



DURHAM JOHNSTON
COMPREHENSIVE SCHOOL
— DARE TO BE WISE —

Year 8

Curriculum Overview ***Half Term 6***

Dear Parent/Carer,

In the following booklet you should find an overview of what your child will be studying this half term in school. We've included key details on what they will be looking at in each subject, how they'll be assessed and what they might do to further develop their understanding. The aim is for this to make it easier for you to work with the school supporting your child with their work.

All lessons last for one hour. In Year 8, students study the following subjects:

- **English, Maths and Science** – **three** lessons per week per subject
- **Geography, History, Physical Education, First language option and Second language option** – **two** lessons per week per subject
- **Art, Computing, Design Technology, Food & Textiles, Music and Religious Education** – **one** lesson per week per subject

The information for each subject is categorised as follows:

Topics / tasks: This is the overview of the topics Year 8 students will be covering this half term.

Content and skills: This explains what areas students will be looking at, and the skills they will be developing during the half term.

Assessment: This explains how students will be assessed on their understanding of this topic.

Stretch and challenge: This gives suggestions of how students can explore this area in more detail if they wish.

Art

Topics / tasks:	Drawing and designing
Content and skills:	Some pupils will be continuing with portraiture, further exploring the use of mark making in describing surface texture and detail. Some pupils will be starting to explore how designers approach a design brief, working through a title or brief in collecting resources and interpreting a theme through developmental drawing. The role of design in our lives explored, with pupils developing a greater understanding of the role of designer and careers in the design industry.
Assessment:	Pupils work will receive developmental comments to act upon, either in improving an existing piece of work, or areas to develop in the next outcome. This term, pupils will begin to spend more time assessing their own work and work by their peers. Most of the assessment is verbal feedback in lessons.
Stretch and challenge:	Pupils are encouraged to develop their own work at home using any process or material they enjoy using. To share these outcomes with their class teachers and be provided developmental comments for this work. Pupils are also encouraged to explore virtual galleries and museum websites in finding art they like and accessing online resources to help in their development.

Computing

Topics / tasks:	Using HTML for Webpage Design & Working with the micro:bit
Content and skills:	Students will know how to: • What HTML is and how it works • Open Notepad & write simple text with HTML tags • Save a .HTML file, and view it in a Browser • Discuss the different tags used in HTML • Suggest methods of improving website design • Identify parts of the micro:bit and discuss what each does (along with the on-screen aspects) • Discuss what a loop is and how it works for the micro:bit programme Students will be able to: • Create a functioning webpage using HTML tags • Improve the design of the webpage using HTML • Save and view as HTML & Notepad • Create a programme or a piece of functional “hardware” using Micro:bit technology
Assessment:	Features of DTP & SERIF Quiz in Teams /20 marks Scratch Project – Teacher assessment D/S/E In class feedback based on progress
Stretch and challenge:	<u>Web based software (free): https://scratch.mit.edu/</u> <u>Video help: https://www.youtube.com/@ScratchTeam</u> <u>Flowcharts: https://www.bbc.co.uk/bitesize/guides/zpp49j6/revision/3</u> <u>Algorithm: https://www.bbc.co.uk/bitesize/guides/zpp49j6/revision/1</u>

Design Technology

Topics / tasks:	Small scale storage / Mechanical systems and sustainability / Phone holder		
Content and skills:	Depending on rooming, students will complete one of the following units:		
	Unit 1: Small scale storage Students will design and develop a small scale storage device through sketching, modelling and CAD. Once laser cut, students will use a hot wire strip heater to bend it into shape. Students will also explore polymers and different ways in which they can be processed.	Unit 2: Mechanical systems and sustainability Students will investigate, levers, linkages and mechanisms. They will produce a variety of mechanical iterations to solve problems. Students will then explore non-renewable and renewable energy sources and use this information to design and develop a sustainable toy	Unit 3: Phone holder Students will use a variety of workshop tools to cut and shape acrylic by hand. They will also cut aluminium rods and cut internal and external threads so that the phone holder can be assembled.
Assessment:	Unit 1: Work in booklets will be assessed once every 6 weeks with consistent verbal feedback given in lessons. Students will also complete a 50 question test at the end of the unit. Unit 2: Work in booklets will be assessed once every 6 weeks with consistent verbal feedback given in lessons. Students will also complete a 50 question test at the end of the unit. Unit 3: Correct use of tools and equipment is assessed through verbal feedback.		
Stretch and challenge:	Students could visit www.technologystudent.com to investigate the content from the unit they are studying		

English

Topics / tasks:	Reading Non-fiction	Diary and Letter writing
Content and skills:	• Reading a variety of non-fiction texts. • Focusing on genre, audience and purpose of texts. • Annotating non-fiction for language and structural methods and their effects.	• Reading Stone Cold text for context of homelessness and diary format. • Focusing on conventions of letters and diaries. • Focusing on grammar for writing, including word classes. • Writing using a variety of forms and conventions.
Assessment:	Complete a comprehension test based on a non-fiction text.	Write a letter to the local council to express opinion on homeless policy.
Stretch and challenge:	• Read more non-fiction texts, such as newspaper articles. • Conduct additional research into analysis and structure of different text types further: https://www.bbc.co.uk/bitesize/topics/zfwpd6f	• Conduct additional research into letter writing here: https://www.bbc.co.uk/bitesize/topics/zv7fq3/articles/zkq8hbk • Improve your SPaG skills here: https://www.bbc.co.uk/bitesize/topics/z7vdy9g

Food & Textiles

Topics / tasks:	Development of further skills and knowledge in Food Preparation & Nutrition and Design Technology-Textiles	
Content and skills:	Depending on rooming, students will either start/have started a Food Preparation and Nutrition project or will begin/have begun a Textiles project, completing half a year in each subject by the end of year 8.	
	Food Preparation and Nutrition	Textiles
	- Recap students understanding of health and safety in the cooking and preparation of food - Specific dishes have been chosen for students to cook to build upon the skills gained in year 7, to challenge them and give them a wide variety of skills and to develop their independence of these skills - Students will learn a range of theory topics: hydration, food waste, scientific processes that happen during cooking e.g gelatinisation	- Recap on the safety of using the equipment in the Textiles room- students use a wider range of equipment in year 8, e.g. the iron - Design and create a textiles product for a specific target customer with consideration to our community. - Students will carry out an iterative project that explores forces applied to materials - Students will learn a range of theory topics: what is iterative design?, how to analyse and respond to a project brief as well as developing their research and product analysis skills
Assessment:	There will be a variety of assessments on written work and practical outcomes. After 8 weeks (approx.) students complete a written test on the knowledge covered. Students' work will also be monitored throughout each lesson, to ensure that students are working to the best of their ability.	
Stretch and challenge:	Students are encouraged to adapt projects and recipes using the knowledge gained throughout the completion of their projects. Student should also access additional Home Learning Tasks via their class team, to further their knowledge in this subject. (Year 8 Food HLT's still pending)	

French

Topics / tasks:	Free time activities
Content and skills:	Students will learn how to talk about Free time activities using both past and future time frames. They will learn irregular past participles and how to use modal verbs and verbs of opinion.
Assessment:	There will be regular vocabulary and grammar tests as well as a formal speaking assessment for those who did not complete this task last half-term.
Stretch and challenge:	Students can research French films and TV programmes as part of the Free time activities topic.

Geography

Topics / tasks:	Coasts
Content and skills:	Students will examine how waves and tides happen before assessing the role of different coastal processes in shaping the coast including the formation of a range of coastal landforms. Students will then look in depth at the challenges involved in managing the UK coastline and use this information to evaluate the strengths and limitations of different coastal engineering strategies. Students will interpret and analyse a range of figures such as photographic analysis and OS maps to support their work.
Assessment:	Students will complete an end of topic test on coasts.
Stretch and challenge:	Explore the topic further by completing the lessons and quizzes for this topic under year 8 unit 3 available at: https://continuityoak.org.uk/lessons Watch the BBC Coast Series (available on BBC iPlayer): www.bbc.co.uk/iplayer/episodes/b006mvlc/coast Read: Cracking Coasts (Horrible Geography) by Anita Ganeri.

German

Topics / tasks:	Education and School (continued) Holidays
Content and skills:	Students will finish the unit on Education and School and start the topic of Holidays. They will learn about countries, methods of transport, money exchange, facilities in holiday destinations, asking and giving directions and expressing opinions.
Assessment:	Students will regularly complete vocabulary and grammar tests as well as listening, reading, speaking, writing and translation exercises in class. Students will complete a formal Speaking Assessment on all content covered in Year 8.
Stretch and challenge:	Students wishing to challenge themselves will be encouraged to research the website of a German school and the topic of Holidays. Students can also write longer paragraphs using a variety of vocabulary as well as using past, present and future tenses.

History

Topics / tasks:	How did the Industrial Revolution change Britain?
Content and skills:	Year 8 pupils will use primary and secondary evidence to pursue historical enquiries such as Did the Empire lead to the Industrial Revolution? How did Northern England become an economic and industrial giant? What caused Cholera? Why was housing dangerous in the Industrial Revolution? Why was child labour used? Pupils will practice understanding and interpreting the differing interpretations of the Industrial Revolution by historians. The topic will conclude with an activity where pupils will run their own mill town.
Assessment:	Pupils will complete an essay on the French Revolution and Napoleon to complete the previous half term's work. They will later complete a 25+ question fact test on the Industrial Revolution.
Stretch and challenge:	Worksheets that require research on local and also world history provide context for the eras studying in lessons. Ask your teacher for these tasks. Pupils are encouraged to listen to the BBC podcast 'In Our Time' on the Industrial Revolution . They can also watch BBC short clips on coal mining, engineering and housing in the Industrial Revolution here .

Latin

Topics / tasks:	Roman Britain – the province; Adjectives & the relative pronoun
Content and skills:	Students will learn about how Britain became a province of the Roman Empire and what impact that had, looking particularly at the figure of Cogidubnus. We will consolidate the language work covered over the year, looking at agreement of adjectives, and meeting relative clauses in Latin.
Assessment:	A language assessment including translation, comprehension and grammar questions.
Stretch and challenge:	Students should read about Roman and pre-Roman Britain.

Maths

Topics / tasks:	Interpret and draw statistical diagrams, including bar charts, line graphs and pie charts Calculate the mean, mode, median and range Find averages from grouped data Critique misleading graphs Compare different graphs and averages
Content and skills:	• Revision and consolidation of previously learned skills • Extension of skills to unfamiliar contexts • Reasoning and problem solving skills
Assessment:	No final department assessment is scheduled, but teachers may conduct their own assessments to pinpoint topics that require improvement.
Stretch and challenge:	• Complete extra work using https://spaxmaths.com and www.corbettmaths.com • Completing enrichment tasks on www.nrich.maths.org

Music

Topics / tasks:	Revision of the five topics covered in the year so far, in preparation for 'End of Year 8 Listening Assessment'
Content and skills:	Revision of Musical Tags, Stage and Screen, The Blues, Electronic Dance Music, and The Music of Japan, through listening and further practical exploration. This is in preparation for an end of year listening assessment
Assessment:	In week 5 or 6 of the half term, pupils will complete a listening assessment, which will enable them to demonstrate their level of understanding of the musical topics that they have studied throughout the year
Stretch and challenge:	Further personal research, above and beyond the required revision, will allow pupils to better prepare for the final assessment of the year

Physical Education

Topics / tasks:	Athletic activities and basic striking / fielding games
Content and skills:	Students will develop running, jumping and throwing skills Students will develop fielding skills, including catching and throwing on the move Continue to understand the importance of leading a warm up before activity.
Assessment:	Measurement of a run, jump and throw and a conditioned game.
Stretch and challenge:	Attending extra-curricular clubs and participating in sports clubs outside school.

Religious Education

Topics / tasks:	Religion and Human Rights
Content and skills:	Pupils will have the opportunity to explore the importance of human rights and social justice. This includes learning about the Universal Declaration of Human Rights and religious, non-religious and ethical perspectives about ageism, racism, sexism, ableism, homophobia and religious discrimination. Focus will also turn to examples of social injustice such as poverty, human trafficking and unfair working conditions. This topic aligns with the GCSE Theme F Human Rights unit and additional resources are available on Teams, BBC Bitesize and YouTube to support students with this topic.
Assessment:	(a) A multiple choice test assessing their knowledge and understanding of key vocabulary. (b) A timed piece of evaluative writing.
Stretch and challenge:	Reading: Introducing Religious Ethics by Dilwyn Hunt (published by Nelson Thornes), AQA textbook, Teams resources will contain additional reading and support materials.

Science

Topics / tasks:	Plants and their reproduction, Rocks, Energy transfers Practical investigation skills	
Content and skills:	Biology - Plants and their reproduction This unit covers reproduction in plants, both sexual and asexual, although the former is of chief importance. Classification and biodiversity are also covered Chemistry - Rocks This unit examines the different types of rock and the processes that bring about their formation, leading to the idea of a rock cycle that operates within a huge geological timescale. It also looks at the Earth as a source of resources and the advantages of recycling metals. Physics- Energy transfers This unit looks at energy transfers by heating in the context of homes.	• Planning a scientific investigation including writing methods • Carrying out a range of practical procedures • Collecting results and observations from practical work • Analysing results and drawing conclusions from the results • Linking observations and results to scientific theory • Calculating means • Identifying anomalous results • Understanding how scientific theories are developed • Spotting and explaining trends • Analysing data • Using scientific models • Drawing scientific diagrams • Graph skills
Assessment:	Short end of topic tests	
Stretch and challenge:	Working through relevant exercises on www.senecalearning.com and BBC bitesize KS3 science https://www.bbc.co.uk/bitesize/subjects/zng4d2p Watching/listening to BBC CrowdScience podcasts https://www.bbc.co.uk/programmes/p04d42rc	

Spanish

Topics / tasks:	The topic of holidays in all 3 tenses but with a focus on holiday activities.
Content and skills:	Students will focus more upon things to do on holiday, places to visit and ways to relax, such as sport and leisure, shopping, eating out and coping in real life situations.
Assessment:	Regular assessment of vocabulary and use of all four skills. Students will be encouraged to describe and differentiate between 3 tenses in listening and reading tasks. Formal assessment will be in the form of Speaking.
Stretch and challenge:	Students may be asked to research regions of Spain and focus on regional languages & gastronomy.