



## Year Eight Autumn Outline 2024

English	Maths	Science
<p>Preparation for 13+ Mock Exams, including past paper questions</p> <ul style="list-style-type: none"> <li>● Comprehension skills</li> <li>● The study of a number of gothic horror texts</li> <li>● Unseen poetry</li> <li>● Character analysis</li> <li>● Structure</li> <li>● Themes</li> <li>● Poetic devices</li> <li>● Descriptive/ imaginative writing</li> <li>● Writing for a range of purposes</li> <li>● Speaking and listening skills - presentations, paired/ group activities, drama activities</li> </ul>	<p>Preparation for 13+ Mock Exams, including past paper questions</p> <p><b>Number skills:</b></p> <ul style="list-style-type: none"> <li>● Divisibility and division.</li> <li>● Calculating with negative numbers.</li> <li>● Squares, cubes, powers and roots.</li> <li>● Multiples and factors.</li> <li>● Order of operations (BIDMAS).</li> </ul> <p><b>Area and Volume:</b></p> <ul style="list-style-type: none"> <li>● Area of triangles and different quadrilaterals including parallelograms and trapezia.</li> <li>● Volume of cubes and cuboids.</li> <li>● 2D representation of 3D objects.</li> <li>● Surface area of cubes and cuboids.</li> <li>● Measures.</li> <li>● Circumference and area of circles.</li> </ul> <p><b>Expressions and Equations:</b></p> <ul style="list-style-type: none"> <li>● Algebraic powers.</li> <li>● Expressions and expanding brackets.</li> <li>● Factorising expressions.</li> <li>● Solving one-step and two-step equations using the inverse method.</li> </ul>	<p>A Focus on <b>Physics</b>:</p> <ul style="list-style-type: none"> <li>● Energy- types, transfers and conservation of energy (environmental concerns)</li> <li>● Heat, Heat Transfers and Thermal Expansion</li> <li>● Density - the properties of water and their importance</li> <li>● Forces - balanced and unbalanced</li> <li>● Speed, Distance and Time (Acceleration)</li> <li>● Elasticity - Hooke's Law</li> <li>● Rotation and the Law of Moments</li> <li>● Electricity</li> <li>● Magnetism and Electro-Magnets</li> <li>● Sound and Hearing</li> <li>● Light and Sight</li> <li>● Recap on Space Physics from Y7</li> </ul>

<b>French</b>	<b>Geography</b>	<b>History</b>
<ul style="list-style-type: none"> <li>● Eating out at a café or a restaurant</li> <li>● Description of a town or region</li> <li>● Understanding tourist information</li> <li>● Holidays / Shopping</li> <li>● Adjectival agreement (regular and irregular)</li> <li>● Writing letters/emails</li> <li>● Revision of simple future tense</li> <li>● Past ( perfect ) tense</li> <li>● Opinions in past, present and future</li> <li>● Listening activities</li> <li>● Practice of past papers</li> <li>● Preparation of oral questions and role play topics</li> <li>● Translation from English to French as required in the written C.E.</li> </ul>	<p><b>Re-visiting River Geomorphology</b></p> <ul style="list-style-type: none"> <li>● The long profile</li> <li>● Characteristics of the upper, middle and lower course</li> <li>● Waterfall formation</li> <li>● Meanders and Oxbow lakes</li> <li>● Flooding and related case studies</li> <li>● Types of erosion and transportation</li> <li>● The Bradshaw Model</li> <li>● The Powers Index</li> </ul> <p><b>CE Enquiry Project*</b></p> <ul style="list-style-type: none"> <li>● Fieldwork at The River Chess</li> <li>● Data analysis and presentation</li> <li>● 1000 word written project</li> </ul> <p><i>* This project forms 20% of the final Geography Common Entrance grade (the remaining 80% is exam based)</i></p> <p><b>Coasts</b></p> <ul style="list-style-type: none"> <li>● Coastal erosion</li> <li>● Longshore drift</li> <li>● Flooding</li> <li>● Coastal defences</li> </ul> <p><b>Ordnance Survey maps</b></p> <p><b>Location Knowledge Revision</b></p> <ul style="list-style-type: none"> <li>● Revision of UK, Europe, Asia, Oceania, north and Central America, South America and Africa</li> </ul>	<p><b>Completion of the Tudor period</b></p> <ul style="list-style-type: none"> <li>● Poverty in England and how Elizabeth dealt with this issue</li> </ul> <p><b>The Stuarts</b></p> <ul style="list-style-type: none"> <li>● <b>James I:</b> Religious issues and the Gunpowder Plot</li> <li>● <b>Charles I:</b> What sort of King was he and his relationship with Parliament?</li> <li>● Causes of the English Civil War</li> <li>● The English Civil War: Edgehill, Marston Moor and Naseby battles (focus on Naseby Battle)</li> <li>● Levellers and Diggers</li> <li>● Charles' trial and execution</li> <li>● Cromwell as Lord Protector and life under him</li> <li>● <b>Charles II:</b> The Great Plague and the Great Fire of London</li> </ul>

<b>Art</b>	<b>Music</b>	<b>Technology</b>
<ul style="list-style-type: none"> <li>• Understanding the inspiration behind Matisse cut outs and collage</li> <li>• Create collage-painted pieces for the back wall as a modern Matisse mural (electric blue)</li> <li>• Julian Opie- celebrity prints using layered sponge roller printing and building skills in craft knife techniques</li> <li>• Design self-watering planters; building on skills in 3D pencil drawing on isometric paper</li> <li>• Thinking about aesthetically pleasing designs and unique ideas to be taken forward to ICT for a final 3D product</li> </ul>	<p><b>Unit 1: African music</b></p> <ul style="list-style-type: none"> <li>• Understand how music is based on Repeated Musical Patterns.</li> <li>• Understand and distinguish between Hooks, Riffs and Ostinatos</li> <li>• Perform, create, listen to and appraise a range of music from different times and places based on repeated musical patterns.</li> </ul> <p><b>Unit 2: Offbeat:</b></p> <ul style="list-style-type: none"> <li>• To recognise the stylistic conventions of Reggae music</li> <li>• How chords contribute to the texture of a song</li> <li>• To recognise the key features of a Reggae bass line</li> <li>• To understand syncopation and how it is used in Reggae music</li> <li>• To identify the different layers that make up Reggae music</li> <li>• Understand the key themes and style of Reggae lyrics</li> </ul>	<p><b>Visual Programming</b></p> <ul style="list-style-type: none"> <li>• Develop advanced programming skills using Scratch.</li> <li>• Apply computational thinking to solve complex problems.</li> <li>• Design and create interactive projects and games.</li> <li>• Collaborate with peers to develop and refine projects.</li> <li>• Enhance creativity and critical thinking through programming.</li> </ul> <p><b>Spreadsheets ( to support Geog Enquiry-cross-curricular)</b></p> <ul style="list-style-type: none"> <li>• Identify columns, rows, cells, and cell references in spreadsheet software</li> <li>• Use the autofill tool to replicate cell data</li> <li>• Explain the difference between data and information</li> <li>• Explain the difference between primary and secondary sources of data</li> <li>• Collect data</li> <li>• Analyse data</li> <li>• Create appropriate charts in a spreadsheet</li> </ul>
<b>PE and Games</b>	<b>Latin</b>	<b>PSHE</b>
<p><b>Fitness/Circuits/Football</b></p> <ul style="list-style-type: none"> <li>• Carry out investigations into the body's ability to exercise and reasoning behind</li> </ul>	<p><b>For the Upper set:</b></p> <ul style="list-style-type: none"> <li>• -que</li> <li>• 3<sup>rd</sup> decl. nouns – rex</li> </ul>	<p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>• My family</li> <li>• Power of First Impressions</li> <li>• Faiths &amp; Beliefs</li> </ul>

such principles. Pupils will gain an understanding of health importance through physical tasks. To reflect on the benefits that fitness events give to an individual and implications for future life.

**Cognitive** – make more good decisions

- read and react to situations
- cope with multiple information

**Social** – adopt a different role

- motivate, give feedback, show leadership
- provide and support partner /group
- encourage empathy

**Creative** – experiment with changes

- respond creatively to changing situations

- 3rd decl. neuter – opus and mare
- Future tense – all conjugations and sum
- Eo
- Ubi and quamquam
- Hic haec hoc
- Ille illa illud
- Is ea id
- possum
- Ego and tu (all cases)
- Quam = than
- Pluperfect tense
- Irregular comparisons – a reminder
- Omnis
- Nonne and num
- Felix, ingens, altior
- Reflexive pronouns

**For Lower set (if applicable):**

- Amo + vocab
- Sum
- Roman Names
- s.v.o.
- Non and et
- Puella + vocab
- *The* and *a/an*
- s.v.o.
- nom. and acc. sing. and plural
- Verb usually comes at the end of the sentence
- simple s.v.o. sentences
- Moneo + vocab
- Dominus + vocab
- Rego + vocab
- Audio + vocab
- Vocative + question words
- genitive case (+ use of apostrophes in English)
- dative case
- ablative case

**Celebrating Difference**

- Prejudice & Discrimination
- Inequality
- When things go right
- Bullying
- How I can make a difference

	<ul style="list-style-type: none"><li>• Learning cases in order</li><li>• Puer and magister + vocab</li><li>• Prepositions + accusative &amp; ablative</li></ul>	
<b><u>TPR</u></b>		
<ul style="list-style-type: none"><li>• What is philosophy?</li><li>• Plato</li><li>• David Hume</li><li>• John Stuart Mill</li><li>• Martin Luthur King</li></ul>		