St. John Henry Newman Catholic School

Holy Cross Catholic Multi Academy Company

YEAR 7

Autumn Assessments 2026



Name:

"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 16th November until Wednesday 25th November 2026.** 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

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Timetable

Step One: Circle your assessments

Year 7 Autumn Assessments

Week A 16th to 20th November · Week B 23rd to 25th November 2026

YEAR 7			WEEK A · 16 to 20 NOVEMBER					WEEK B · 23 to 25 NOVEMBER				
			MON 16	TUE 17	WED 18	THU 19	FRI 20	MON 23	TUE 24	WED 25	THU 26	FRI 27
A SIDE	Core	7A1	MATHS		GEOGRAPHY	ENGLISH	RE	SCIENCE		HISTORY		
		7A2	MATHS		HISTORY	ENGLISH	RE	SCIENCE		GEOGRAPHY		
		7A3	MATHS	SCIENCE		ENGLISH	RE		GEOGRAPHY	HISTORY		
		7A4	MATHS		GEOGRAPHY	ENGLISH	RE	SCIENCE		HISTORY		
		7A5	MATHS			ENGLISH	RE	SCIENCE	GEOGRAPHY	HISTORY		
B SIDE	Core	7B1	ENGLISH			RE	GEOGRAPHY	HISTORY	SCIENCE	MATHS		
		7B2	ENGLISH		GEOGRAPHY		RE	HISTORY	SCIENCE	MATHS		
		7B3	ENGLISH	GEOGRAPHY		RE	MATHS	HISTORY	SCIENCE			
		7B4	ENGLISH	GEOGRAPHY	RE			HISTORY	SCIENCE	MATHS		

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

Date *(e.g. Mon 14th March)*	**Period** *E.g. P2*	**Assessment** E.g. English	**Topic** E.g. Transactional Writing
English			
Maths			
Science			
RE			
Geography			
History			

What will be assessed?

You will be asked to read a short extract and complete a range of tasks to demonstrate your understanding.

1. **Comprehension**
2. **Subject Terminology**
3. **Explanation and Inference**
4. **Spelling, Punctuation and Grammar**

Key Terminology

- **Metaphor –** comparing two things saying one is literally the other (e.g. my heart was frozen)
- **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).
- **Triadic Listing** – listing three things or words with an impact
- **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
- ❑ Can you find any within the Rashford text?

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?

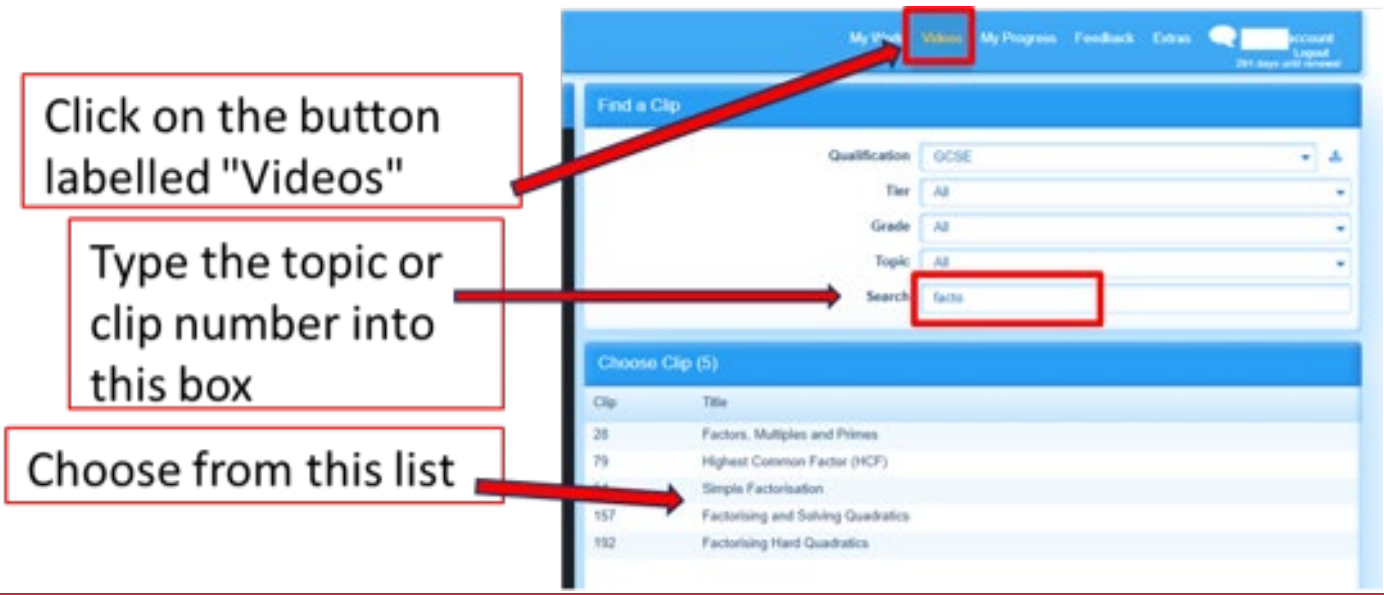
- Your class teacher will complete some revision lessons with you ahead of the assessment.
- Look back at old lessons in your books.
- Make posters and revision cards about key methods and facts e.g how to calculate missing angles using simple angle rules - angles on a straight line, angles around a 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.

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	• Angles rules (e.g on a Straight line/angles around a point) • Angles in a triangle • Angles in quadrilaterals	G13 G14 G16 G17	
Ratio	• Simplify • Convert to a fraction • Divide in a given ratio • Ratio problems given a part • Ratio problems given the difference between parts (Set 1-2 only) • Recipes questions • Currency conversion questions	R1a R1b R5a R5b R8 39 105 106 (Sets 1-2 only)	



What am I being assessed on?

Cells and Ecosystems
Elements & States of Matter
Forces

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

Educake

SENECA

Assessment Booklet
Religious Education

What am I being assessed on?

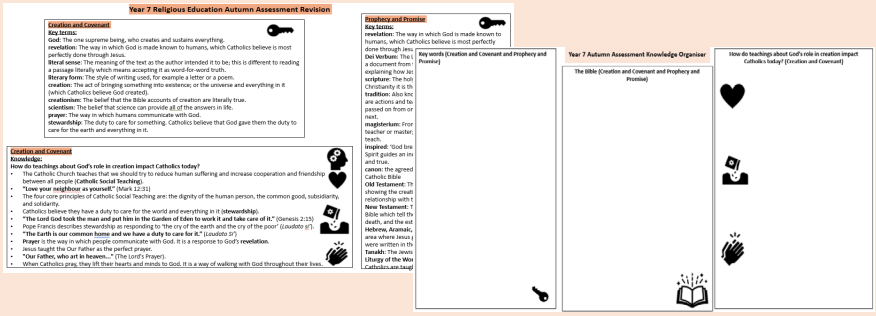
Creation and Covenant
- The Bible
- Stories from Genesis
- Scientific theories about creation
- How do teachings about God's role in creation impact Catholics today?

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?


Year 7 Religious Education Autumn Assessment Revision

Creation and Covenant

Key terms:

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.

Creation and Covenant

Knowledge:

How do teachings about God's role in creation impact Catholics today?

- The Catholic Church teaches that we should try to reduce human suffering and increase cooperation and friendship between all people (Catholic Social Teaching).
- "Love your neighbour as yourself." (Mark 12:31)
- The four core principles of Catholic Social Teaching are: the dignity of the human person, the common good, subsidiarity, and solidarity.
- Catholics believe they have a duty to care for the world and everything in it (stewardship).
- "The Lord God took the man and put him in the Garden of Eden to work it and take care of it." (Genesis 2:15)
- Pope Francis describes stewardship as responding to 'the cry of the earth and the cry of the poor' (Laudato si').
- "The Earth is our common home and we have a duty to care for it." (Laudato Si')
- Prayer is the way in which people communicate with God. It is a response to God's revelation.
- Jesus taught the Our Father as the perfect prayer.
- "Our Father, who art in heaven..." (The Lord's Prayer).
- When Catholics pray, they lift their hearts and minds to God. It is a way of walking with God throughout their lives.

Prophecy and Promise

Key terms:

revelation: The way in which God is made known to humans, which Catholics believe is most perfectly done through Jesu

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magisterium: Fro

teacher or master,

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inspired: 'God brie

Spirit guides an in

and true.

canon: the agreed

Catholic Bible

Old Testament: Th

showing the creat

relationship with t

New Testament: T

Bible which tell th

death, and the ext

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were written in th

Tanakh: The Jewis

Liturgy of the Wo

Catholics are taug

Key words (Creation and Covenant and Prophecy and Promise)

Year 7 Autumn Assessment Knowledge Organiser

The Bible (Creation and Covenant and Prophecy and Promise)

How do teachings about God's role in creation impact Catholics today? (Creation and Covenant)

You should use the knowledge organisers uploaded to ClassCharts by Miss Jacob. Ask your RE teacher for physical copies!

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

Additional Revision Tasks

Key terminology: Test yourself

Creation and Covenant
Key terms:
- God
- Revelation
- Literal sense
- Literary form
- Creation
- Creationism
- Scientism
- Prayer
- Stewardship

Prophecy and Promise
Key terms:
- Revelation
- Dei Verbum
- Scripture
- Tradition
- Magisterium
- Inspired
- Canon
- Old Testament
- New Testament
- Hebrew
- Aramaic
- Greek
- Tanakh
- Liturgy of the Word

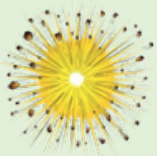
Please come to see or email any of the RE staff if you have any questions!

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?



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
- **C**ontinents – Names, locations, inclusive countries.
- **C**ountries – Names, continental location, United Kingdom countries and capital cities.
- **O**ceans – Names, locations, surrounding countries.

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

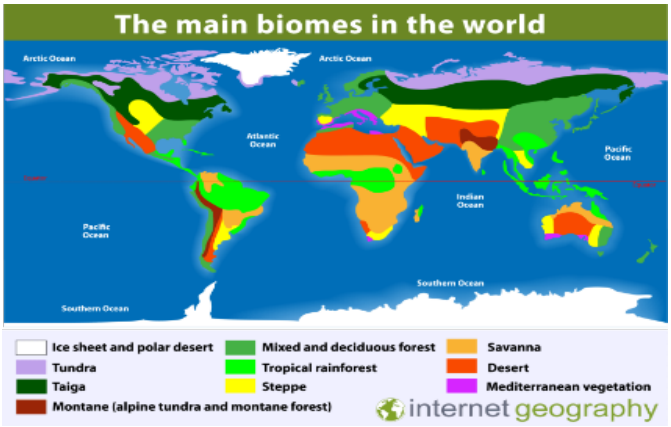
The Hydrological Cycle
- Key processes – Evaporation, transpiration, condensation, precipitation, surface runoff, percolation and groundwater flow.

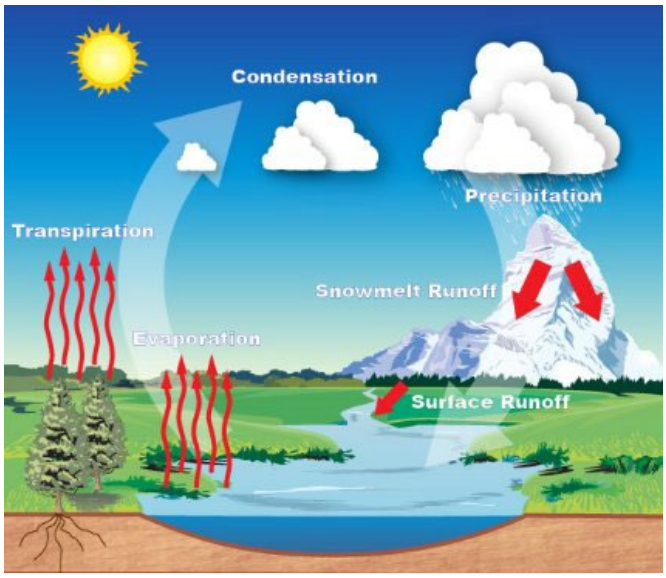
Coventry
- Key features – Physical and human.
- Different push and pull factors.

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.







Educake

Remember: Complete Educake Quizzes To Test Knowledge!

Structured Revision Tasks

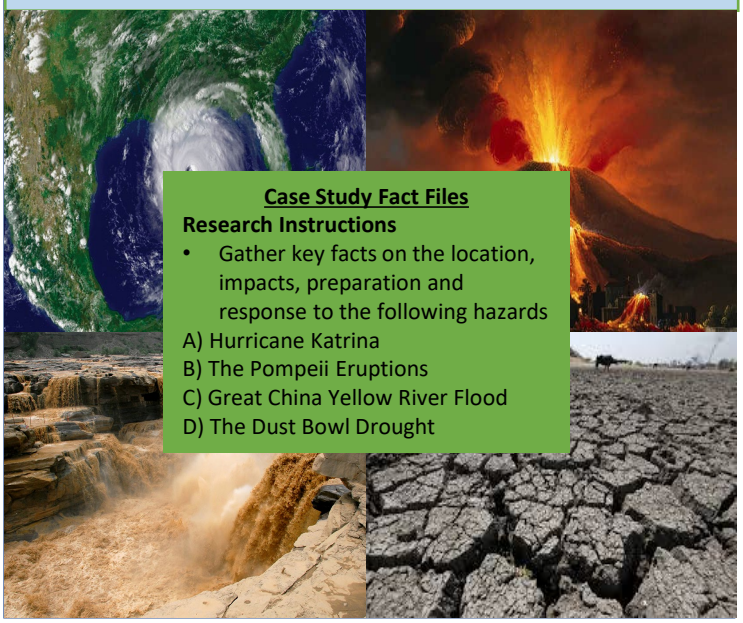
AO1 – Key Term Practice

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=_oPb_9gOdn4 - Tsunamis
https://www.youtube.com/watch?v=LIXVikDkyTg - Hurricanes
https://www.youtube.com/watch?v=aacHWoB7cmY - Tornadoes
https://www.youtube.com/watch?v=4PXj7bOD7IY - Floods
https://www.youtube.com/watch?v=VNGUdObDoLk - Volcanic Eruptions
https://www.youtube.com/watch?v=5hghT1W33cY - Wildfires

What am I being assessed on?

You will need to revise over the following:

- Silk Road (what was it? why was it important?)
- Baghdad (Education, Women, Society & Law)
- Anglo Saxon Britain (Education, Women, Society & Law)
- England in 1066

What revision material should I revise from?

Anglo Saxon

Medieval Baghdad

1066 England

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

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

Angles, Saxons and Jutes

Which country did the Angles, Jutes and Saxons come from?

What effect did the Angles, Saxons and Jutes have on England?

The Romans

What year did the Romans arrive in England? Who led the invasion?

Give two Roman cities in England (can you think of their modern names?)

What impact did the Romans have on England?

Create a timeline with Key dates and time periods based upon our studies this year



Artemis

Who was more advanced Baghdad or Saxon Britain and why?

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



