



DURHAM JOHNSTON  
COMPREHENSIVE SCHOOL  
— DARE TO BE WISE —

# Year 8

## Curriculum Overview *Half Term 5*

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>Painting and Colour Mood</b>
<b>Content and skills:</b>	<p>Pupils will explore the use of colour in portraiture since the late 19<sup>th</sup> century with practical painting activities now taking place in the classroom. Portrait painting in a range of styles, is one example of the type of work taking place, depending on the class teacher. From Fauvism to modern interpretations of Cubism, pupils will cover the same elements of art whichever style, theme or approach the class teacher plans for a class. The focus will be an exploration of colour through painting, learning how to mix and apply paint to a surface with control.</p> <p>Pupils will also learn how to place their work in a historical context, viewing the artwork by a range of artists in helping to contextualise and develop their own ideas.</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.</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>CEOP Project (completion)</b> <b>Creating a game using Scratch</b> <b>How to evaluate</b>
<b>Content and skills:</b>	<p><b>Students will know how to:</b></p> <ul style="list-style-type: none"> <li>• Identify the relevant code and tools within the Scratch environment.</li> <li>• Identify how code is triggered for execution</li> <li>• Sort and sequence code (scripting)</li> <li>• Evaluate their code and identify the key processes</li> <li>• Suggest improvements to make their code more efficient</li> <li>• Spot common errors made when programming</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Create a Scratch Program tailored to a set of requirements</li> <li>• Build a scene in Scratch adding a background and character(s)</li> <li>• Create events in Scratch</li> <li>• Code their characters to follow a set of rules (pre-defined by them)</li> <li>• Run, test and modify their code</li> </ul>
<b>Assessment:</b>	<p>CEOP Project – Teacher assessment D/S/E          Homework: Features of DTP &amp; SERIF Quiz in Teams /20 marks          Scratch Project – Teacher assessment D/S/E          Diagnostics test: (DJCS Computing Y8 - Websites, algorithms and security) / 20</p>
<b>Stretch and challenge:</b>	<p><b>Research &amp; be informed:</b>          Tutorials: <a href="https://www.youtube.com/@ScratchTeam">https://www.youtube.com/@ScratchTeam</a>          Careers in Computer Science: <a href="https://www.youtube.com/watch?v=dhvQ7L5UScs">https://www.youtube.com/watch?v=dhvQ7L5UScs</a>  <b>Scratch:</b> If you have a phone, tablet or PC you can use scratch – Develop a game, quiz or app: <a href="https://scratch.mit.edu/">https://scratch.mit.edu/</a>  <b>Creating characters/avatars:</b> <a href="https://www.youtube.com/watch?v=6ywZdjL1Rto">https://www.youtube.com/watch?v=6ywZdjL1Rto</a></p>

# Design Technology

<b>Topics / tasks:</b>	<b>Small scale storage / Mechanical systems and sustainability / Phone holder</b>		
<b>Content and skills:</b>	Depending on rooming, students will complete one of the following units:		
	<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 Non-Fiction Texts	Writing a diary/letter
<p><b>Content and skills:</b></p>	<ul style="list-style-type: none"> <li>• Understanding the form, structure and language methods used to craft a personal viewpoint across a range of non-fiction text types, primarily focusing on articles, speeches and recount texts.</li> <li>• Studying the methods used in different non-fiction genre forms to present a point of view.</li> <li>• Understanding and exploring the concepts of 'minority voices' in different contexts, including those across different time periods in the UK.</li> <li>• Developing students' comparative skills, as well as inference skills, in preparation for GCSE Language Paper 2 tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the form, structure and methods used to craft a formal diary entry and letter.</li> <li>• Studying the methods used in Stone Cold to create a dual narrative and use different non-fiction genre forms to tell a story.</li> <li>• Understanding the contexts of homelessness in the UK.</li> </ul>
<p><b>Assessment:</b></p>	<p>Complete a short test on a non-fiction text with a range of different questions assessing different skills</p>	<p>Write a letter about the topic of homelessness.</p>
<p><b>Stretch and challenge:</b></p>	<ul style="list-style-type: none"> <li>• Follow issues in the media (such as environmental, school based issues) to gain an understanding of current affairs and inform own viewpoints.</li> <li>• Access online learning materials such as bitesize non-fiction texts: <a href="https://www.bbc.co.uk/bitesize/topics">https://www.bbc.co.uk/bitesize/topics</a></li> </ul>	<ul style="list-style-type: none"> <li>• Research homeless charities, such as Shelter, in the UK.</li> <li>• Read another book by Robert Swindells.</li> <li>• Access online learning materials such as bitesize non-fiction texts to further understanding of writing for purpose, audience and genre.</li> </ul>

# Food & Textiles

<b>Topics / tasks:</b>	<b>Development of 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 and our hero's.</li> <li>• Students will carry out an iterative project that explores forces applied to materials</li> <li>• Students will learn a range of theory topic such as: 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. Students 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>House and home</b>
<b>Content and skills:</b>	Students will study the topic of house and home, learning new vocabulary to describe their house and bedroom. Students will use prepositions, negatives and learn expressions in the conditional and imperfect tenses.
<b>Assessment:</b>	Students will regularly complete vocabulary 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.
<b>Stretch and challenge:</b>	Students will have the chance to study accounts from French speaking students in different countries to compare cultural differences.



# Geography

<b>Topics / tasks:</b>	<b>Coasts</b>
<b>Content and skills:</b>	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 study the different reasons coasts are important, how they are used and managed.
<b>Assessment:</b>	A knowledge test on the topic of coasts.
<b>Stretch and challenge:</b>	Students can explore the topic further by completing the lessons and quizzes available at: <a href="https://www.bbc.co.uk/bitesize/topics/z6bd7ty">https://www.bbc.co.uk/bitesize/topics/z6bd7ty</a> Watch the BBC Coast Series (available on BBC iPlayer): <a href="http://www.bbc.co.uk/iplayer/episodes/b006mvlc/coast">www.bbc.co.uk/iplayer/episodes/b006mvlc/coast</a>

# German

<b>Topics / tasks:</b>	<b>Education and School</b>
<b>Content and skills:</b>	Students will be introduced to all aspects of German school life. They will learn about the German school system, become familiar with school subjects and everyday classroom objects, talk about a typical school day here and in Germany and describe their school uniform. By the end of the unit, they will be able to give opinions about their school, school subjects and school uniform. They will deepen their understanding of German syntax, learning to use subordinating conjunctions and revise how to express likes and dislikes by using adverbs.
<b>Assessment:</b>	Students will regularly complete vocabulary 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.
<b>Stretch and challenge:</b>	Students wishing to challenge themselves will be encouraged to write longer paragraphs using a variety of vocabulary learnt and practising the grammar rules seen so far and/or to produce a poster explaining what subjects they do in school, at what time, which ones they like/don't like, what do they do in their subjects etc.

# History

<b>Topics / tasks:</b>	<b>What caused the French Revolution?</b> <b>How did the French Revolution change France?</b>
<b>Content and skills:</b>	Year 8 pupils will develop source analysis skills in studying whether 'Was Charles to blame for the Plague of 1665 and the Great Fire of London?' Pupils will learn about the long and short term causes of the French Revolution, they will use thematic analysis to identify economic, political and social causes of revolt. They will then learn about how and why the Revolution became increasingly violent and pupils will apply thematic analysis again to explain how King Louis XVI was killed for personal, political, ideological and military reasons. The half term will conclude with two case studies of how first Robespierre and then Napoleon both rose to power and fell from power.
<b>Assessment:</b>	Year 8 pupils will have several opportunities to write about the causes of the French Revolution. Pupils will complete a factual knowledge test on the French Revolution and Napoleon, the test will be at least 20 questions.
<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. Pupils should listen to the BBC podcast 'You're Dead to Me' in order to learn about supra-curricular history. <i>Royal History's Biggest Fibs (Series 2: The French Revolution)</i> is currently on BBC iPlayer.

# Latin

<b>Topics / tasks:</b>	<b>Eruption of Vesuvius &amp; archaeology at Pompeii, Roman Britain – farming, mining &amp; slaves; Verbs – present, imperfect &amp; perfect, the infinitive &amp; irregular verbs.</b>
<b>Content and skills:</b>	Students will complete their study of Pompeii by learning about the eruption of Vesuvius in 79CE and its impact on Pompeii and nearby towns. They will be learning the complete imperfect and perfect tenses and consolidating all the grammar encountered so far as they reach the end of the first book of their course. Starting Book 2, they will learn about We begin looking at more complex language work, encountering the infinitive and
<b>Assessment:</b>	In addition to regular vocabulary tests and translation / comprehension tasks, there will be a translation and grammar assessment covering all the material from Book 1 and a formal assessment on Roman slavery.
<b>Stretch and challenge:</b>	Students can research Roman Britain – the conquest itself and the impact of Roman rule on Britain.

# Mandarin

<b>Topics / tasks:</b>	<b>School and class</b>
<b>Content and skills:</b>	Students will be continuing study the topic of school and class. They will learn new vocabulary relevant to the topic and be able to apply this through speaking, listening, reading and writing tasks. They will learn to use time words to talk about school days and timetables. The use of measure word 'jie'; the verb 'Shang and the use of 'zai' as a verb and as a preposition. They will be able to include timeframes in their sentences. They will revisit how to express opinions and transfer it to this topic.
<b>Assessment:</b>	In class, there will be weekly vocabulary tests. There will also be a formal speaking assessment, timing of the assessment will be subject to class progression.
<b>Stretch and challenge:</b>	Research school days in China, and the difference in class size and school activities

# Maths

<b>Topics / tasks:</b>	<ul style="list-style-type: none"><li>• Review of angle facts from Y7</li><li>• Calculating angles in parallel lines and polygons</li><li>• Review of area of a rectangle, triangle and parallelogram</li><li>• Calculate the area of trapezia and circles</li><li>• Forming and solving equations in the context of angles and shape</li></ul>
<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>	Summer assessment on all year 8 work
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"><li>• Complete extra work using <a href="https://sparxmaths.com">https://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>Music of Japan</b>
<b>Content and skills:</b>	Learning about the cultures and traditions of Japan and how these are reflected in a strong musical tradition Analysis of various musical examples, exploring instrumentation, pentatonic scale patterns and textural conventions Composition and/or performance of a short pentatonic piece in a traditional Japanese style, with clear layers in the texture
<b>Assessment:</b>	Completion of assessed listening tasks, requiring pupils to respond to a number of examples, comparing their features, and analysing the musical trademarks of the genre Composition and/or performance of a short pentatonic piece in a traditional Japanese style
<b>Stretch and challenge:</b>	Further research on the traditional music of Japan, possibly composing a longer piece in a pentatonic style, or performing/extending the first composition, on any instrument to which they have access

# Physical Education

<b>Topics / tasks:</b>	<b>Athletic activities and basic striking / fielding games</b>
<b>Content and skills:</b>	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.
<b>Assessment:</b>	Measurement of a run, jump and throw and a conditioned game.
<b>Stretch and challenge:</b>	Attending extra-curricular clubs and participating in sports clubs outside school.



# Religious Education

<b>Topics / tasks:</b>	<b>Religion and Ethics: Religious beliefs and ethics and morality.</b>
<b>Content and skills:</b>	Pupils will have the opportunity to look at a range of ethical theories and religious belief. They will look at the different ways in which religions have answered questions about right and wrong. They will develop skills of enquiry and of being able to assess how and why religions make the responses that they do about how to make moral decisions. This series of lessons explores questions like: Do these moral theories make sense? What religious beliefs/reasons are used to support these theories? Are these beliefs/reasons convincing? Do these beliefs/reasons stand up to scrutiny?
<b>Assessment:</b>	(a) A multiple choice test assessing their knowledge and understanding of key vocabulary. (b) A timed piece of evaluative writing.
<b>Stretch and challenge:</b>	Reading: Introducing Religious Ethics by Dilwyn Hunt (published by Nelson Thornes)

# Science

<b>Topics / tasks:</b>	<b>Plants and their reproduction, Rocks, Energy transfers</b>	
<b>Content and skills:</b>	<p><b>Biology- Plants and their reproduction</b></p> <p>This unit covers reproduction in plants, both sexual and asexual, although the former is of chief importance. Classification and biodiversity are also covered</p> <p><b>Chemistry - Rocks</b></p> <p>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.</p> <p><b>Physics- Energy transfers</b></p> <p>This unit looks at energy transfers by heating in the context of homes.</p>	<p><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>	Long assessment paper covering all topics completed so far in Year 8. Short end of topic tests.	
<b>Stretch and challenge:</b>	Revision resources to support extra work can be found here <a href="https://www.bbc.co.uk/bitesize/subjects/zng4d2p">https://www.bbc.co.uk/bitesize/subjects/zng4d2p</a>	

# Spanish

<b>Topics / tasks:</b>	<b>Students will study the topic of holidays present, past and future.</b>
<b>Content and skills:</b>	Describing usual holiday destinations and countries. Students will learn to describe past holidays and future and ideal holidays including the topics of weather and potential situations they may encounter when on holiday.
<b>Assessment:</b>	Regular assessment of vocabulary and use of all four skills. There will also be preparing for a formal speaking assessment in this in the final half term.
<b>Stretch and challenge:</b>	Students could explore the diversity of South American countries exploring culture and history in the context of tourism and holiday possibilities.