



Welcome to De La Salle School
Mrs Greensmith

Year 7 Parental information evening 2024

Supporting your child with revision and independent study

The purpose of this evening

To offer you as parent/carers advice and information on how you can best support your child to revise and independently study at home.

Our staff will also talk you through our reporting system and how this is designed to help identify gaps in knowledge and how to support your child with these at home.

We are very mindful that for a lot of Year 7 pupils revision and independent learning is not something they have had a lot if any experience of, so things will take time to develop and embed.

All of tonight's information will be able on the school website soon.



How many of us have felt like this?

Forgetting is good??

“Forgetting is a key element of the learning process because it helps the brain sort important from trivial information; in this age of information overload, a filtering process is essential. “

Benjamin C. Storm

Department of Psychology, University of Illinois at Chicago

Forgetting.....

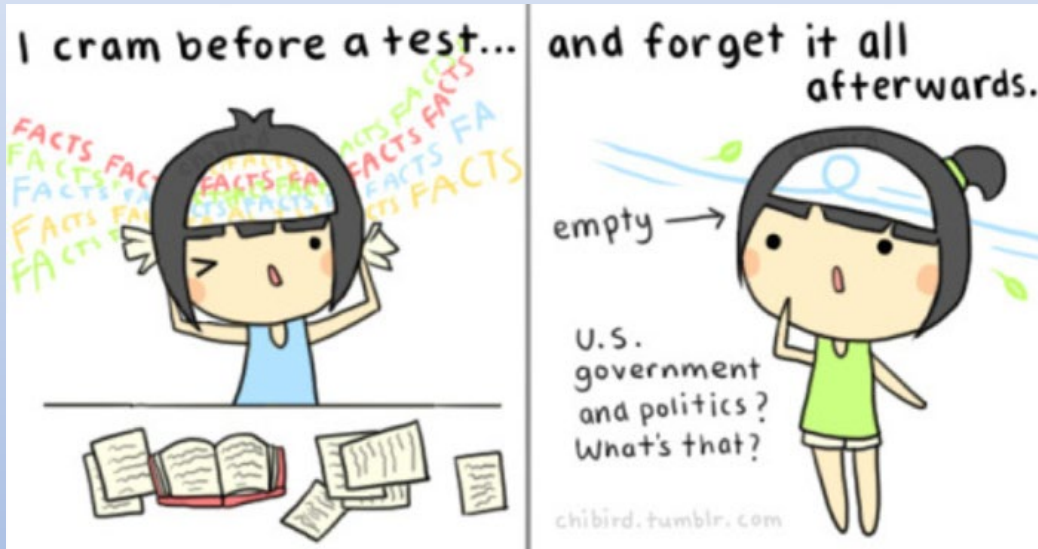
The theory of disuse states that we forget because we simply do not review material after the learning event.

The knowledge is temporary and not permanent.

But by revisiting learning multiple times eventually pupils experience that lightbulb moment.

They then only need to **revise** rather than **relearn**. Which is much less stressful.

Crammed VS Spaced



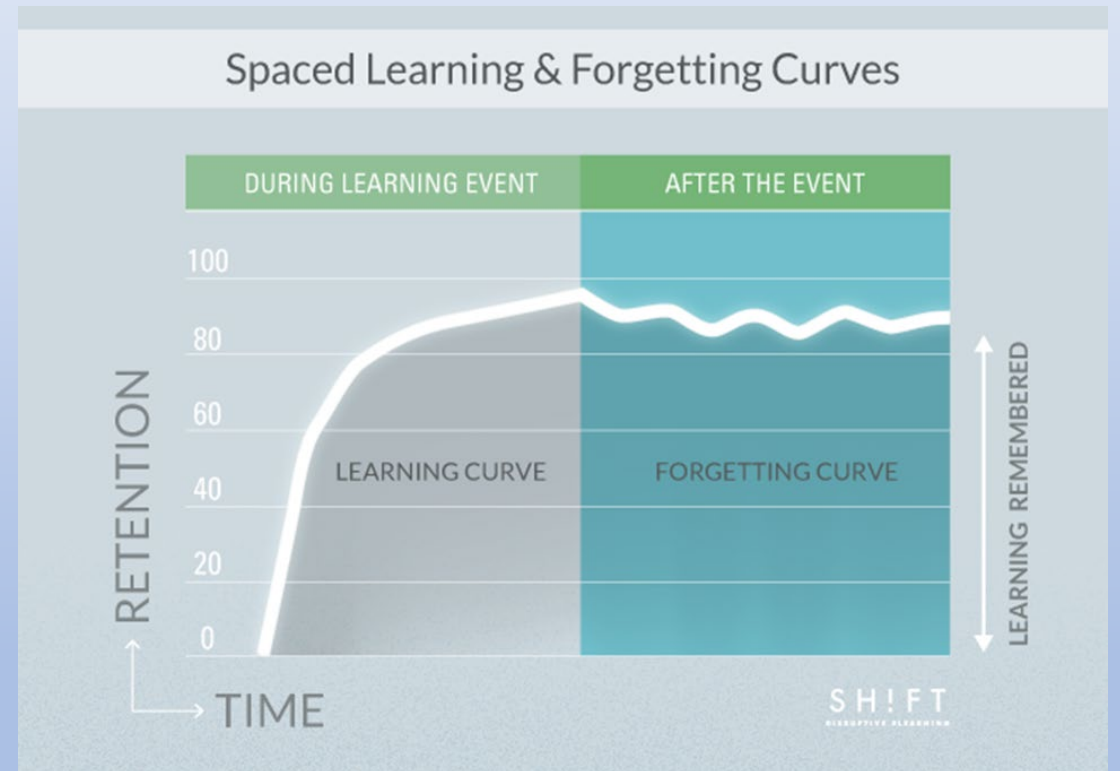
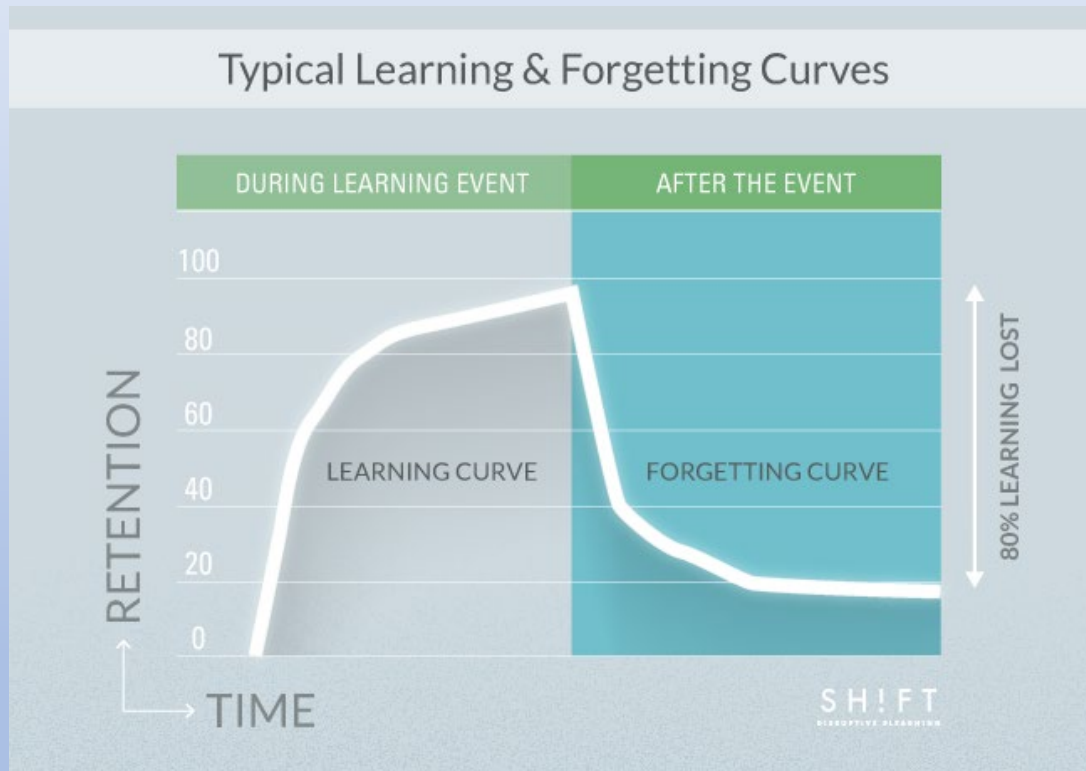
We all will know that repetition of ideas is important to make it stick but repetition is most effective when the presentation of information is spaced out over time. This is known as **Spaced Repetition**.

We tend to forget almost 50-80% of all new information we have learned within a few days after the learning event has occurred.

Why use spaced repetition?

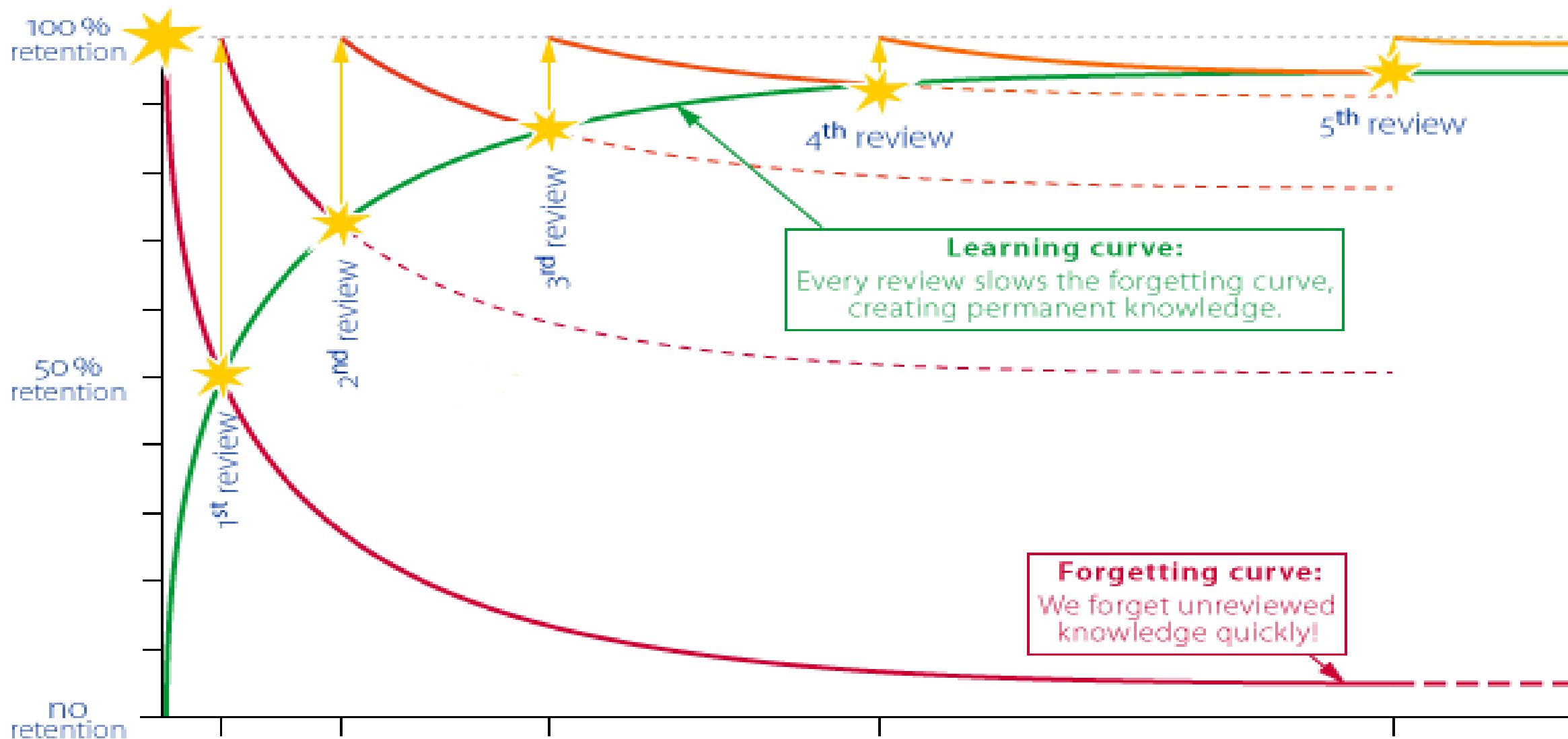
- Improve retention and recall of “sticky” knowledge.
- To embed this knowledge deeper and more fully in the permanent memory.
- To develop independence in learners.
- To develop revision skills for the future.
- To ease exam stress and anxiety.

Typical learning V spaced repetition



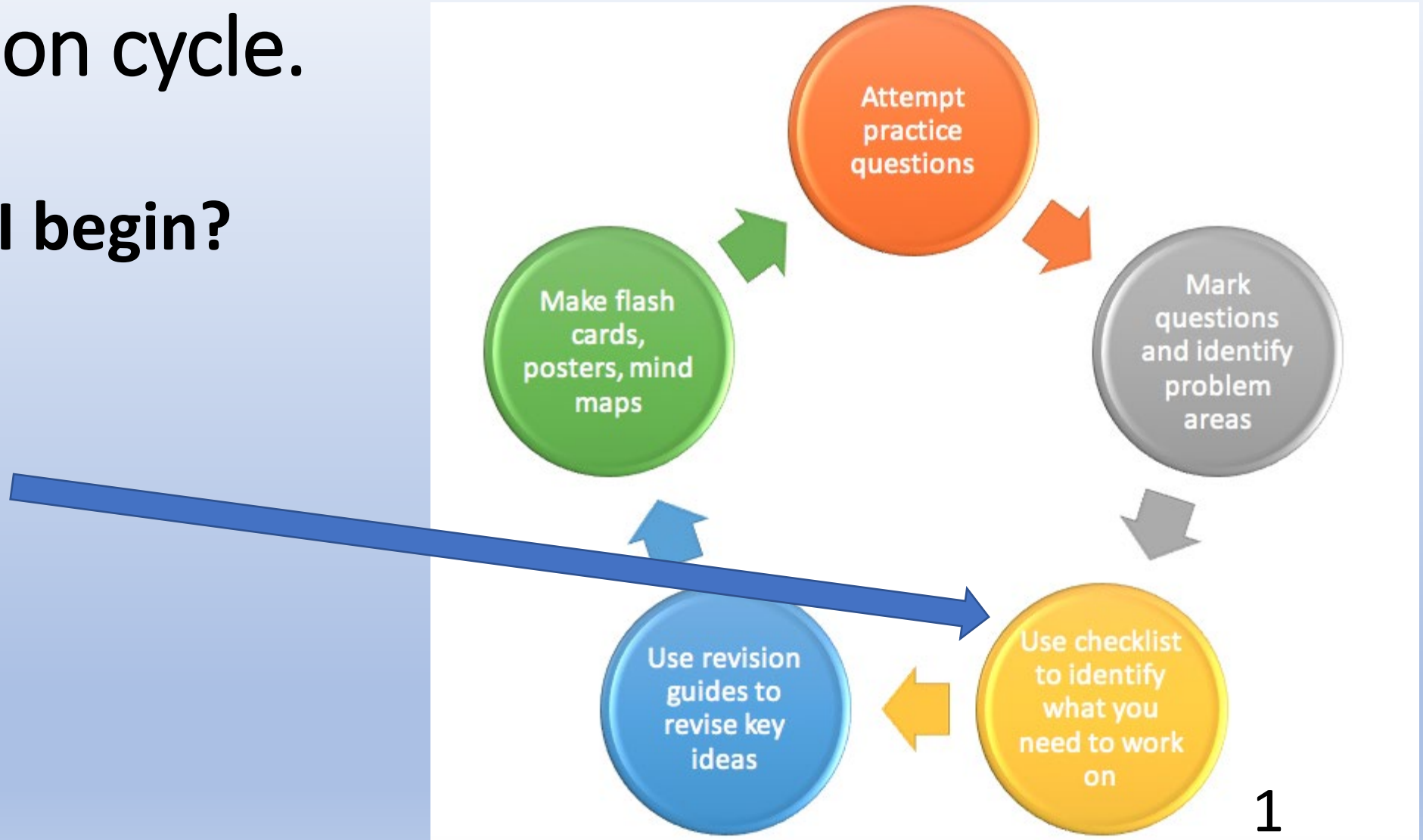
Why spaced review works

www.LearnThat.org, a LearnThat Foundation project



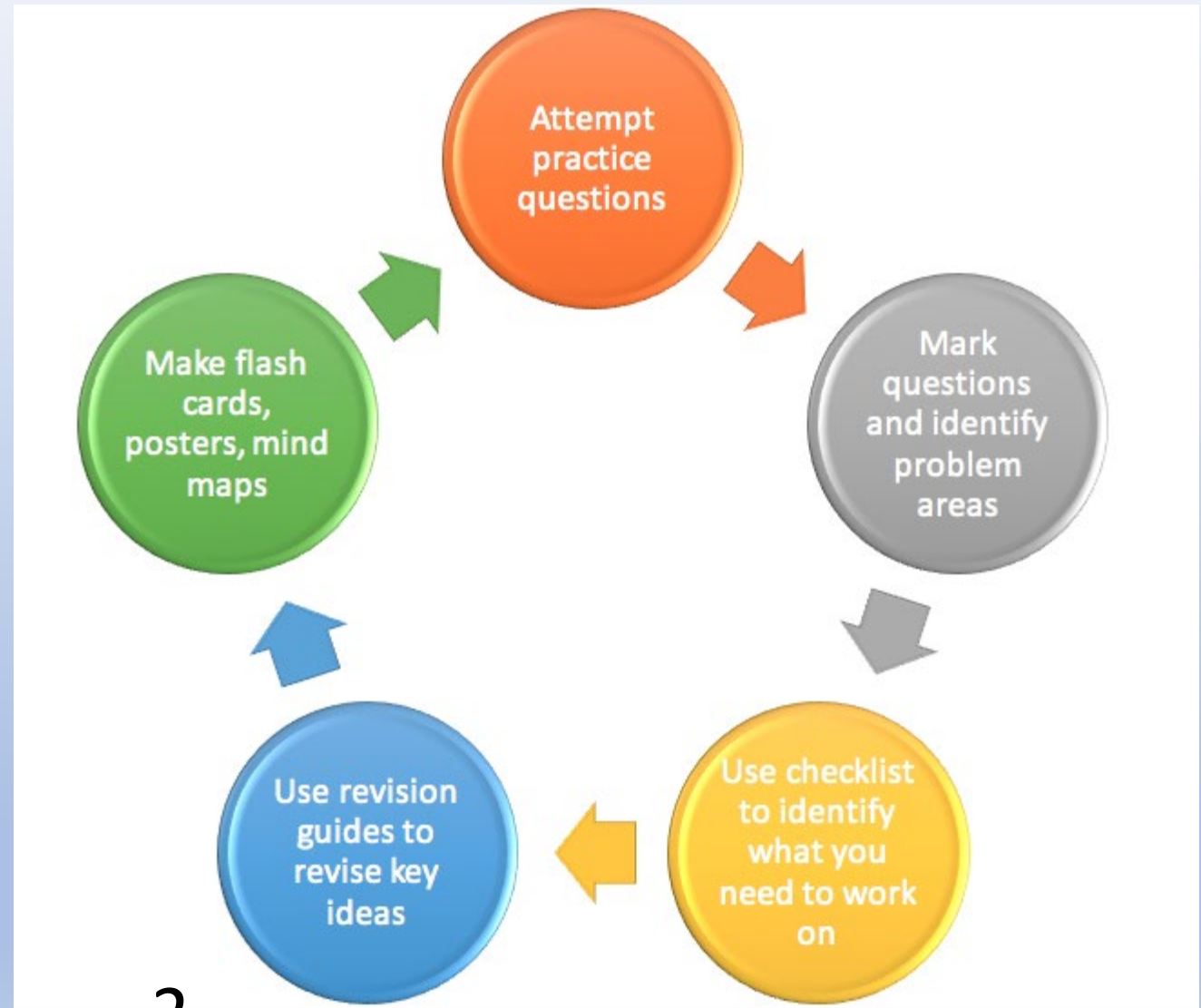
The revision cycle.

Where do I begin?



The revision cycle.

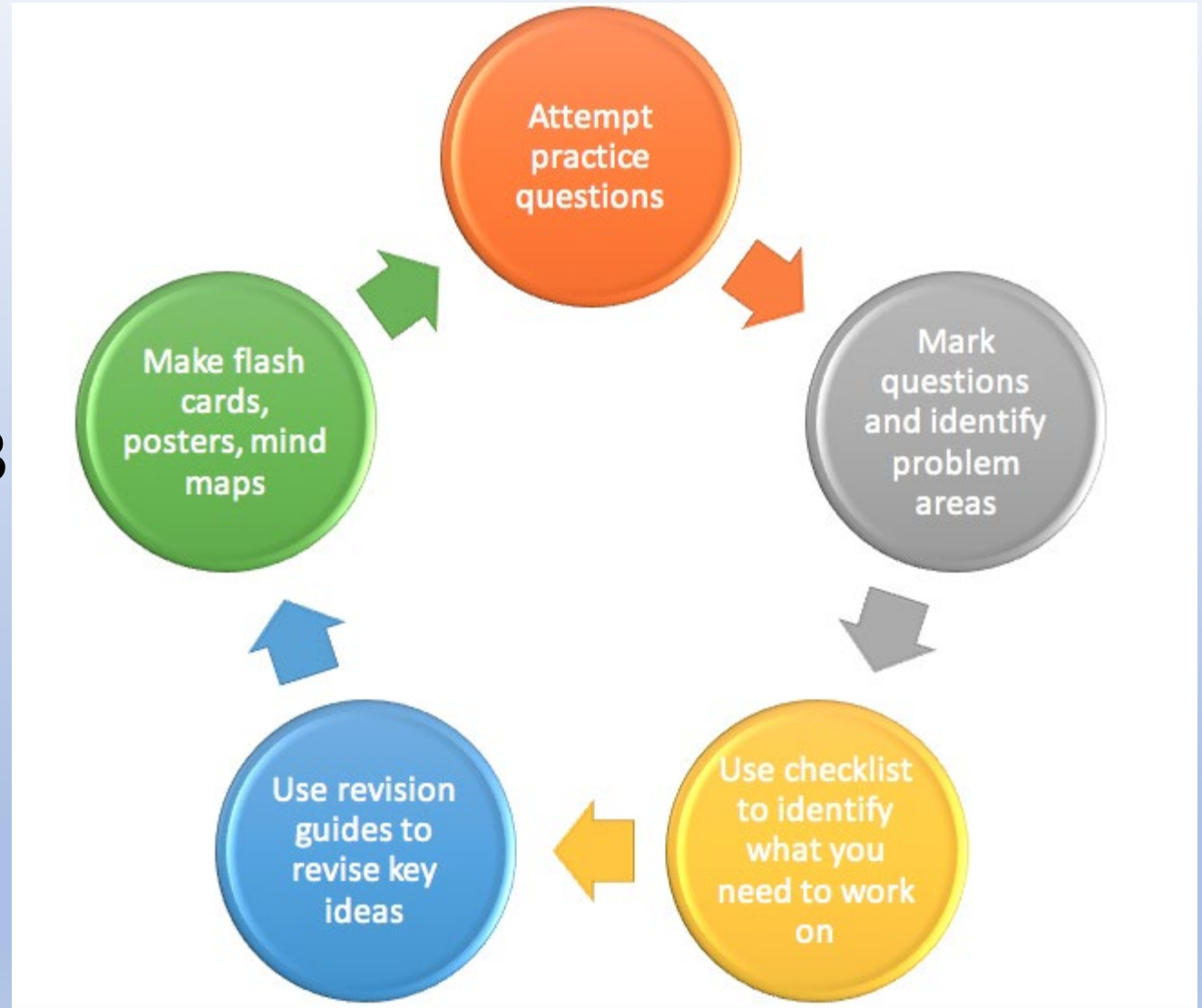
Where do I begin?



The revision cycle.

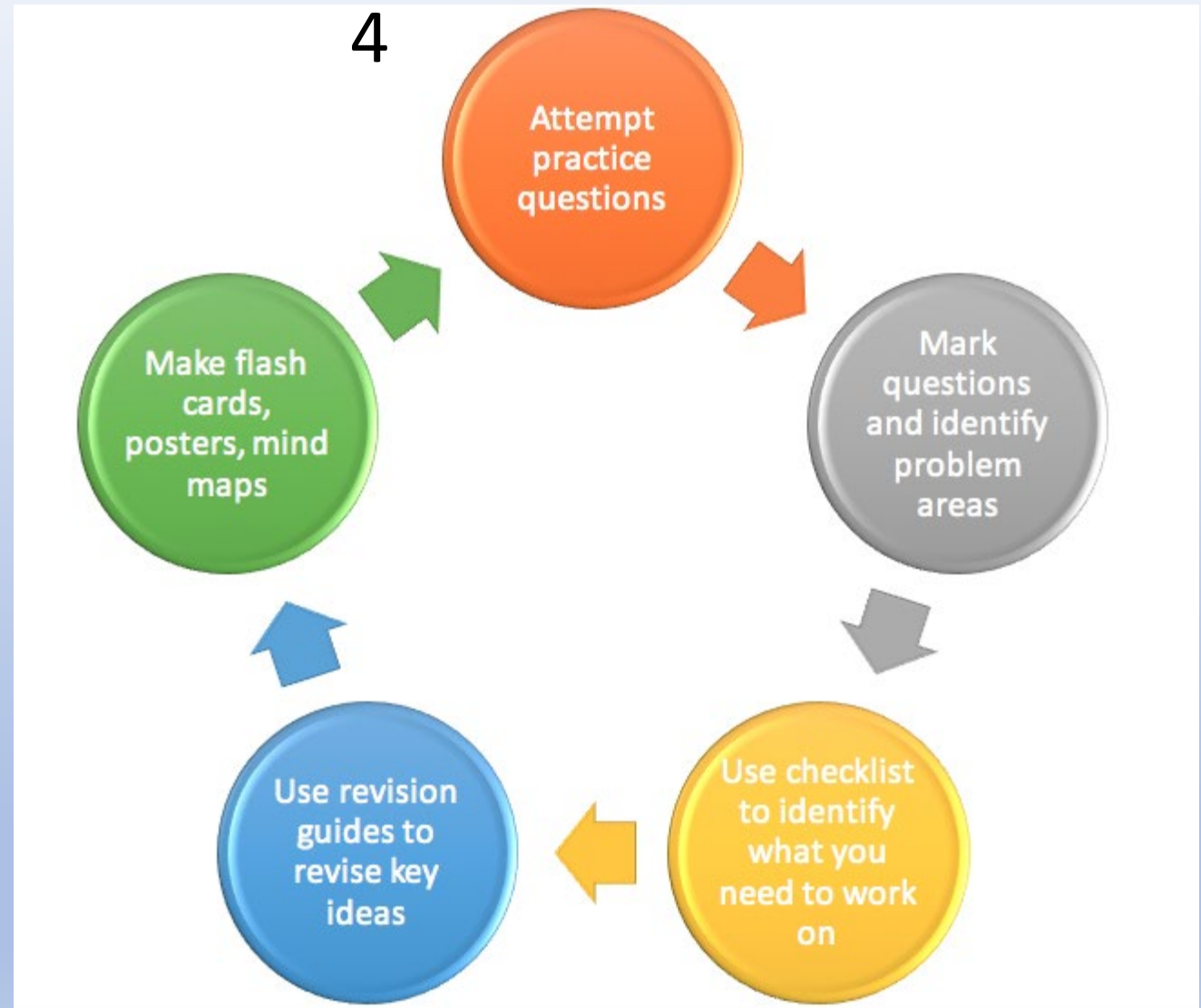
Where do I begin?

3



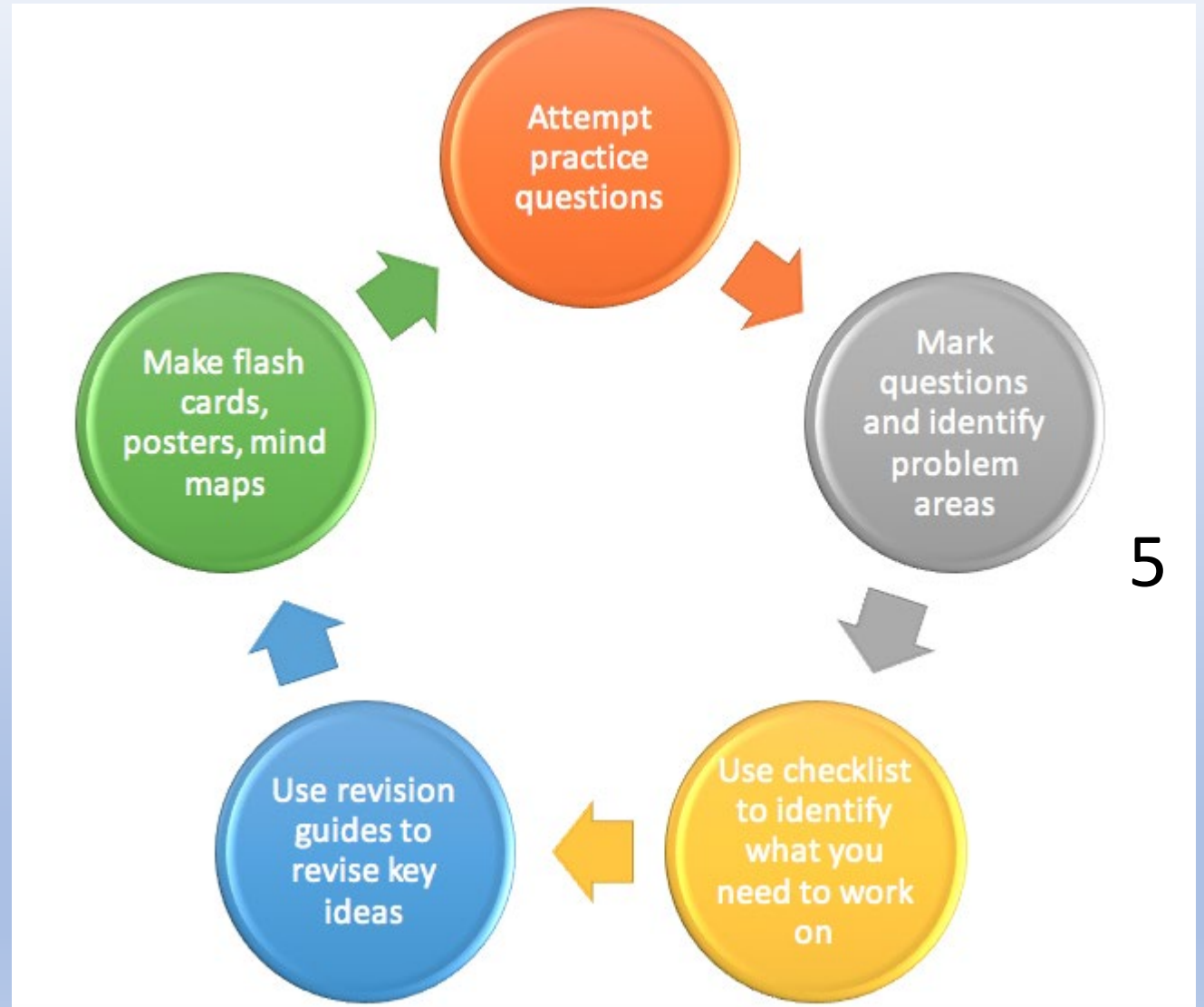
The revision cycle.

Where do I begin?

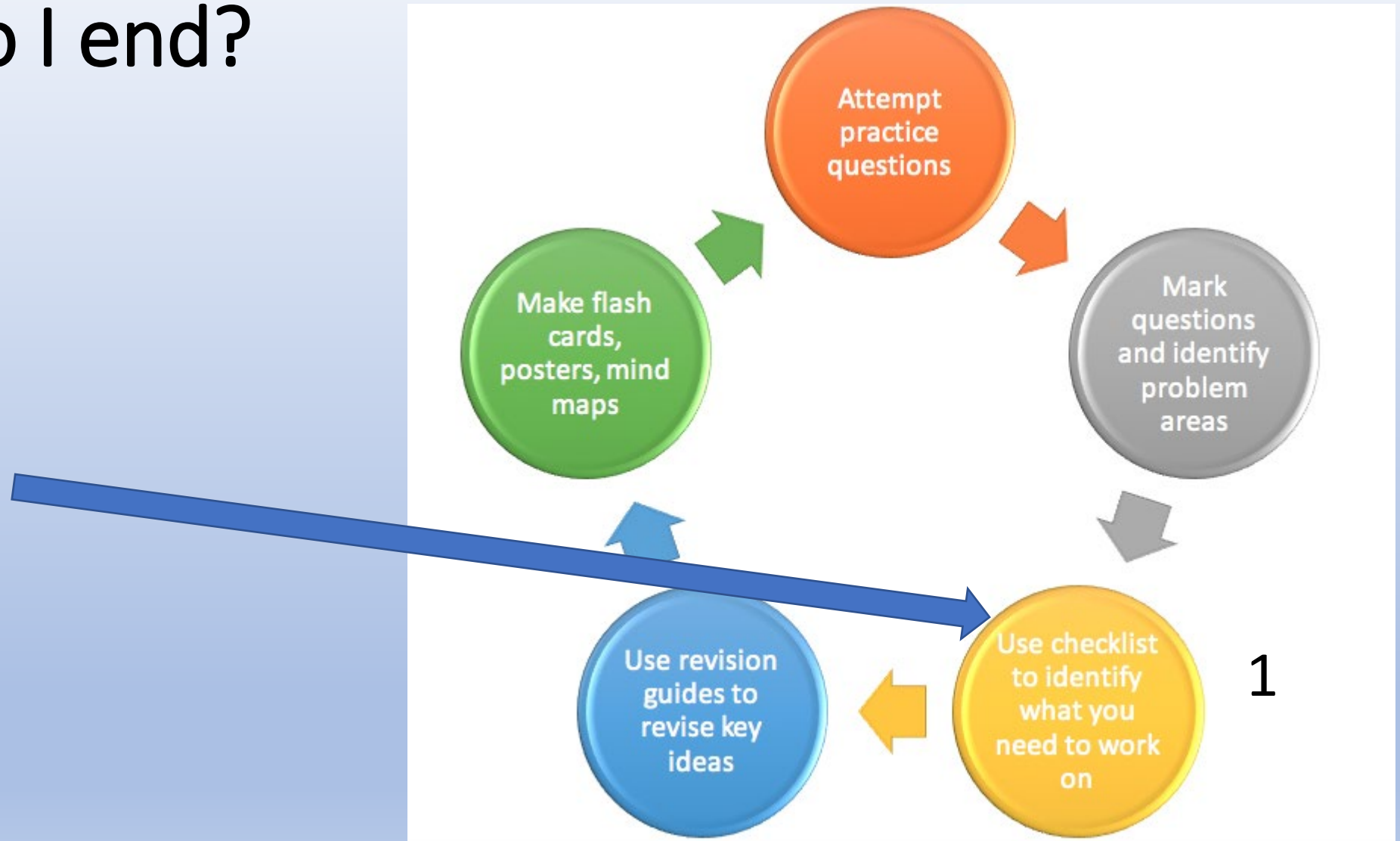


The revision cycle.

Where do I begin?



Where do I end?





De La Salle School
Reporting and Maths
Mrs Croft

Year 7 Parental information evening 2024



De La Salle
School

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Headteacher: Mr. A. Rannard BA (Hons) NPQH

PROGRESS REPORT Year 7 Baseline 2023/24

Form
70

Pupil

Admin No.

This report provides the following information about your child's attainment in school:

Attendance and Behaviour

Your child's most recent attendance and behaviour information.

Key Knowledge

This report details the key knowledge that your child will need to access the secondary curriculum in English, mathematics and science. Teachers have graded each knowledge statement either as Expected Knowledge or Gaps in Knowledge.

Further Support

Where gaps in knowledge have been identified, links to further support have been provided so that you can help your child to address these gaps at home. Additional targeted support will also be provided in school.

Attendance and Behaviour 5 th September 2023 – 29 th September 2023				
Percentage Attendance:	97.4%	97% - 100%: Outstanding 95% - 96%: Excellent 93% - 94%: Room to Improve 91% - 92%: Below Expectations 90% and Below: Serious Concern	Behaviour	
Authorised Absence:	1 sessions		Star Points Gained:	209
Unauthorised Absence:	0 sessions		Star Points Lost:	0
Late:	0			

English Key Knowledge	Current Knowledge	Further Support
I am able to read a text and work out the meanings of words	Expected Knowledge	
I am able to read a text and identify the explicit information	Expected Knowledge	
I am able to identify literary techniques in a text	Expected Knowledge	
I am able to use my inference skills to work out how a character feels	Expected Knowledge	
I am able to find quotations to support my ideas	Expected Knowledge	
I am able to explain how a writer creates effects in a text	Expected Knowledge	
I am able to spell words from the KS2 words accurately	Expected Knowledge	
I am able to use a range of punctuation accurately and for effect	Gaps in Knowledge	https://www.bbc.co.uk/bitesize/topics/z7vdy9q
I am able to use ambitious vocabulary for effect	Expected Knowledge	
I am able to use a range of literary techniques for effect	Gaps in Knowledge	https://www.bbc.co.uk/bitesize/topics/zqsvbqt/articles/zf46trd
I am able to vary my sentences for effect	Gaps in Knowledge	https://www.bbc.co.uk/bitesize/guides/zybhcwx/revision/3

Maths Key Knowledge	Current Knowledge	Further Support
I can complete basic addition and subtraction calculations	Expected Knowledge	
I am able to name basic 2D shapes	Expected Knowledge	
I am able to use strategies to solve number problems	Gaps in Knowledge	MathsWatch N22a
I am able to identify types of angles	Expected Knowledge	
I am able to multiply with powers of 10	Gaps in Knowledge	MathsWatch N17a
I understand place value	Expected Knowledge	
I can calculate basic percentages	Expected Knowledge	
I can solve simple money problems	Expected Knowledge	
I can recognise patterns in sequences	Gaps in Knowledge	MathsWatch A11a, A11b, A11c
I can read information from bar charts	Expected Knowledge	
I can find the mean and mode of data	Gaps in Knowledge	MathsWatch S6
I can solve money problems involving proportion	Expected Knowledge	
I can read and plot coordinates	Gaps in Knowledge	MathsWatch A1a, A1b
I can understand and calculate perimeter and area	Gaps in Knowledge	MathsWatch G8b, G20a, G20b, G20c, G20d

Year 7 Curriculum Information

Term 1	Term 2	Term 3
<p>Number skills Mental maths Addition and subtraction Multiplication Division FINANCE: Time and money Negative numbers Factors, multiples and primes Squares and square roots More powers and roots Calculations</p>	<p>Angles and lines Measuring angles 1 Measuring angles 2 Drawing and estimating angles Putting angles together Lines and angles Lines, angles and triangles Drawing triangles accurately STEM: Calculating angles Angles in a triangle Quadrilaterals Angles and parallel lines Polygons</p>	<p>Number properties and calculations STEM: Writing ratios Using ratios to solve problems Multiplicative reasoning Ratio and proportion Direct proportion Writing ratios Using ratios Proportional reasoning Using the unitary method</p>
<p>Expressions functions and formulae Using functions Function machines Expressions, functions and formulae Simplifying expressions 1 Simplifying expressions 2 Writing expressions STEM: Substituting into formulae Writing algebraic expressions STEM: Using formulae Writing formulae Brackets and powers Factorising expressions</p>	<p>Fractions, decimals and percentages Comparing fractions Equivalent fractions Calculating with fractions Adding and subtracting fractions Introducing percentages FINANCE: Finding percentages Fractions, decimals and percentages Multiplying and dividing fractions Working with mixed numbers</p>	<p>Area and volume Area of a triangle Area of a parallelogram and trapezium Volume of cubes and cuboids 3D shapes Surface area of cubes and cuboids Problems and measures STEM: Measures of area and volume</p>
<p>Sequences and graphs Sequences The nth term Pattern sequences Coordinates and line segments Graphs</p>	<p>Analysing and displaying data Tables and pictograms Two-way tables and bar charts Averages and range Grouped data More graphs Pie charts STEM: Scatter graphs and correlation</p>	<p>Transformations Congruency and enlargements Symmetry Reflection Rotation Translations</p>
<p>Decimals and measures Estimates and measures Decimal numbers Metric units Adding and subtracting decimals Rounding Multiplying and dividing decimals FINANCE: Calculating with money</p>		
		<p>Assessment Formative: Skills check daily for recall and retrieval End of topic assessments Summative: Termly assessment of prior learning</p>



[Mathswatch.co.uk/vle](https://mathswatch.co.uk/vle)

Username: 24bloggsj@delasalleschool

Password: delasalle





Assigned Work

[This Year's Work](#)
[All Work](#)
[Showing All Types ▾](#)

Homework Avg.

100%

Classwork Avg.

100%

Title	Type	Assigned By	Assigned	Due	Marks	%	Grade
Rearranging formula Y10	HW	M Croft	11/10/2024	18/10/2024 08:00			
Surds and Indices 2	CLASS	M Croft	30/09/2024	03/10/2024 08:00	84/84	100%	
Surds and Indices 1	HW	M Croft	26/09/2024	03/10/2024 08:00	42/42	100%	
Number Homework 1	HW	M Croft	16/09/2024	23/09/2024 08:00	50/50	100%	

Did you know?



Subtraction

The numbers in a subtraction problem have special names.

The number you are subtracting from is called the '**minuend**'.

The number you are subtracting is called the '**subtrahend**'.



A20b

INEQUALITIES

SOLVING

04:04

Find a Clip

Qualification

KS3

Standard

All

Topic

All

Search

Choose Clip (205)

Clip	Title
A17	Forming and Solving Basic Equations
A18	Expanding Brackets - Harder Questions
A19a	Solving Harder Equations - Brackets and Fractions
A19b	Solving Harder Equations - x on Both Sides
A20a	Inequalities - Introduction
A20b	Inequalities - Solving
A21a	Real-Life Graphs - Distance-Time
A21b	Real-Life Graphs - Other Types
A22	Special Sequences
A23a	Quadratic Sequences - Finding the nth Term
A23b	Quadratic Sequences - Generating
A24	Simultaneous Equations - Graphically

Standard Questions

1

2

3

4

5

6

7

8

»

Harder Questions

1

2

3

4

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7

8

»

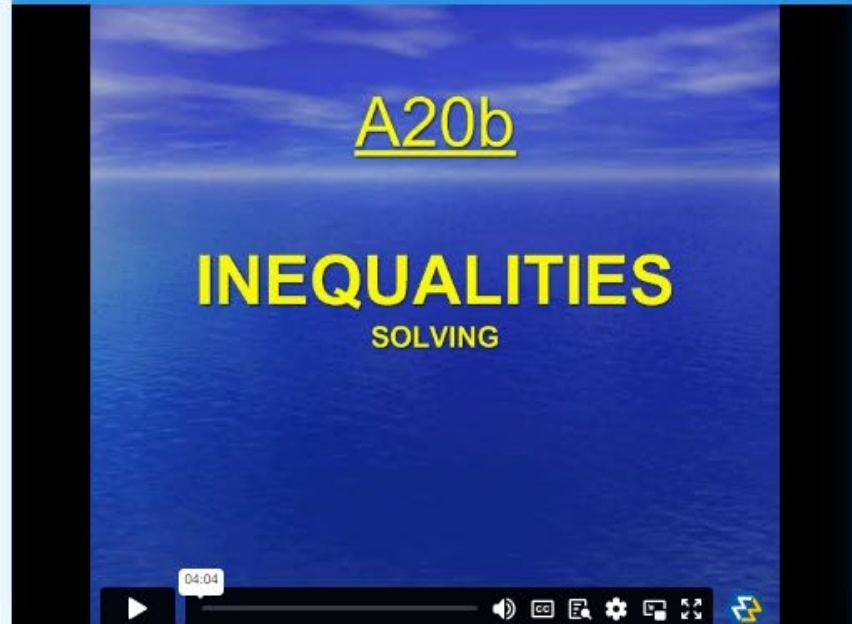
Question Progress



Submit Answer

Solve the inequality $2x - 3 < 5$

Clip A20b



Find a Clip

Qualification

Standard

Topic

Search

Choose Clip (205)

Clip	Title
A20b	Inequalities - Solving
A21a	Real-Life Graphs - Distance-Time
A21b	Real-Life Graphs - Other Types
A22	Special Sequences
A23a	Quadratic Sequences - Finding the nth Term
A23b	Quadratic Sequences - Generating
A24a	Simultaneous Equations - Graphically
A24b	Simultaneous Equations - Algebraically
A25	Trial and Improvement - Harder Questions
A26a	Further Simultaneous Equations - Introduction
A26b	Further Simultaneous Equations - Solving
A26c	Further Simultaneous Equations - Real-Life Contexts
A27a	Regions - Basics
A27b	Regions - Advanced



De La Salle School

English

Mrs Mulhall

Year 7 Parental information evening 2024

Supporting your child's independent learning in English

Knowledge organisers

RAG rating

Flash cards

Mnemonics

Knowledge Organisers – see next slide for an example

- All independent learning / homework will be set on Edulink
- Each year group has a knowledge organiser (on Edulink) that contains the essential knowledge needed for each topic and additional research prompts / wider reading to support student's interests
- Your child's class teacher will set homework by directing your child to the appropriate section of the knowledge organiser
- Your child will then be expected to learn information from this section independently to support their progress. This knowledge will be tested in class through a low stakes quiz
- Your child is expected to work independently at home using the knowledge organiser, but supporting them through asking questions / setting a quiz etc would be beneficial

1**KEY Vocabulary and spelling**

1. **Poaching** - To illegally hunt or catch (game or fish) on land that is not one's own.
2. **Propaganda** - Information, especially of a biased or misleading nature, used to promote a political cause or point of view.
3. **Recruitment** - The action of enlisting new people in the armed forces.
4. **Enlistment** - The action of enrolling or being enrolled in the armed services.
5. **Conscription** - Compulsory enrolment for a state service, typically the armed forces
6. **Patriotism** - Having or expressing devotion to and vigorous support for one's country.: "today's game will be played before a fiercely patriotic crowd".
7. **Cowardice** - Lack of bravery.: "my cowardice got the better of me and I crept out of the room"
8. **Desertion** - The action of deserting a person, cause, or organization.
9. Court Martial - a court for trying members of the armed services accused of offences against military law.
10. **Mustard Gas** - A poisonous gas used by the Germans in trench warfare against the British. Caused blindness, choking and breathing problems. In severe cases, caused death.

Learn the key words and spellings**2****Context**

WW1 1914-1918 - also known as the 'Great War', was a global war originating in Europe . It involved all of the world's major powers. The Allies included Russia, France, GB and the Empire, Italy and USA against the Alliance Germany, Austro/Hungary, the Ottoman Empire. Over 9 millions armed forces and 7 million civilians were killed in the war. Many more returned injured.

Recruitment - At the beginning of World War 1, there was a large recruiting campaign to persuade healthy men to take part in the war and fight for their country. One of the ways of making men join up was by calling them cowards Women were urged to give men they loved who refused to join up a white feather in public to shame them into enlisting.

WW1 Trench Warfare - Both sides dug deep defensive lines in the soil called trenches. Attacks involved going across No Man's Land (in the middle) where attackers were open to machine gun fire, mines, and shells. Even if successful, casualties were huge – No Man's Land was littered with bodies. Life in the trenches was awful, with disease and exposure rife. Desertion and cowardice - British soldiers were executed by firing squad at the hands of their own army. Over 290 soldiers were executed by firing squad, "some for desertion and cowardice, two simply for sleeping at their posts." The youngest was only seventeen years old. Most of these men were suffering from PTSD and were completely traumatized by their experiences of war

3**War poets documentary**

<https://www.youtube.com/watch?v=zsPdEgC0wdk>

Watch the documentary and make notes on what you learn

4**Jessie Pope documentary**

<https://www.youtube.com/watch?v=lv6tec3fye8>

Watch the documentary and make notes on what you learn

POETIC TECHNIQUES

PATHETIC FALLACY – when the weather / nature mirrors the mood of a text

OXYMORON – two words which appear to contradict one another

STANZA – a section / verse in a poem

ENJAMBMENT – when the end of a poem has no punctuation so the idea continues to flow

PUN – a word with more than one meaning

AMBIGUITY – when the meaning is purposely unclear

HYPERBOLE – huge exaggeration

SIMILE – a comparison of one thing to another using the words like or as

METAPHOR – a strong comparison of one thing to another without the words like or as

PERSONIFICATION – giving inanimate objects human qualities

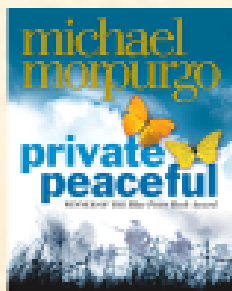
ALLITERATION – two or more words beginning with the same sound / letter

RHYTHM – the 'beat' of a poem

RHyme – words which have the same sound

ONOMATOPOEIA – words which sound like the noise they make

REPETITION – saying something more than once for effect

Y7**Private Peaceful**

RAG Rating - see next slide for an example

- Each unit has a range of assessments. Some of these are low stakes and others require greater preparation from your child.
- Your child will always be told in advance that a 'bigger' assessment is scheduled to take place and appropriate revision / independent learning material will be made available on Edulink.
- Your child would benefit from looking at the knowledge statements (see website) for each unit and RAG rating their current knowledge / skills. The areas rated as red / amber would be priority areas for your child to address in order to make best progress.
- Each section of the knowledge statement has links to websites to support their independent learning at home. Visiting these sites in order of priority would be a useful place for your child to start.

Flash Cards

- Flash cards are a useful way of training your brain to recall more detailed, complex information
- They should be used as a prompt to aid deeper recall – and because of this, they should contain only key information
- Dual coding (drawing images to link to the knowledge you are trying to embed in your memory) has been proven to be an effective way to aid recall
- The use of colours also supports recall (but this doesn't mean creating a rainbow or writing every letter in a different colour!)

Year 7 Term 1 Knowledge Statements

Knowledge Statement	Wording for Report	Support Links
En7: 04 Inference Deduction	I can use a range of strategies to help me to understand a writer's message in a text (inference / deduction)	Inference - Understanding and inference - National 5 English Revision - BBC Bitesize
En7: 05 Select Quotations	I am able to select effective quotations to support a viewpoint.	Using quotations and close analysis - Responding to a fiction text - AQA - GCSE English Language Revision - AQA - BBC Bitesize
En7: 06 Literary Devices	I know a range of literary devices and can comment on their effect	Analysis: what it is and how to do it guide for KS3 English students - BBC Bitesize
En7: 07 Extended Response	I am able to produce an extended response to a question about a text exploring the writer's methods and intentions.	How to write an essay for KS3 English students - BBC Bitesize
En7: 08 SPAG	I am able to use spelling, punctuation and grammar accurately in my work.	https://www.bbc.co.uk/bitesize/topics/zbm2sg https://www.bbc.co.uk/bitesize/topics/zr6bxyc https://www.bbc.co.uk/bitesize/topics/z4hrt39

Making your own flash cards

- Pen
- Pencil
- Highlighter
- Card – you can buy this pre-prepared or cut up your own. Post it notes can also work
- Knowledge organiser / revision notes
- Condense the key information into no more than five bullet points. Draw an image to help you remember the information. Select a colour that you link with the topic to help you remember it, or use different colours for different topics / key words so your brain links that colour to that information.

Using flash cards

Read over your knowledge organiser / revision notes to help you to make the flash card.

When using the flash card, use strategies such as:

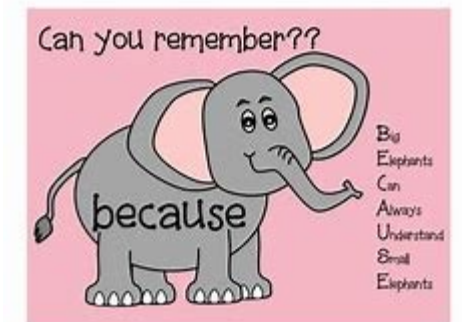
- look / cover / write / check
- creating and then answering quiz questions
- asking a family member / friend to quiz you on what is on your flash card

This will help you to see if your knowledge is 'sticky'. If you cannot recall the knowledge on the flash card, you need to work on making it stick.

Mnemonics

- A useful way of trying to learn tricky key words (and their spelling) is to use a mnemonic.
- Most of us can remember mnemonics from our childhood. This is because we have revisited them and made them 'sticky' in our memory.

Because
Necessary



Mnemonics – Try it out

Can you come up with a way of remembering these tricky key words from the current KS3 Knowledge Organiser on 'War and Conflict'?

Rhythm

Onomatopoeia

Enjambment

Simile

How about?

Rhythm

Rhythm Helps Your Two Hips Move

Onomatopoeia

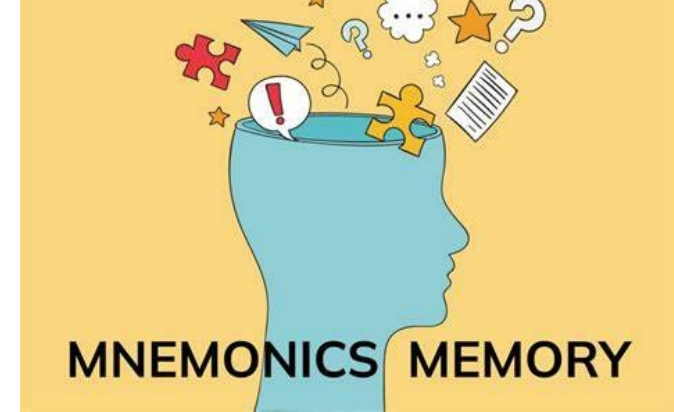
On / O / Mat / Op / Old English Is Ancient

Enjambment

Each New JAM Beats My Ears: Noisy Torture

Simile

Simil(ar) + (alik)e





De La Salle School
Religious Education
Mrs Jess

Year 7 Parental information evening 2024

To know You more clearly

The Religious Education Directory

*for Catholic Schools, Academies and Colleges
in England and Wales*



Religious
Education
Directory

New RE
Curriculum
launched for all
Catholic Schools in
2022 called 'To
Know you more
Clearly'



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The outcome of Religious education is to produce religiously literate and consciously engaged young people who have the knowledge, understanding, and skills to reflect spiritually, and think ethically and theologically, and who recognise the demands of religious commitment in everyday life



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<u>Chapter</u>	<u>Name</u>
Branch one	Creation and covenant
Branch two	Prophecy and Promise
Chapter 3	Galilee to Jerusalem
Chapter 4	Desert to Garden
Chapter 5	To the ends of the Earth
Chapter 6	Dialogue and Encounter



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Understand 	Discern 	Respond 
<p>Ages 11-14</p> <ul style="list-style-type: none"> Show understanding of the literal sense of scripture passages (identifying literary forms, reading them according to the rules that govern its distinctive literary form, understanding how authorial intention affects meaning, including an understanding of the influence of the historical context of the intended audience) and begin to understand the allegorical and anagogical senses of scripture. Use a range of contextually accurate religious and philosophical vocabulary to show a coherent understanding of a range of religions, worldviews, beliefs, and actions. Make relevant connections between different areas of study (doctrine, sources, structures, worship, and life), showing how one area influences others. 	<ul style="list-style-type: none"> Play with possibilities, asking 'what if?' questions, testing ideas using thought experiments and counterfactual scenarios to deepen insight, critically engaging with different people's responses to these questions. Offer an interpretation of the meaning of a variety of relevant creative and artistic expressions (for example, texts, stories, paintings, music, etc), with reference to the historical and cultural context of the maker. Compare and contrast how effectively different relevant works of art reflect Catholic sources and beliefs. Present an argument for a particular point of view, showing an awareness of different views. Assessing the relative validity of different arguments. Use relevant sources of wisdom and authority appropriately as justification for particular points of view, considering why different sources have weight for them. Arrive at reasoned judgements, recognising the scope and limitations of different ways of reasoning. Demonstrate an understanding of the significance and influence of common and divergent worldviews and practices within and between religions. 	<ul style="list-style-type: none"> Reflect on the meaning of what they have learned for their own lives. Begin to explore the experiences and feelings of others, understanding what matters to them and the impact this has on their ways of life. Consider how their own lives and the future of the communities to which they belong could be transformed by what they have learned. Act to bring about transformation in their own lives and in the communities to which they belong, as a consequence of their learning.

- Understand
- Discern
- Respond



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Sample Assessment

CHAPTER 1

Creation and Covenant – Assessment

Key vocabulary

Write a definition for these key terms.

God	Mystery	Revelation	General revelation
Special revelation	Creationism	Scientism	Creation
Imago Dei	The Fall	Stewardship	Literal sense
Literary form			

Knowledge check

- Which of these phrases is the meaning of stewardship?
 - To care for and protect something.
 - To do what we like with something we've been given.
 - To care for and protect our own belongings.
- What is the name of the story in Genesis 3, where Adam and Eve disobey God?
 - The Sin
 - The Disobedience
 - The Fall
- Copy out and complete the following: CAFOD stands for Catholic Agency F..... O..... D.....
- How many accounts of creation are there in the book of Genesis?
- What is the literal translation of 'imago Dei'?
- In 2015, Pope Francis wrote a letter about stewardship. What is it called?
- What is revelation?
- Describe Catholic beliefs about prayer.
- The creation stories in Genesis are sometimes called 'symbolic stories'. Describe what is meant by this.
- Explain the difference between a creationist and a scientific explanation of how the universe began.

TIP

Before you start, make sure you are clear what is meant by a 'creationist' and 'scientific' view. The question isn't asking which you think is correct - but rather can you name one key difference between them?

TIP

Try to define the word 'symbolic' and try to include at least one example of something from the creation stories that could be understood as symbolic.

38

Creation and Covenant

Extended writing activity

This assessment is for you to show what you have learned in this chapter and to develop your extended writing skills. You are going to answer four shorter questions that help to answer one big question. The big question is:

Explain what Genesis 1-3 teaches us about God, creation and humans and the impact of this on Catholics today.

1 What does Genesis 1-3 teach us about God?

You could use 'Point-Evidence-Explain' to write at least one paragraph to answer this question.

Point – make the point for your paragraph

Evidence – give evidence to back up your point

Explain – what the evidence means and how it answers the question

Here is an example:

In Genesis 1-3 Catholics learn that God is a creator who is omnipotent. In Genesis 1 God shows omnipotence by creating a whole world by speaking – for example, saying "Let there be light." When God spoke, the things he spoke about were created, such as the moon and stars, animals and plants. No one else can create like that - only God can - which helps many people to understand why God is described as omnipotent or all powerful.

Words you could use:

eternal transcendent omnipotent immanent just compassionate

2 What does Genesis 1-3 teach us about creation?

Write at least one paragraph using 'Point-evidence-explain.'

You might find these sentence starters helpful.

Genesis 1-3 teaches that creation...

The evidence for this is...

This means that...

Words you could use:

good / very good ex nihilo
harmony spoil by sin

3 What does Genesis 1-3 teach us about humans?

Write at least one paragraph using 'Point-evidence-explain'

Words you could use:

imago Dei stewards free will
relationship with each other

4 What impact does this teaching have on Catholics today?

For this question try to include at least two different suggestions about the impact that Genesis 1-3 has on Catholics today.

Examples you could use:

supporting charities such as CAFOD or Mary's Meals
prayer stewardship challenging injustice using Catholic social teaching.

TIP

Remember that Genesis 1-3 contains:

- the first creation story where God creates by spoken word over six days
- the second creation story where God creates man from the dust, and woman from his rib
- the Fall, where humans disobeyed God and brought sin into the world.

1 A point is made in this first sentence.

2 There is evidence to back up the point in this second sentence.

3 These sentences explain what the evidence means and how it answers the question.

TIP

In your answer you should try to make connections between the three stories in Genesis and what they say about human beings.

Assessment 39



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How can I help
my
son/daughter
to be
successful in
RE?

- Engage in philosophical/religious discussion at home.
- Religious literacy
- Key quotes and specialist vocab





De La Salle School
Religious Education
Mrs Wellens

Year 7 Parental information evening 2024

What is Revision Darts?

Revision Darts is a retrieval game to check pupils understanding of 20 of the main keywords or concepts or teachings within a unit of work.

Pupils colour code red, amber or green for their understanding on the dartboard, depending on how confidently they can answer the question.

Pupils can then see overall how much they know about a particular unit of work and pick out areas of weakness to work on.



What resources will i need?

Revision dart worksheet

Pen

Pencil

Coloured pencils (red, orange
and green)

Class book or revision guide



How to play revision darts!

Ask your teacher for revision darts worksheets on the unit of work you are focusing on.

Answer each of the 20 questions as best as you can.

Colour each question number on the dart board:

Green - confident

Orange - not sure

Red - unsure

Check your answers using your class book or revision guide. The questions you have coloured orange or red are the topics you should be focusing your revision on to fill any gaps in your learning.

How do we create one?

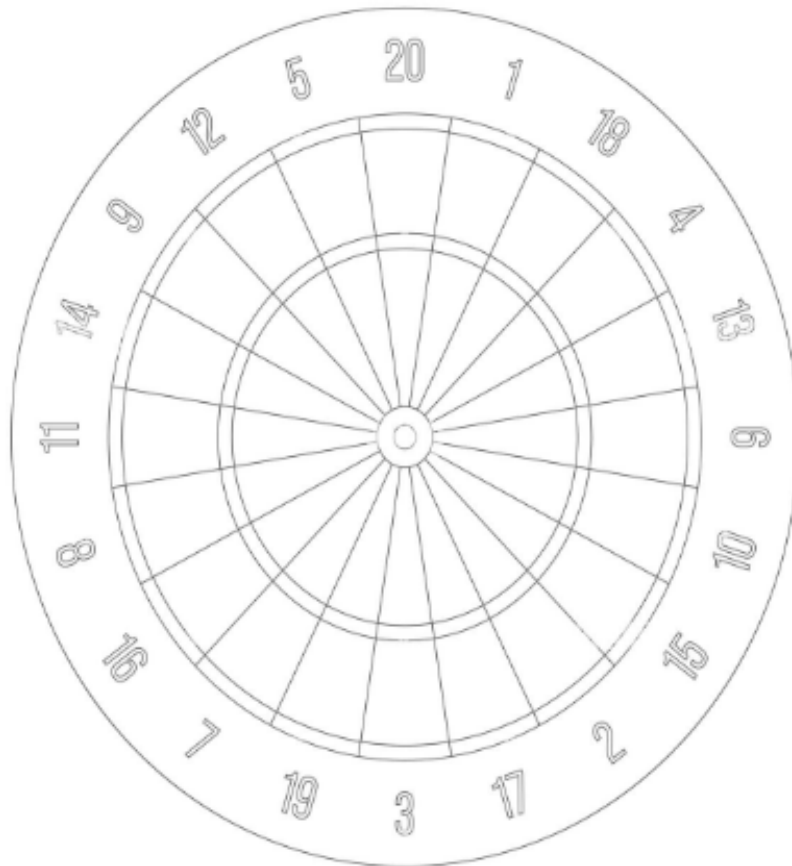
Take a **central topic** e.g. Islam

Create questions based on:

- Sub-topics e.g. prayer
- key terminology e.g. Salah

Teacher example

Judaism Practices
Revision Dart Board



1. What is Shabbat?	2. What are the three main books of the Tenakh?	3. Give one Jewish food law.	4. Give two purposes of prayer.	5. Give one difference between Orthodox and Reform prayer.
6. Why is the Shema important?	7. What is the Amidah?	8. Which ritual fulfils the covenant with Abraham?	9. What is a Minyan?	10. Why is Bar Mitzvah important?
11. What does the huppah symbolise?	12. What is the marriage contract called?	13. What is the Avelut and how long does it last?	14. How is Shabbat celebrated?	15. Complete the commandment 'Remember the _____ day by keeping it _____'.
16. What is Rosh Hashanah?	17. How many days after Rosh Hashanah is Yom Kippur celebrated?	18. Give one reason Yom Kippur is important.	19. What is Pesach?	20. Give three features of a synagogue.

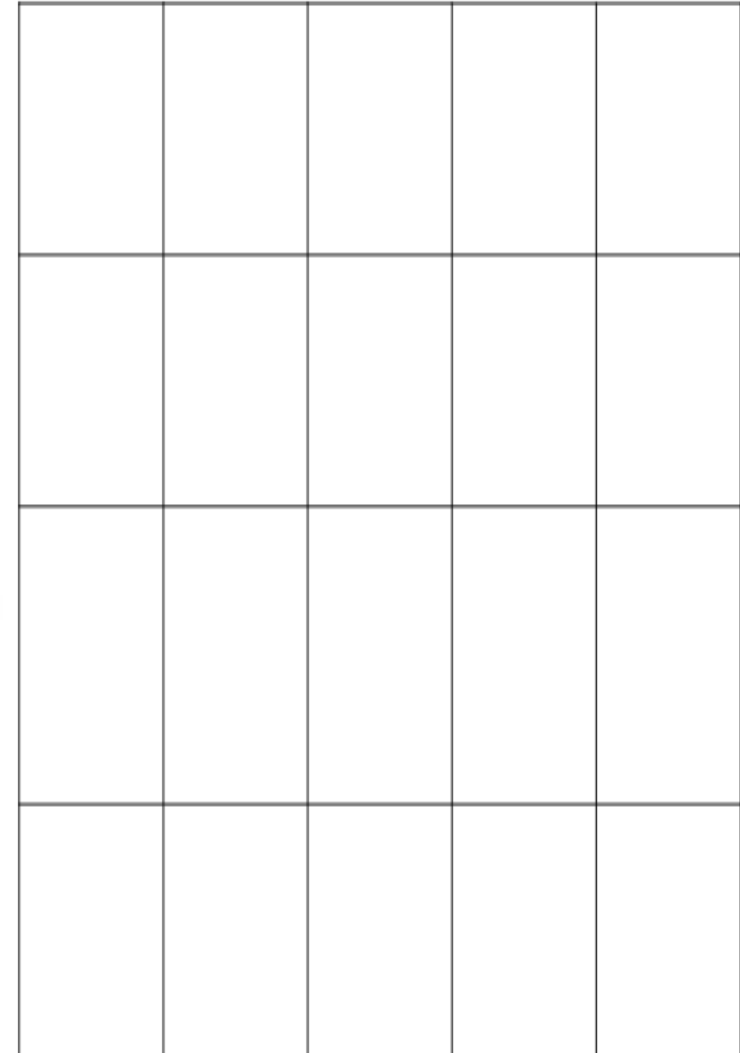
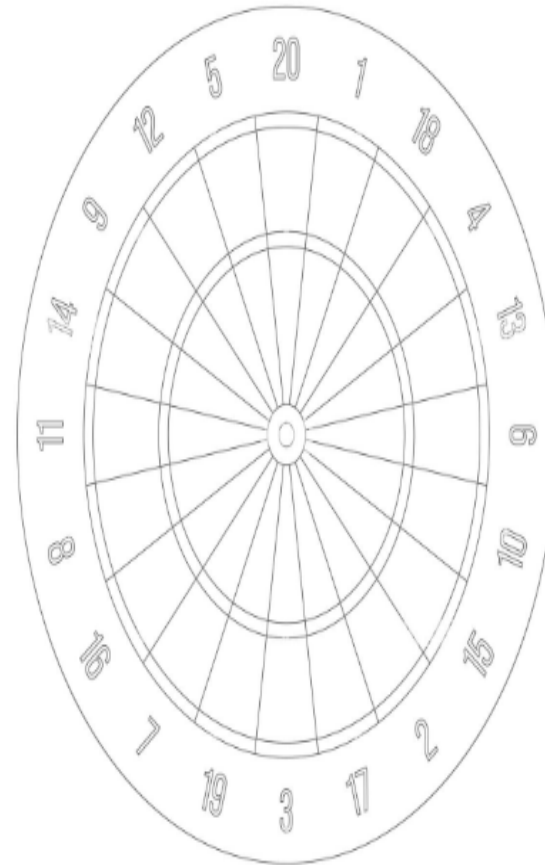
Make your own!

Task:

Create your own revision dart game based on your chosen topic.

It can be based on favourite film, book, character, school subject etc.

Judaism Practices
Revision Dart Board





De La Salle School
Science

Mrs Greensmith

RAG rating and flash cards

Year 7 Parental information evening 2024

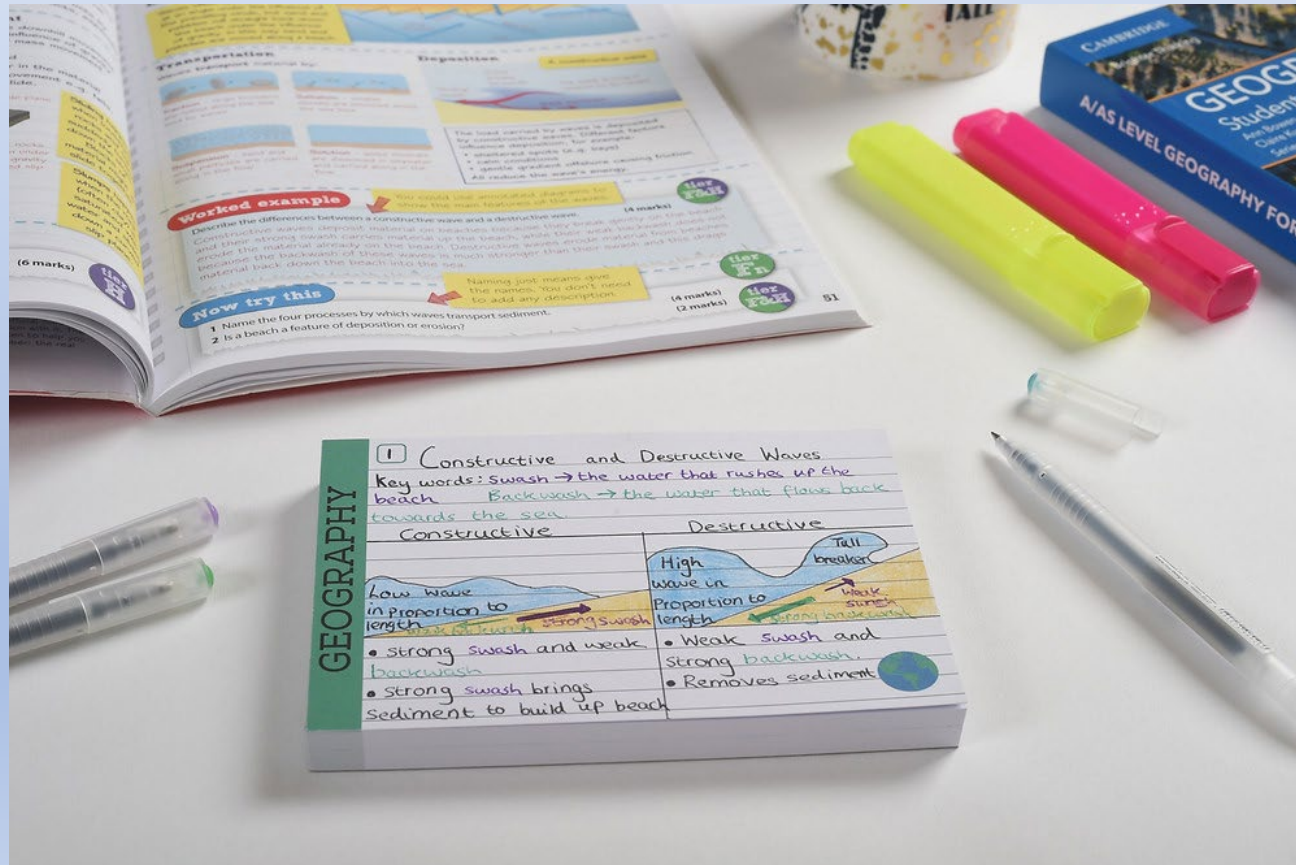
RAG RATING – curriculum map on DLS website

Year 7 – **Biology topics**, **Chemistry topics**, **Physics topics**.

Term 1	Term 2	Term 3
Matter Lab safety Lab equipment Using a Bunsen burner Particle model of solids, liquids and gases Changing state Solutions Diffusion Density Gas pressure Filtration Distillation and evaporation Chromatography Formative assessment: planning an investigation Purifying rock salt Periodic table Group 1 elements Group 7 elements Group 0 elements Project: summarising and applying knowledge.	Building blocks of life (continued) Pregnancy and the foetus Maternal lifestyle DNA structure Discovery of DNA Extracting DNA from plants Genetic crosses Natural selection Project: summarising and applying knowledge.	Forces continued. Friction Distance – time graphs Speed – time graphs Magnetism Project: summarising and applying knowledge.

What is a flash card?

- A card with information on to help you remember knowledge or information.



What resources will I need?

- A pen
- A pencil
- Different coloured pens/pencils
- Highlighters
- Card – buy or cut up your own
- Notes in class books or a revision guide or website e.g. BBC bitesize
- Note: You can use large post it notes if you don't have card.

An example of how to make one

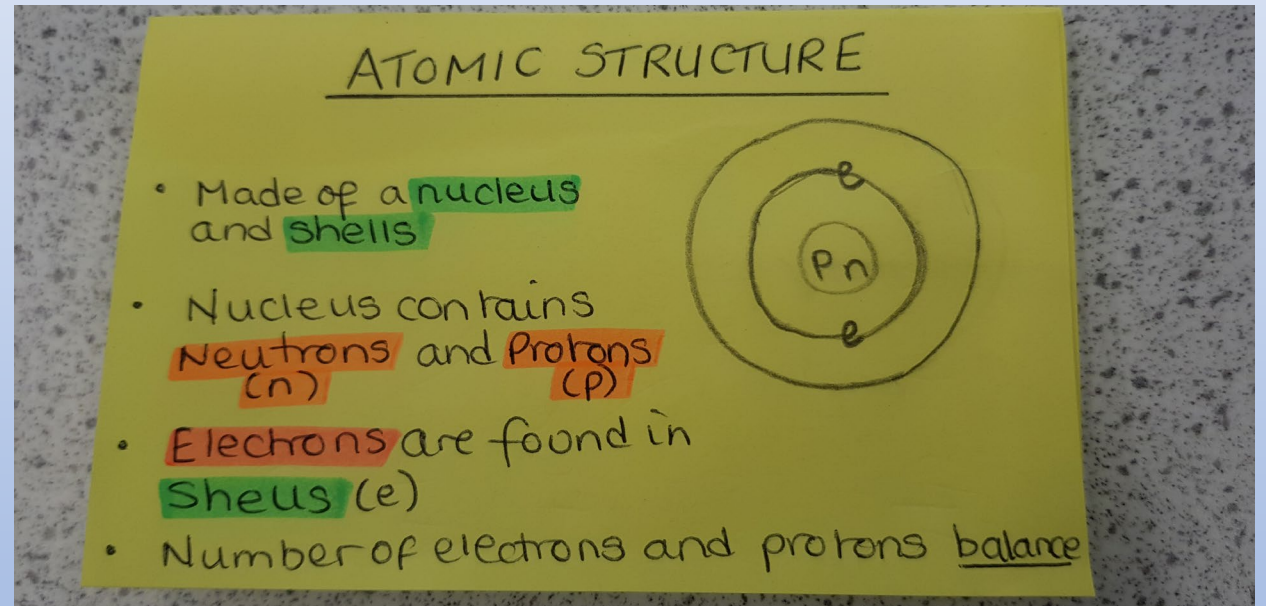
Read the information you are trying to remember

Highlight the key points

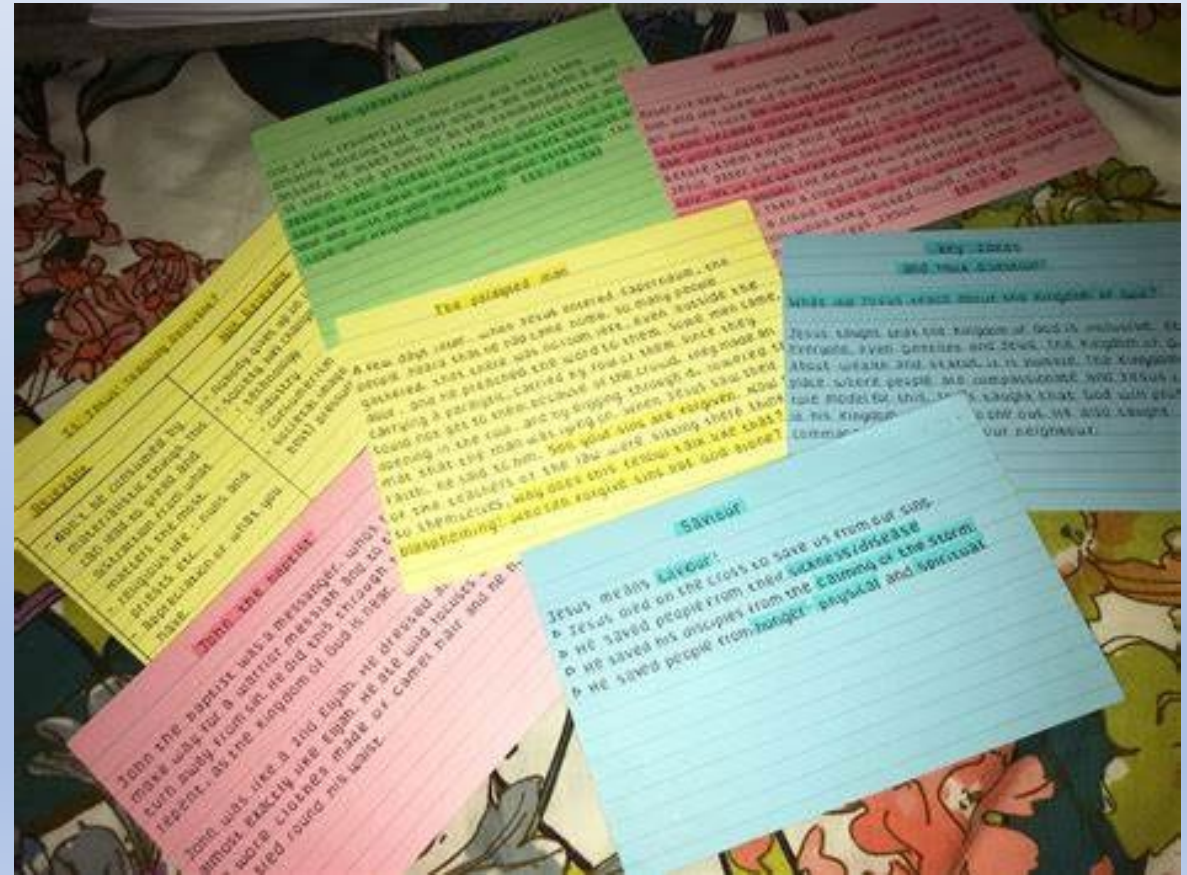
Transfer these onto your flash card

Include no more than 5 bullet points and 1 image

You can listen or watch the information if reading it isn't helping.



A good and a bad example – Why?



Using flash cards effectively.

- [Bing Videos](#)
- Have a study partner to test your knowledge.
- Different colours for different subjects/topics.
- Keep them organised.

Further support and help

Information from tonight's event will be on our website soon.

Parents/revision and independent study

“How to revise at DLS guide“ will be there too”.

Some of the strategies you have heard about or seen tonight will work for other subjects too.