



DURHAM JOHNSTON  
COMPREHENSIVE SCHOOL  
— DARE TO BE WISE —

# Year 8

## Curriculum Overview *Half Term 3*

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

<b>Topics / tasks:</b>	<b>Colour and Styles of Portraiture</b>
<b>Content and skills:</b>	<p>Pupils will explore the use of colour in portraiture since the late 19<sup>th</sup> century. Practical painting activities may take place if possible, with pupils encouraged to create outcomes at home. If the opportunity presents itself for painting in school, activities will be based around using the previous terms drawings as starting points to portrait painting in a range of styles, depending on the class teacher. From Fauvism to modern interpretations of Cubism, pupils will cover the same elements of art whichever style or approach the class teacher plans for a class.</p> <p>Pupils will also learn how to place their work in a historical context, viewing the development of abstract painting. This half term, if not painting, will be centred on contextual understanding, with outcomes using written and visual annotation.</p>
<b>Assessment:</b>	<p>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, with written comments provided for main outcomes on MS teams.</p>
<b>Stretch and challenge:</b>	<p>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.</p>

# Computing

<b>Topics / tasks:</b>	<b>How the Internet works</b> <b>Networks &amp; Search Engines</b> <b>VR – Development and use Image manipulation and the ethical issues behind this</b> <b>Modelling &amp; Financial Awareness</b> <b>Digital Imagery</b>
<b>Content and skills:</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Discuss how the internet works using technical terms</li> <li>• Networks – wired &amp; wireless (how it works). What is a search engine – how does it work?</li> <li>• Students should understand what VR is and the implications of using such technology – this links to the social, moral and ethical use of ICT.</li> <li>• Spreadsheet – using simple formula and formatting techniques, understanding how and where spreadsheets can be used.</li> <li>• Financial awareness and understanding - what is a loan, how do interest rates work, mortgages and salaries.</li> <li>• Discuss the social, moral and ethical issues of image manipulation</li> </ul>
<b>Assessment:</b>	VR – Teacher assessment D/S/E Spreadsheets – Teacher assessment D/S/E/ Homework – teach back @ home (VR)
<b>Stretch and challenge:</b>	VR in Medicine: <a href="https://www.youtube.com/shorts/oW3q-CD_Xmo">https://www.youtube.com/shorts/oW3q-CD_Xmo</a> VR in schools: <a href="https://www.youtube.com/watch?v=ou2qE74vGbg">https://www.youtube.com/watch?v=ou2qE74vGbg</a> Develop your spreadsheet skills & knowledge: <a href="https://teachcomputing.org/curriculum/key-stage-3/modelling-data-spreadsheets">https://teachcomputing.org/curriculum/key-stage-3/modelling-data-spreadsheets</a>

# Design Technology

<b>Topics / tasks:</b>	<b>Small scale storage / Mechanical systems and sustainability / Phone holder</b>		
<b>Content and skills:</b>	<p>Depending on rooming, students will complete one of the following units:</p> <p><b>Small scale storage</b></p> <p>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.</p> <p>Students will also explore polymers and different ways in which they can be processed.</p>	<p><b>Unit 2: Mechanical systems and sustainability</b></p> <p>Students will investigate, levers, linkages and mechanisms. They will produce a variety of mechanical iterations to solve problems.</p> <p>Students will then explore non-renewable and renewable energy sources and use this information to design and develop a sustainable toy</p>	<p><b>Unit 3: Phone holder</b></p> <p>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.</p>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• <b>Unit 1:</b> 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.</li> <li>• <b>Unit 2:</b> 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.</li> <li>• <b>Unit 3:</b> Correct use of tools and equipment is assessed through verbal feedback.</li> </ul>		
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"> <li>• Students could visit <a href="http://www.technologystudent.com">www.technologystudent.com</a> to investigate the content from the unit they are studying.</li> </ul>		

# English

Topics / tasks:	Reading Poetry Through the Ages	Public Speaking: Room 101
<b>Content and skills:</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Reading poetry across a range of contexts from Medieval to Modern.</li> <li>• Inferring and deducing meaning and viewpoint in a poem.</li> <li>• Selecting and applying relevant evidence.</li> <li>• Explaining the poets' purposes and use of methods and vocabulary.</li> </ul>	<p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>• Studying a range of speeches about conflict.</li> <li>• Studying how to debate and persuade effectively.</li> <li>• Studying how to deliver an effective speech.</li> <li>• Communicating verbally in a clear, formal way with organised ideas.</li> <li>• Listening and responding clearly to questions.</li> </ul>
<b>Assessment:</b>	Complete a short test on poems studied with a range of different questions assessing different skills.	Write and deliver a speech on a topic of your choice.
<b>Stretch and challenge:</b>	<p>Explore the literature of the time periods in more detail by reading:</p> <ul style="list-style-type: none"> <li>• Medieval poets such as an extract from Chaucer's <i>The Canterbury Tales</i></li> <li>• Shakespeare's Sonnets</li> <li>• Romantic poets such as Blake, Wordsworth, Coleridge, Shelley, Keats</li> <li>• Victorian poets such as Christina Rossetti, Elizabeth Barrett Browning, Alfred Lord Tennyson, Alfred Noyes</li> <li>• War poets such as Jessie Pope, Rose Macaulay, Wilfred Owen, Siegfried Sassoon</li> <li>• Contemporary poets such as Benjamin Zephaniah, John Agard, Sarah Kay.</li> </ul>	<p>Study how to write an effective speech:  <a href="https://www.bbc.co.uk/bitesize/topics/zv7faq3/articles/z4w96v4">https://www.bbc.co.uk/bitesize/topics/zv7faq3/articles/z4w96v4</a></p> <p>Study how to persuade others in your writing:  <a href="https://www.bbc.co.uk/bitesize/topics/zv7faq3/articles/zr8cmfr">https://www.bbc.co.uk/bitesize/topics/zv7faq3/articles/zr8cmfr</a></p>

# Food & Textiles

<b>Topics / tasks:</b>	<b>Development of further skills and knowledge in Food Preparation &amp; Nutrition and Design Technology-Textiles</b>	
<b>Content and skills:</b>	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.	
	<b>Food Preparation and Nutrition</b> <ul style="list-style-type: none"> <li>• Recap students understanding of health and safety in the cooking and preparation of food</li> <li>• 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</li> <li>• Students will learn a range of theory topics: hydration, food waste, scientific processes that happen during cooking e.g gelatinisation</li> </ul>	<b>Textiles</b> <ul style="list-style-type: none"> <li>• 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</li> <li>• Design and create a textiles product for a specific target customer with consideration to our community.</li> <li>• Students will carry out an iterative project that explores forces applied to materials</li> <li>• 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</li> </ul>
<b>Assessment:</b>	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.	
<b>Stretch and challenge:</b>	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

<b>Topics / tasks:</b>	<b>Daily routine</b>
<b>Content and skills:</b>	Students will learn the vocabulary to describe their daily routine. They will revise telling the time and learn the names of meal-times. They will use reflexive verbs in the present, future and past tenses. They will learn how to ask questions and use sequencing words.
<b>Assessment:</b>	In class there will be weekly vocabulary tests, grammar tests and a formal assessment of writing and translating skills of content from term 1 and term 2.
<b>Stretch and challenge:</b>	Students will have the opportunity to compare their daily routines to those of students in other countries.



# Geography

Topics / tasks:	Urbanisation	Weather and Climate
<b>Content and skills:</b>	Students will examine why urbanisation has occurred at different rates around the world and why most humans now live in an urban area. Students will study a number of urban areas, understanding how they have developed over time and the challenges and opportunities they create for people living there. Students will study megacities and sustainable cities of the future.	Students will begin to study the difference between weather and climate. Students will study how to measure atmospheric conditions. Students will study clouds, types of rainfall and high and low pressure weather systems.
<b>Assessment:</b>	An end of unit test on the topic of urbanisation.	Weather and climate knowledge test.
<b>Stretch and challenge:</b>	<p>Students can explore the topic further by completing the lessons and quizzes available at: <a href="https://www.bbc.co.uk/bitesize/topics/z96vr82">https://www.bbc.co.uk/bitesize/topics/z96vr82</a></p> <p>Explore the topic further by researching an urban area that is growing rapidly e.g. Lagos in Nigeria. Examine the reasons why this is happening and the opportunities and challenges this creates for the people living there.</p> <p>Find lessons and quizzes for this topic under year 8 unit 5 at the following website: <a href="https://continuityoak.org.uk/lessons">https://continuityoak.org.uk/lessons</a></p>	<p>Explore the topic further by completing the lessons and quizzes for this topic under year 7 unit 4 available at:</p> <p><a href="https://continuityoak.org.uk/lessons">https://continuityoak.org.uk/lessons</a></p> <p><a href="https://www.metoffice.gov.uk/weather/learn-about">https://www.metoffice.gov.uk/weather/learn-about</a></p>

# German

<b>Topics / tasks:</b>	<b>Home and Local Area</b>
<b>Content and skills:</b>	Students will study the topic of Home and Local Area, including a good range of vocabulary linked to the topic. They will learn to give detailed information about their house, their neighbourhood and the area in which they live. They will also learn how to give opinions in German using the adverb "gern". They will learn about prepositions and their cases.
<b>Assessment:</b>	Students will be assessed by regular vocabulary and grammar tests. There will also be a formal writing and translation assessment, covering content from term 1 and the Home and Local Area topic.
<b>Stretch and challenge:</b>	Students who would like to challenge themselves can research an area of Germany.

# History

<b>Topics / tasks:</b>	<b>Why did the British kill their King? The Gunpowder Plot and the Civil Wars Was Cromwell's Republic a radical change from monarchy?</b>
<b>Content and skills:</b>	Pupils will study the death of Elizabeth and her succession by King James. Using the Gunpowder Plot and Charles' closure of Parliament, Year 8 will investigate whether Divine Right helped or hurt the Stuart kings. They will practise evaluative judgements of each king. They will then learn about reasons for the Civil War and reasons for Parliament's victory in the Civil War. They will analyse and explain why King Charles was executed. Finally, Year 8 will judge how radical Oliver Cromwell's republic was – pupils will practise comparative and evaluative judgements.
<b>Assessment:</b>	Pupils will complete factual tests on the Gunpowder Plot, the Stuart Kings, the Civil Wars, the execution of King Charles and the changes made by Oliver Cromwell.
<b>Stretch and challenge:</b>	Worksheets that require research on local and also world history provide context for the eras studying in lessons. Ask your teacher for these tasks.

# Latin

<b>Topics / tasks:</b>	<b>Beliefs about death; Gladiators; Baths; Dative case &amp; Superlative adjectives</b>
<b>Content and skills:</b>	Students will extend their understanding of everyday life in a Roman town by studying beliefs and rituals concerning death as well as leisure activities, the baths & amphitheatre. They will revise the cases met so far and add the dative case. They will also learn more about adjectives in Latin, including how to recognise superlative forms.
<b>Assessment:</b>	There will be regular vocabulary and grammar tests in class, with translation and comprehension tasks to be completed in class and for homework.
<b>Stretch and challenge:</b>	Students can read about the town of Pompeii and research online to find out about the new discoveries from the current excavations.

# Maths

<b>Topics / tasks:</b>	<b>Algebraic manipulation (simplifying, expanding, factorising, substitution)</b> <b>Solving linear equations</b> <b>Solving inequalities</b> <b>Sequences (generating and nth term)</b>
<b>Content and skills:</b>	<ul style="list-style-type: none"><li>• Revision and consolidation of previously learned skills</li><li>• Extension of skills to unfamiliar contexts</li><li>• Reasoning and problem solving skills</li></ul>
<b>Assessment:</b>	Half term 3 assessment
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"><li>• Complete extra work using <a href="http://www.sparxmaths.com">www.sparxmaths.com</a> and <a href="http://www.corbettmaths.com">www.corbettmaths.com</a></li><li>• Completing enrichment tasks on <a href="http://www.nrich.maths.org">www.nrich.maths.org</a></li></ul>

# Music

<b>Topics / tasks:</b>	<b>The Blues</b>
<b>Content and skills:</b>	Exploring the context and background of the Blues Analysis of the main musical characteristics using the musical elements Performing the various elements of the style (chord progression, walking bass, improvised fills)
<b>Assessment:</b>	A performance assessment in which pupils demonstrate their keyboard skills across the various musical components of the Blues (12-bar chord progression, walking bass, improvised fills)
<b>Stretch and challenge:</b>	Listening to a wider range of Blues/early Jazz Extended improvisation using the Blues scale

# Physical Education

<b>Topics / tasks:</b>	<b>Fitness activities and invasion / net game skills.</b>
<b>Content and skills:</b>	<ul style="list-style-type: none"><li>• Improving levels of cardio-vascular fitness, core strength and muscular endurance.</li><li>• Understand the importance of a warm up and be able to carry out an individual warm up.</li><li>• Developing games skills including movement with and without the ball. Also develop decision making about when and where to pass.</li></ul>
<b>Assessment:</b>	A timed cross-country run and a conditioned game.
<b>Stretch and challenge:</b>	Attending extra-curricular clubs and participating in sports clubs outside school when these become available.

# Religious Education

<b>Topics / tasks:</b>	<b>Islam</b>
<b>Content and skills:</b>	Pupils will have the chance to examine the beliefs and practices of Islam. They will consider what it means to be a Muslim in Britain today.
<b>Assessment:</b>	(a) A key concept vocabulary test. (b) A timed piece of extended writing.
<b>Stretch and challenge:</b>	Reading: <b>AQA Islam textbook</b>



# Science

<b>Topics / tasks:</b>	<b>Unicellular Organisms, Metals and their uses, Light</b>	
<b>Content and skills:</b>	<p style="text-align: center;"><b>Knowledge</b></p> <p><b>Unicellular Organisms</b> Under the broad theme of diseases, this unit takes a detailed look at what unicellular organisms are, the differences between different types, their problems and their uses.</p> <p><b>Metals and their uses</b> This unit uses the context of metals used in building to review common physical properties of metals as well as introducing the chemical properties. Reactions occurring at different speeds is also illustrated and this leads to the introduction of the reactivity series of metals.</p> <p><b>Light</b> This unit revises previous KS2 work on light, which is then extended to how light travels and what happens when it meets an object.</p>	<p style="text-align: center;"><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Calculating means</li> <li>• Identifying anomalous results</li> <li>• Understanding how scientific theories are developed</li> <li>• Spotting and explaining trends</li> <li>• Analysing data</li> <li>• Using scientific models</li> <li>• Drawing scientific diagrams</li> <li>• Graph Skills</li> </ul>
<b>Assessment:</b>	A short test at the end of each topic.	
<b>Stretch and challenge:</b>	Working through relevant exercises on <a href="http://www.senecalearning.com">www.senecalearning.com</a> and BBC bitesize KS3 science <a href="https://www.bbc.co.uk/bitesize/subjects/zng4d2p">https://www.bbc.co.uk/bitesize/subjects/zng4d2p</a> Watching/listening to BBC CrowdScience podcasts <a href="https://www.bbc.co.uk/programmes/p04d42rc">https://www.bbc.co.uk/programmes/p04d42rc</a>	

# Spanish

<b>Topics / tasks:</b>	<b>School life, future jobs + life choices</b>
<b>Content and skills:</b>	Students will study the topic of school & education. They will focus on the future tense and how to answer questions giving opinions about school life, rules and uniform.
<b>Assessment:</b>	In class, the students will be regularly tested on key vocabulary and work on all four skills but with focus on Writing and translating English to Spanish in preparation for formal assessment at the end of the term.
<b>Stretch and challenge:</b>	Students will research about the cultural differences between school lives in Spain compared to England.