

## Year 8 Summer work

This academic year has presented unique challenges for year 8 and we would like to take this opportunity to thank you for everything you have done to support their learning over the course of the year as well as praise their incredible resilience. The most important thing for your son to do over the Summer holidays is to take a break and relax in order to recharge for the challenges of year 9! However, we understand that as you read through his report there might be a couple of subject areas he is continuing into GCSE in which he might benefit from completing outstanding assignments or consolidation work. Below are suggestions of some optional supplementary consolidation work for his subjects or avenues for exploring particular areas of interest. There is no expectation that your son will complete any particular sections of this work. Instead, please use this as a starting point for conversations with your son about areas of his subject knowledge he might want to improve or extend. We know we all naturally want to practice what we are already good at and would encourage your son to push himself out of his comfort zone.

## Art

For those pupils who have opted to continue with Art in Year 9, from September your child will be working on a project that is designed to be experimental in nature, with pupils exploring a range of wet and dry media and techniques to help them better understand their individual qualities and how they can improve their confidence and competence in their handling and application. As the year progresses they will learn how to structure a project around the GCSE assessment objectives, so that when they begin their GCSE coursework in Year 10 they are familiar with what is required.

If your child wishes to continue to work on their art practice over the Summer, we would suggest that they continue to work on their skills of analysis by drawing from first-hand observation, or produce their work in response to one of the books suggested below. Visiting live art and other curated collections where possible is also recommended, for example in museums, galleries, or other institutions, so that they can see that Art is not just about painting and drawing, and that there are lots of exciting artists, designers, and makers to inspire them in their own work.

So that they are well prepared, we would suggest pupils are equipped with the items from the list below so that they can continue their artwork independently in addition to the tools and materials available within the Art department – these are suggestions but not requirements.

If your child receives help with the cost of school (Pupil Premium), or times are tight at home, please contact the Head of Art Ms A Creegan at: [acreegan@reading-school.co.uk](mailto:acreegan@reading-school.co.uk) who will be happy to help with regards helping you obtain appropriate items.

- Graphite pencils in a range of grades, e.g. F, HB, B, 2B\*, 4B
- Pencil sharpener\*
- Eraser (hard, plastic or natural rubber)\*
- A set of good quality, blendable coloured pencils, e.g. Derwent (Artist, Coloursoft), Faber-Castell (Classic, Polychromos), Caran d'Ache
- Paintbrushes to use with watercolours\* – short handled, a range of sizes (e.g. 1, 4, 6), round with synthetic bristles (e.g. nylon)

- Set of quality waterproof or water-resistant fineliners in different nib widths, e.g. Sakura Pigma Micron
- Glue stick (Pritt Stick)
- Pair of scissors (rounded ends preferred)
- Set of basic watercolours\* – pans/blocks rather than tubes
- A named pencil case, pencil roll, or tube (e.g. poster tube cut down to size) to store these items in your schoolbag securely and separately from other stationary (there are sewing patterns available online for pencil cases and rolls if you'd like to DIY)
- Access to colour printing (e.g. at home or via the LRC)

\*Available to buy from the department

#### Suggested online suppliers

- [artesaver.co.uk](http://artesaver.co.uk)
- [jacksonsart.com](http://jacksonsart.com)
- [cultpens.com](http://cultpens.com)

#### Suggested books

- How to be an Explorer of the World, The Pocket Scavenger, Wreck This Journal – Keri Smith
- ...isms: Understanding Art – Stephen Little
- Understanding Modern Art New Edition (Isms) – Sam Phillips
- The Art Book, The 20th Century Art Book, The Photo Book, The Fashion Book – Phaidon Press

Visiting live art and other curated collections where possible is also recommended, for example in museums, galleries, or other institutions, so that they can see that Art is not just about painting and drawing, and that there are lots of exciting artists, designers, and makers to inspire them in their own work. Please see the list of suggest venues provided in the back of Year 7 sketchbooks, or ask your child to show you the list shared through their Art class on Microsoft Teams.

### **Biology**

Over the academic year pupils in year 8 Biology have worked on the topics of photosynthesis, respiration, senses, skeleton and microbes. Students have increased their scientific literacy and use of key terminology as well as numerical skills. In practical work they have learned how to plan an investigation and think scientifically using evidence. Moving forwards it is important your son fully understands these fundamental topics which we will revisit throughout the next 3 years in Biology. The key concepts we have covered in year 8 are:

Cells – specialised plant cells

Biochemistry – photosynthesis and respiration

Exchange and transport – the respiratory surface and the structure of a leaf

Communication – senses

Health and disease – microbes

All of these topics are in the textbook provided by the school Longman Biology 11-14 (ISBN: 9781408231104) which will be replaced with a year 9 book once the correct book issued to your Son is returned/replaced. In year 9 he will discover more about inheritance, variation, food and digestion, cells, ecosystems and the environment and we will begin the OCR Gateway GCSE Biology course.

- 1) We suggest that any remaining assignments on teams are completed. Some optional assignments will be set for over summer
- 2) Your son could review Chapter 2.1-2.3,3,4.1-4.2,7 and 9 in the textbook provided
- 3) Your son could review the self-evaluation sheets in their book and tries to address what they need to improve

### **Chemistry**

During this period of remote learning your son has been studying the Earth and Forensics. To consolidate this learning over the summer he could do the following:

- Watch the following video relating to separation techniques

[How do we separate the seemingly inseparable – Iddo Magen](#)

- Watch the following video on [chromatography](#)
- Read [the BBC Bitesize website on forensic science](#)
- Have a go at this [practical](#)

All this information along with some optional practice questions can be found in your son's Chemistry team.

### **Classics**

For those students continuing with Latin in year 9, students could consolidate their knowledge of the language points and vocabulary words listed at the end of Ch1-5 to make sure they are confident going into the start of the GCSE course. If students are keen to extend their knowledge, students can start to work their way through the GCSE vocabulary list that has been posted under the Files tab of their Classcis Team on Microsoft Teams or is available here.

For those students starting Ancient History in Year 9, he could listen to relevant episodes of Greg Jenner's [Homeschool history](#) podcasts, or watch some of the [Extra History](#) Youtube cartoons.

### **CompSci**

In preparation for an exciting coding year ahead in year 9 consider trying out some of the activities listed below. Note the programming exercises will also support the learning of the essential AQA 8525 qualification theory that will commence in year 10:

Install [Visual studio](#) and write a few simple programs. Example C# code can be reviewed [here](#).

It is also recommended to have a solid understanding of sorting algorithms, which will be covered in year 9. Get ahead and try some of the more popular methods shown [here](#).

Get ready for some of the following competitions that the school enters. Exercises and details can be found on the following websites:

- [https://challenge.bebas.uk/index.php?action=user\\_competitions](https://challenge.bebas.uk/index.php?action=user_competitions)
- <https://joincyberdiscovery.com/>
- <https://www.paconsulting.com/events/raspberry-pi-competition-uk/>
- <https://www.teentech.com/>

Develop an understanding of algorithms by attempting to solve challenges [here](#):

Teachers will be online during the summer and students are welcome to ask for ideas and support as they make progress.

### **Drama**

We would encourage your son if he is not continuing with Drama to digest and reflect on his year of Drama in Yr 8 as the skills learned are not exclusive to the subject and will help with presenting, and a host of other needed skills in the future. Those continuing can consider how their scripted pieces would now look in terms of their own performance, in particular the use of voice. Furthermore, your son could reflect on the short Devising process at the end of the year, as reflecting on how they responded to a stimuli in relation to creating a piece of theatre will prove invaluable.

### **English**

Take a look at [these Carnegie winning books](#). How many have you read? How many can you read during the holiday?

What about tackling a classic novel from the literary canon, but in an updated vlog form?

[Frankenstein](#), MD:

[The Lizzy Bennet Diaries](#):

Extend your knowledge of Greek and Roman legends with a series of video tutorials:

[Crash Course Mythology](#):

Read from our selection of specially recommended texts, as compiled by our Literacy Champion Mrs Geraghty Green:

### **Fantasy**

The Knife of Never Letting Go - Patrick Ness

Artemis Fowl - Eoin Colfer

His Majesty's Dragon - Naomi Novik

Good Omens - Terry Pratchett & Neil Gaiman

Young Miles - Lois McMaster Bujold  
The Name Of The Wind - Patrick Rothfuss  
The Dark Lord Of Derkholm - Diana Wynne Jones  
Inkheart - Cornelia Funke

### Poetry

The Odyssey - Homer  
The Fat Black Woman's Poems - Grace Nichols  
Leaves of Grass, Poetry and Prose - Walt Whitman  
The Little Book Of Vegan Poems - Benjamin Zephaniah  
The World's Wife - Carol Ann Duffy  
Ariel - Sylvia Plath  
The Wasteland - T S Elliot  
Falling Awake - Alice Oswald

### Autobiography

Boy - Roald Dahl  
I Know Why The Caged Bird Sings - Maya Angelou  
Becoming - Michelle Obama  
Fever Pitch - Nick Hornby  
Testament of Youth - Vera Brittain  
Playing It My Way - Sachin Tendulkar  
Long Walk To Freedom - Nelson Mandela  
Chronicles - Bob Dylan

### Classics

The Color Purple – Alice Walker  
The Outsiders – SE Hinton  
Treasure Island – RL Stevenson  
The Catcher In The Rye – JD Salinger  
Beloved – Toni Morrison  
Frankenstein – Mary Shelley  
David Copperfield – Charles Dickens  
Emma – Jane Austen

### Graphic Novels

The Gigantic Beard That Was Evil – Stephen Collins  
This One Summer -Mariko Tamaki  
On A Sunbeam – Tillie Walden  
V For Vendetta – Alan Moore  
Persepolis – Marjan Satrapi  
Maus – Art Spiegelman  
Ghost World – Daniel Clowes  
Scott Pilgrim – Bryan Lee O’Malley

### Floreat

Building on the Easter Enrichment Programme, the Floreat team have designed your task for the summer to develop your attributes of commitment, organisation and planning, as this one will require lots of practice, perseverance and patience!

The Challenge: Design, construct and test your own Marble Run.

- Can start and finish wherever you like (tip: use potential energy!);
- Can use any sort of small ball (golf ball / bouncy ball) instead of a marble;
- Feel free to use multiple balls, as long as the 'run' is continuous in some way;
- Submissions judged on creativity of construction, not just length
- Possible equipment (but go way beyond this and be creative!): furniture, pipes, books, tape, LEGO, wood, cardboard boxes, tape, cereal boxes, tubes.
- Must be under 1 minute long – send videos/links in to communications@reading-school.co.uk or Tweet @readingsch or @FloreatReading with #RSEnrichment

### **French**

For those students continuing with the subject at GCSE, here is a list of suggested activities to consolidate their skills. They are free to pick and choose which topics to focus on.

- Consolidate Y7 and Y8 vocabulary. The vocabulary booklets resources are available on Teams under "Summer Work" as well as online links.
- Consolidate their knowledge of grammar including the present tense, modal verbs, perfect tense, near future tense. Grammar resources are available on Teams under "Summer Work" and online here.
- More recreational resources (films, music...) are encouraged if students wish to stretch their skills and enjoy the cultural input. Some suitable resources are available to stretch the most confident linguists who want a challenge on the @RSmfl Twitter under #KS3french.

A suggested timetable is available under "Summer Work" on Teams, with specific links to support their consolidation work.

### **Geography**

Geography can be found anywhere within our day to day lives. With this in mind, we encourage students to maintain the geographical inquisitiveness they have developed in lessons throughout the summer holidays. This includes simply being aware of current events, and connecting this to the concepts they have learned throughout the year. Our subject also embraces a sense of curiosity about our physical surroundings. Students can maintain this by making informed guesses of about unusual landforms they come across, or taking the time to consider the social, economic and environmental consequences of developments in their local area.

If you visit any new places this holidays we would like you to explore the geography of them: Why was it built here? What are the population demographics? What are the landscape features like hills or rivers? Are the shops large chain shops or individually owed shops? The options are endless! You can discuss this with your family and maybe teach them some Geography too!

## **German**

Students continuing with German could benefit during the holiday from some revision of the work undertaken through the year. This is useful so that key grammar and vocabulary are not forgotten over the long summer break. To help reinforce and consolidate his learning, after some revision, your son might usefully explain to you the patterns for the 4 key tenses: present, future, perfect past, imperfect past.

1. Revise the vocabulary at the end of chapters: Zoom 1 chapter 4A and Zoom 2: 0, 1A, 2A (use Quizlet too)
2. Revise Grammar from these chapters and there are more explanations in the back of both books:
  - Cases: accusative and dative case, Adjective endings in different cases, Use and conjugation of möchten + infinitive, Future tense: werden + infinitive, Comparisons, Word order: use of weil, Perfect past tense, incl. past participles of 20+ most common verbs (Quizlet), Separable and reflexive verbs, Imperfect tense of “haben” and “sein”, Possessive adjectives / pronouns Question words (W)The most effective and fun way to keep a language alive is to do regular, short (approx. 20 minute) sessions using the book on Kerboodle, then Quizlet, [www.languagesonline.org.uk](http://www.languagesonline.org.uk) and other interactive websites too.

## **History**

For those students carrying on with History at GCSE, your son may benefit from investing time in some of the following activities, which will help to consolidate the work done in History this past year and give a greater understanding of the wider world:

- Create large timeline of all that has been studied this year – to put everything in its chronological order.
- Read 4 articles – one from each of the time periods on Our Migration Story. To enhance understanding of the wider world. <https://www.ourmigrationstory.org.uk/>
- Watch the news – to gain an understanding of the wider world today – and see if you can make links to similar events in the past.

## **Mathematics**

In order to support your son to prepare for the future, he has been given a list of topics that has been studied during the course of the year, both in school and in remote learning. This list can be found in Teams. He has also been set some mymaths tasks that could be used during the summer holidays, if he would like to and is able to, to review topics and improve understanding where needed. The school login details are:

School username: readingsch

school password: subtraction

he will then have an individual login that his teacher will have provided.

## **Music**

For those students carrying on with Music in year 9, your son could develop his practical performance skills in readiness for the GCSE element: he could try recording himself (video and audio) and then reviewing his performance as honestly as possible

Read the OCR GCSE specification and prepare himself for what you will be doing for the next 3 years. If allowed, join some online student fora associated with OCR and/or KS4 (GCSE) Music

Choose an Area of Study (not AoS 1) to begin preliminary exploration

Continue developing composition skills (individually or in collaboration) using Soundtrap or any other suitable online platform

## **Physics**

Log in to kerboodle.com. Find and click on the 'New for You' course. Click the 'DIGITAL BOOK' and find 'Physics for You' in the selection menu.

To review and extend your learning about Magnetism:

1. Read pages 286 - 290 & 292 - 299
2. Complete the exercises on page 291 & 300-301
3. Check your answers using [this webpage](#) and [this one](#):

To review and extend your learning about Mechanics:

1. Read pages 77 - 83 & 94 - 99
2. Complete the exercises on page 84 and 100
3. Check your answers using [this webpage](#) and [this one](#):

## **Religious Studies**

Year 8 students can review the last few lessons during online learning on Plato and Aristotle very fruitfully in order to be better prepared for the challenging AS- level course they will start in Year 9. Other topics already done in an introductory way which are relevant to the new course in Year 9 include, the normative theories, e.g. situation ethics, utilitarianism, Kantian ethics and virtue ethics. Also the philosophical problem of evil and suffering will make a re-appearance in year 9!

## **Spanish**

Like all languages, your son's knowledge of Spanish would benefit from regular review. A once a week 15/20 minutes should be plenty of time to keep up with the topics we studied during the year:

- He could revise vocabulary learnt during Y8 by using the Spanish vocabulary booklet which can be downloaded from the files section of his Microsoft Teams Vocabulary channel.

- In relation to Grammar your son could look at the grammar points studied during the year which can be found from [www.Kerboodle.com](http://www.Kerboodle.com) text book Spanish Zoom1 pages 18,19, 34, 35, 50, 51, 66, 67, 82, 98

- For their Listening skills it is suggested to do listening exercises from Spanish Zoom1 from units 2A, 2B & 3A. In addition, if students enjoy watching films then, when possible, try to change the setup of languages to Spanish speaking with English subtitles.

- For those who want to extend their knowledge of Hispanic Culture students can use the resources in Spanish from using the website subscription [www.maryglasgowplus.com](http://www.maryglasgowplus.com) by login with the students' code silla25 magazine "Ahora" in preparation for the GCSE Spanish cultural aspect of the course.