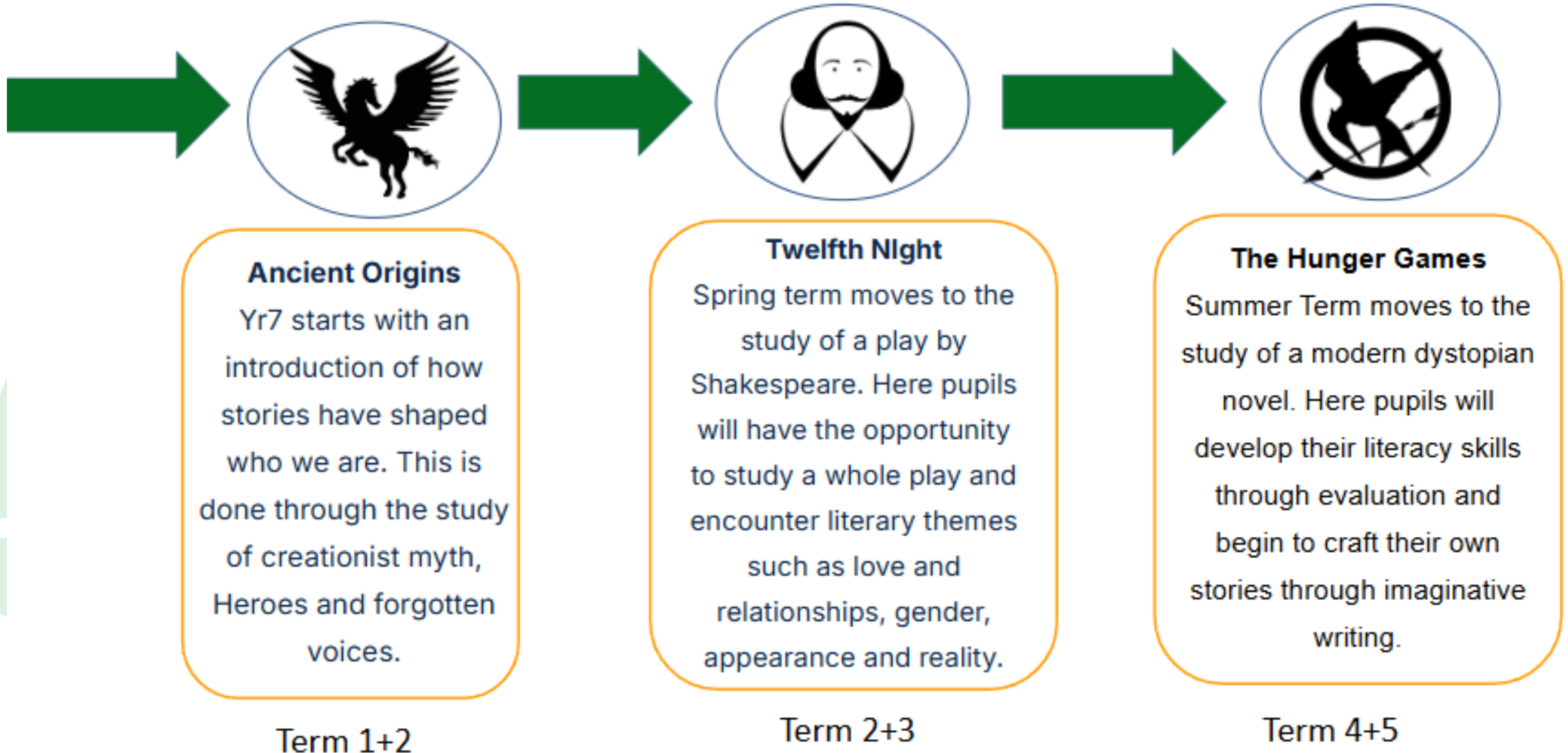


Name: _____

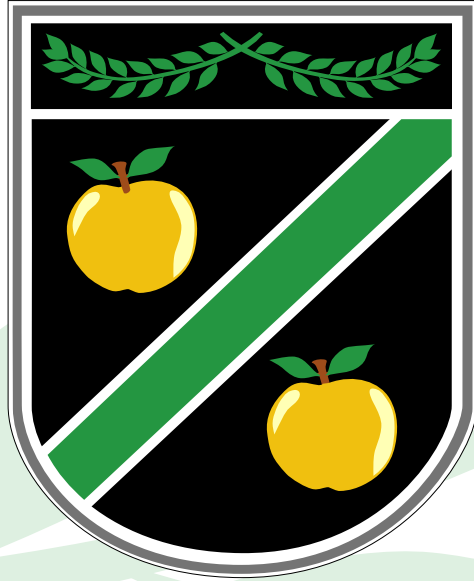
English Class: _____

English Teacher: _____

KS3 Curriculum Overview



Vocabulary and Wider Reading



Visit the English and Reading/Literacy sections of our school website for further resources to support your child, including vocabulary booklets and wider reading lists.

DOCUMENTS

 [English Curriculum Overview](#)

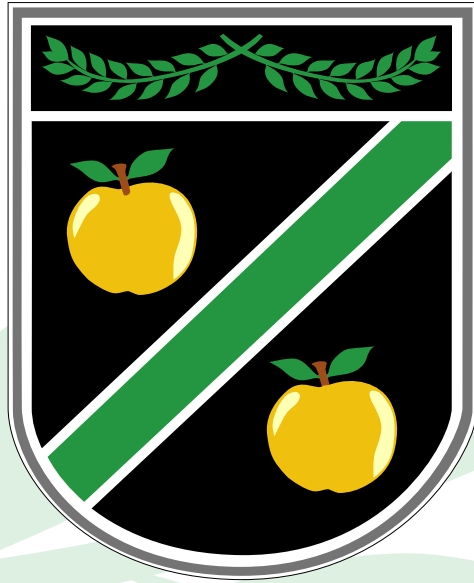
 [English - Terminology Booklet](#)

DOCUMENTS

 [Cross Curricular Wider Reading List](#)

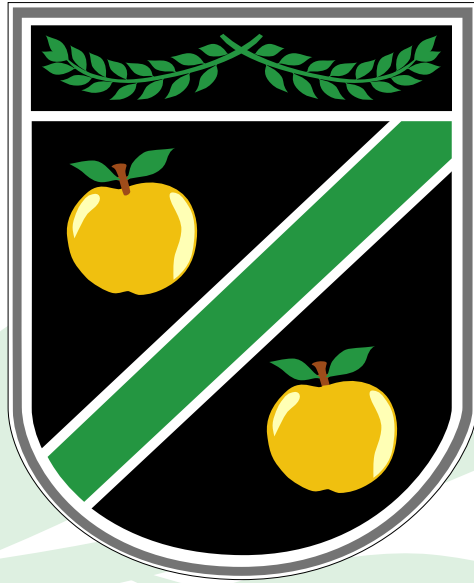
 [Encouraging Reading List](#)

 [Aspirational Reading List](#)



Science Curriculum Information

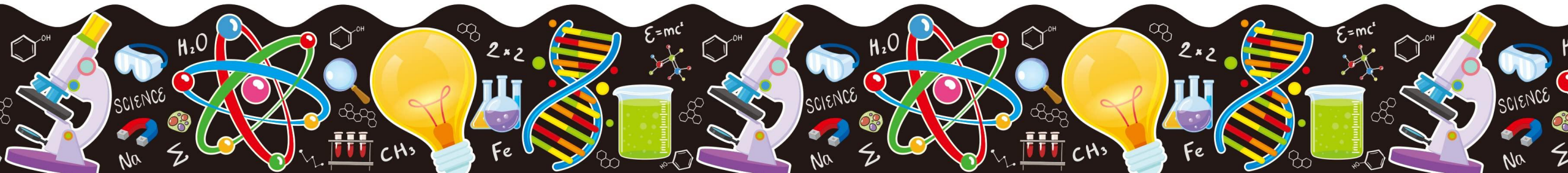
Science



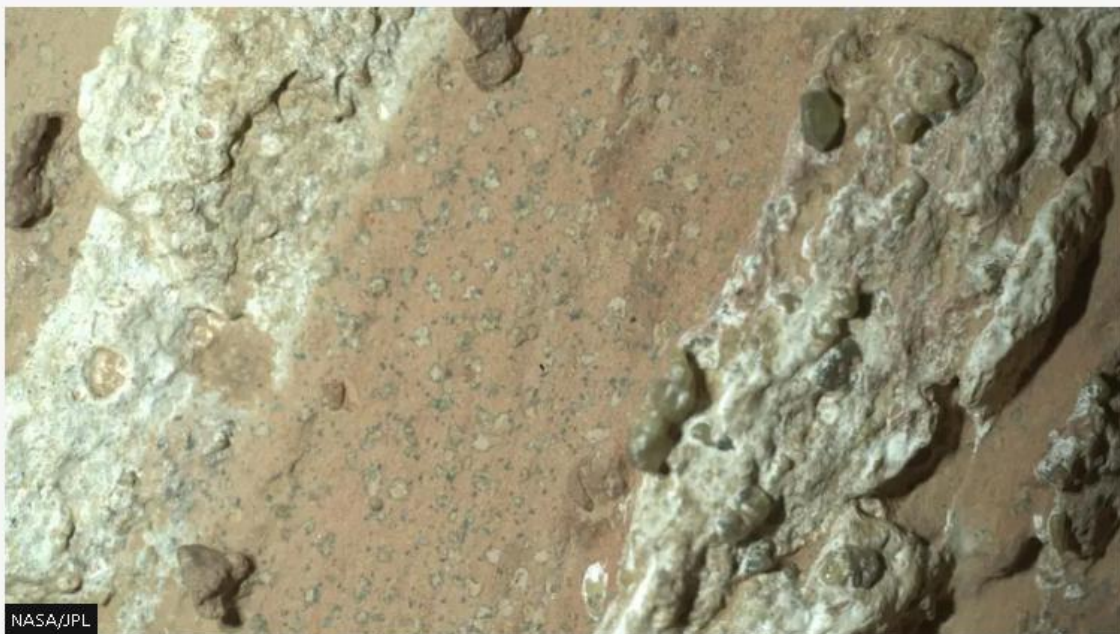
“Science helps us to answer our biggest questions and to meet our most basic needs: from explaining the deepest mysteries of the universe to the structure of elementary particles that form atoms. The findings of science have fundamentally shaped every aspect of our world. Science drives innovation, creating new knowledge to help us solve current and future problems. All young people are entitled to a high-quality science education, to the curiosity it engenders and the understanding and the opportunity it brings.”

Finding the optimum: the science subject report

Published 2 February 2023 Ofsted GOV.UK



Life on Mars? 'Leopard-spot' rocks could be biggest clue yet



NASA/JPL

The rocks are covered with unusual markings that look like leopard spots

Unusual rocks discovered on Mars contain the most tantalising evidence yet of potential past life on the Red Planet.

The mudstones, found in a dusty riverbed by Nasa's Perseverance Rover, are dotted with intriguing markings nicknamed leopard spots and poppy seeds.

Scientists believe these features contain minerals produced by chemical reactions that could be associated with ancient Martian microbes.

It's possible the minerals were produced by natural geological processes, but at a press conference Nasa said the features could be the clearest signs of life ever found.



Million-year-old skull rewrites human evolution, scientists claim

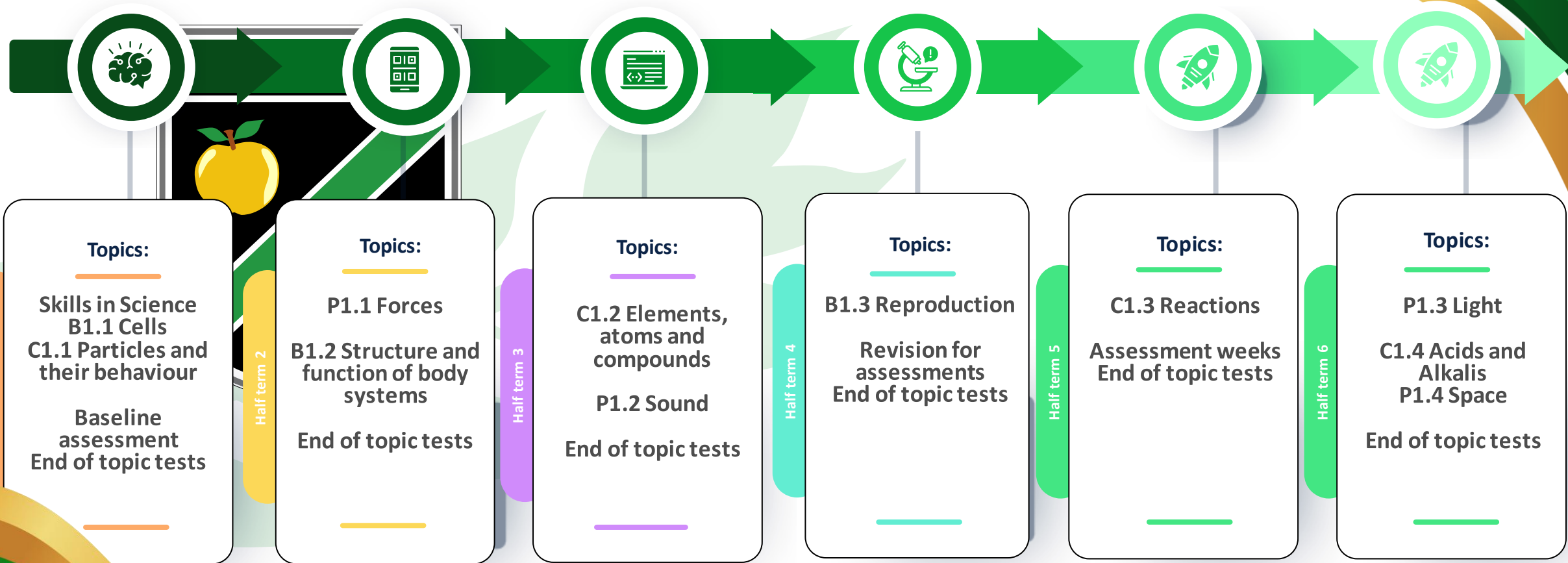


China makes landmark pledge to cut its climate emissions

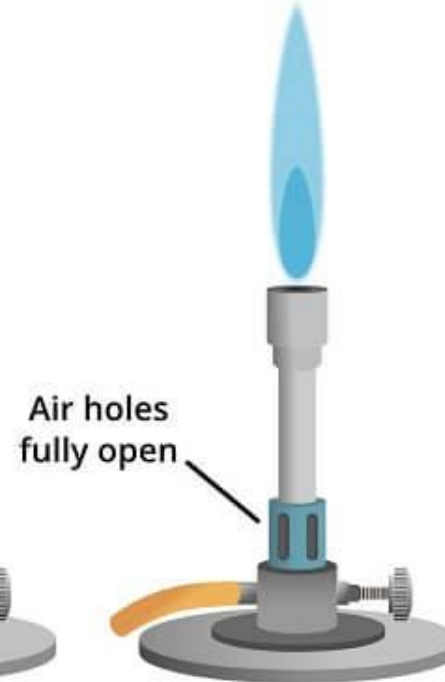
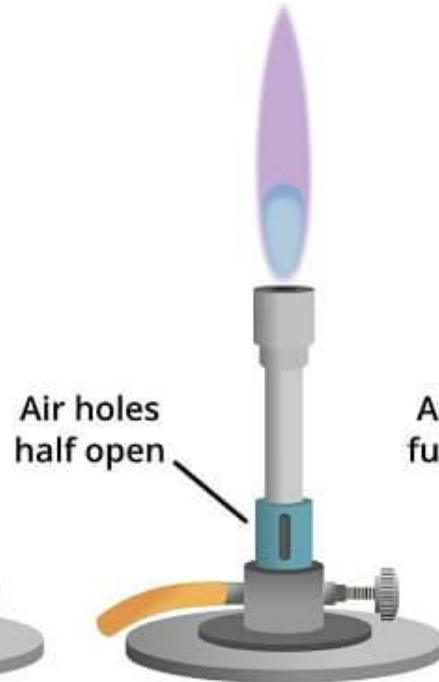
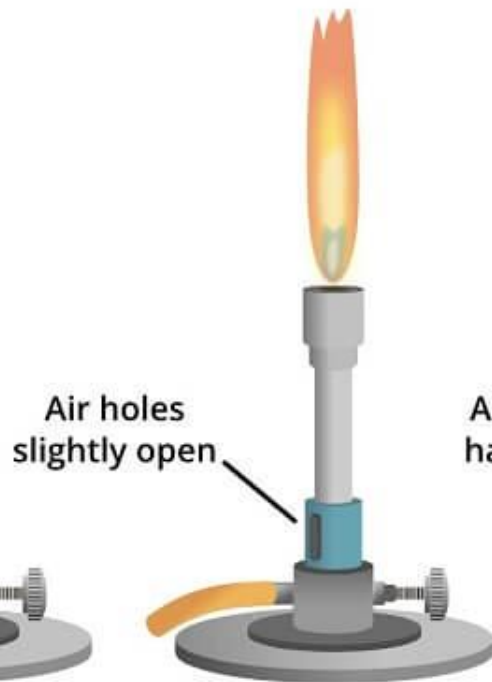
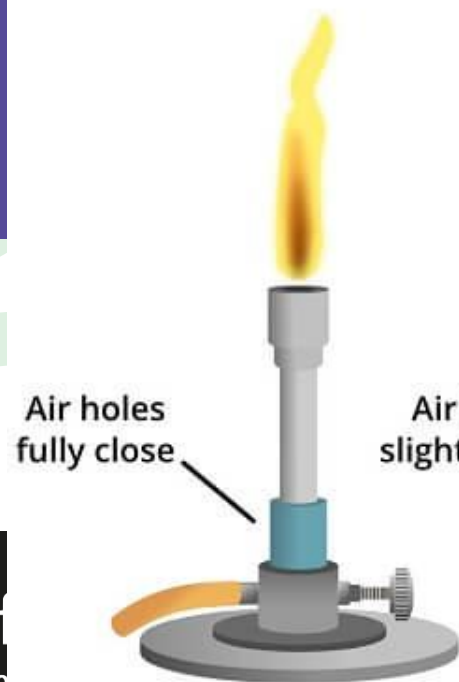


Road Map for Science: Year 7

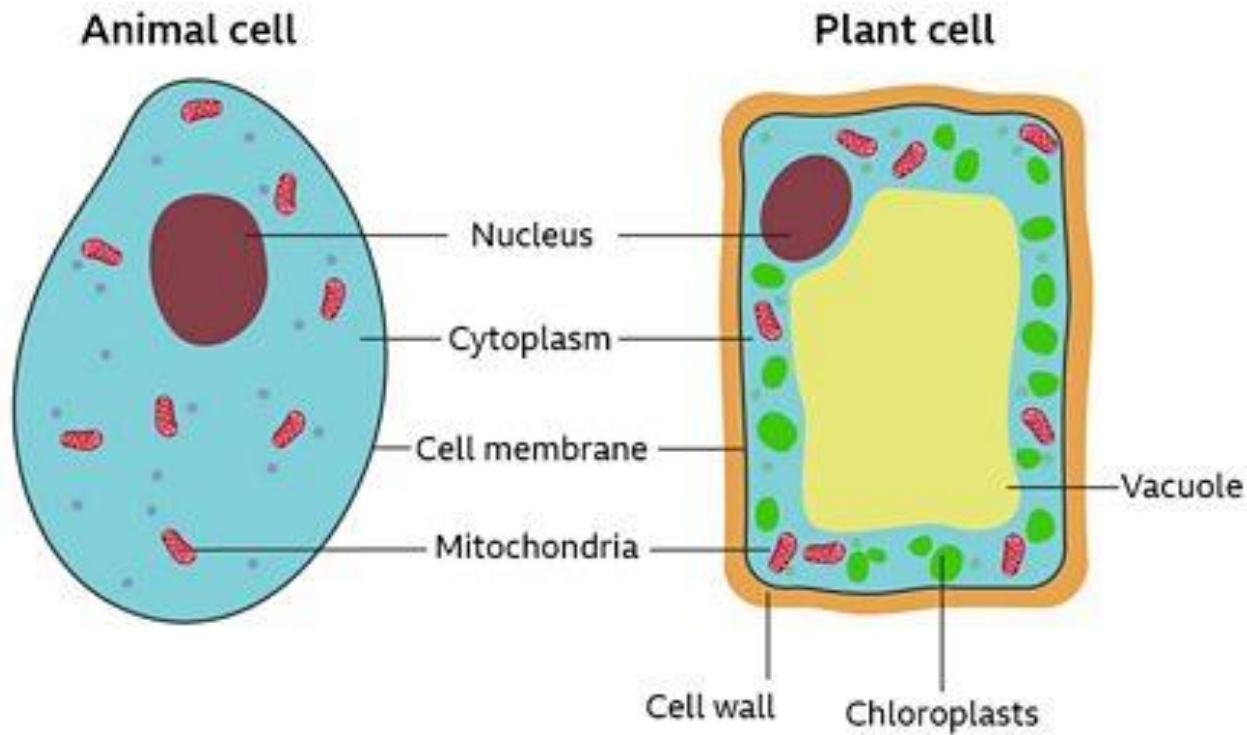
The KS3 science course includes Biology, Chemistry and Physics.
Students are assessed throughout by end of topic assessments



Achieving Excellence



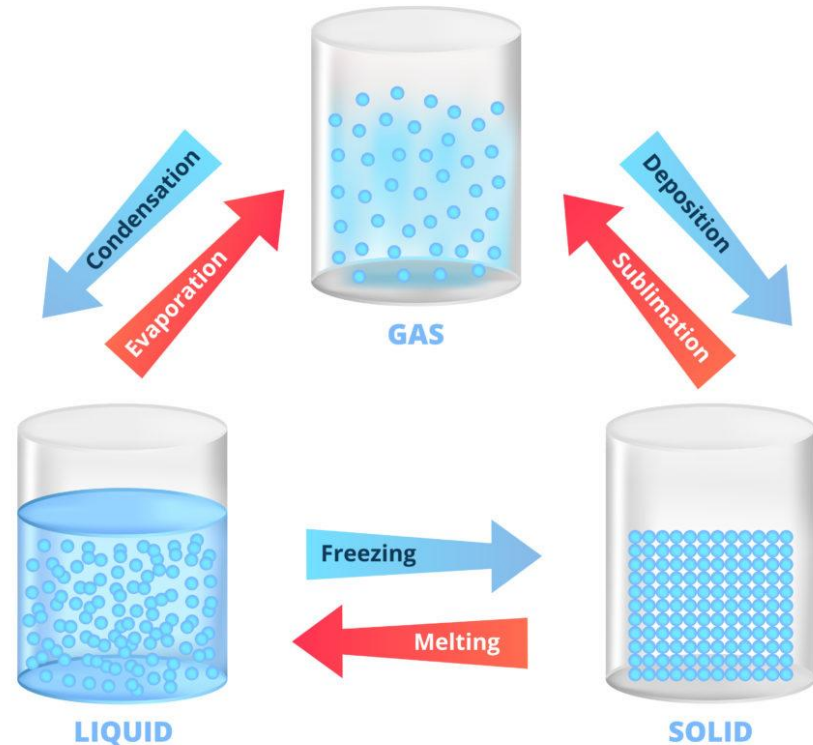
Currently Learning



Cells –

- What are cells?
- Cell structures and their function
- Comparing plant and animal cells

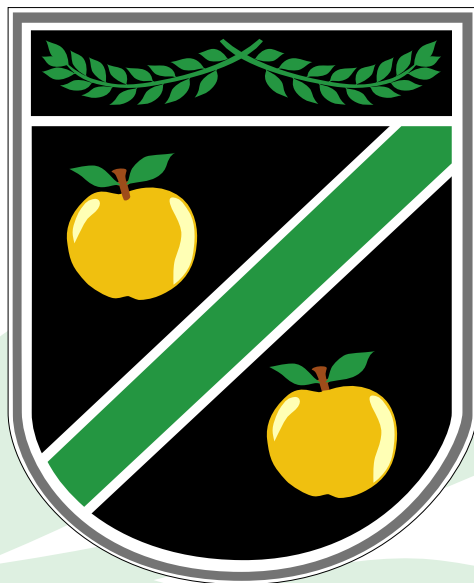
CHANGING STATES OF MATTER



States of Matter –

- What are the three states of matter?
- How does the arrangement of particles vary between states?
- How can substance change state?

Scheme of Work



We follow the Kerboodle Scheme of Work

Sparx Science Homework

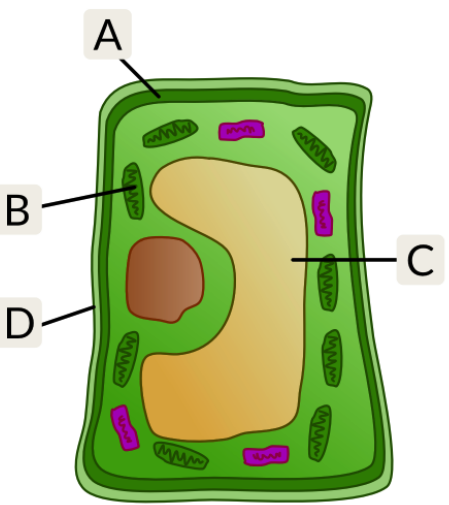
Sparx Science

- Auto marking- students receive feedback immediately
- Algorithm adapts to students
- Provides opportunity to repeat questions which challenge students
- Set every Wednesday and due the following Tuesday.
- Students need to score 100% for HW to be completed

Sparx Science Adam Smith ▾

Q1 ✓ Q2 ✓ Q3 ✓ Q4 ✓ Q5 ✓ Q6 ✓ Q7 Q8 Q9 Q10 Q11 Q12 Q13

The diagram represents a **plant cell**.
Name each labelled part of the cell.



A: ✓

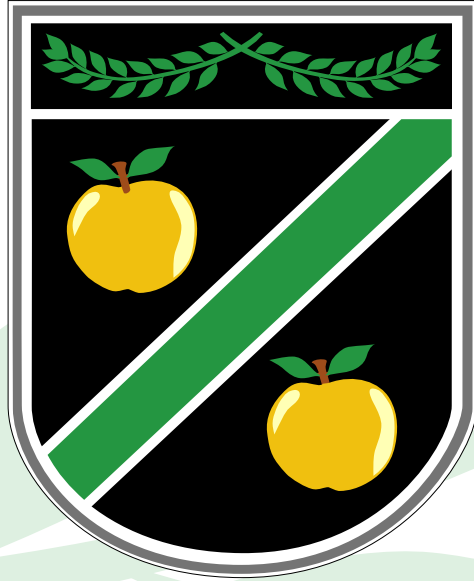
B: ✓
✓ chloroplast

C: ✓

D: ✓

I don't know Submit >

Desirable Equipment



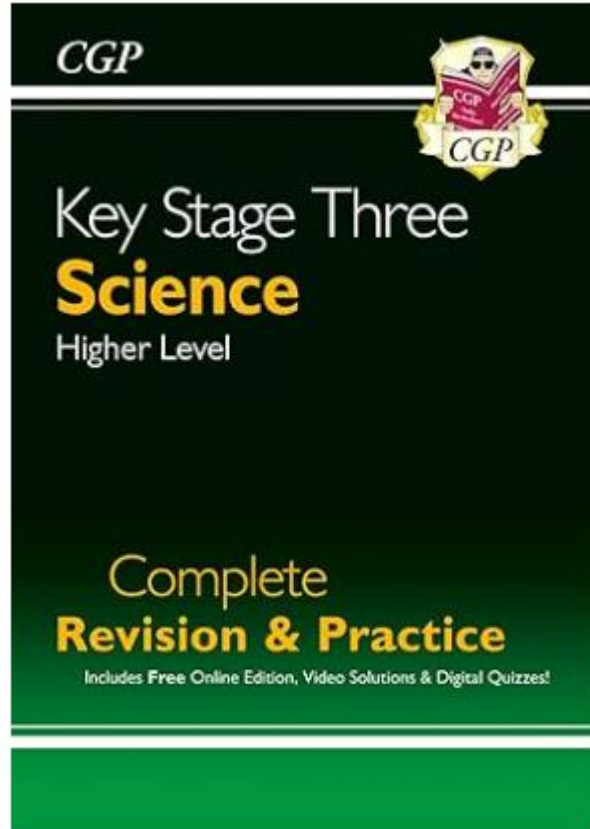
White board pen

Green pen

Scientific Calculator



To Practise



To Recap/Revisit a topic

- Oak National Academy
- 'Cognito' available on You Tube

To Practice

- Sparx Science
- KS3 Bitesize
- KS3 SENECA
- Free KS3 Science Online 10 Minute Test from CGP
- Oak National Academy

Revision Guide

- CGP Key Stage Three Science Complete Revision and Practice

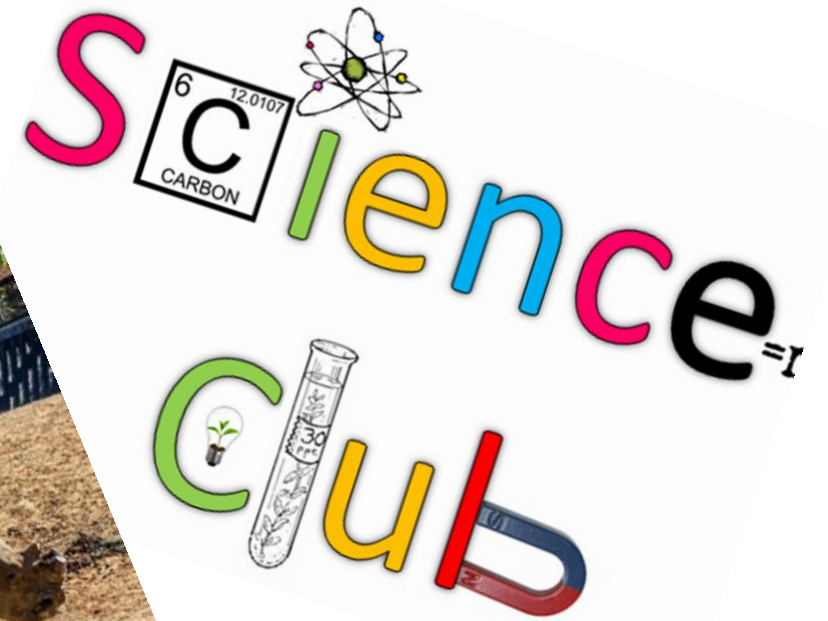
Getting Involved...



March – British Science Week Poster Competition



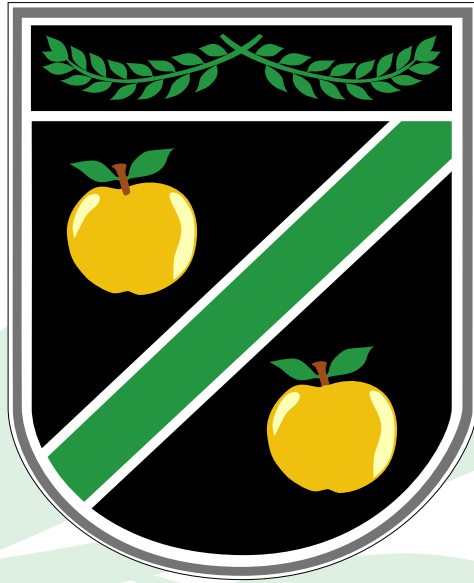
Summer Science school trip!!!



Every Wednesday after school with Mrs Starling in T32

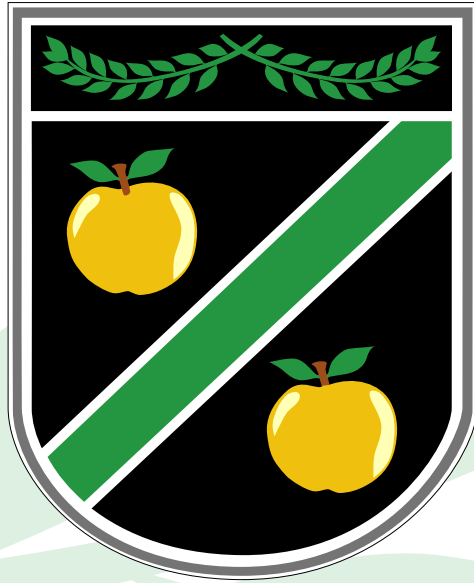
Science Fair Week
Summer 2026





The Importance of Attendance

The Importance of Attendance: Building Resilience, Reliability and Success

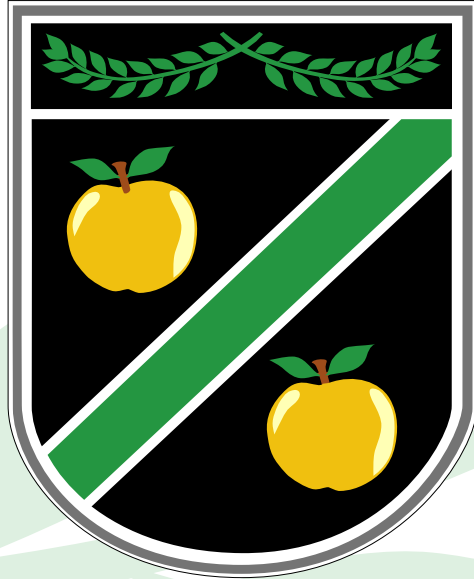


Why is attendance and punctuality so important?

Every school day contributes to your child's learning journey. When students attend regularly and arrive on time, they benefit from:

- **Structured Learning:** Lessons build on prior knowledge. Missing even one day can interrupt understanding, though we appreciate that occasional absences may be unavoidable.
- **Cognitive Development:** Consistent participation strengthens memory, focus, and problem-solving skills.
- **Social Growth:** Being present supports friendships, teamwork, and a sense of belonging.
- **Confidence and Independence:** Arriving on time fosters responsibility and helps establish positive routines.

The Importance of Attendance



Irregular attendance and the impact on learning and success.

Essex County Council
Education



Here, every day, ready and on time

Minutes lost per day

5 minutes

10 minutes

15 minutes

20 minutes

25 minutes

equates to a yearly loss of:

3
days lost

6.5
days lost

10
days lost

13
days lost

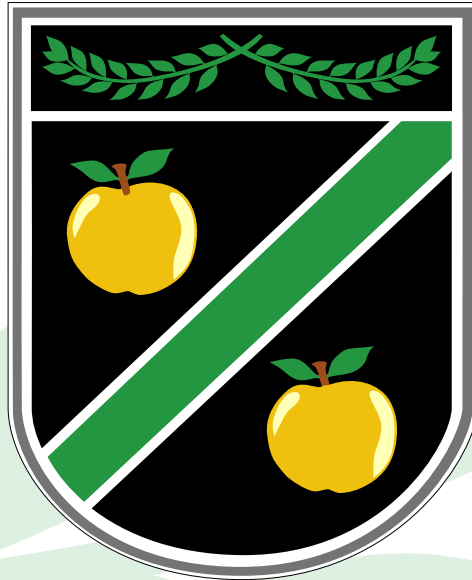
19
days lost

Five minutes late per day adds up to three learning days lost in a school year

If 15 minutes late each day you will miss two full weeks of school in one year

Poor timekeeping means less chance of success!

The Importance of Attendance



NHS guidance detailing – how ill does your child need to be to stay off school?

What to do

Advice on childhood illnesses



Go to school; if needed, get treatment as required



Some restrictions for school attendance



Don't go to school and see the GP

What it's called?	What it's like	Going to school	Getting treatment	More advice
Asthma flare up	Worsening of usual symptoms	➡	Follow your care plan	Stay off school if feeling too unwell
Chicken pox	Rash begins as small, red, flat spots that develop into itchy fluid-filled blisters	➡	Pharmacy	Back to school five days after on-set of the rash, or when all lesions are crusted over
Common cold	Runny nose, sneezing, sore throat	➡➡	Pharmacy	Ensure good hand hygiene
Conjunctivitis	Teary, red, itchy, painful eye(s)	➡➡	Pharmacy	Try not to touch eye to avoid spreading*
Flu	Fever, cough, sneezing, runny nose, headache, body aches and pain, exhaustion, sore throat	➡➡	Pharmacy	Ensure good hand hygiene*
German measles/ Rubella	Fever, tiredness. Raised, red, rash that starts on the face and spreads downwards	●	GP	Back to school four days after the rash has started, if feeling well enough. Please let the school know, as pregnant members of staff may be affected.
Glandular fever	High temperature, swollen glands, sore throat; usually more painful than any before	➡➡	GP	*
Hand, foot & mouth disease	Fever, sore throat, headache, small painful blisters inside the mouth on tongue and gums (may appear on hands and feet)	➡➡	GP	Attend school while monitoring symptoms
Head lice	Itchy scalp (may be worse at night)	➡➡	Pharmacy	
Impetigo	Clusters of red bumps or blisters surrounded by area of redness	●	GP	Back to school when lesions crust or 48 hours after start of antibiotics
Measles	Fever, cough, runny nose, watery inflamed eyes, rash	●	GP	Back to school four days from on-set of rash, and if feeling well enough
Ringworm	Red ring shaped rash, may be itchy, rash may be dry and scaly or wet and crusty	➡➡	Pharmacy	
Scabies	Itching rash, commonly between fingers, wrists, elbows, arm	➡➡	GP	Back to school after first treatment
Scarlet fever	Fever, unwell, red tongue, sandpaper rash	●	GP	Exclusion period during first 24 hours of antibiotics*
Shingles	Pain, itching, or tingling along the affected nerve pathway. Blister-type rash	➡➡	GP	Only stay off school if rash is weeping and cannot be covered
Sickness bug/ diarrhoea	Stomach cramps, nausea, vomiting and diarrhoea	➡➡	Pharmacy	Contact GP if symptoms persist after 48 hours
Threadworms	Intense itchiness around anus	➡➡	Pharmacy	Ensure good hand hygiene
Tonsillitis/ Strep throat	Intense sore throat for more than 1 day	➡➡	Pharmacy	See GP if temperature lasts more than 48 hours or cannot swallow. Only need to stay off school if feeling too unwell
Whooping cough	Violent coughing, with a 'whoop'	●	GP	Exclusion period during first five days of antibiotics
Covid				Visit www.nhs.uk for latest guidance

*Attend school while monitoring symptoms.

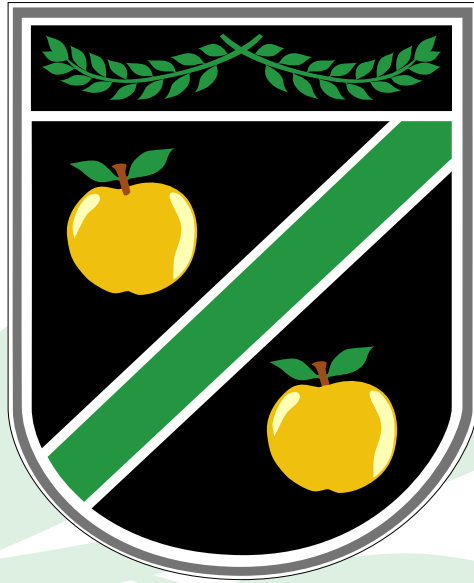
This information is a guide and has been checked by health professionals. If you are unsure about your child's wellbeing, we recommend you contact your pharmacy or GP to check.

Should my child go to school/nursery today?

Hertfordshire and West Essex Healthier Together for further information
<https://www.hwehealthiertogether.nhs.uk/parents/carers>

Working in partnership with

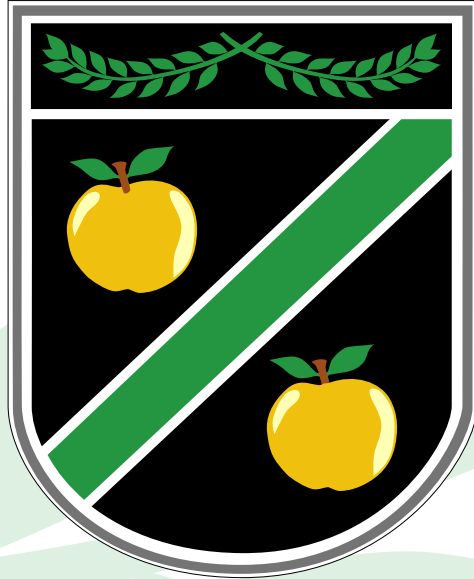




Key Stage Three Assessment

Key Stage 3 Assessment

- 28th January- Year 7 Progress reports shared
- 13th April- 24th April- Year 7 Assessment Weeks
- 13th May- Progress reports shared



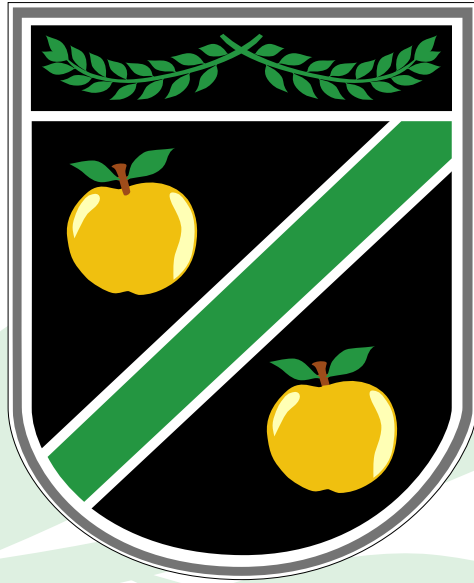
What is a step target?

- Your child has been given a step target grade and this will increase by one step every year at Key Stage 3. Steps is a way of monitoring that students are building the core skills and knowledge necessary each year at Key Stage 3, to achieve their target grade at GCSE.
- A step is not equivalent to a GCSE grade, however, achieving a certain 'Step' would mean that students have the necessary skills and knowledge to achieve that grade at GCSE.

	Entry Step	EOY7	EOY8	EOY9	EO KS4 Estimate
Step 9					9
Step 8					8
Step 7					7
Step 6					6
Step 5					5
Step 4					4
Step 3					3
Step 2					2
Step 1					1
Pre-Steps					0

Key Stage 3 Assessment

- 28th January- Year 7 Progress reports shared
- 13th April- 24th April- Year 7 Assessment Weeks
- 13th May- Progress reports shared



How are 'Step' target grades calculated?

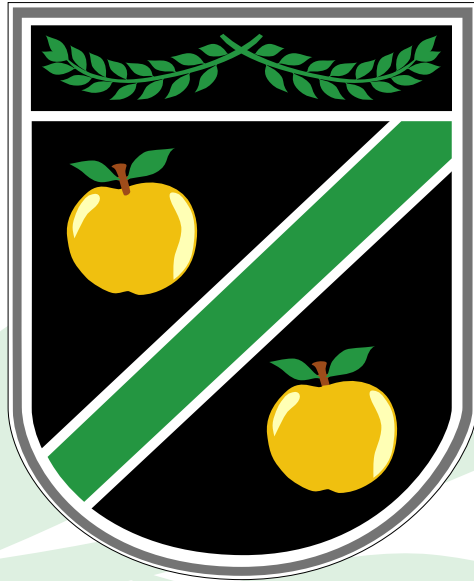
- These are calculated from Key Stage 2 SAT scores.
- By using national data we are able to calculate GCSE target grades and from this work out the steps your child needs to take at Key Stage 3 in order to reach their full potential at GCSE.

How are 'Step' current grades calculated?

- Subjects assess in different ways. Some subjects will have set an end of topic assessment for students to complete, whilst others will give a current Step grade based on key tasks completed throughout the term.

Key Stage 3 Assessment

- 28th January- Year 7 Progress reports shared
- 13th April- 24th April- Year 7 Assessment Weeks
- 13th May- Progress reports shared



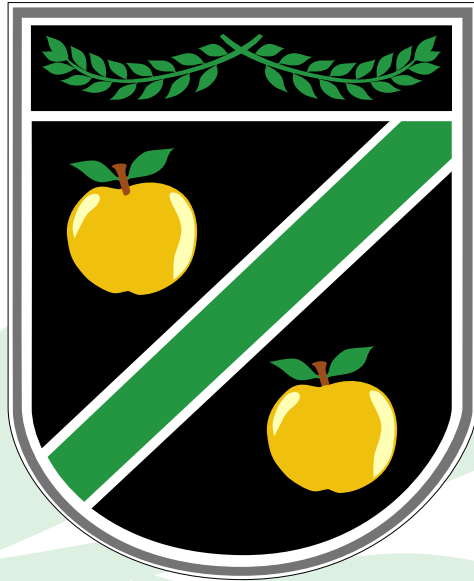
What will the reports look like?

In Year 8 their target would be a step 6 and Year 9 a Step 7.



Subject	Step Target	Current Step Grade	Effort and Engagement	
			Classwork	Homework
English	Step 5	Step 3	Good	Inconsistent
Mathematics	Step 5	Step 5	Good	Good
Science	Step 5	Step 5	Excellent	Good
Art	Step 5	Step 4	Excellent	Good
Computer Science	Step 5	Step 4	Excellent	Good
Design & Technology	Step 5	Step 4	Excellent	Good
French	Step 5	Step 4	Excellent	Inconsistent
Geography	Step 5	Step 3	Excellent	Needs Improvement
History	Step 5	Step 5	Excellent	Good
Music	Step 5	Step 5	Good	Good
Religious Studies	Step 5	Step 5	Good	Good
Physical Education	Step 5	Step 6	Excellent	Good
Drama	Step 5	Step 5	Excellent	Good
English	Step 5	Step 5	Excellent	Good
Mathematics	Step 5	Step 5	Excellent	Good

Key Stage 3 Assessment



- In the majority of subjects, this student looks like they are on track to achieve their end of year Step target. In some subjects they have already achieved this.
- They are excelling in Physical Education
- English and Geography are their weaker areas.

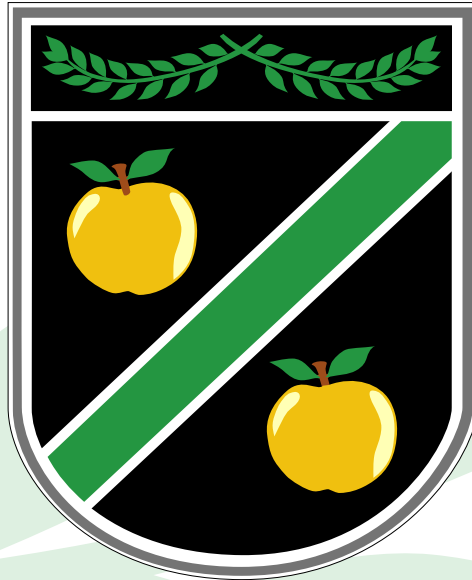


Subject	Step Target	Current Step Grade	Effort and Engagement	
			Classwork	Homework
English	Step 5	Step 3	Good	Inconsistent
Mathematics	Step 5	Step 5	Good	Good
Science	Step 5	Step 5	Excellent	Good
Art	Step 5	Step 4	Excellent	Good
Computer Science	Step 5	Step 4	Excellent	Good
Design & Technology	Step 5	Step 4	Excellent	Good
French	Step 5	Step 4	Excellent	Inconsistent
Geography	Step 5	Step 3	Excellent	Needs Improvement
History	Step 5	Step 5	Excellent	Good
Music	Step 5	Step 5	Good	Good
Religious Studies	Step 5	Step 5	Good	Good
Physical Education	Step 5	Step 6	Excellent	Good
Drama	Step 5	Step 5	Excellent	Good
English	Step 5	Step 5	Excellent	Good
Mathematics	Step 5	Step 5	Excellent	Good

Key Stage 3 Assessment

Step Assessment Grids

- We recommend you refer to our KS3 assessment page on our school website, where you will find our subject specific assessment grids. Here you will be able to see the skills and knowledge needed for each step.

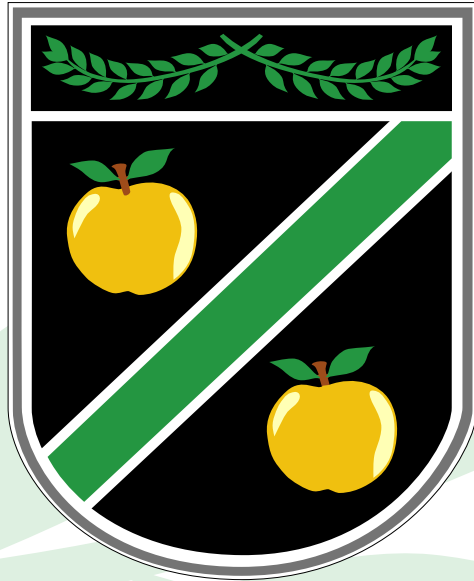


 STEPS TO SUCCESS FOR KEY STAGE 3..... ENGLISH    					
STEPS	STRAND 1 Reading	STRAND 2 Writing	STRAND 3 Spelling, Punctuation & Grammar	STRAND 4 Speaking & Listening	EOKS4 Estimate
5	All the below and... - can show understanding of important ideas, events, and characters in a clear way. - uses close analysis of individual words or phrases. - can select relevant writer's methods to further support interpretations.	All the below and... - has varied and interesting writing. - can convey meaning clearly in writing. - uses imaginative word choices. - uses varied sentence structures. - uses a variety of techniques to add interest.	All the below and... - uses a range of punctuation accurately, including apostrophes and inverted commas. - has generally accurate spelling, even where vocabulary is imaginative. - uses paragraphing with confidence.	All the below and ... - explains ideas and feelings with lots of detail in places. - shapes talk to make it clear and to engage the listener. - adapts vocabulary, grammar and non-verbal features in ways to match the audience, purpose and context. - listens, contributes and shapes the direction of talk.	5
4	All the below and... - can show understanding of important ideas, events, and characters in a supported way. - uses some inference to explain ideas in some detail. - selects obvious references from the text. - embeds references into writing.	All the below and... - begins to vary vocabulary for tone and style. - begins to use adventurous word choices. - has a developing awareness of different sentence structures. - has a developing understanding of literary and descriptive techniques.	All the below and... - uses commas confidently for different clauses. - uses full stops, commas, question marks, speech marks and exclamation marks. - has generally accurate spelling, although some longer words may be inaccurate.	All the below and ... - takes turns in conversations and add detail. - organises the talk and make some changes to what is being said to suit audience, purpose and context. - demonstrates clear understanding of what others are saying. - introduce new ideas to the talk.	4
3	All the below and... - can explain ideas and opinions about a text. - starts to pick out some phrases from the text but not always correctly. - starts to use references to explain simple inferences.	All the below and... - starts to use complex and compound sentences in writing. - uses some adjectives to create description.	All the below and... - uses question marks and exclamation marks accurately. - uses commas to break up sentences but not always accurately. - begins to spell high-frequency words accurately. - uses paragraphs.	All the below and ... - takes turns in conversation and say more than just a few words., - makes some changes to what is being said to suit the audience. - listens to others, respond and make appropriate comments and suggestions.	3

Key Stage 3 Assessment

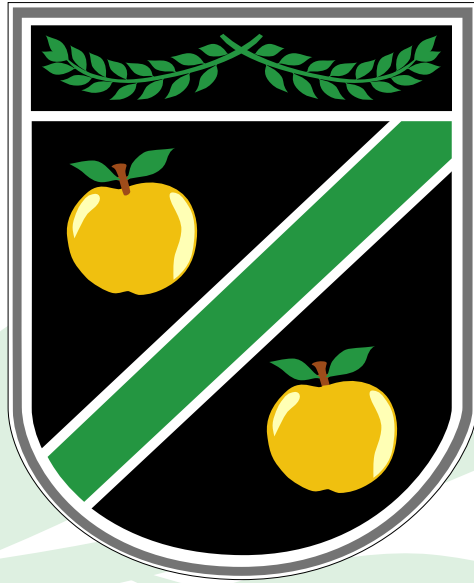
All home learning tasks are set on Satchel One. Your child has been provided with login details as have parents and carers.

Homework club is available to your child from Monday to Thursday in the Resource Centre from 3 to 3.45 pm if they need any support with completing their home learning tasks.



Subject	Step Target	Current Step Grade	Effort and Engagement	
			Classwork	Homework
English	Step 5	Step 3	Good	Inconsistent
Mathematics	Step 5	Step 5	Good	Good
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Drama	Step 5	Step 5	Excellent	Good
English	Step 5	Step 5	Excellent	Good
Mathematics	Step 5	Step 5	Excellent	Good

Excellent /
Good/
Inconsistent/
Needs
Improvement



Revision Strategies

How Can I help my child revise well?

Allocate set time (shorter but more frequent revision sessions work best)

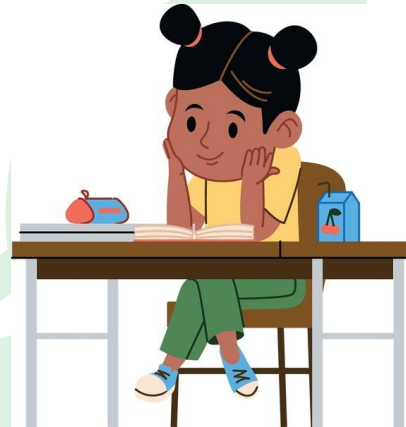
REVISION TIMETABLE

MON	TUE	WED	THU	FRI	SAT	SUN
9AM - 11AM REVISE SUBJECT 1	9AM - 11AM REVISE SUBJECT 1	9AM - 11AM REVISE SUBJECT 1	9AM - 11AM REVISE SUBJECT 1	9AM - 11AM REVISE SUBJECT 1	10AM - 12PM REVISE SUBJECT 1	REST!
BREAK!	11:15AM - 1:15PM REVISE SUBJECT 2	11:15AM - 1:15PM REVISE SUBJECT 2	11:15AM - 1:15PM REVISE SUBJECT 2	11:15AM - 1:15PM REVISE SUBJECT 2	12:45AM - 2:45PM REVISE SUBJECT 2	REST!
BREAK!	2PM - 4PM REVISE SUBJECT 3	2PM - 4PM REVISE SUBJECT 3	2PM - 4PM REVISE SUBJECT 3	2PM - 4PM REVISE SUBJECT 3	3PM - 5PM REVISE SUBJECT 3	REST!
BREAK!	4:15PM - 6:15PM REVISE	4:15PM - 6:15PM REVISE	4:15PM - 6:15PM REVISE	4:15PM - 6:15PM REVISE	GO HAVE FUN	REST!

Put away the phone and other distractions



Find a good working environment



Collect everything you need before you start revising



Set a timer – stop working when the timer goes off

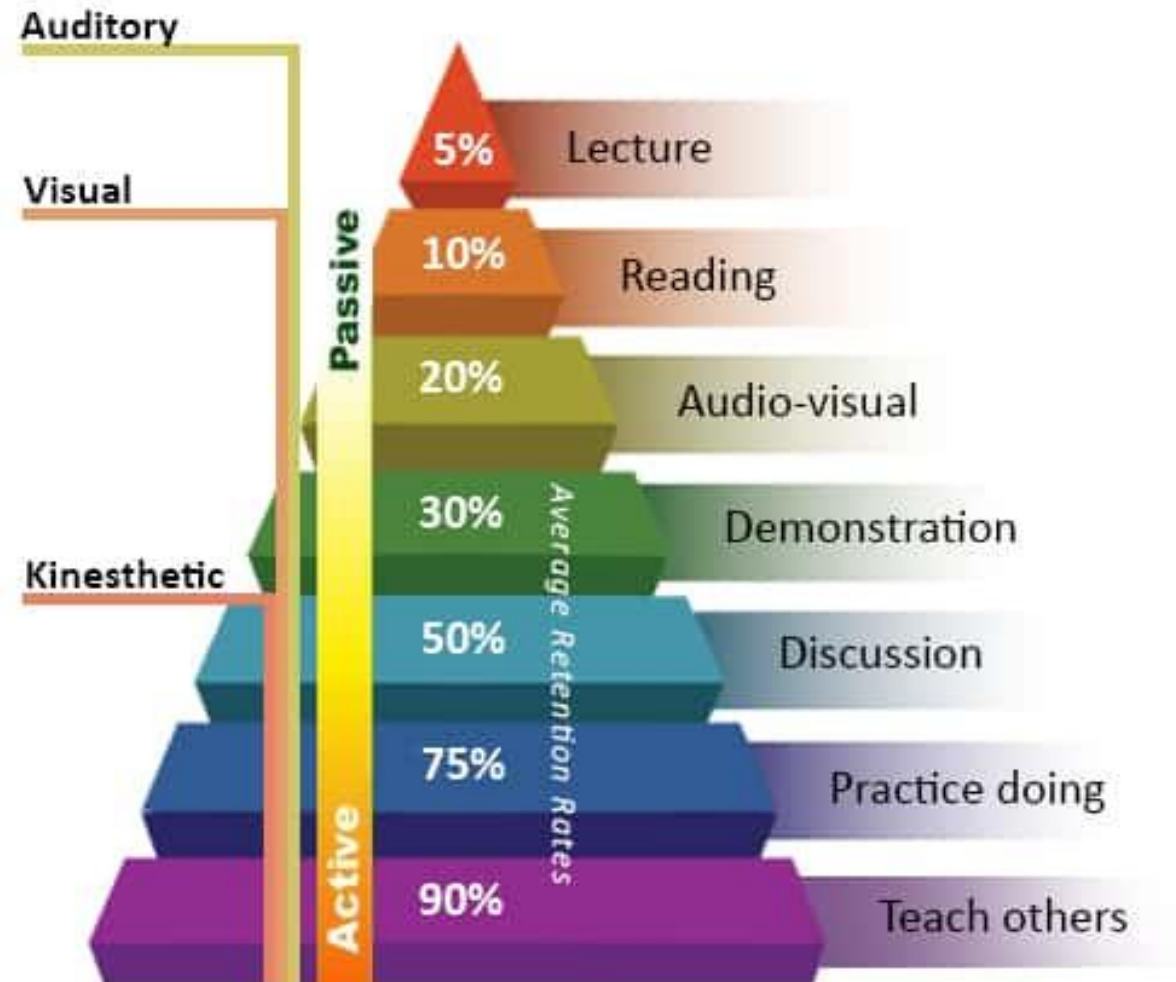
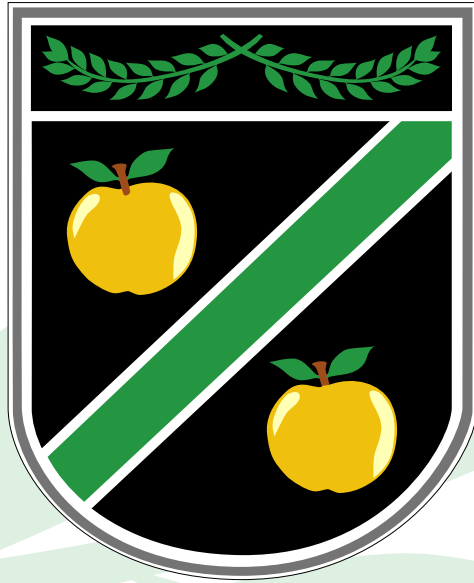


Share what you have learnt



shutterstock.com · 1499176019

How Can I help my child revise well?

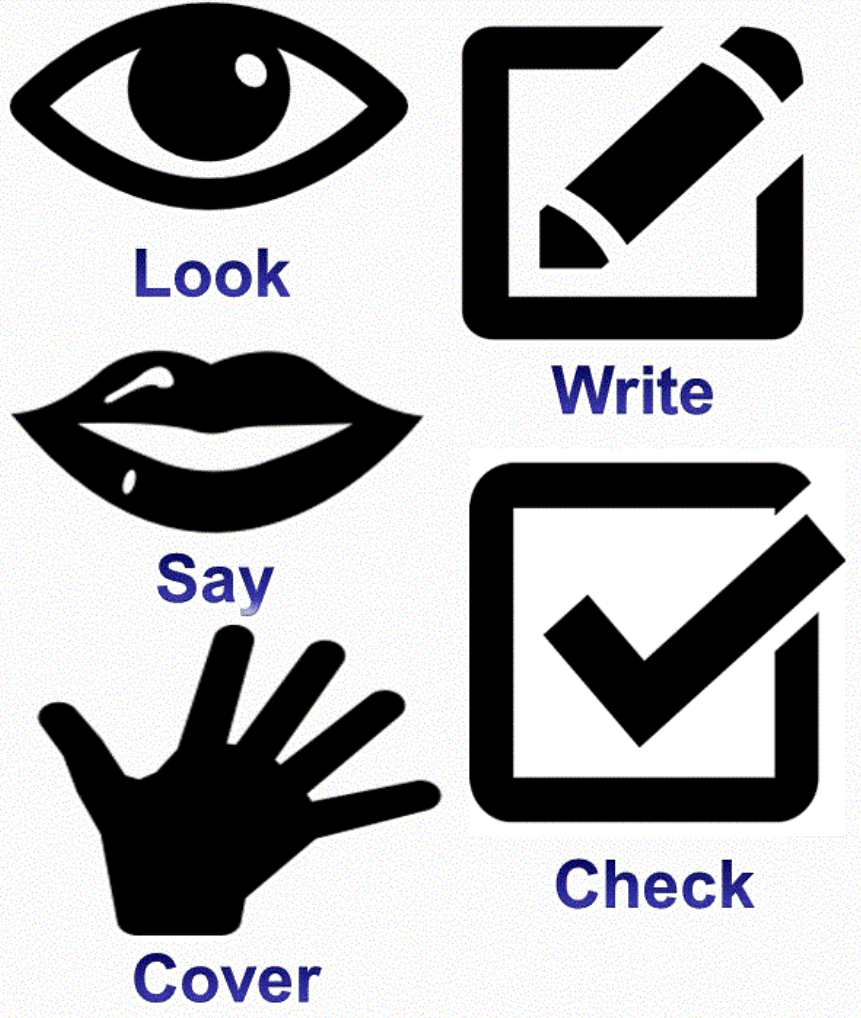


Adapted from the NTL Institute of Applied Behavioral Science Learning Pyramid

Revision Strategies

Look, Say, Cover, Write, Check

Works particularly well for learning key definitions and new vocabulary.



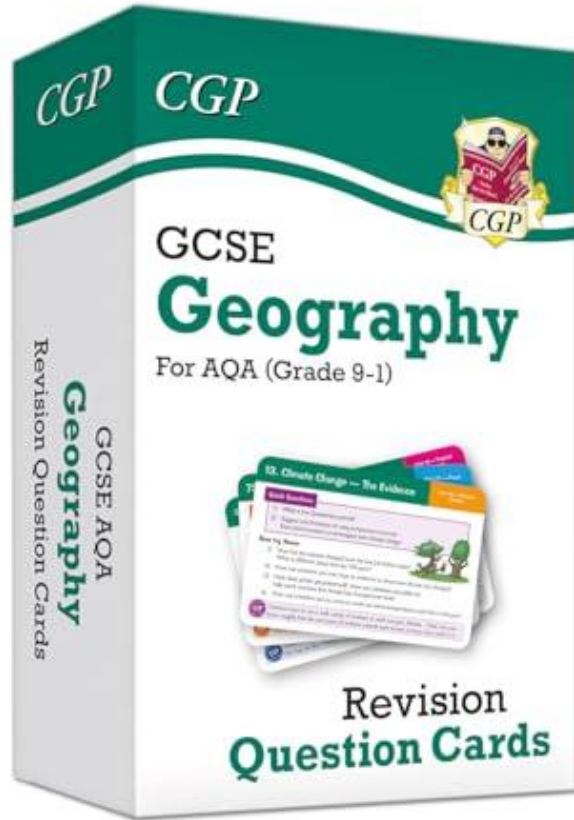
Les pays : Regarde, cache, écris et vérifie

Look at the names of countries in French, cover the English and write them again in the 'Cover' column. Then fold over the French words in the 'Look' column and write them again in the 'Write' column. Now, unfold the sheet and check. Give yourself a tick in the 'Check' column for every correct answer.

	Look	Cover	Write	Check
France	La France			
Germany	L'Allemagne			
Spain	L'Espagne			
Italy	L'Italie			
Portugal	Le Portugal			
Belgium	La Belgique			
Switzerland	La Suisse			
England	L'Angleterre			
Scotland	L'Ecosse			
Wales	Le Pays de Galles			
Ireland	L'Irlande			
Luxembourg	Le Luxembourg			

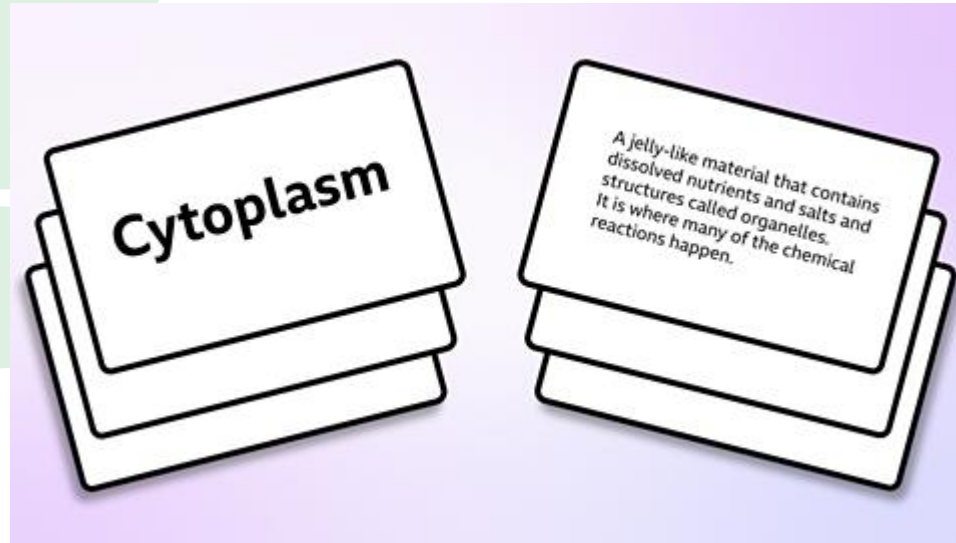
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Revision Strategies



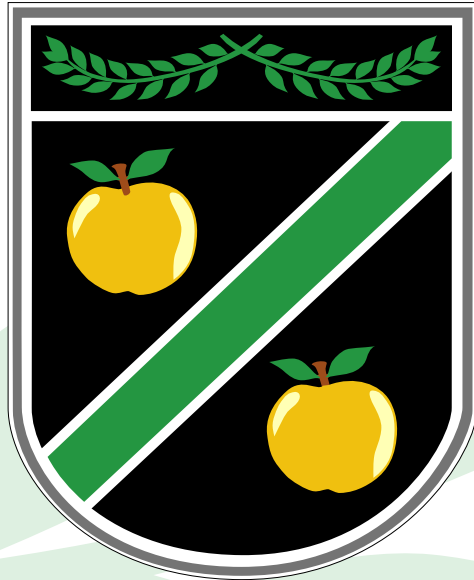
Flash Cards

Use cards with questions on one side and answers on the other. Ask your child the questions and help them check if they were right



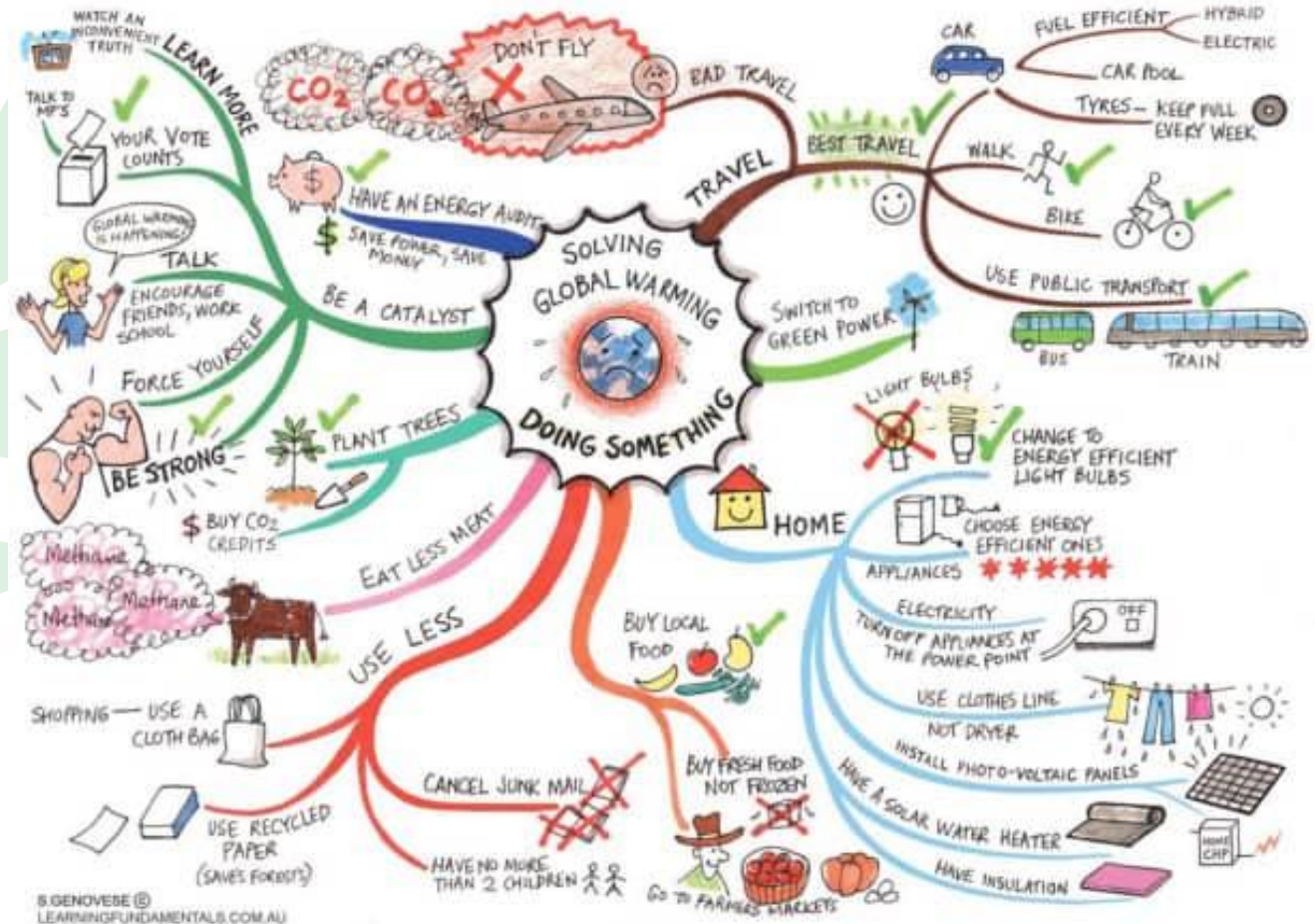
Some websites will help you build this flashcards for free – e.g [revisely.com](https://www.revisely.com)

Revision Strategies



Mind Mapping

Students can write down what they recall from a topic, then categorise the information to present it. The aim is to make as many links as possible between pieces of information.



Revision Strategies

Jump to

[Key points](#)

[Game - Henry VIII](#)

[Activity - who are you at the court of Henry VIII?](#)

[The Tudor Family](#)

[Who was the young Henry VIII?](#)

[Foreign policy](#)

[Activity - the Field of the Cloth of Gold](#)

[Religion](#)

[Game - Henry and the Catholic Church](#)

[Government](#)

[Marriages and children](#)

[Game - Henry's marriages](#)

[Test your knowledge](#)

[Click to play the game](#)

You can also [play the full game](#).

Test your knowledge



Who was Henry VIII?

Test your knowledge in this multiple-choice quiz.

[Start](#)

Some of your information will be collected when you play this quiz.

[Terms & Conditions](#)

Practice Papers and Quizzes

A number of websites will have exam practice and low stakes quizzes to test your knowledge and understanding

- BBC KS3 Bitesize
- SENECA KS3
- Sparx Math and Science

Revision Strategies



Blank Page

Simply start with a blank page and write down everything you can remember from a topic. Then using your book and a different coloured pen, add anything you missed.

Revision Strategies



Consolidate Notes

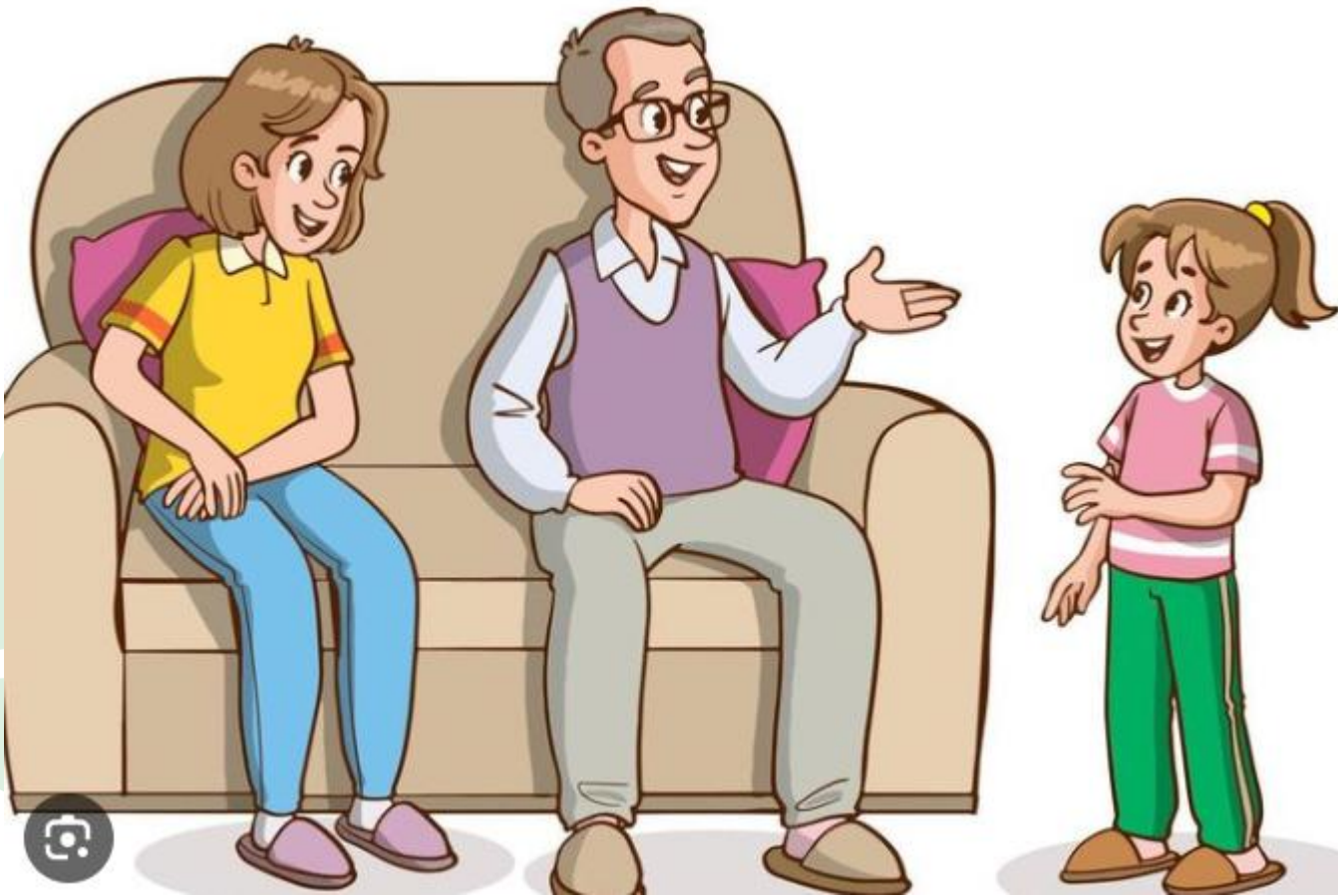
Students can try to consolidate their notes into smaller and smaller paragraphs/bullet points, working towards having the least amount of information on a page which prompts the memory of the rest of the topic

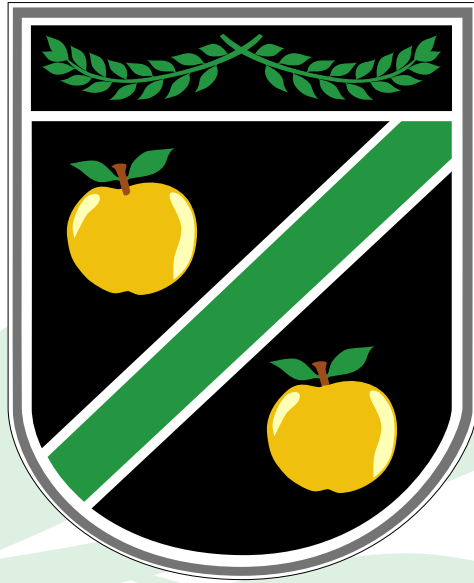


Teach It

Teach It

Ask your child to teach you what they have learnt.





Thank you for attending
our Year 7 Curriculum
Evening