

**Harold's Cross ETSS**  
**First Year**  
Winter Assessment Overview 2021

Subject	Areas to Revise/Topic	Duration	Learning Intention
Irish	Mé féin, mo theaghlach, agus mo chairde; Mo scoil nua	58 minutes	Describing myself, my family, my friends; my new school using vocabulary learnt from chapters 1 & 2 (also written into spelling copybook) to make sentences describing
English	Comprehension, poetry, novel and creative writing	58 minutes	<ul style="list-style-type: none"> <li>Comprehension: answering comprehension questions (using start up, back up sum up effectively)</li> <li>Poetry: engage effectively with a personal response question on a poem they have studied</li> <li>Novel: analyse a character in a novel they have been studying</li> <li>Creative writing piece</li> </ul>
Maths	Sets Natural numbers Integers	58 minutes	<ul style="list-style-type: none"> <li>Sets: how to use the symbols and a Venn diagram.</li> <li>Natural Numbers: Prime numbers, HCF, LCM, BIMDAS, indices and square roots.</li> <li>Integers: how to add, subtract, multiply and divide positive and negative numbers.</li> </ul>
Science	Equipment Safety in the laboratory Living things Organisation of life Cells Measurement.	58 minutes	<ul style="list-style-type: none"> <li>Recall basic laboratory equipment and how you would use them correctly and safely</li> <li>Use the correct piece of equipment and unit when completing different measuring tasks.</li> <li>Explain the differences between plants and animals including their cells</li> <li>Describe how to use a microscope and prepare a glass slide of onion cells.</li> </ul>
Spanish	Los saludos El abecedario español ¿Cómo te llamas? ¿Dónde vives? ¿Cómo estás? Emociones (bien, fatal etc.)	58 minutes	<ul style="list-style-type: none"> <li>Greet someone</li> <li>Spell their name and words in Spanish</li> <li>Say their name and ask others</li> <li>Say where they live and ask others where they live</li> <li>Express how they are feeling</li> <li>Identify objects in a classroom</li> <li>Correctly identify the gender of nouns</li> </ul>

	<p>En clase vocabulario  <b>Un/una</b>  ¿Cuántos años tienes?  Los números 1-59  Los cálculos en español  Los números de teléfono  TENER y SER  Los pronombres  ¿Cómo eres?  Descripciones físicas  (alto, bajo etc)  Adjectives agreement  Los animales</p>		<ul style="list-style-type: none"> <li>• Know how to correctly use un/una (a)</li> <li>• Say how old they are and ask others how old they are</li> <li>• Express the numbers 1-59 in Spanish</li> <li>• Correctly answer maths equations in Spanish</li> <li>• State their phone numbers</li> <li>• Say how many nouns they see ('hay tres tortugas – there are three turtles)</li> <li>• Conjugate the verbs TENER (to have) and SER (to be)</li> <li>• Identify and say pronouns in Spanish (yo, tú, él, ella, nosotros/as, vosotros/as, ellos, ellas)</li> <li>• Describe themselves and others physically (alto/a, bajo/a, delgado/a...)</li> <li>• Understand adjective agreement</li> <li>• Identify and label animals in Spanish</li> </ul>
Geography	<p>Structure of the earth  Volcanoes  Earthquake and Fold  Mountains</p>	58 minutes	<ul style="list-style-type: none"> <li>• Can I?</li> <li>• Identify and label the structures of the earth</li> <li>• Understand why plates move and classify the two types of plates (Oceanic and Continental)</li> <li>• Describe the formation of volcanoes and label the key terms.</li> <li>• Explain what a mid ocean ridge is</li> <li>• Describe the economic and social impacts of a volcanic eruption in Iceland</li> <li>• Explain how an earthquake is formed using key terminology and diagrams (4 key ingredients)</li> <li>• Explain how to measure an earthquake and how to construct an earthquake-proof building</li> <li>• Describe the formation fold mountains</li> <li>• List the periods of folding (Caledonian, Alpine and American).</li> </ul>
History	<p>The Nature of History:  The Historian    The Nature of History:  The Archaeologist</p>	58 minutes	<ul style="list-style-type: none"> <li>• Explain why it is important to study the past</li> <li>• Explain the difference between primary and secondary sources</li> <li>• Identify strengths and weaknesses of different types of sources (written, oral, aural, visual, tactile)</li> <li>• Be able to evaluate sources in order to identify examples of bias, propaganda and exaggeration</li> <li>• Use a timeline to explain how events are put in chronological order</li> </ul>

			<ul style="list-style-type: none"> <li>• Explain how history might be reinterpreted over time</li> <li>• Describe how an archaeologist excavates a site</li> <li>• Explain how archaeologists find sites to excavate</li> <li>• Describe how artefacts are preserved for so long beneath the ground</li> <li>• Explain the skills and methods used by archaeologists to find out more about objects (Dendrochronology, stratigraphy, carbon-14 dating, DNA testing)</li> </ul>