

Cardinal Newman Catholic School

Holy Cross Catholic Multi Academy Company

YEAR 7

Autumn Assessments 2025



Name:



CARDINAL
NEWMAN
CATHOLIC SCHOOL

"Knowledge through the light of faith"

Assessment Booklet Introduction

Dear Parents/Carers and Students

Re: Autumn Assessments

This year we will administer three assessment seasons within the school year. One at the end of the Autumn term, the end of the Spring term and the final assessment season is towards the end of the Summer term. These assessments will be used by teachers to identify strengths and any areas where more support may be needed.

The results of these assessments will be shared with students and parents in a progress review report at the end of the term. Students will receive a report which details the percentage outcome from each assessment alongside the average percentage outcome for the class. This will enable parents to assess progress alongside the average outcome for the class and to see if your child is progressing at the expected standard for the group following the learning covered. More information will be provided alongside the assessment outcome results later in the term.


We want students to have the opportunity to be fully prepared for their assessments and have organised this booklet to help support revision and organisation of time. The Autumn Assessments will begin on **Monday 17th November until Friday 27th November 2025**. Teachers will advise students on how to use this booklet in lessons. It can also be used to help students study at home to help remember and recall information. As such, it is vitally important that students bring this booklet into school every day to use in lessons as well as home.

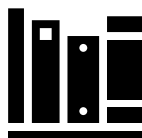
We recognise that sometimes assessment season can cause some students to feel anxious or stressed. If you have any concerns or worries please contact the Head of Year via the school telephone or email below.

We want this to be a positive experience that supports and develops the skills and resilience in preparation for future examinations. If you need any further support, guidance or information please do not hesitate in contacting us.

Yours faithfully

Miss L Mohan
Head of Year7
Email: Lucy.Mohan@hccmac.co.uk


Ms E O'Connor
Headteacher
Email: Emma.OConnor@hccmac.co.uk



Timetable

Step One: Circle your assessments



Year 7

YEAR 7			WEEK A					WEEK B				
			MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A SIDE	APPLIED SUBJECTS	7A1		SPANISH								
		7A2									SPANISH	
		7A3							SPANISH			
		7A4		FRENCH								
		7A5						FRENCH				
	CORE SUBJECTS	7A1		MATHS	SCIENCE	HISTORY	RE			SCIENCE	ENGLISH	GEOGRAPHY
		7A2		MATHS	SCIENCE	HISTORY	ENGLISH			SCIENCE	RE	GEOGRAPHY
		7A3	SCIENCE	MATHS			ENGLISH HISTORY			RE		GEOGRAPHY
		7A4		MATHS	ENGLISH		HISTORY			SCIENCE	RE	GEOGRAPHY
		7A5		MATHS	RE		SCIENCE			HISTORY	GEOGRAPHY	ENGLISH
B SIDE	APPLIED SUBJECTS	7B1		SPANISH								
		7B2		SPANISH								
		7B3								FRENCH		
		7B4								FRENCH		
	CORE SUBJECTS	7B1		RE	MATHS	SCIENCE		HISTORY		GEOGRAPHY		ENGLISH
		7B2		ENGLISH	MATHS		SCIENCE	HISTORY			RE	GEOGRAPHY
		7B3		RE	MATHS	HISTORY			GEOGRAPHY	SCIENCE ENGLISH		
		7B4		RE	MATHS		HISTORY	ENGLISH		GEOGRAPHY	SCIENCE	

Step Two: Using your school timetable and assessment timetable, create your assessment schedule below:

Date <i>(e.g. Mon 14th March)</i>	Period <i>E.g. P2</i>	Assessment <i>E.g. English</i>	Topic <i>E.g. Transactional Writing</i>
English			
Maths			
Science			
RE			
Geography			
History			
French			
Spanish			

Assessment Booklet

English

What will be assessed?

We will be checking your *reading comprehension* skills and your ability to identify key information from an extract. We also want to see your understanding of *key terminology* and *SPaG*.

Key Terminology

- **Noun** – a person, place or thing.
- **Verb** – an action 'doing' word.
- **Adverb** – describes the verb (often ends in 'ly')
- **Adjective** – describes the noun.
- **Short sentence** – contains a subject and a main verb.
- **Listing** – a list of words in a sentence (e.g. I bought eggs, milk, flour, bread and cheese).
- **Anecdote** – a short personal story.
- **Statistic** – facts using numbers, dates, percentages etc.
- **Repetition** – when you repeat a word or phrase within a sentence or a paragraph.

How to structure a paragraph (AO2 – Explanation and Inference)

Think **PEA**

Point – where you make an initial point linking to the question.

Evidence – find a quotation from the extract that supports your point.

Analysis – Explain the meaning and effect of your quotation. Try to identify any devices being used too.

Artemis Aims – Can you mention the effect this would have on the reader?

Assessment Booklet

English

Revision Tasks

Complete the AO1 and AO2 activities based on the extract below:

My name is Marcus Rashford. You might know me because I really, really like football. I mean, I REALLY like football. That's not what this book is about, though. Not really. You might know me because I play football for Manchester United and England, but you might also know me for the charitable campaigns I helped organise in 2020. Together with the food charity FareShare and the help of people up and down the country, we launched the End Child Food Poverty campaign to make sure that millions of children all over the UK had access to the food and support they needed, during the pandemic and beyond. I'm really proud of that work, too, but that's not quite what this book is about either. This book is about YOU I want you to know that there are people out there who believe in you, and who understand that you are at the start of your life's journey, a journey that can be the most incredible thing. I know it isn't always the easiest of journeys, and that sometimes you might get stuck and need help, but you are capable of amazing things. No matter who you are and no matter where you come from, every single person in the world has the potential to be a champion. It doesn't matter what your background is, where you started in life, what you look like, what you sound like or what challenges you have already faced. You can be a champion. You already have been a champion. And you are going to continue to be a champion in the years to come.

AO1 – Understanding (5 marks)

Answer the following AO1 style questions to check your comprehension and understanding

1. Who is the author of the text?
2. What are the names of the charitable campaigns mentioned?
3. What football team does the narrator play for?
4. How does the narrator feel about their work?
5. What can every person be according to the author?

AO2 – Explanation and Inference (5 marks)

How does Rashford inspire the readers to be champions in his book? Use 3-4 references (evidence) from the text to justify your ideas.

Writing Frame Reminder

At the start of the extract, Rashford inspires the readers through the line " _____ " the (word class/device) suggests _____ which would make the reader feel _____. (PEA x3-4)

AO6 – SPaG (5 marks)

- Create revision flashcards with the rules for punctuation (".,;:?!")
- Write the opening to an article about gender equality using accurate SPaG

AO2 – Subject Terminology (5 marks)

- Create revision flashcards to learn the key terms
- Get someone to quiz you on the definitions

Assessment Booklet

Maths

What am I being assessed on?

45 minute written assessment consisting of both procedural and problem solving questions. Everything you have covered since September can be tested, along with numeracy skills covered in Primary school

What revision material should I revise from?

- Log into Mathswatch – Your teacher will have set you an extended revision task to help best prepare you for your assessment. You can also look up additional questions and video explanations for any topics you are unsure of
- Use your exercise book to review the lessons you have had since September

How can I revise?

- Your class teacher will complete some revision lessons with you ahead of the assessment.
- Look back at old lessons in your books.
- Make posters and revision cards about key methods and facts e.g how to calculate missing angles using simple angle rules - angles on a straight line, angles around a point, angles in a triangle
- Watch videos and complete revision task prepared by your teacher on Maths Watch
- Check other revision sources on the internet, e.g BBC Bitesize and CorbettMaths have helpful guides and exercises.

Assessment Booklet Maths

Additional Revision Tasks

Year 7 Revision Checklist

Login to Maths Watch and search for tasks below. Give yourself a Red/Amber/Green rating. If you still need to work on a topic then watch the video clip to help you.

Topic	Skill	MathsWatch Video/Task	RAG
Angles	<ul style="list-style-type: none">Angles rules (e.g on a Straight line/angles around a point)Angles in a triangleAngles in quadrilaterals	G13 G14 G16 G17	
Ratio	<ul style="list-style-type: none">SimplifyConvert to a fractionDivide in a given ratioRatio problems given a partRatio problems given the difference between parts (Set 1-2 only)Recipes questionsCurrency conversion questions	R1a R1b R5a R5b R8 39 105 106 (Sets 1-2 only)	

The screenshot shows the Maths Watch website interface. A red box highlights the 'Videos' button in the top navigation bar. A red box highlights the search input field containing the text 'factors'. A red box highlights the 'Choose Clip (5)' section, which lists several clips with their IDs and titles. Three red arrows point from text boxes to these elements: one to the 'Videos' button, one to the search box, and one to the 'Choose Clip (5)' section.

Click on the button labelled "Videos"

Type the topic or clip number into this box

Choose from this list

My Videos | Videos | My Progress | Feedback | Extras | Account | Logged | 287 days until sunset

Find a Clip

Qualification: GCSE

Tier: All

Grade: All

Topic: All

Search: factors

Choose Clip (5)

Clip	Title
28	Factors, Multiples and Primes
79	Highest Common Factor (HCF)
64	Simple Factorisation
157	Factorising and Solving Quadratics
192	Factorising Hard Quadratics

Assessment Booklet

Science

What am I being assessed on?

Biology:

Life processes
Use of a microscope
Plant and animal cells
Specialised cells

Chemistry:

States of matter
Atoms, elements and compounds
Gas pressure
Diffusion

Physics:

Forces
Contact and non-contact
Friction
Mass and weight

What revision material should I revise from?

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

<https://www.bbc.co.uk/bitesize/subjects/zrkw2hv> (AQA exam board)

<https://www.freesciencelessons.co.uk/>

How can I revise?

- ✓ Make flash cards
- ✓ Write your own quiz questions
- ✓ Make a poster
- ✓ Teach someone at home about a topic
- ✓ Complete questions on Educake
- ✓ Complete questions on seneca
- ✓ Watch videos using the links above
- ✓ Test yourself using your revision resources



Assessment Booklet Religious Education

What am I being assessed on?

Creation and Covenant

- The Bible
- Stories from Genesis
- Scientific theories about creation
- How do teachings about God's role in creation impact Catholics today?

Prophecy and Promise

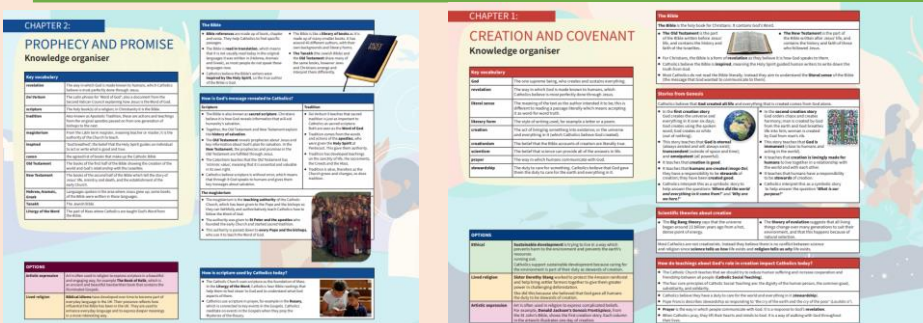
- The Bible
- How is scripture used by Catholics today?

Your assessment will have 3 sections:

- Key terminology
- Knowledge and understanding
- Extended writing



What revision material should I revise from?



You should use the knowledge organisers uploaded to ClassCharts by Miss Jacob. Come to CA16 or the RE office if you need a paper copy!

How can I revise?

- Highlight key points on your knowledge organiser
- Create flash cards or mindmaps using your knowledge organiser
- Create test yourself questions and get a family member or friend to check your knowledge
- Create your own visual key word bank
- Practice PEE paragraphs on different topics

Assessment Booklet

Religious Education

Additional Revision Tasks

Key terminology: Test yourself

Key vocabulary	
God	The one supreme being, who creates and sustains everything.
revelation	The way in which God is made known to humans, which Catholics believe is most perfectly done through Jesus.
literal sense	The meaning of the text as the author intended it to be; this is different to reading a passage literally which means accepting it as word-for-word truth.
literary form	The style of writing used, for example a letter or a poem.
creation	The act of bringing something into existence; or the universe and everything in it (which Catholics believe God created).
creationism	The belief that the Bible accounts of creation are literally true.
scientism	The belief that science can provide all of the answers in life.
prayer	The way in which humans communicate with God.
stewardship	The duty to care for something. Catholics believe that God gave them the duty to care for the earth and everything in it.

Key vocabulary	
revelation	The way in which God is made known to humans, which Catholics believe is most perfectly done through Jesus.
Dei Verbum	The Latin phrase for 'Word of God'; also a document from the Second Vatican Council explaining how Jesus is the Word of God.
scripture	The holy book(s) of a religion; in Christianity it is the Bible.
tradition	Also known as Apostolic Tradition, these are actions and teachings from the original apostles passed on from one generation of bishops to the next.
magisterium	From the Latin term <i>magister</i> , meaning teacher or master; it is the authority of the Church to teach.
inspired	'God breathed'; the belief that the Holy Spirit guides an individual to act or write what is good and true.
canon	the agreed list of books that make up the Catholic Bible
Old Testament	The books of the first half of the Bible showing the creation of the world and God's relationship with the Israelites.
New Testament	The books of the second half of the Bible which tell the story of Jesus' life, ministry and death, and the establishment of the early Church.
Hebrew, Aramaic, Greek	Languages spoken in the area where Jesus grew up; some books of the Bible were written in these languages.
Tanakh	The Jewish Bible.
Liturgy of the Word	The part of Mass where Catholics are taught God's Word from the Bible.

Extended writing

Choose a topic from the list and write 1 x PEE paragraphs about it

- Creation
- Genesis creation accounts
- Scientific creation stories
- Prayer
- Stewardship and Laudato Si



Challenge (2xPEE):

1. What do Catholics believe about creation?
2. What does science say about creation?
3. Why is stewardship important?
4. How do the teachings on creation impact Catholics today?

Please come to see or email any of the RE staff if you have any questions!



Assessment Booklet Geography

Assessment Information – Welcome To Geography!

Key Revision Themes – Welcome To Geography

Biomes

- Biome distribution (location) - Tropical rainforest, desert, tundra and the savanna.
- Fauna/Flora adaptations to their biomes.
- Threats to different global biomes.

Locational Geography - CCO

- Continents – Names, locations, inclusive countries.
- Countries – Names, continental location, United Kingdom countries and capital cities.
- Oceans – Names, locations, surrounding countries.

Pangaea & Glaciation

- Pangaea – Continental drift – Causes for separation.
- Glaciers – Features, distribution (location) and impacts of glacial melt upon the planet.

The Hydrological Cycle

- Key processes – Evaporation, transpiration, condensation, precipitation, surface runoff, percolation and groundwater flow.

Coventry

- Key features – Physical and human.
- Different push and pull factors.

Our Hazardous Earth

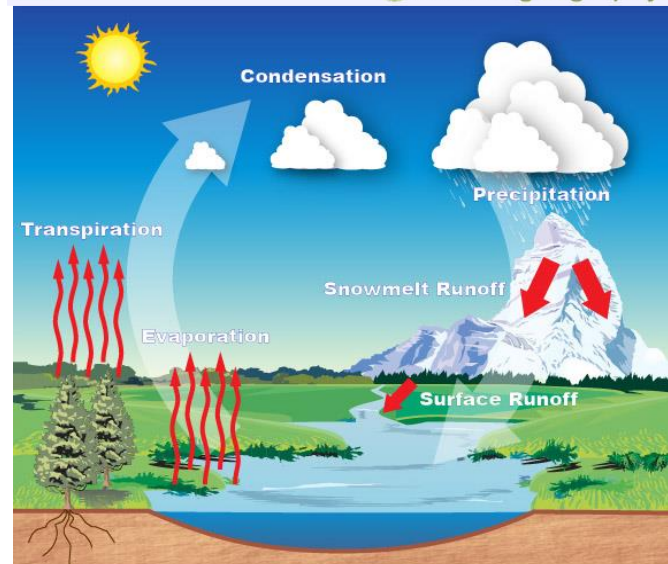
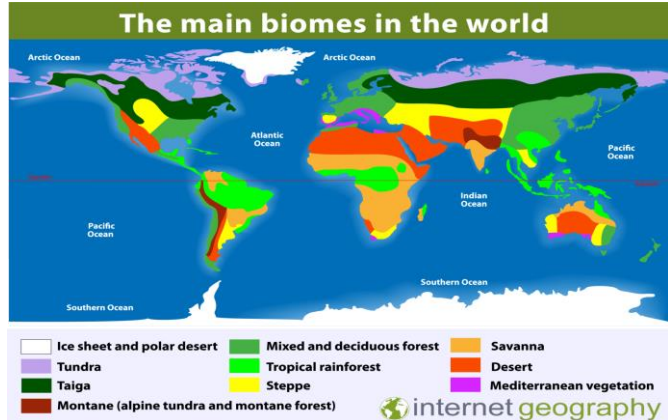
- Different climatic and tectonic hazards.
- The formations and impacts of different hazards e.g. Tropical storms, earthquakes and volcanic eruptions.

Development

- Differences between developed, developing and emerging country.
- The BRICS – Who are they?

Consuming Energy Resources

- Different types of renewable and non-renewable resources.
- The costs and benefits of consuming (using) these types of energy.



Remember: Complete Educake Quizzes To Test Knowledge!

Assessment Booklet

Geography

Structured Revision Tasks

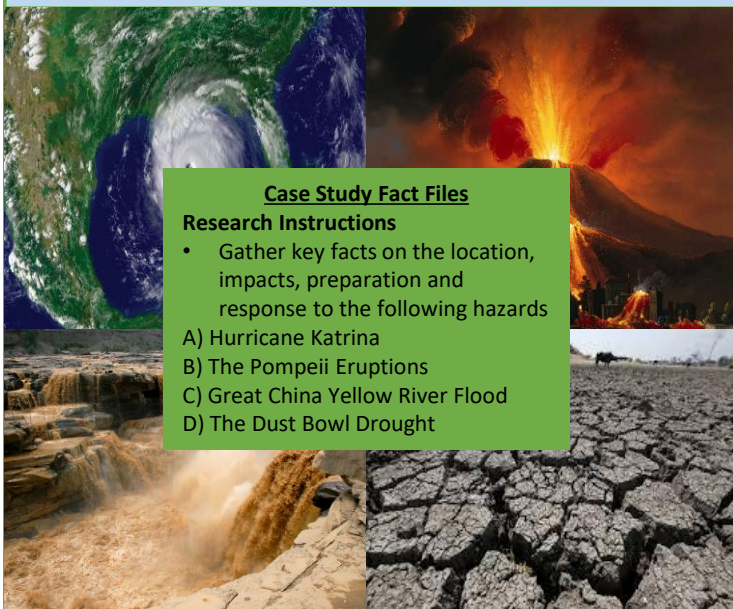
AO1 – Key Term Practice

Biome
Biodiversity
Flora/Fauna
Decomposition
Adaptation
Continental Drift
Pangaea
Convection Currents
Hydrological Cycle
Evaporation
Transpiration
Condensation
Precipitation
Percolation
Push/Pull Factor
Urbanisation
Deindustrialisation
Tectonic Hazards
Climatic Hazards
Non-Renewable Energy
Renewable Energy

AO2 – Comprehensive Skills

1. **List** three differences between an urban and rural environment (3).
2. **Describe** one reason for the distribution of the tropical rainforest biome (3).
3. **Explain** two ways monkeys are adapted to the tropical rainforest (3).
4. **Suggest** two consequences of a drought or famine in a named location (4).
5. **Explain** one way Pangaea separated 200 million years ago (3).
6. **Describe** one push and pull factor of living in an urban location (e.g. Coventry) (4).
7. **List** two types of tectonic hazard (2).
8. **Describe** the differences between a convergent, divergent and conservative plate movement (3).
9. **Explain** one way earthquakes can trigger tsunamis (3).
10. **Suggest** two reasons why some countries are more developed than others (4).

Extension Task – Research Time



Case Study Fact Files

Research Instructions

- Gather key facts on the location, impacts, preparation and response to the following hazards

A) Hurricane Katrina
B) The Pompeii Eruptions
C) Great China Yellow River Flood
D) The Dust Bowl Drought

Useful Video Resources

Supporting Videos – Natural Disasters

- <https://www.youtube.com/watch?v=e7ho6z32yyo> - Earthquakes
- https://www.youtube.com/watch?v=_oPb9gOdn4 - Tsunamis
- <https://www.youtube.com/watch?v=LIXVikDkyTg> - Hurricanes
- <https://www.youtube.com/watch?v=aacHVoB7cmY> - Tornadoes
- <https://www.youtube.com/watch?v=4PXj7bOD7IY> - Floods
- <https://www.youtube.com/watch?v=VNGUdObDoLk> - Volcanic Eruptions
- <https://www.youtube.com/watch?v=5ghgT1W33cY> - Wildfires

Assessment Booklet History

What am I being assessed on?

<u>Topic</u>	<u>Red</u>	<u>Amber</u>	<u>Green</u>
Anglo Saxon England			
Medieval Baghdad			
England in 1066			
Battle of Stamford Bridge & Hastings			

What revision material should I revise from?



Anglo Saxon



Medieval Baghdad



1066 England



Battles

How can I revise?

- Quizzing:** create a mini text or quiz on a topic with a friend and swap
- Mind maps:** A mind map is a diagram used to visually organize information. A mind map is hierarchical and shows relationships among pieces of the whole.
- Flashcards:** to write keywords or notes on cards and test yourself on the meaning

Assessment Booklet

History

Additional Revision Tasks: Ensure you can define the following key words. Use key dates and words

Celt	
Thegn	
Invasion	
Houses of Wisdom	
Angles	
Silk Road	
Feudal system	
Scholars	

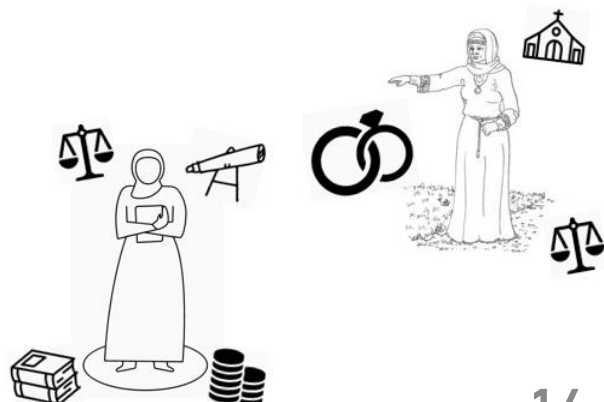
Create a timeline with Key dates and time periods based upon our studies this year (Celts to William use dates!)



Artemis

Which Settlers were the most advanced and why?

- How did women's lives differ in Anglo England to that of women in Baghdad



Assessment Booklet

French

YEAR 8 Assessment– Revision information. Module 1: C'est perso! (about myself)

For your French assessment you need to revise the following topics:

- Vocabulary on how to describe yourself, stationary and physical description..
- Opinions “J'aime/ Je n'aime pas” and reasons: “c'est + adjective”
- How to use the adjectives in masculine, feminine and plural.
- Grammar: verbs “avoir” and “être”.
- Grammar: possessives: “mon/ma/mes = my” and “ton/ta/tes= your”

All the vocabulary you need is in your exercise book: Module 1 vocabulary sheet and in Class charts. Your Assessment will include listening, reading and translation tasks.

How can I revise?

- Learn the vocabulary of this topic (you have a copy in your book and in Class Chart):
How to learn vocabulary? Take one section at a time, read the words a few times, then look at the French, cover the English and write/ say the meaning. Then, do it the other way, look at the English, cover the French, and write/ say the meaning.
- Check the work we have done in lessons and re-do the most important grammar and writing tasks. Use all information, and grammar you have in your book.
- As an extra, to help you prepare for your assessments complete the tasks below

1. Match up the sentences

1. Je m'appelle ...
2. J'ai quatorze ...
3. J'aime les...
4. Je n'aime pas la...
5. Je suis assez....

- a) gentile
- b) musique classique
- c) spaghettis
- d) alice
- e) ans

Now using the sentences starters 1-5 above write a text in French about yourself: Say your name, your age, what you like, what you don't like and what you quite like.


Assessment Booklet French


2. Qui est-ce? Associe les images et les descriptions (who is who? Match up the photos to the descriptions)



- a C'est un garçon. Il a les yeux marron et les cheveux courts et noirs. Il est de taille moyenne.
 b C'est une fille. Elle a les cheveux longs et roux. Elle a les yeux verts. Elle est grande.
 c C'est un garçon. Il a les yeux bleus et les cheveux mi-longs et bruns. Il est de taille moyenne.
 d C'est une fille. Elle a les cheveux courts et noirs. Elle a les yeux marron. Elle est petite.

3. Décris les personnes (Describe in French the people in the photos below)

 <p>A</p>	

 <p>B</p>	

4. Complète le dialogue (Complete the dialogue with the correct word)

● Tu  le camping?

■ Non, je n'aime pas ça. C'est  . Tu es d'accord?

● Non, je ne suis pas d'accord. C'est  .

Assessment Booklet

Spanish

What am I being assessed on?

YEAR 7 SPANISH Assessment– Revision information. Módulo 1: “Mi vida” (my life)

For your Spanish assessment you need to revise the following topics:

- Vocabulary about how to greet people, adjectives to describe personality, months of the year, brothers & sisters, colours and pets.
- Numbers 1-31
- How to use the adjectives in masculine, feminine and plural.
- How to say your birthday, describe personality, say if you have brothers, sisters and/ or pets.
- Grammar: verbs “ser” and “tener”.
- Grammar: negative verbs, eg. I am not silly = no soy tonto.

All the vocabulary you need is in your exercise book: Modulo 1 vocabulary sheet and in Class charts. Your Assessment will include listening, reading and translation tasks.

How can I revise?

- Learn the vocabulary of this topic (you have a copy in your book and in Class Chart):
How to learn vocabulary? Take one section at a time, read the words a few times, then look at the Spanish, cover the English and write/ say the meaning. Then, do it the other way, look at the English, cover the Spanish, and write/ say the meaning.
- Check the work we have done in lessons and re-do the most important grammar and writing tasks. Use all information, and grammar you have in your book.
- As an extra, to help you prepare for your assessments complete the tasks below

To help you prepare for your assessment complete the following activities: Revise the vocabulary first, and then try to do the tasks from memory.

1. Write the numbers 1-20 in Spanish:

2. Write the following numbers in English:

veintidós =
veintitrés =
veinticinco =

veintiocho =
veintinueve =
treinta =
treinta y uno =

3. Write the following months in Spanish:

October	April	August	June	July	January	May	February	December	March	September	November

Assessment Booklet

Spanish

4. Write the missing version of the adjective in the box with an Asterix *: Remember ends in -a if it's a feminine, but if ends in -o if it's masculine. , AND translate into English. Look at the example

Masculine	Femenino	inglés
e.g. Sincero	* sincera	Sincere/ honest
tímido	*	
*	generosa	
serio	*	
*	lista	
tonto	*	
*	simpática	
tranquilo	*	
*	divertida	

5. Now translate the following sentences into English and say if it's a boy or a girl. (Look at the example)

E.g. Soy sincero y generoso = I am honest/ sincere and generous – boy

1. Soy serio y simpática. = _____
2. No soy tímido = _____
3. Soy lista y generosa, pero no soy tonta = _____

6. Match up the Spanish sentences to the English ones

- | | |
|-----------------------------|---------------------------|
| 1. Me llamo ... | a) I have 2 brothers |
| 2. Tengo trece años ... | b) I have a dog and a cat |
| 3. Tengo dos hermanos... | c) My birthday is... |
| 4. Tengo una hermana... | d) My name is... |
| 5. Mi cumpleaños es.... | e) I have 1 sister |
| 6. Mi pasión es.... | f) My passion is... |
| 7. Tengo un perro y un gato | g) I am 13 years old |

7. Translate the following sentences into Spanish:

- I am smart and generous (boy) =
- I am friendly but I am not shy (girl)=
- He is funny and calm, but he is not silly =
- I am sixteen years old=
- I am an only child =
- I have two brothers and one stepsister =

Assessment Booklet

Drama

What am I being assessed on?

This will be a practical and oracy-based assessment of Slapstick Comedy performance, focusing on your physical skills (NVC). In your practical assessment you will be assessed on your ability to plan, create and perform a Slapstick Comedy performance demonstrating your drama basics and GEM. You will also be assessed on your rehearsal process, ability to create stock characters through exaggeration whilst applying dramatic technique to your performance in line with Slapstick genre features. Your oracy assessment will be analysing and evaluating your contribution to your final performance.

What revision material should I revise from?

- Watch classic Slapstick Comedy, focusing on comic timing and slapstick conventions: https://youtu.be/aHwfPxt_It0
- Read through the history of Slapstick comedy: [Slapstick | Definition, History, & Facts | Britannica](#)

How can I revise?

- Recap drama basics
- Recap your group performance, making sure that you know your timings and blocking

Assessment Booklet

Drama

Slapstick Comedy – Knowledge Recap

Rehearsal & Performance Tips

- Use the time well – settle on ideas quickly
- Work as a team – help & support each other
- Fail zones - don't fall off stage, check spacing
- Check your movement on stage
- Develop your use of pace for comedic effect
- Check your sight lines – no backs to the audience

Slapstick Conventions

- Physical mishaps
- Silly accidents
- Slapstick violence
- Rule of three
- Repetition
- On the spot chases
- Misunderstandings
- Visual jokes/ gags

Physical Skills

- Gesture – Communicating with hands
- Expressions – Showing emotions through your face
- Movement – where and how you travel on stage
- Gait – Your characters movement/walking
- Levels – your status on stage
- Pace – how fast or slow your movement is
- Exaggeration – making your NVC larger
- Stock character – archetype (e.g. hero, villain)