



Summer 2021

Consolidation and Getting Ahead Learning Programme

Year 8

Key:

1. Those that have engaged well with the on-line provision, face to face teaching and are up to date with the course.
2. Those that have partially engaged with the on-line provision but need time to catch up with some work to be up to date.
3. Those that have found the experience of the last year challenging for a variety of reasons (some through no fault of their own) and need considerable time and support to be up to date.

Art	
1, 2 & 3	<p>Where's the subject? Looking at the painting The Rehearsal by artist Edgar Degas For those doing Art GCSE, I would like you to look closely at this painting by Edgar Degas. If you look closely you may see that at the centre of the picture is floor boards. Around the edge he has painted dancers rehearsing, but they are not in the centre? Why not? Degas has painted the dancers like this on purpose, it is if he was trying not to disturb them. <i>Describe what you can see.</i> www.royalacademy.org.uk/exhibition/degas-and-the-ballet Just for fun! www.bbc.com/culture/columns/art www.bbc.co.uk/arts</p>

Business

1, 2
& 3

Business is a very exciting subject as it allows you to not only learn about Business but also helps you to understand the Business and Economic world around you.

Introduction to Business GCSE.

TASK: Watch a pitch from Dragons' Den programme and then decide if you would invest or not (link below)

What is Dragons' Den?

- It a UK TV programme where new entrepreneurs present their business ideas to very successful entrepreneurs and ask them to invest.

What is a pitch?

- It is a way of selling your business idea to an investor.
- This should be precise, informative and it should excite the audience.



Watch the pitch. Mo Bros - <https://www.youtube.com/watch?v=Vu3gVgCJx74>

	<p>Have a go at answering the questions.</p> <p>What information have you gained?</p> <p>Can you name the Dragons? Entrepreneurs?</p> <p>Investment</p> <ol style="list-style-type: none"> 1. How much money is the entrepreneur asking for? <p>Product</p> <ol style="list-style-type: none"> 2. What is the product? 3. What problem does it solve? <p>Price</p> <ol style="list-style-type: none"> 4. How much is it being sold for? 5. How much does it cost to make? <p>Place</p> <ol style="list-style-type: none"> 6. Where is it currently on sale? <p>Promotion</p> <ol style="list-style-type: none"> 7. How is it currently promoted? <p>Recommendation</p> <ol style="list-style-type: none"> 8. Would you invest? Explain your decision. 9. How could the entrepreneurs improve their pitch?
<p>Core PE</p>	
<p>1, 2 & 3</p>	<p>Task 1: All students should make and take time over the summer break to step away from their desks and computers and get active, safely of course!</p> <p>We would encourage all students to initially find out how far they can walk/jog/run in 20 minutes. This could be in metres, kilometres or simply to and from particular landmarks around your neighbourhood.</p> <p>Your aim is to improve the distance that you can achieve or the landmark that you can reach in 20 minutes, by practising up to a maximum of 3 times per week.</p>

It might be either that you start walking most of the time and increase the amount of time jogging and then running as the weeks progress, or you might start jogging slowly for the whole 20 minutes and then slowly build up to running faster.

Keep a record of what you have achieved each week so that you can appreciate the progress that you make from Week 1 through to Week 6, as it is progress that really counts!

Task 2:

All students to collect at least 6 images (at least one each week) of their 'HEALTHY SELFIES', which they will bring into school in September, showing occasions when they have been away from their desks and computers and have been enjoying being active. We will have competitions between Tutor Groups in September, to see which Tutor has the greatest number and variety of activities evidenced. Remember, walking the dog, gardening and yes even housework, counts as being active!

Drama

1.

1. If you are taking GCSE Drama as an option, then please look up **GCSE Drama AQA** on **BBC Bitesize** and read the section under 'Devising.' Create a PowerPoint giving a definition - and an example of - the following words:

- Devising
- Stimulus
- Theatrical conventions
- Theatre Practitioners

<https://www.bbc.co.uk/bitesize/examspecs/zrnjwty>

2. Can you research other theatre practitioners from extra resources?

3. Additionally, can you watch a live production by the National Theatre - '*Treasure Island*' or '*One Man two Guvnors*' and note what the actors do with their facial expressions, body language, movement, voice and gesture to communicate their character. A reminder on how to access it is:

Go to: <https://www.dramaonlinelibrary.com>

username: 8Ze%0Kv#x@

password: 7Wt/4lr)cx

<p>2.</p>	<p>If you are taking GCSE Drama as an option, then please look up GCSE Drama AQA on BBC Bitesize and read the section under ‘Devising.’ Create a PowerPoint giving a definition - and an example of - the following words:</p> <ul style="list-style-type: none"> • Devising • Stimulus • Theatrical conventions • Theatre Practitioners <p>https://www.bbc.co.uk/bitesize/examspecs/zrnjwty</p> <p>Please catch up on the work taught on:</p> <ul style="list-style-type: none"> • <i>Peter Pan</i> Live Theatre Analysis project • <i>Stone Cold</i> script study
<p>3.</p>	<p>Please catch up on the work taught on:</p> <ul style="list-style-type: none"> • <i>Peter Pan</i> Live Theatre Analysis project • <i>Stone Cold</i> script study
<p>English (For some classes, work will only be available via the links from week commencing 27th July 2020)</p>	
<p>1.</p>	<p>For students who have completed all work during lockdown, we recommend they prepare for Year 9 by engaging in the following activities:</p> <ol style="list-style-type: none"> 1. Watch and/or read a Shakespeare play to familiarise yourself with the elements of a Shakespearean tragedy. Select either <i>Othello</i> or <i>King Lear</i>. For further challenge, research key elements of a Greek tragedy. 2. Read as much as you can to improve comprehension skills or your overall reading skills. We recommend the novels <i>To Kill a Mockingbird</i>, <i>Frankenstein</i> or <i>Pride and Prejudice</i>. Again, for extra challenge, students should research the time in which these stories are set and what we can decipher about these times on the basis of the characters and plot. 3. Write another short story, really focusing on using imagery to create a mood or write another piece of travel writing creating the same impacts on the reader. Use a thesaurus for ambitious vocabulary and atmospheric choice of language.
<p>2.</p>	<p>For students who have missed only some work during lockdown, we recommend the following:</p> <ol style="list-style-type: none"> 1. Watch and/or read a Shakespeare play to familiarise yourself with the elements of a Shakespearean tragedy. Select either <i>Othello</i> or <i>King Lear</i>. For further challenge, research key elements of a Greek tragedy.

	<p>2. Depending on your class teacher, complete any outstanding lesson work from the following units:</p> <ul style="list-style-type: none"> • Poetry from Different Cultures • Short Stories/Travel Writing • Shakespeare. <p>You can find all lessons on Class Charts.</p> <p>3. Read one of the following novels: “To Kill a Mockingbird”, “Frankenstein” or “Pride and Prejudice”.</p>
<p>3.</p>	<p>Your teacher has created a document for your class that summarises the work that you have missed during lockdown. You must try to complete all of this to catch up for September. Depending on your class teacher, this work will be about reviewing and completing lessons on the following units:</p> <ul style="list-style-type: none"> • Shakespeare unit. Link to ‘The Tempest’. Link to ‘Merchant of Venice’. • Short Story or Travel Writing unit. Link. • Poetry from Different Cultures unit. Link.
<p>French</p>	
<p>1.</p>	<p>Use Kerboodle to revise all the topics in units 6-9 of Allez 1 and unit 1 of Allez 2, focusing particularly on the interactive exercises. You might like to stretch yourself by reading the more advanced texts at the end of each unit. Revise the present tense, the perfect tense and the immediate future tense using www.languagesonline.org.uk (grammar section) and choose any other interactive exercises you would like to do from year 1 or 2 sections. Try to practise speaking French by saying as much as you can from memory on the topics of family and animals, sport, last weekend and daily routine. Aim to do this at least twice a week and your fluency will be amazing!</p>
<p>2.</p>	<p>Use Kerboodle to revise all the topics in units 6-9 of Allez 1 and unit 1 of Allez 2, focusing particularly on the interactive exercises. Re-read any texts and re-watch any videos on topics you feel are a little patchy. Make sure you have completed all the exercises and tasks set on ClassCharts. Practise the key phrases on each topic aloud and try to build fluency by aiming for 8 sentences from memory on a particular topic (eg sport, daily routine, family and last weekend). Remember that you can also use www.languagesonline.org.uk and Quizlet to revise vocabulary in an interactive way.</p>
<p>3.</p>	<p>Use Kerboodle to revise all the topics in units 6-9 of Allez 1 and unit 1 of Allez 2, focusing particularly on the interactive exercises. Re-read any texts and re-watch any videos on topics you feel are a little patchy. Make sure you have completed the main writing tasks set on ClassCharts and as many of the listening and reading as you can. Pick 6 key phrases from each topic and practise saying them aloud 4 times a day. When you have memorised them, try and learn the spelling of at least 4 of them really thoroughly by writing them out six times. Remember you can use Quizlet to learn and test yourself on the vocabulary. Revise the Perfect tense carefully by going on the interactive exercises in www.languagesonline.org.uk (grammar section).</p>

Geography

**1, 2
& 3**

For those studying Geography GCSE, we would like you to consider topics you have covered this year and those that will form part of the course next year.

In year 8 you have studied aspects of human, physical and environmental geography. You have gained knowledge and considered interactions between these topics at a variety of scales and locations.

These ideas continue through the GCSE course. Below you can see the topics you will cover in the first year of GCSE geography.

The background:

Corona virus had spread across the world, impacting on aspects of physical, human and environmental geography in so many different ways. There have been many negative impacts but some positives.

The task:

We would like you to pick one topic you have studied this year, one you will study next year and one of your own choice.

Topics studied in Year 8	Topics studied in Year 9
Flooding	Geographical skills
Development	Global hazards: extreme weather
Natural resources	Global hazards: tectonics
Tectonics (earthquakes and volcanoes)	Urban futures: urbanisation, living in urban areas, sustainable development of urban areas
The continent of Asia	Ecosystems
The Middle East	
Coasts	

For each of the topics you have chosen research a positive and negative impact. This may be on a local, national or global scale.

You will need to **describe** and **explain** the impact.

Try and be place specific and include facts, figures and images.

	<p><u>Presenting your work:</u> You can choose how to present your work: Newspaper report Factual report Poem Story Poster</p> <p>Or any other idea you have.</p>
3.	<p>In addition to the tasks above:-</p> <p>Visit the Bitesize website, using the link KS3 Geography - BBC Bitesize Work through the learner guides (on Natural Hazards, Development and Geographical Skills) completing the revise and test tasks.</p>
History	
1, 2 & 3	<p>For those doing History GCSE, we would like you to familiarise yourself with the Medicine Through Time course. This task has already been emailed home to parents - please make a timeline with the pictures (click link) - add detail under each picture - explaining what they tell us about attitudes and beliefs about the causes and consequences of illness and disease through time.</p> <p>https://stbernardssloughschuk-my.sharepoint.com/:w:/g/personal/c-mcquillan1_st-bernards_slough_sch_uk/EVKgHNpacDBNhYRf9OYncKEBBm6SzSZOoKSUTCmNCdStGw?e=aYvyqA</p>
Japanese	
1.	<p>Make sure your grammar notes are complete for all the grammar points we have covered this year. Aim to understand the grammatical function of different parts of sentences. Make sure the information in your kanji booklet is complete. Reinforce your knowledge of katakana and the vocab covered this year using Quizlet.</p>
2.	<p>Make sure your grammar notes are complete for all the grammar points we have covered this year. Make sure the information in your kanji booklet is complete. Reinforce your knowledge of katakana and the vocab covered this year using Quizlet.</p>
3.	<p>Make sure your grammar notes are complete for all the grammar points we have covered this year. Make sure you know what the question words are and how to use 3-step-technique to answer questions. Reinforce your knowledge of katakana and the vocab covered this year using Quizlet. You will be emailed directly with some tasks to help you prepare for the start of Year 9.</p>

Latin	
1.	<p>Well done for keeping up with the subject and for turning up to the online lessons.</p> <p>Using whichever learning mode in Quizlet you think is of most use, revise the verbs of book I and stages 13-16. Do not spend more than 15 minutes at a time, but pace yourself so that you do it twice a week, and each week until September.</p>
Mathematics	
1.	<p>Review the work this year and complete the UKMT task (on Dr Frost or Student Drive) to challenge yourself and improve your problem-solving skills. There are also some enrichment challenges on the student drive.</p> <p>Ensure all tasks are completed on Dr Frost</p>
2.	<p>Please complete the Dr Frost Year 8 Review Task. This is an important task which will help you review the year and ensure you have the skills to start your GCSEs in September. Also ensure all work on class charts and Dr Frost is complete and up to date.</p> <p>If needed, use the Curriculum Support Guide to review topics.</p>
3.	<p>Use the Curriculum Support Guide to review key topics from each chapter.</p> <p>Complete the Dr Frost Year 8 Review Task.</p>
<p>Mathematics: Key Resources</p> <p>Curriculum Support Guide: https://stbernardssloughschuk.sharepoint.com/:b:/s/StudentDriveMaths/EU4EtioFRkdKr_baDd1aqNgBvvm4FwnzCFTslt4_AwUwtg?e=q17FzS</p> <p>Student Drive: https://stbernardssloughschuk.sharepoint.com/sites/StudentDriveMaths</p> <p>Questions, practice, and videos: www.dr frostmaths.com</p>	
Music	
1.	<p>If you are taking GCSE Music or want to broaden your musical knowledge why not explore some wider listening? Find the Spotify playlists for the GCSE courses (search SBCGS – they all start with those letters!) and listen to them. Which versions are your favourites, and why?</p>

2.	Read over the key terms in the elements of music (DR P SMITH or DR SMITH), also found here: http://www.princehenrys.co.uk/_files/study%20support/44B442E2686CE3535372EC027B2EB4E4.pdf A Quizlet on the terms can be found here: https://quizlet.com/85352522/drpsmith-music-flash-cards/
3.	Revise musical notation in preparation for your composition lessons next term. It can be found here: https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/z3fysrd

Science

The table below suggests the work that should be carried out over the Summer Break. The work is designed to ensure that we begin the next academic year:

- 1) With a strong understanding of concepts covered during the academic year
- 2) With a basic awareness of the topics which will be covered during the year ahead.

Your teachers are always here to support you. If you have any worries, concerns or questions relating to the Science work you can contact your Science teacher for advice – or alternatively you can contact Mr. Brophy: s-brophy@st-bernards.slough.sch.uk
Resources – where mentioned - can be found in this folder: [Getting Ahead Programme](#)

1.	<p>Complete the “Checklists” within the Getting Ahead Programme Folder</p> <p>Use the Kerboodle Activate textbook to develop areas that you identify as being slightly more challenging and develop your notes as required.</p> <p>Attempt the “big idea” quizzes set on Kerboodle under the assessments tab.</p> <p>Read through Chapter B1 of the Biology AQA GCSE textbook; Chapter C1 of the Chemistry AQA GCSE textbook; and P1 of the Physics AQA GCSE textbook on Kerboodle. This will give you a flavour of what to expect in September.</p> <p>Based on what you read in the above chapters, choose one topic which you have already covered at KS3 and create a short presentation about it from what you already know – do not cover the GCSE content in the presentation! Your target audience is a Year 8 student. The presentation should take no longer than 5 minutes to present and can be in any format.</p>
2.	<p>Ensure you finish making notes from the work set on ClassCharts.</p> <p>Complete the “Checklists” within the Getting Ahead Programme Folder</p>

	<p>Use the Kerboodle Activate textbook to develop areas that you identify as being slightly more challenging and develop your notes as required.</p> <p>Attempt the “big idea” quizzes set on Kerboodle under the assessments tab.</p> <p>Consider <u>reading</u> through Chapter B1 of the Biology AQA GCSE textbook; Chapter C1 of the Chemistry AQA GCSE textbook; and P1 of the Physics AQA GCSE textbook on Kerboodle. This will give you a flavour of what to expect in September.</p>
3.	<p>Review the work set on ClassCharts. Focus on making notes from the lessons that have not been completed. Do not worry about any worksheets – simply ensure that you make concise notes.</p> <p>Complete the “Checklists” within the Getting Ahead Programme Folder</p> <p>Use the Kerboodle Activate textbooks to develop areas that you identify as being slightly more challenging.</p>
Spanish	
1.	<p>Use https://www.pearsonactivelearn.com/app/library/ebook?id=MjU1NjUzfGJvb2t8MXww to revise all the topics in Modules 1-5 of VIVA 2 focusing particularly on the interactive exercises. You might like to stretch yourself by reading the more advanced texts at the end of each unit. Revise the present tense, the preterite tense and the immediate future tense using www.languagesonline.org.uk (grammar section) and choose any other interactive exercises you would like to do from Caminos 1 or 2 sections. Try to practise speaking Spanish by saying as much as you can from memory on the topics of holidays, leisure, and food. Aim to do this at least twice a week and your fluency will be amazing!</p>
2.	<p>Use https://www.pearsonactivelearn.com/app/library/ebook?id=MjU1NjUzfGJvb2t8MXww to revise all the topics in Modules 1-5 of VIVA 2 focusing particularly on the interactive exercises. Re-read any texts on topics you feel are a little patchy. Make sure you have completed all the exercises and tasks set on ClassCharts. Practise the key phrases on each topic aloud and try to build fluency by aiming for 8 sentences from memory on a particular topic (e.g. holidays, leisure, and food). Remember that you can also use www.languagesonline.org.uk and Quizlet to revise vocabulary in an interactive way.</p>
3.	<p>Use https://www.pearsonactivelearn.com/app/library/ebook?id=MjU1NjUzfGJvb2t8MXww to revise all the topics in Modules 1-5 of VIVA 2 focusing particularly on the interactive exercises. Re-read any texts on topics you feel are a little patchy. Make sure you have completed all the exercises and tasks set on ClassCharts. Pick 6 key phrases from each topic (holidays, leisure, and food) and practise saying them aloud 4 times a day. When you have memorised them, try and learn the spelling of at least 4 of them really thoroughly by writing them out six times. Remember you can use Quizlet to learn and test yourself on the vocabulary. Revise the Preterite tense carefully by going on the interactive exercises in www.languagesonline.org.uk (grammar section).</p>

RE

In order to get the most out of your getting ahead programme, it is important that you consider how confident you are with the work studied this year, both when in school and when undertaking online study.

No matter which group you are in, the getting ahead work for you to look at this summer will mean that you are more than ready to start next year with confidence that you will understand the work we start with.

The getting ahead task is there to maximise your opportunities to be ready for what we will teach next year. The advised work is there if you have the time and need to revisit work you were not able to finish this year.

Please keep in contact with me over the holiday at p-turnham@st-bernards.slough.sch.uk if you have any questions, or would like additional guidance and support. I will be regularly checking and responding to emails.

Getting Ahead Tasks:

1. Go to the BBC GCSE Bitesize page at the following link: <https://www.bbc.com/education/examspecs/zy7spbk>
2. Look up a range of topics from both Christianity and Judaism (at least 3 from each religion) and watch a range of class videos about the topics. This will start to build your knowledge for Next Year.

1.

Go back to your notes and responses in your exercise book/saved online.

Where some areas don't make sense to you now as you read them back, you can either revisit the lesson video, or use online research to build your understanding more fully.

2.

Starting from the same link as the getting ahead tasks above:

Go to the Hinduism and Sikhism links to watch videos or read the key points pages explaining ideas that you are unsure about.

3.

Revisit the work folder and watch these video lessons. Use that information to make 5 bullet points for each of the videos you watch to build more depth on the things you studied this year.

https://stbernardssloughschuk-my.sharepoint.com/:f:/g/personal/p-turnham_st-bernards_slough_sch_uk/Enh8Vt2GPLpOI-2aBrj1YYoBm0CVFuEafWLry1G7uv4Gjw?e=AKR9Fn