



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 a block editor to design a game – SCRATCH
Content and skills:	<p>Students will know how to:</p> <ul style="list-style-type: none">• Identify the relevant code and tools within the Scratch environment.• Identify how code is triggered for execution• Sort and sequence code (scripting)• Evaluate their code and identify the key processes• Suggest improvements to make their code more efficient• Spot common errors made when programming <p>Students will be able to:</p> <ul style="list-style-type: none">• Create a Scratch Program tailored to a set of requirements• Build a scene in Scratch adding a background and character(s)• Create events in Scratch• Code their characters to follow a set of rules (pre-defined by them)• Run, test and modify their code
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:	<p><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></p>

Design Technology

Topics / tasks:	Electronics
Content and skills:	<p>Students will focus on mechanical systems. Students will:</p> <ul style="list-style-type: none">• Investigate a variety of mechanisms:<ul style="list-style-type: none">○ Linkages○ Cams and followers○ Automatas• Use this knowledge to create a variety of mechanical linkages• Students will also assemble an automata and develop a specific theme / use for it.
Assessment:	<p>Work in exercise books / hand-outs will be monitored. Verbal feedback of digital work given on a regular basis.</p>
Stretch and challenge:	<p>Consider where mechanical systems are used in 'everyday life' that we may take for granted</p>

English

Topics / tasks:	Reading Non-fiction	Diary and Letter writing
Content and skills:	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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:	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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/z7vdy9q

Food Preparation and Nutrition & Textiles

Topics / tasks:	Depending on rooming, students will either start a Food Preparation and Nutrition project or begin a Textiles project.	
Content and skills:	Food Preparation and Nutrition <ul style="list-style-type: none"> • 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 • Students will learn a range of theory topics: hydration, food waste, scientific processes that happen during cooking e.g. gelatinisation 	Textiles <ul style="list-style-type: none"> • 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 • 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:	<p>There will be a variety of assessments including assessing quality of completed practical work. Students' work will also be monitored throughout each lesson, to ensure that students are working to the best of their ability.</p>	
Stretch and challenge:	<p>Students are encouraged to adapt projects and recipes using the knowledge gained throughout the completion of their projects.</p>	

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 continue their studies of coasts, looking 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. Students will explore the impact of storm surges on the UK coastline and how this presents new challenges for current approaches to coastal management.
Assessment:	Students will complete an end of topic test on coasts that include short knowledge recall questions, requires the interpretation of at least one figure and an extended written answer.
Stretch and challenge:	Students can explore the topic further by completing the lessons and quizzes available at: classroom.thenational.academy/units/coasts-1033 Watch the BBC Coast Series (available on BBC iPlayer): www.bbc.co.uk/iplayer/episodes/b006mvlc/coast

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 an essay comparing and judging interpretations of 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.

Mandarin

Topics / tasks:	Food and drink
Content and skills:	Students will study the topic of food and drink. 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 different meal times. They will be able use the verb 'xiang' to say what food and drink they like to have in restaurant. They will revisit how to express opinions and transfer it to this topic.
Assessment:	Regular weekly vocabulary test and there will be formal speaking assessments.
Stretch and challenge:	Investigating radical function in Chinese characters. Find out the difference between Chinese regional foods. Learn to make Chinese food.

Maths

Topics / tasks:	Revision of HT1-5 Representing data Pie charts: draw and interpret	Two way tables Venn diagrams: Interpreting and completing Averages (mode, median, mean) and range
Content and skills:	<ul style="list-style-type: none">• Revision and consolidation of previously learned skills• Extension of skills to unfamiliar contexts• Reasoning and problem solving skills	
Assessment:	Summer assessment on all year 8 work	
Stretch and challenge:	<ul style="list-style-type: none">• Complete extra work using www.hegartymaths.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 Ethics: Religious beliefs and ethics and morality.
Content and skills:	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?
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)

Science

Topics / tasks:	Practical investigation skills	
Content and skills:	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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:	Main assessments for year 8 will be completed at the start of this half term with feedback, Practical skills will be assessed by in class short tasks.	
Stretch and challenge:	By joining the virtual science club: email Mrs Gibb to join the online science team. I.Gibb@durhamjohnston.org.uk	

Spanish

Topics / tasks:	Students will continue with 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.