

# Y8 Summer Outline 2024

<p><b><u>English</u></b></p> <p>Prior to CE examinations, we will continue with:</p> <ul style="list-style-type: none"> <li>● Revision of the CE writing genres</li> <li>● Revision of comprehension technique and poetic devices</li> <li>● Comprehension and writing CE past paper questions in timed conditions</li> </ul> <p>After the CE examinations, we will be reading and discussing a range of texts in preparation for Year 9.</p> <hr/> <p style="text-align: center;"><b><u>Geography</u></b></p> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li>● Location Knowledge</li> <li>● Map skills</li> <li>● Rivers and Coasts</li> <li>● Volcanoes and Earthquakes</li> <li>● Weather and Climate</li> <li>● Population and Settlement</li> <li>● Transport and Industry</li> <li>● Consolidation of case study material</li> </ul> <p>Common Entrance Exam Practice</p> <hr/> <p style="text-align: center;"><b><u>History</u></b></p> <ul style="list-style-type: none"> <li>● Up to CE exams, a continuation of revision including timed questions in lessons and going over past topics</li> <li>● Part 1: Source-based questions focusing on previously unseen sources from a period in Britain's history.</li> <li>● Part 2: Non-evidence-based questions will be on one of the following questions:  <b>-War and Rebellion:</b> Spanish Armada or Battle of Blenheim  <b>-Leadership:</b> Henry VIII or James II  <b>-Life and Change:</b> The Church</li> </ul>	<p><b><u>Mathematics</u></b></p> <p>Up to half term, boys will work through CE papers 1, 2 or 3 in class and under test situations. They will take weekly mental arithmetic tests based on CE tests. After CE boys will study several topics in maths that they are likely to encounter in Year 9</p> <hr/> <p style="text-align: center;"><b><u>Classical Civilisation</u></b></p> <ul style="list-style-type: none"> <li>● Familiarisation with past papers</li> <li>● Overview of topics covered</li> <li>● Weekly homework to revise specific topics</li> <li>● Weekly quiz in class to test knowledge of the revised topics</li> <li>● Post CE projects</li> </ul> <hr/> <p style="text-align: center;"><b><u>French</u></b></p> <ul style="list-style-type: none"> <li>● Grammar revision</li> <li>● Practice of past papers</li> <li>● Revision of topics</li> <li>● Listening comprehensions</li> <li>● Practice of oral questions</li> <li>● Practice of prepared oral topic</li> <li>● Writing informal letters</li> <li>● Practice of shorter writing tasks</li> <li>● Revision of all 3 tenses</li> </ul> <hr/> <p style="text-align: center;"><b><u>Art</u></b></p> <p>-Building guitars; (DT modelling, cardboard, modelling board, recycled materials (ICT cross-curricular link/STEAM)</p> <p>-Clay African masks with iPad drawn designs</p> <p>-Prop making</p> <hr/> <p><b>PE and Games</b> P.E.</p> <ul style="list-style-type: none"> <li>● 1st Half term- Athletics.</li> <li>● 2nd Half term- Cricket / Tennis</li> </ul>	<p><b><u>Technology</u></b></p> <p><b>Robotics - Fable Go</b></p> <ul style="list-style-type: none"> <li>● Revise the concept of loops</li> <li>● Develop a greater understanding of conditionals by using a physical programming setting.</li> <li>● Develop a more concrete understanding of variables and their place in a program</li> <li>● Develop a greater understanding of how to use a function</li> <li>● Exploring sequences, variables and conditionals</li> <li>● Exploring Functions</li> </ul> <p><b>Enrichment - Cross-curricular project with Science and Art after half-term</b></p> <hr/> <p style="text-align: center;"><b>Science</b></p> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li>● Forces balanced and unbalanced</li> <li>● Speed, Distance and Time</li> <li>● Rotation and Moments</li> <li>● Elasticity and Hooke's Law</li> <li>● Pressure and Hydraulics</li> <li>● Electricity and Magnetism</li> <li>● Practice Exam papers</li> </ul> <p>Post Exams cross-curricular project with Art and ICT</p> <hr/> <p><b><u>TPR</u></b></p> <ul style="list-style-type: none"> <li>● Different forms of worship</li> <li>● Baptism: Infant and believers</li> <li>● The importance of pilgrimage</li> </ul> <p>Revision.</p> <hr/> <p><b><u>PSHE</u></b></p> <p><b>Relationships</b> Being in control of myself Being in control of my relationships Personal space</p>
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<p>1520-1560 or First Settlements in America</p> <hr/> <p><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>• To learn about a new type of music software Developing further from Year7</li> <li>• To learn how to use the various areas of music software</li> <li>• To learn to use music software to create sound loops</li> <li>• To learning to use music software to create a composition</li> <li>• To listen to and appraise each other's compositions</li> </ul>	<p>Games.</p> <ul style="list-style-type: none"> <li>• Cricket- Core skills: batting, bowling, fielding- cricket games and game play</li> <li>• Softball</li> </ul> <p><b><u>Competitions:</u></b></p> <ul style="list-style-type: none"> <li>• House Sports Day</li> <li>• House Cricket competition</li> </ul>	<p>Control &amp; Coercion in Relationships Being in control of social media</p> <p><b>Changing Me</b> Different types of relationship Consent</p>
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