



DURHAM JOHNSTON  
COMPREHENSIVE SCHOOL  
— DARE TO BE WISE —

# Year 8

## Curriculum Overview *Half Term 4*

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>The Elements of Art &amp; Design</b>
<b>Content and skills:</b>	Pupils will either be continuing with their portraiture project or investigating other forms of art and design. By developing their understanding of how the elements of art are used in creating work, and by investigating the work of other artists, the pupils' will be preparing for their final year 8 project. The nature of this project will be determined by where art will be made and what materials are used.
<b>Assessment:</b>	Pupils' will need to upload work on a weekly basis for feedback by their class teacher. This may be in the form of a digital portfolio or using assignments within the team's class area. Feedback will be developmental and focused on how to improve or move work on to new areas of investigation.
<b>Stretch and challenge:</b>	Pupils are encouraged to create their own work beyond that set by the class teacher. We love to see all art made by the pupils' and the element of creative freedom often provides examples of work that is challenging and imaginative. Go beyond the work set for the class and show us something else...

# Computing

<b>Topics / tasks:</b>	<b>CEOP Project – development of resources for an end user (and audience)</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>• Discuss what is relevant and age appropriate.</li> <li>• Identify potential risk with online use/presence.</li> <li>• Identify suitable file types and exports.</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Combine information from different sources.</li> <li>• Select information, which is fit for purpose &amp; audience (age).</li> <li>• Plan and create documents and digital media which are fit for purpose and audience.</li> <li>• Use ICT to structure and refine.</li> <li>• Use advanced publishing features and techniques.</li> <li>• Perform testing on their websites (links and media).</li> <li>• Use key terms when discussing their work and when evaluating its success against the set criteria.</li> <li>• Save their work, using sensible file names and folder structures (including an assets).</li> </ul>
<b>Assessment:</b>	CEOP Project – Teacher assessment D/S/E E-Safety homework
<b>Stretch and challenge:</b>	<p><b>Create a new logo for your house (Annand, Heaviside, Kenny or Wakenshaw) using:</b>  <a href="http://www.gimp.org">www.gimp.org</a> (free image editing software)</p> <p><b>E-Safety:</b> Staying safe – educate yourself:  <a href="https://saferinternet.org.uk/guide-and-resource/young-people/resources-for-11-19s">https://saferinternet.org.uk/guide-and-resource/young-people/resources-for-11-19s</a>  <a href="https://www.internetmatters.org/advice/11-13/">https://www.internetmatters.org/advice/11-13/</a></p>

# Design Technology

<b>Topics / tasks:</b>	Small scale storage / Mechanical systems and sustainability / Phone holder		
<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 Poetry across Time and Cultures	Public Speaking: Room 101
Content and skills:	<b>Reading</b> <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>	<b>Speaking and Listening:</b> <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>
Assessment:	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.
Stretch and challenge:	<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/zv7fq3/articles/z4w96v4">https://www.bbc.co.uk/bitesize/topics/zv7fq3/articles/z4w96v4</a>            Study how to persuade others in your writing:  <a href="https://www.bbc.co.uk/bitesize/topics/zv7fq3/articles/zr8cmfr">https://www.bbc.co.uk/bitesize/topics/zv7fq3/articles/zr8cmfr</a></p>

# 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
	<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>	<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>
Assessment:	<p>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.</p> <p>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. 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)</p>	

# French

<b>Topics / tasks:</b>	<b>Food</b>
<b>Content and skills:</b>	Students will learn the vocabulary to describe different types of food and meals of the day. They will learn how to order food, use new vocabulary to describe quantity and new adjectives to describe the food they eat. Students will learn how to use the partitive to express 'some' and revise negatives. Revision of the past and future tenses will allow them to describe their eating habits in more detail.
<b>Assessment:</b>	Regular vocabulary tests and listening assessments. There will also be a formal writing and translation assessment.
<b>Stretch and challenge:</b>	Students will have the opportunity to compare their typical meals with those of other students around the world.



# Geography

Topics / tasks:	Weather and Climate	Climate Change
Content and skills:	Students will study clouds, types of rainfall and high and low pressure weather systems.	Students will study the evidence for and causes of climate change before examining the impacts of climate change around the world.
Assessment:	Weather and climate knowledge test.	
Stretch and challenge:	<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>	<p>Students can explore the topic further by completing the lessons and quizzes available for this topic under year 9 unit 2 at:</p> <p><a href="https://continuityoak.org.uk/lessons">https://continuityoak.org.uk/lessons</a></p> <p>Watch the BBC Climate Change Series (available on BBC iPlayer):</p> <p><a href="http://www.bbc.co.uk/iplayer/episode/m00049b1/climate-change-the-facts">www.bbc.co.uk/iplayer/episode/m00049b1/climate-change-the-facts</a></p>

# German

<b>Topics / tasks:</b>	<b>Date, time, daily routine and everyday responsibilities</b>
<b>Content and skills:</b>	Students will familiarise themselves with these topics. They will learn to tell the date and time. Students will also study the topics of daily routine and everyday responsibilities. They will become more proficient in German syntax, learn reflexive and separable verbs as well as modal verbs. Students will learn how to adapt certain linguistic structures and work out language patterns.
<b>Assessment:</b>	Students will be given regular vocabulary tests and will complete a Writing and Translation Assessment.
<b>Stretch and challenge:</b>	Students will be given the opportunity to research how their daily life differs from that of a person of the same age in a German speaking country of their choice.

# History

<b>Topics / tasks:</b>	<b>How and why did the British kill their King?</b> <b>Was Cromwell's Republic a radical change from monarchy?</b>
<b>Content and skills:</b>	Year 8 pupils will study the causes of a 'second' civil war and the reasons for a second parliamentary victory. Pupils will analyse how King Charles was tried and explain why he was executed. Year 8 historians will then learn about Oliver Cromwell and his new republic, before they judge how radical Cromwell's government was – pupils will practise comparative and evaluative judgements. The next historical enquiry will be 'Why was the monarchy restored?' followed by 'Was Charles to blame for the Plague of 1665 and the Great Fire of London?' Pupils will develop primary and secondary source analysis in these final topics.
<b>Assessment:</b>	Pupils will complete factual recall tests on the Gunpowder Plot, the Stuart Kings, the Civil Wars and the execution of King Charles. They will also complete a source analysis on a historian's interpretation of 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. Pupils should listen to the BBC podcast 'You're Dead to Me' in order to learn about supra-curricula history.

# Latin

<b>Topics / tasks:</b>	<b>Life in Pompeii – education &amp; elections; Present tense &amp; comparative adjectives</b>
<b>Content and skills:</b>	Students will extend their understanding of everyday life in a Roman town by studying education and local government. They will encounter comparative forms of adjectives and learn the complete present tense.
<b>Assessment:</b>	In addition to regular vocabulary tests and translation/comprehension tasks, there will be a grammar assessment test on the language covered so far.
<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>Fraction, decimal and percentage equivalence</b> <b>Finding percentages with and without a calculator</b> <b>Calculating a percentage increase or decrease</b> <b>Rounding and estimating</b> <b>Conversions: metric, money and time</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 4 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>Electronic Dance Music</b>
<b>Content and skills:</b>	Exploration of the musical and technological developments behind the creation of Electronic Dance Music Analysis of the main musical characteristics of this style Using available software to create a track in this style
<b>Assessment:</b>	Completion of assessed listening tasks, which will require pupils to respond to a number of examples of this style, compare and contrast their features, and analyse the musical trademarks of the genre Composition activity to create a short piece of music in this style using web-based programme (NB – this will be an optional activity if 'remote learning' is still in place)
<b>Stretch and challenge:</b>	Listening to a wider range of Electronic Dance Music from the 1970s to the present day to trace the evolution of the style Using whatever software is available to create short tracks emulating sub-genres within the overall EDM style

# 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

Topics / tasks:	Plants and reproduction, Metals and their use, Light	
Content and skills:	<b>Knowledge</b> <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  <b>Metals and their use</b> This unit uses the context of metals used in building to review common physical properties of metals, and to introduce their main chemical properties. The idea that reactions can occur at different speeds is also illustrated and this leads to the introduction of the general reactivity series of metals.  <b>Light</b> This unit revises work from KS2 on light, which is then extended to consider how light travels and what happens when it meets an object.	<b>Skills</b> <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>
Assessment:	A short test at the end of each topic.	
Stretch and challenge:	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>Students will continue with the topic of school. They will talk about subjects, timetable and facilities and say what they hope to do in the future.</b>
<b>Content and skills:</b>	Revision of time, opinions, and accurate use of adjectives. Using future and conditional phrases to express hopes and aspirations for the future.
<b>Assessment:</b>	Regular assessment of vocabulary and use of all four skills. There will also be a formal assessment in Writing and Translation English to Spanish.
<b>Stretch and challenge:</b>	Research into jobs they would like to do in Spain and cultural differences in education system and qualifications.