Harold's Cross ETSS

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First Year
Winter Assessment Overview 2022

Subject	Areas to Revise/Topic	Duration	Relevant Learning Intention
English	• Poetry • Studied Novel	58 mins	**Comprehension:** answering comprehension questions (using start up, back up sum up effectively) **Poetry:** engage effectively with a personal response question on a poem they have studied. **Novel:** analyse a character in a novel they have been studying. Creative writing piece
Irish	• Mé féin agus Mo theaghlach • Mo scoil nua • M'áit chónaithe	58 mins	• Chapter 1 – Mé féin agus mo theaghlach An Ghaeilge sa rang, déan cur síos ort féin, Mo theaghlach, míonna, aoiseanna agus na huimhreacha pearsanta. Gramadach Ar agus Ag, an aidiacht shealbhach. PUNANN LTH 3, 4, 5, 6 • Chapter 2 – Mo scoil nua Mo sheomra ranga, na hábhair scoile, an lá scoile, áiseanna na scoile, rialacha na scoile. Gramadach- Le agus Do. PUNANN LTH 9, 10, 11, 12, 13 • Chapter 3 – M'áit chónaithe An áit ina bhfuil cónaí orm, an áit ina bhfuil sé suite, an t-árasán/an teach, an seomra is fearr liom, an chistin. Gramadach – Consain leathana agus chaola, an aimsir chaite. PUNANN LTH 16, 17, 19
Maths	• Sets • Natural numbers • Integers • Fractions • Percentages • Probability	58 mins	Sets: how to use the symbols and a Venn diagram. Natural Numbers: prime numbers, HCF, LCM, BIMDAS, indices and square roots. Integers: how to add, subtract, multiply and divide positive and negative numbers. Fractions: add, subtract, multiply, and divide fractions. Convert fractions to decimals and percentages.

			Finding a percentage of a quantity. Probability: probability scale, finding the probability of an outcome.
Spanish	• Los saludos • Los números • En clase • Los colores • Las asignaturas • Personalidad	58 mins	**Unidad 1: Introducción / Presentándote** Los Saludos Español en el aula Los números 1-100 El número de teléfono El abecedario (nombre, apellido etc.) ¿Cómo te llamas? ¿Cómo estás?, Los pronombres Las cosas en el aula (vocabulario) ¿Dónde vives? Vivo en _____ El sur, norte, este & oeste Las asignaturas Los colores **Unidad 2: Tener / Ser / Estar** ¿Cuántos años tienes? ¿Cómo estás? ¿Cómo eres? Personalidad Características (tengo el pelo largo, ondulado y rubio. Tengo los ojos azules etc) **La Gramática:** Conjugación de los verbos TENER, ESTAR y SER. Agreements **La Cultura:** El Día de los Muertos
Science	• Safety in the Lab • Scientific Method & Investigations • Living Things, Cells & the microscope • Measurement	58 mins	1. Outline safety rules and be able to recognise safety symbols 2. Outline main points of the scientific method and how to apply it to a simple investigation 3. Outline the characteristics of life 4. Define an organism and recognise the differences between the plant and animal kingdom

	• States of Matter & changes of state • Separating Mixtures		5. Label the parts of a microscope and understand what each part is used for 6. Define 'Cell'. 7. Draw and label an animal and plant cell 8. Describe what the function of each cell organelle is 9. Compare and contrast animal and plant cells (what is the same about them? What is different?) 10. Define matter (explain what matter is) 11. Name three states of matter 12. Describe and explain 'particle theory' 13. Describe the particles in a solid, liquid and gas 14. Describe the properties of a solid, liquid and gas 15. Explain diffusion and give some examples 16. Explain the term 'changing of state' 17. Define melting, boiling, freezing, condensing and evaporating and describe the movement of particles as they occur 18. Explain what a mixture is. Give 3 examples 19. Explain filtration. Draw a diagram of a filtration experiment. Name a mixture that can be separated by filtration. 20. Explain evaporation. Draw a diagram of an evaporation experiment. Name a mixture that can be separated by evaporation. 21. Explain condensation. 22. Explain distillation. Draw a diagram of a distillation experiment. Name a mixture that can be separated by distillation. 23. Explain chromatography. Draw a diagram of a chromatography experiment. Name a mixture that can be separated by chromatography. 24. Use my 'particle spectacles' to describe how particles act during these separation techniques. 25. Measure the length of a straight line (& give units) 26. Name two instruments used to measure straight lines (short & long) 27. Measure the length of a curved line (& give units) 28. Name an instrument used to measure the length of a curved line 29. Convert between units of length (e.g., mm, cm, m, km) 30. Name an instrument used to measure the diameter of an object 31. Find the area of a regular and an irregular object (& give units) 32. Find the volume of a regular and an irregular object (& give units) 33. Name an instrument used to measure the volume of a liquid

			34. Define mass (explain what mass is) 35. Measure mass using an electronic balance (& give units) 36. Name an instrument used to measure time (& give units) 37. Convert between units of time (seconds, minutes, hours, days etc.) 38. Name an instrument used to measure temperature (& give units) 39. Explain 'zero error' 40. Explain 'parallax error' 41. Explain what a meniscus is
History	• The Historian • The Archaeologist • Ancient Rome (as far as Pompeii and Herculaneum)	58 mins	**The Historian** 1. Explain what the terms "history" and "prehistory" mean 2. Outline the types of evidence that historians use 3. Distinguish between primary and secondary sources 4. List examples of both primary and secondary sources 5. Explain how historians examine and evaluate sources 6. Describe how historians record events in order 7. Understand how to put historical dates in order 8. Define key terms from this section (history, prehistory, source, primary source, secondary source, evidence, the 3 Cs (cause, course and consequence), reliability, bias, viewpoint, accuracy, exaggeration, propaganda, decade, century, millennium, Before Christ (BC), Anno Domini (AD), timeline, era, chronology, biography, autobiography, census, historical repository, archive, museum, cross-checking, time and place rule, microfilm, microfiche) * **The Archaeologist** 1. Define the word "archaeology" 2. Describe how archaeologists choose sites to investigate 3. List the steps archaeologists take to investigate a site 4. Outline the methods archaeologists use to date objects 5. Discuss what archaeologists can discover from skeletons and bog bodies 6. Explore the role of DNA analysis in modern technology 7. Define key terms from this section (archaeology, artefact, grave goods, bog bodies, sites, research archaeology, rescue archaeology, salvage archaeology, survey, geophysical survey, test trench, aerial photographs, excavation, trowel, hand-pick, brushes, sieve, post-holes, stratigraphy, dendrochronology, carbon dating, DNA analysis, hoard) *

			Ancient Rome 1. Define and describe the Roman Empire 2. Outline how we can find out about the Romans 3. Give the size of the Roman Empire's population 4. Identify the geographic areas the Roman Empire covered 5. Explain how Roman society was organised 6. Explain how the Roman army was organised 7. Explain why Pompeii and Herculaneum are so important for historians studying Ancient Rome 8. Define key terms from this section (citizen, empire, emperor, Latin, Forum, Senate, legion, patrician, plebeian, province, republic, slave) * * Lists of key terms to be provided in class
Geography	• Structure of the earth • Volcanoes • Earthquakes • Fold Mountains	58 mins	• Name and describe the layers of the earth • Explain what plates are and how they move • Explain the formation of a volcano with a labelled diagram • Define the life stages of a volcano • Explain what mid ocean ridges are • Discuss the economic and social impacts of a volcanic eruption • Explain how an earthquake occurs with key terminology and diagrams • Discuss how we measure earthquakes • Describe a case study of an earthquake • Explain with a diagram how fold mountains occur • Name and explain the periods of folding

As First Year options subjects have just completed their final taster, learning in option subjects will not be assessed for this round of summative assessments.

Learning in CSPE, SPHE, PE will be based on class participation, engagement and student work completed rather than a stand-alone assessment.