



**Salford City Academy**

The best in everyone™

Part of United Learning

Year 7

End of Year Revision Materials

June 2026

Name: \_\_\_\_\_

Tutor group: \_\_\_\_\_

RESPONSIBILITY | EXCELLENCE | ASPIRATION | COMMITMENT | TEAMWORK

**English Reading exam key knowledge terminology**

<b>Explicit characterisation</b>	When the writer clearly tells you what a character is like (e.g. "He was brave").
<b>Implicit characterisation</b>	When the writer shows what a character is like through actions, speech or behaviour (you have to infer it).
<b>Inference</b>	Reading between the lines to work out ideas that are not directly stated.
<b>Big idea</b>	An introduction to your analytical writing where you explain your main idea and the writer's message.
<b>PETE</b>	A way to structure analysis: Point/topic sentence (summary of your answer), Evidence (quotation), Technique (method used and what it means), Effect (what it shows/teaches).
<b>Foreshadowing</b>	Hints or clues about what might happen later in the text.
<b>Cliffhangers</b>	When a text ends on a tense or uncertain moment to keep the reader interested.
<b>Tension</b>	A feeling of suspense, excitement or worry created by the writer.
<b>Description</b>	Writing that helps the reader imagine something clearly.
<b>Show not tell</b>	Describing actions, senses or details instead of directly stating emotions.
<b>ISPACE</b>	A way to vary sentence starters: <b>I</b> ng, <b>S</b> imile, <b>P</b> reposition, <b>A</b> dverb, <b>C</b> onjunction, <b>E</b> d word.
<b>Setting</b>	The place and environment where a text takes place.
<b>Word choice</b>	The specific words a writer selects to create meaning and effect.
<b>Expanded noun phrase</b>	A noun with extra detail added (e.g. "the tall, dark building").
<b>Capital letters</b>	Used at the start of sentences and for proper nouns (names, places).
<b>Full stops</b>	Used to show the end of a sentence.
<b>Commas</b>	Used to separate ideas in a sentence or items in a list.
<b>Apostrophes</b>	Used for possession (Sam's book) or contractions (don't).
<b>Exclamation marks</b>	Show strong feeling or excitement (!).
<b>Colons</b>	Introduce a list or explanation.
<b>Semi-colons</b>	Link two closely related sentences.
<b>Brackets</b>	Add extra information to a sentence.
<b>Dashes</b>	Add emphasis or extra information, often more informal than brackets.

**English  
Writing  
exam key  
knowledge  
terminology**

<p><b>Adoro</b> (I love)</p>	<p><b>el comercio</b> (business) <b>el dibujo</b> (art) <b>el arte dramático</b> (drama)</p>	<p><b>pero</b> (but)</p>	<p><b>odio</b> (I hate)</p>	<p><b>los idiomas</b> (languages)</p>
<p><b>Disfruto</b> (I enjoy)</p>	<p><b>el francés</b> (French) <b>el inglés</b> (English) <b>el español</b> (Spanish) <b>el alemán</b> (German)</p>	<p><b>sin embargo</b> (however)</p>	<p><b>detesto</b> (I hate)</p>	<p><b>las lenguas</b> (languages)</p>
<p><b>Prefiero</b> (I prefer)</p>	<p><b>la informática</b> (ICT) <b>la química</b> (chemistry) <b>la música</b> (music) <b>la cocina</b> (cooking) <b>la lectura</b> (reading) <b>la historia</b> (history) <b>la geografía</b> (geography) <b>la biología</b> (biology) <b>la tecnología</b> (technology)</p>	<p><b>quingue</b> (although)</p>	<p><b>mi asignatura menos favorita es</b> (my least favourite subject is)</p>	<p><b>las matemáticas</b> (maths)</p>
<p><b>Mi asignatura favorita es</b> (My favourite subject is)</p>	<p><b>la religión</b> (religion) <b>la educación física</b> (physical education)</p>	<p><b>por otro lado</b> (on the other hand)</p>	<p><b>las ciencias</b> (sciences)</p>	<p><b>18/08/2025</b></p>



Me llamo <i>(I call myself)</i>	Alba	y tengo <i>(and I have)</i>	un (a) (uno = 1)	año <i>(year old)</i>
	Arabella		dos (2)	
	Begoña		tres (3)	
	Celestia		cuatro (4)	
	Cintia		cinco (5)	
	Carlota		seis (6)	
Te llamas <i>(You call yourself)</i>	Alejandro	y tienes <i>(and you have)</i>	siete (7)	
			ocho (8)	
			nueve (9)	
			diez (10)	
			once (11)	
			doce (12)	
			trece (13)	
			catorce (14)	
			quince (15)	
			dieciséis (16)	
diecisiete (17)				
dieciocho (18)				
diecinueve (19)				
veinte (20)				
veintiuno (21)				
veintidós (22)				
veintitres (23)				
veinticuatro (24)				
veinticinco (25)				
veintiséis (26)				
veintisiete (27)				
veintiocho (28)				
veintinueve (29)				
treinta (30)				
treinta y uno (31)				
Se llama <i>(He/she calls his/herself)</i>	Quique	y tiene <i>(and he/she has)</i>		

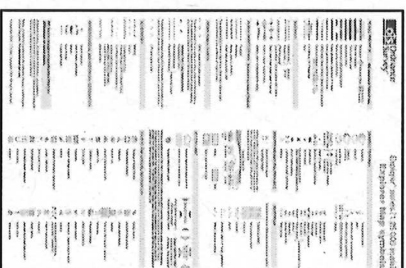
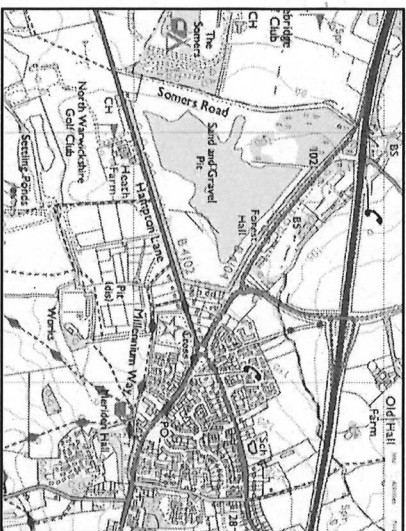
<b>Tengo</b> (I have)			<b>el pelo rubio</b> (blonde hair)
<b>Tienes</b> (You have)	<b>los ojos azules</b> (blue eyes)		<b>el pelo moreno</b> (dark brown hair)
<b>Mi hermano tiene</b> (My brother has)			<b>el pelo castaño</b> (light brown hair)
<b>Mi hermanastro tiene</b> (My stepbrother has)		<b>y</b> (and)	<b>el pelo rojo</b> (red/ginger hair)
<b>Mi hermana tiene</b> (My sister has)	<b>los ojos marrones</b> (brown eyes)		<b>el pelo negro</b> (black hair)
<b>Mi hermanastra tiene</b> (my stepsister has)			
<b>Mi padre tiene</b> (my dad has)			
<b>Mi madre tiene</b> (My mum has)	<b>los ojos verdes</b> (green eyes)	<b>y también</b> (and also)	<b>el pelo largo</b> (long hair)
<b>Mi padrastro tiene</b> (my stepdad has)			<b>el pelo corto</b> (short hair)
<b>Mi madrastra tiene</b> (my stepmum has)			
<b>Mi abuelo tiene</b> (my grandad has)			<b>el pelo mediano</b> (medium-length hair)
<b>Mi abuela tiene</b> (my grandma has)	<b>los ojos grises</b> (grey eyes)	<b>y además</b> (and in addition)	<b>el pelo liso</b> (straight hair)
<b>Mi primo tiene</b> (my male cousin has)			<b>el pelo rizado</b> (curly hair)
<b>Mi prima tiene</b> (my female cousin has)			
<b>Mi tío tiene</b> (my uncle has)			
<b>Mi tía tiene</b> (my auntie has)	<b>pecas</b> (freckles)		<b>el pelo ondulado</b> (wavy hair)
<b>Llevo gafas</b> (I wear glasses)			

<p><b>Soy</b> (I am)</p>				<p><b>alto/a</b> (tall)</p>			<p><b>divertido/a</b> (fun)</p>
<p><b>Eres</b> (You are)</p>				<p><b>bajo/a</b> (short)</p>			<p><b>aburrido/a</b> (boring)</p>
<p><b>Mi hermano es</b> (My brother is) <b>Mi hermanastro es</b> (My stepbrother is)</p>	<p><b>muy</b> (very)</p>			<p><b>gordo/a</b> (fat)</p>	<p><b>y</b> (and)</p>		<p><b>simpático/a</b> (nice)</p>
<p><b>Mi padre es</b> (My dad is) <b>Mi padrastro es</b> (My stepdad is) <b>Mi amigo es</b> (My friend is) <b>Mi primo es</b> (My cousin is) <b>Mi tío es</b> (My uncle is)</p>	<p><b>bastante</b> (quite)</p>			<p><b>delgado/a</b> (slim)</p>	<p><b>y también</b> (and also)</p>		<p><b>gracioso/a</b> (funny)</p>
<p><b>Mi hermana es</b> (My sister is) <b>Mi hermanastra es</b> (My stepsister is) <b>Mi madre es</b> (My mum is) <b>Mi madrastra es</b> (My stepmum is) <b>Mi amiga es</b> (My friend is) <b>Mi prima es</b> (My cousin is) <b>Mi tía es</b> (My auntie is)</p>	<p><b>un poco</b> (a bit)</p>			<p><b>calvo</b> (bald)</p>	<p><b>y además</b> (and in addition)</p>		<p><b>vago/a</b> (lazy) <b>hablador(a)</b> (chatty) <b>amable</b> (kind)</p>

# Introduction to geographical skills

## Maps and symbols

OS maps use symbols to show human and physical features. Maps have a **title**, **labels**, a **compass rose**, a **scale** and a **key**.



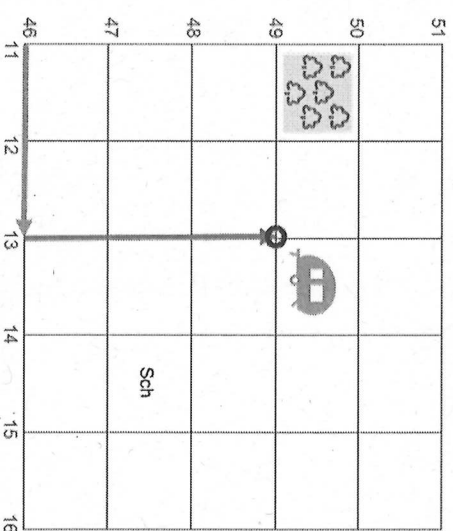
## Key vocabulary

- **Continent** – One of the seven large land masses on Earth
- **Longitude** – The lines down the earth showing east or west
- **Latitude** – The lines across the earth showing north and south
- **Eastings** – The grid reference along the bottom
- **Northings** – The grid reference up the side
- **Contour lines** – Brown lines on a map that show height
- **Relief** – The height of the land
- **Topography** – The shape and physical features of an area
- **Altitude** – Height above sea level (measured in metres).
- **OS map** – Ordnance Survey is a map of areas of the UK

## Four-figure grid references

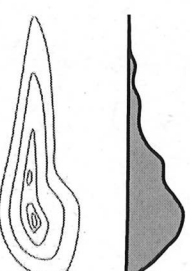
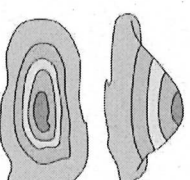
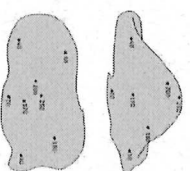
Four-figure grid references are used to describe locations on an OS map.

1. Look at the bottom-left corner of the square.
2. Find the **easting**.
3. Find the **northing**.
4. Write down the four-figure grid reference.



## Relief

Height on a 2D map can be shown using three methods:



**Spot heights** – a dot giving the exact height of a specific point.

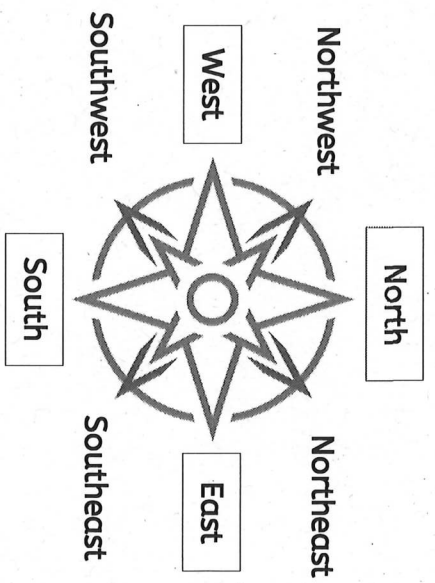
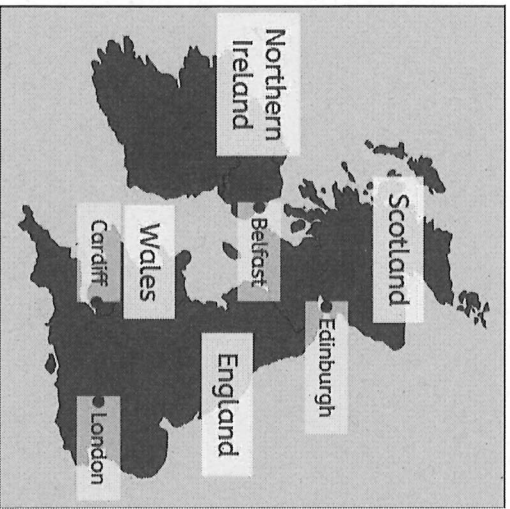
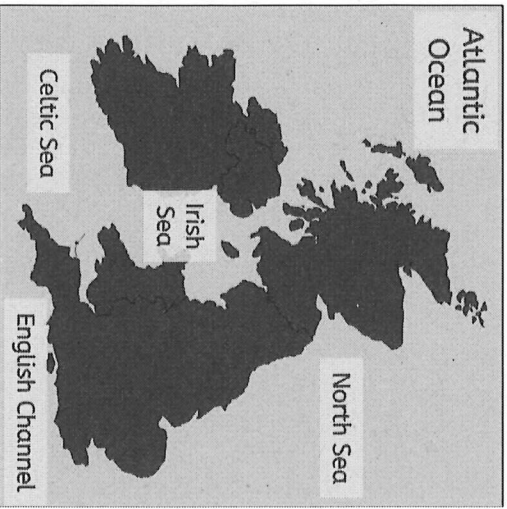
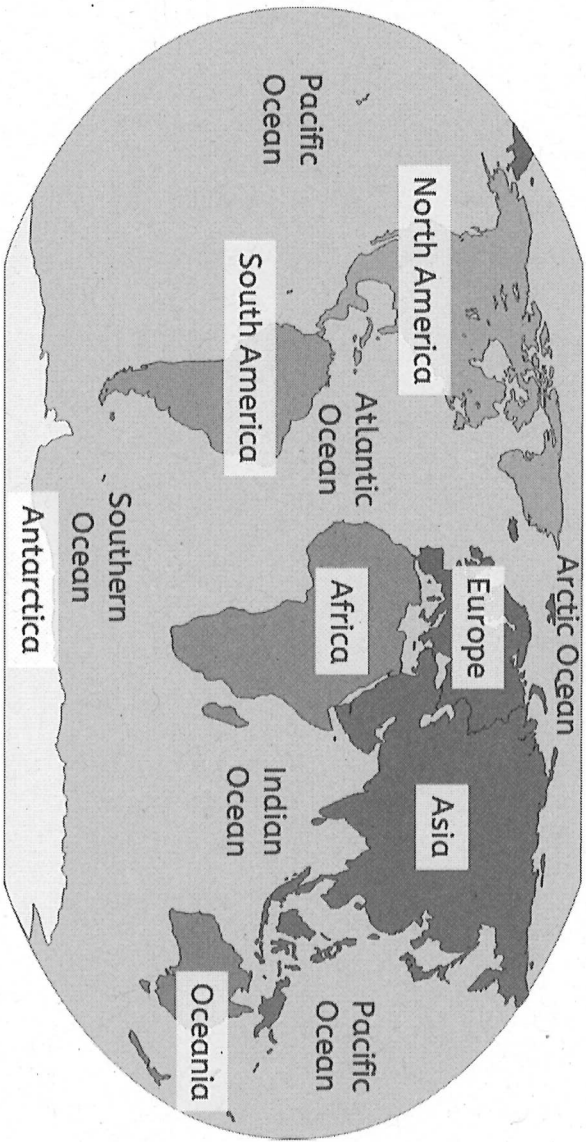
**Colour layering** – different heights are shown by bands of different colours.

**Contour lines** – brown lines connecting areas of the same height.

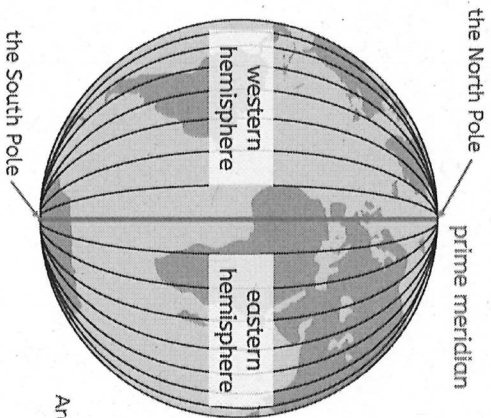


# Introduction to geographical skills

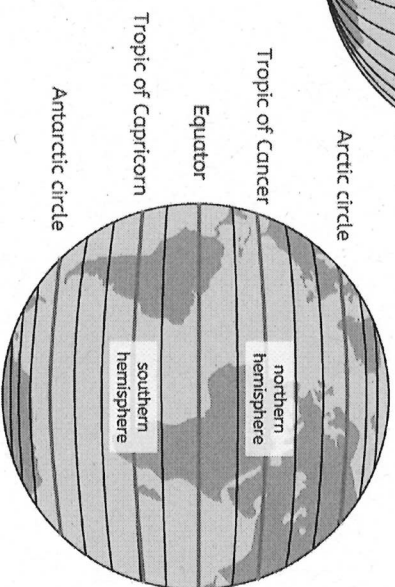
## Continents, oceans and countries in the UK



## Longitude and latitude



Longitude

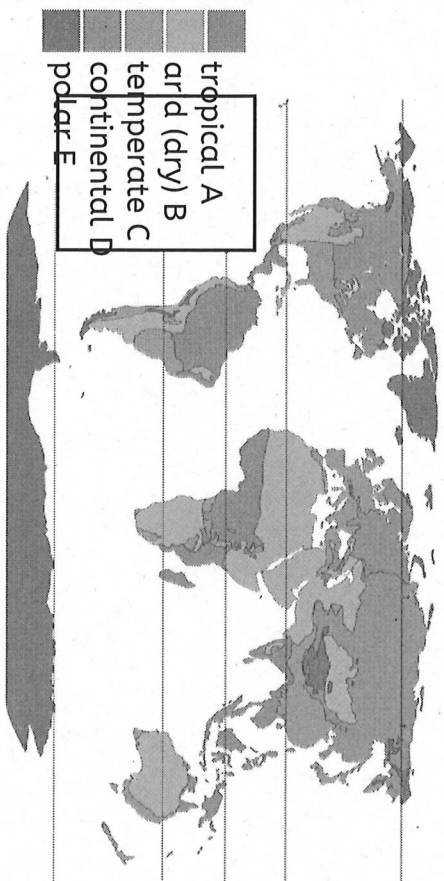


Latitude

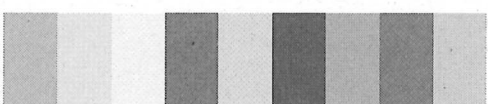


# Introduction to global climate

## Climate zones



## Biomes



- tundra
- taiga
- temperate forest
- tropical rainforest
- savanna grasslands
- Mediterranean
- hot deserts
- cold deserts
- alpine shrublands

Biomes are areas of the world that, because of similar climates, have similar landscapes and wildlife. Biomes are shown on the map.

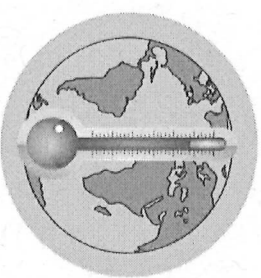
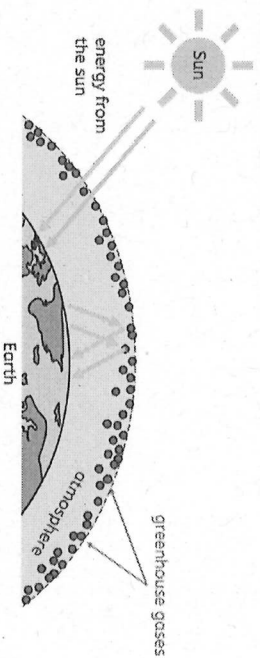
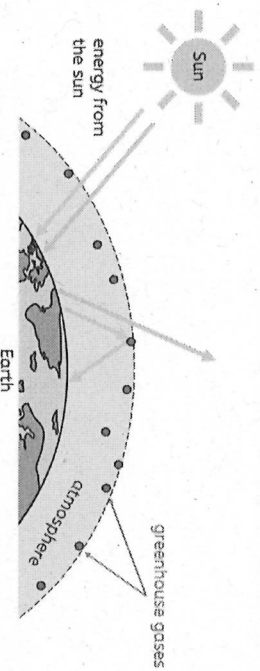
## Key Vocabulary

- **greenhouse gases** – gases such as carbon dioxide that trap heat within the atmosphere
- **the greenhouse effect** – the natural warming of the planet to its habitable temperature, caused by trapping heat in the Earth's atmosphere
- **the enhanced greenhouse effect** – the unnatural warming of the Earth due to increased greenhouse gases in the atmosphere
- **global warming** – the increase of average temperatures on Earth; this happens naturally but happens faster due to the enhanced greenhouse effect
- **climate change** – the change in the Earth's long-term weather patterns, including precipitation, wind and temperature
- **fossil fuel** – a (chemical) store of energy formed over millions of years from dead plants and animals



# Introduction to global climate

## Global warming



The **greenhouse effect** is the **natural process**, which has always taken place, that keeps the Earth warm. Without it, the Earth would be too cold to live on.

The light and heat energy are trapped in the atmosphere by greenhouse gases, such as carbon dioxide. This warms the Earth.

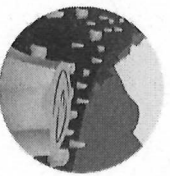
The **enhanced greenhouse effect** causes an **unnatural increase in temperature**. Human activities (such as burning fossil fuels, transport, waste, agriculture, deforestation) increase the amount of greenhouse gases in the atmosphere. The Earth warms more quickly, and global warming increases.

Accelerated global warming can also lead to other changes in the Earth's long-term weather patterns, such as precipitation, wind and storms. The changes to the Earth's wider climate – not just temperature – are called **climate change**.

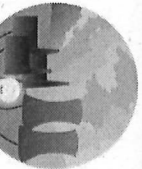
## The causes of climate change

Climate change is caused by:

- burning fossil fuels for transport and electricity generation, which releases greenhouse gases
- deforestation, which reduces the absorption of greenhouse gases
- agriculture and waste disposal, which release greenhouse gases



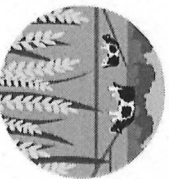
deforestation



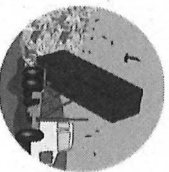
electricity generation



transport



agriculture

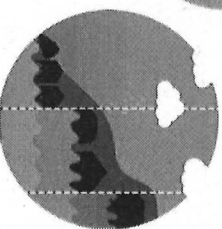
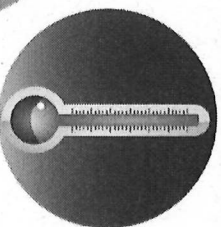
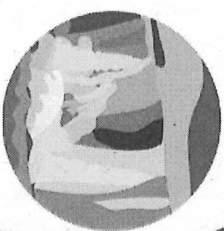


waste

## The effects of climate change

Climate change can cause:

- more extreme weather events, such as heatwaves
- melting sea ice and ice caps
- rising sea levels and flooding of coastal areas



# Development

## Background

Across the world, the standard of living and quality of life can be very different.

- A Countries therefore have different classifications based on the quality of life within them.
- B How developed a country is can be measured in different ways.
- C Development levels can vary within and between countries. There are many reasons why some countries are more developed than others.
- D, E Countries can become more developed in many ways, including through economic growth from tourism, top-down development projects and bottom-up development projects.

## A) Country classification

- 1 **developed** (n) countries with high standards of living, advanced infrastructure and strong economies.
- 2 **emerging** (n) countries transitioning between developing and developed, showing rapid improvements in infrastructure.
- 3 **developing** (n) countries with lower standards of living, less advanced infrastructure and economies that are growing but not yet strong.

## B) Measuring development

- 1 **GNI per capita** (n) the average income of a country's citizens.
- 2 **infant mortality rate** (n) the number of babies that do not survive to one year old per 1,000 births.
- 3 **life expectancy** (n) the average number of years a person is expected to live.
- 4 **literacy rate** (n) the percentage of people in a specific age group, typically aged 15 and above, who can read and write.
- 5 **average years of schooling** (n) the average number of years of education that individuals aged 25 and older have completed.
- 6 **Human Development Index (HDI)** (n) a composite measure of development that is used to categorise the development of countries using GNI per capita, life expectancy and average years of schooling.

## C) Factors that hinder development

Human	Physical
uneven distribution of income	challenging relief
corruption	extreme climate
conflict	lack of natural resources
low-value goods and services for trade	landlocked
high levels of debt	tectonic hazards
poor education systems	extreme weather
poor healthcare systems	lack of water resources



## D and E) Development Projects

### D) Top-down project: The Grand Inga Dam DRC

Advantages	Disadvantages
It provides a reliable source of renewable energy for the DRC.	It would flood 22,000 hectares of land in the Bundi Valley.
It provides electricity for Kinshasa at a lost cost.	Natural habitats will be destroyed by the reservoir.
It produces electricity that the DRC can sell to the other countries.	35,000 people would be displaced from their homes by the dam reservoir.
It produces electricity to power more coltan and copper mines.	Electricity will be sold to other countries, and many people in rural DRC will still be without electricity.

### E) Bottom-up project: WECAN DRC

Advantages	Disadvantages
It protects the habitats of 100,000 species of animals and plants.	It is small scale, so it has limited reach.
It empowers indigenous women.	It does not stop illegal logging.
Women earn money from selling fruit and herbs from the trees planted.	The project currently supports only 700 women.
It reduces the impact of climate change through reforestation.	It takes a long time for the full benefits to be achieved.



# Rivers

## Background

Rivers affect the landscape and the lives of the people who live near them.

**A** Rivers are found within their own drainage basin and have their own distinct features.

**B** As a river moves from its source in the upper course to its mouth in the lower course, its profile changes.

**C** There are many different river processes that can impact the landscape.

**D-F** The processes of erosion and deposition can lead to the formation of different river landforms.

**G** Flooding is a key feature of rivers, and drainage basin processes play a significant role in this. By altering the drainage basin of a river, we can interfere with these processes.

**H** There are many examples of floods. Today, many strategies have been put in place to manage the flood risk.

## A) Drainage basin features

1	drainage basin	(n) an area of land drained by a river and its tributaries
2	source	(n) the start of a river
3	mouth	(n) the place where the river enters a lake, sea or ocean
4	tributary	(n) a smaller river that joins a larger river
5	confluence	(n) the point at which two or more rivers meet
6	watershed	(n) the dividing line between two drainage basins

## B) The river profile

1 upper course the narrow, steep, upper part of a river, which contains waterfalls

2 middle course the wider, deeper channel, which contains meanders and oxbow lakes

3 lower course the widest, flattest part of the river near the mouth, which contains the floodplain.

## C) River processes

river load (n) the material carried along in the river

1 erosion (n) the breaking down or wearing away of material.

vertical erosion (n) erosion which takes place downwards into the land.

lateral erosion (n) when erosion moves across the land from side to side, causing the bends of meanders to widen.

2 transportation (n) when rivers carry rocks and sediment along their journey

3 deposition (n) when a river drops its load

## D) River features – waterfalls

1 waterfalls (n) water falling from a height when a river or stream flows over a steep drop (upper course)

2 plunge pool (n) an area at the base of a waterfall that undercuts the hard rock layer

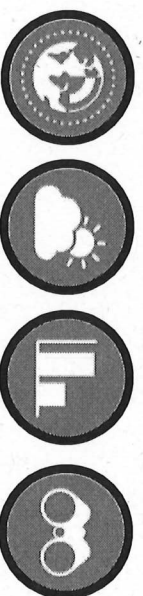
3 gorge (n) a steep sided valley left behind when a waterfall retreats upstream

## E) River features – meanders

1 meander (n) a bend in a river (middle course)

2 slip-off slope (n) the sloping bend of a meander from the inside (shallow) to the outside (deep)

3 river cliff (n) the undercut bank on the outside bend of a meander



## F) River features – Floodplains

1 floodplain (n) a wide, flat area of land that is flooded frequently when a river bursts its banks (lower course)

2 levee (n) banks found at the side of a river in the lower course

3 silt (n) the fine, fertile eroded material transported by a river

## G) The drainage basin system

1 precipitation (n) water falling to the ground in all forms (rain, snow, sleet and hail)

2 interception (n) when the leaves of trees stop precipitation reaching the ground

3 surface runoff (n) the movement of water over the surface of the land back into a river

4 surface storage (n) water stored on the surface in lakes or puddles

5 infiltration (n) the movement of water from the surface into the soil

6 throughflow (n) the movement of water through the soil back into the river

## H) Case study: Somerset Levels UK

Where/when South-west England, flood 2014  
Rivers Parrett and Tone

Causes	Effects	Responses
deforestation on the floodplain	600 homes flooded	20,000 sandbags provided to protect homes
saturated ground from heavy rainfall	£200 million lost from the collapse of the tourist industry	65 pumps installed to drain millions of cubic metres of floodwater
low-lying land with four rivers flowing through it	6,800 hectares of agricultural land flooded	Hundreds of people were evacuated from their homes.
build-up of sediment in the channel from lack of dredging	Native bird species couldn't hunt on the flooded ground.	The Environmental Agency is spending £6 million a year on dredging the rivers Parrett and Tone.



# World of work

## Background

<b>A</b>	The world of work can be classified into four different employment sectors.
<b>B</b>	Many factors influence the type of employment sector which will be found within a particular country.
<b>C</b>	Industrial location is influenced by some key factors, which are more important for some industries in comparison to others.
<b>D</b>	Employment structure within countries varies based upon the level of development.
<b>E</b>	Trade, imports and exports.
<b>F</b>	Employment sectors and impact of industry in Russia.

## A) Employment sectors

1	employment nt	(n) when people are in work, receiving a wage and paying tax.
2	unemployment	(n) when people are not in work, therefore do not receive a wage and do not pay tax.
3	primary industries	(n) industries which collect or extract natural resources from the environment, such as farming or fishing.
4	secondary industries	(n) industries which manufacture goods into products, such as builders, car manufacturers or food processing
5	tertiary industries	(n) industries that provide a service, such as teachers, doctors, sales, hairdressers or bus drivers.
6	quaternary industries	(n) industries that involve using technology, design and research, including computer scientists, game designers, computer engineers and research scientists.



## B) Influences on employment structures

1	industrialisation	(n) a move from primary employment to secondary employment, with a rise in manufacturing.
2	mechanisation	(n) when machinery begins to do the jobs which once required humans.
3	disposable income	(n) the money a person has left to spend after they have paid all their bills.
4	public services	(n) a service that is given or funded for the benefit of the community.

## C) The location of industries

1	site	(n) the actual place where a settlement first grew up. This refers mainly to its physical setting.
2	situation	(n) the location of a place relative to other features nearby.
3	footloose	(adj) industries which are not tied to a specific location and can operate from anywhere.
4	raw materials	(n) natural resources that are used to make other things.
5	labour	(n) workers, employed people.
6	market	(n) a place where things are bought and sold.

## D) Employment structures and development

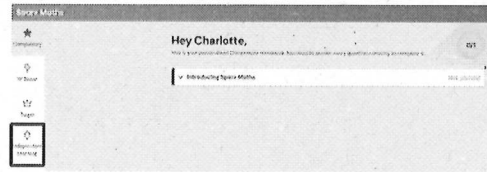
Countries	Industries
developing countries	Large primary sector, growing secondary sector and a moderate tertiary sector.
emerging countries	large secondary sector, rapidly falling primary sector and growing tertiary sector.
developed countries	A large tertiary sector, a growing quaternary sector, both secondary and primary employment is low.
Change	Cause
Falling primary and secondary sector	1. Cheaper to import. 2. Mechanisation has taken jobs. 3. Raw materials have been exhausted in certain areas.
Growing tertiary sector	1. Disposable income has increased, so a greater demand for services. 2. A large public sector e.g. health and education, due to a high tax revenue.



## Revising independently with Sparx Independent Learning

### Step 1

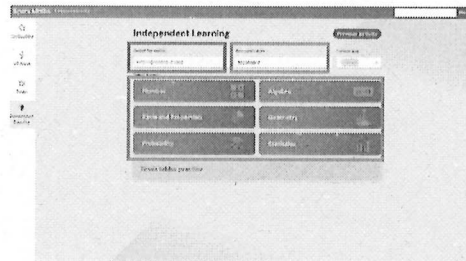
When you log in, you will see the independent learning feature in the top right hand corner (highlighted in red in the screenshot)



### Step 2

Choose the topic you want to work on by

- Searching for the topic code (listed later in this document) (highlighted in green in the screenshot)
- Searching for the name of the topic (highlighted in blue in the screenshot)
- Browsing the content by clicking on one of the main strands (highlighted in purple in the screenshot)



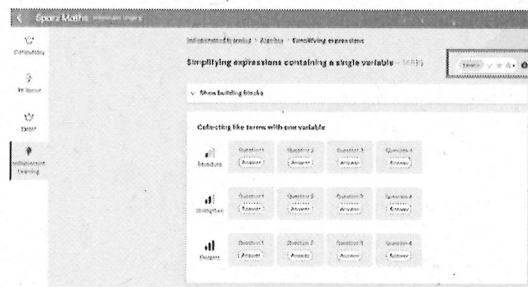
### Step 3

The difficulty level will in line with that of your homework.

You can choose to complete questions that **introduce** the topic if you don't remember it, **strengthen** the topic if you need a recap or **deepen** the topic if you are looking to increase your knowledge

An example of this is shown on the right with a topic

You can also change the difficulty level, this is located in the top right of the screen. (highlighted in orange in the screenshot)



## Year 7 End of Year Assessment Revision List

You can search the Sparx codes in the Independent Learning function in Sparx

The Year 7 EOY assessment can include any topic from Year 7 Term 1 and 5

Unit	Topic	Sparx topics
7.01	Numerical skills	M763, M704, M522, M527, M111, M431, M878, M106, M288
7.02	Order of operations	M521
7.03	Introduction of algebra	M813, M795, M531, M417, M327, M208, M979, M707, M242
7.04	Prime, factors and multiples	M227, M823, M698, M322
7.05	Expanding and factorising	M237, M792, M100
7.06	Addition and subtraction	M928, M429, M347, M152, M899
7.07	Perimeter	M920, M635, M690
7.08	Mean	M940
7.09	Multiplication and division	M113, M911, M187, M803, M462, M354, M873, M262
7.10	Area of triangles and quadrilaterals	M900, M390, M291, M610, M269, M996, M705
7.11	Fraction manipulation	M158, M410, M671, M939, M601
7.12	Adding and subtracting fractions	M835, M931
7.13	Comparing and ordering fractions	M335
7.14	Fractions of amounts	M695
7.15	Polygons	M276, M523
7.16	Angles	M502, M541, M780, M331, M818, M351, M679, M319
7.17	Coordinates	M618, M230, M622, M797