



DURHAM JOHNSTON  
COMPREHENSIVE SCHOOL  
— DARE TO BE WISE —

# Year 8

## Curriculum Overview

### *Half Term 1*

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, 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>Portraiture- basic drawing sketching techniques, leading to portrait paintings.</b>	<b>Styles of portraiture- how a portrait can capture the essence of a person beyond realism.</b>
<b>Content and skills:</b>	<b>Drawing &amp; Photography</b> <ul style="list-style-type: none"> <li>• How to map guidelines and reference points in achieving a lifelike portrait.</li> <li>• The grid system introduced.</li> <li>• The use of mark making in describing light, contrast, texture, form, and shape.</li> <li>• Expressive drawing and exploring a range of styles.</li> <li>• Sketching from life and using photography to capture natural moments at home.</li> </ul>	<b>Annotation</b> <ul style="list-style-type: none"> <li>• Describing imaginatively work presented to them and in reviewing their own artwork.</li> <li>• Referring to the formal elements of art &amp; design.</li> <li>• Communicating clearly, effectively, and imaginatively.</li> <li>• Using a range of specialist vocabulary.</li> <li>• Using adjectives to describe the properties of the materials</li> <li>• Using adverbs to describe how the materials were used</li> <li>• Using verbs to show the feelings they get from the art effect.</li> </ul>
<b>Assessment:</b>	<p>Their practical work reviewed and commented on. Basic technical skills will be assessed, but not over the imaginative and creative. Control of materials and understanding of the formal elements mapped.</p> <p>Students will create electronic portfolios, photographing their work using their phone, then uploading their presentations on MS teams. Teachers will then provide digital developmental comments.</p>	<p>The creation of GCSE style investigation pages, with image of artwork in the centre of the page surrounded by student annotation.</p>
<b>Stretch and challenge:</b>	<p>Creating a more extensive portfolio of work, challenging themselves in the subject matter drawn. Taking greater risks and exploring the use of texture and space through more creative drawing techniques. Examples provided.</p>	<p>Further reading by exploring art museum websites and identifying artists the student likes. To then create outcomes and annotation based on these new artists without teacher direction.</p>

# Computing

<b>Topics / tasks:</b>	<b>The development of technology and how to market it (Business link)</b> <b>Digital Imagery</b> <b>The influence of the media</b>
<b>Content and skills:</b>	<ul style="list-style-type: none"><li>• Awareness, be able to discuss their ideas, research, plan and showcase their ideas.</li><li>• Understand the properties of digital images and how/why they are used</li><li>• Recognise bias, refine searches, select key information.</li><li>• Present in a way which is suitable for the audience and purpose.</li><li>• Extended writing and research skills</li></ul>
<b>Assessment:</b>	<ul style="list-style-type: none"><li>• Baseline test /26</li><li>• Diagnostics test /20</li><li>• Teacher assessment</li></ul>
<b>Stretch and challenge:</b>	Use your knowledge to write a speech as part of the public speaking competition. Write a blog to change attitudes / inform. Look at technology in Business and produce a report on successful product launches, considering why they were so effective/profitable

# Design Technology

*Design Technology projects take place over the course of an entire term; this work therefore covers until Christmas.*

<b>Topics / tasks:</b>	<b>They will <u>investigate</u>, <u>design</u> and <u>make</u> a Travel Game.</b>
<b>Content and skills:</b>	<p>Students will:</p> <ul style="list-style-type: none"><li>• Complete including product analysis into existing products and use them to influence their own designs.</li><li>• Write rite a Design specification for their own travel game.</li><li>• Explore the theory of Papers &amp; Boards and Technology push/ Market pull.</li><li>• Learn how to produce initial design and redraft them into suitable design solutions throughout the develop process.</li><li>• Learn how to produce a clear, concise and detailed final design presentation drawing.</li><li>• Manufacture board game out of card.</li><li>• Reflect on their project and outcome through a comprehensive evaluation.</li></ul>
<b>Assessment:</b>	<p>There are 3 assessment points in this project:</p> <ul style="list-style-type: none"><li>• DSE mark week 6</li><li>• Exam and Feedback week 9</li><li>• DSE mark Week 12</li></ul> <p>Teachers will highlight strengths and identify areas for improvement for each stage of the project. For this, teachers will use a project-specific table format.</p> <p>Students will be given a grade at the end of the project, which is 50% based on exam and 50% based on coursework.</p> <p>Following this feedback, students will be given time to correct and improve work and to also 'go further' where all tasks are completed to a high standard.</p> <p>Students' work will also be monitored safely throughout each lesson, this ensuring that students are working to the best of their ability.</p>
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"><li>• Apply their knowledge and understanding of Papers &amp; Boards by conducting research on the variety of different examples around the home.</li><li>• Can use Google/ YouTube to investigate the terms Technology Push &amp; Market Pull</li><li>• Complete product Analysis of board games that they have at home.</li><li>• Improve their travel game based on their completed evaluations.</li></ul>

# English

Topics / tasks:	<b><i>Journey's End</i> by R.C. Sherriff</b>	<b>Diary and Letter Writing</b>
<b>Content and skills:</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Social, historical, political and literary contexts of WW1 through the play <i>Journey's End</i> and the poems 'Who's for the game' by Jessie Pope and 'Dulce et Decorum Est' by Wilfred Owen.</li> <li>• Studying the character development of key characters: Osborne, Raleigh and Stanhope.</li> <li>• Studying the dramatic genre and methods used to create tension.</li> <li>• Inferring and deducing meaning and viewpoint in a text</li> <li>• Selecting and applying relevant evidence</li> <li>• Communicating clearly and structuring a written response</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Writing to describe, recount and inform</li> <li>• Studying example diaries and letters from the following authors: Anne Frank, Edith Velmans, Nelson Mandela, Captain Scott, Emily Davison, Samuel Pepys, Florence Nightingale, Henry VIII, Wilfred Owen, Lewis Plush.</li> <li>• Applying the conventions of diary writing</li> <li>• Selecting and adapting tone, style and register to suit the task purpose</li> <li>• Communicating clearly, effectively and imaginatively</li> <li>• Using a range of vocabulary for effect</li> <li>• Using a range of linguistic methods for effect</li> <li>• Using a range of sentence types for clarity, purpose and effect</li> <li>• Using a range of punctuation for clarity, purpose and effect</li> </ul>
<b>Assessment:</b>	Writing an essay to explore a key theme in <i>Journey's End</i> .	Writing a diary entry using writing-in-role and responding to a written prompt.
<b>Stretch and challenge:</b>	Studying a wider range of WW1 literature such as the following war poets: Wilfred Owen, Siegfried Sassoon, Edna St Vincent Millay, Harold Begbie, Robert Laurence Binyon.	Reading the WW2 diaries of Anne Frank or Edith Velmans, or the diaries of famous explorers such as Captain Scott or Marco Polo. Reading influential letters found in this archive: <a href="https://lettersofnote.com/archive/">https://lettersofnote.com/archive/</a>

# Food & Textiles

Topics / tasks:	Theory	Practical skills
<b>Content and skills:</b>	<p>Recapping knowledge on health and safety, rules of the food room and food equipment.            Students will recap how to tell the time to assist their time management.            Further theory will cover: the effect of heat on nutrient, different cooking methods, use of leftovers, social responsibility, composite foods, hydration, energy balance, protein sources and deficiencies, salt, sugar, fat, food labelling, food advertising, types of pasta.</p>	<p>A range of skills needed to make stir fry, toad in the hole and mash and spaghetti bolognese will be discussed with pupils with the aid of video demonstrations and photos. The skills covered will include:            Safely and accurately demonstrate good hygiene, weighing and measuring, use of knife, hob, carefully deseed and slice chilli, peeling and slice vegetables, boil noodles, draining, safely and quickly fry ingredients together, making lump free mash, lump free batter, cooking pasta.</p>
<b>Assessment:</b>	<p>Students will complete two tests, the first test will recap knowledge that was covered in Yr7 and the second test will cover the content delivered this half term.</p>	
<b>Stretch and challenge:</b>	<p>Reading further into the topics covered, this can include watching videos and reading material online on websites such as <a href="https://www.foodafactoflife.org.uk/">https://www.foodafactoflife.org.uk/</a></p>	<p>Cook the recipes at home that are covered in lesson, making sure there is adult permission and supervision.</p>

# French

<b>Topics / tasks:</b>	<b>Countries</b> <b>Modes of transport</b> <b>Opinions and comparisons</b> <b>Telling the time.</b>
<b>Content and skills:</b>	<ul style="list-style-type: none"><li>• Use of some common irregular verbs, using prepositions and the present tense.</li><li>• Using the pronoun 'y'.</li><li>• Asking questions.</li><li>• Learning how to buy tickets and navigate a train station.</li></ul>
<b>Assessment:</b>	Undertaking a listening assessment on the above topics.
<b>Stretch and challenge:</b>	Look at additional common irregular verbs in the present tense.



# Geography

Topics / tasks:	Introduction to World Geography	Population
<b>Content and skills:</b>	<ul style="list-style-type: none"> <li>• What is world geography?</li> <li>• How people and places are connected to other parts of the world.</li> <li>• Why is world geography important?</li> </ul>	<ul style="list-style-type: none"> <li>• How and why the global population has increased.</li> <li>• Analyse trends in population change using graphs and maps.</li> <li>• Interpret population pyramids to examine the population of different countries.</li> <li>• Contrasting the causes, benefits and problems of an ageing population in the UK and Japan.</li> <li>• Strategies used to influence population within countries e.g. the one child policy in China.</li> <li>• The impact of human activities on planet earth and sustainable solutions.</li> </ul>
<b>Assessment:</b>	Completing a baseline assessment towards the beginning of the course to assess what they can recall from year 7 as a diagnostic tool.	<p>Completing a knowledge recall test on population.</p> <p>Completing a written assessment on the impact of an ageing population. Question: <u>"Ageing populations are a major issue and create more problems than benefits."</u> To what extent do you agree with this statement.</p>
<b>Stretch and challenge:</b>	Developing and applying their locational geographical knowledge by completing the online map quizzes on the Sporcle website: <a href="http://www.sporcle.com/games/category/geography">www.sporcle.com/games/category/geography</a>	Researching other countries with a growing (e.g. Nigeria) or shrinking (e.g. Germany) population and examine the causes and impacts. The websites of the CIA world factbook and Gapminder are good places to start.

# German

<b>Topics / tasks:</b>	<b>Consolidation of knowledge of areas taught in Year 7 and moving on to the topic of Family.</b>
<b>Content and skills:</b>	By the end of this unit, students will be able to talk/write about themselves and members of their family, describing their character and their physical appearance. Skills: how to pick out key information when listening, how to learn vocabulary lists, how to recognise cognates in reading and how to use a variety of vocabulary and the present tense in writing tasks.
<b>Assessment:</b>	A listening assessment on the family topic.
<b>Stretch and challenge:</b>	Learning more vocabulary on the topic and apply their knowledge of the declension system in writing tasks.

# History

<b>Topics / tasks:</b>	<b>Henry VIII, his coronation, wealth and marriage.</b>	<b>The English Reformation.</b>
<b>Content and skills:</b>	<p>Students will be learning about how and why Henry became king after his father united England and his brother died. We will study Henry's personal character</p> <p>Students will develop their source analysis skills. They will focus on improving their history writing skills. Students will practice <b>forming clear judgements, explaining points and supporting points with evidence.</b></p>	<p>Students will be learning about change in religion in 15<sup>th</sup> century England. They will learn about the various reasons why Henry VIII converted the nation from Catholic to Protestant.</p> <p>Students will develop their source analysis skills and analyse interpretations. They will learn to judge the <b>utility</b> of a historian's interpretation. <b>They will use their own knowledge to judge the relevance and accuracy of each claim in an interpretation.</b></p>
<b>Assessment:</b>	<p>Writing an essay. Students will answer the following question: <i>How useful is this source for understanding why Henry VIII broke from Rome?</i> They must judge the accuracy, validity and convincing nature of the interpretation, and explain their judgement with evidence.</p>	
<b>Stretch and challenge:</b>	<p>Researching the life and governance of Henry VIII, particularly before the Reformation.</p> <p>Reading the following guide to using sources: <a href="#">Guide to Historical Sources</a></p>	<p>Researching Martin Luther and the Protestant Reformation in Europe</p> <p>Read the following articles:  <a href="#">RMG Reasons for Reformation</a>  <a href="#">HistoryExtra on the Reformation</a>  <a href="http://www.bbc.co.uk/bitesize/guides/zrpcwmn/revision/3">www.bbc.co.uk/bitesize/guides/zrpcwmn/revision/3</a></p>

# Latin

<b>Topics / tasks:</b>	<b>Daily life in the town of Pompeii</b>	<b>The nominative &amp; accusative cases, declensions &amp; basic verb endings.</b>
<b>Content and skills:</b>	How evidence from Pompeii helps us understand what it would have been like to live in Roman times; including daily routines, houses, working life, the forum & the layout of the town.	How to read Latin aloud; how to use the endings (rather than word order) to work out the meaning of a Latin sentence; learning to be flexible in translating into natural English; understanding the links between Latin root words and English derivations
<b>Assessment:</b>	A translation assessment & regular vocabulary tests, as well as work done in class and for homework.	
<b>Stretch and challenge:</b>	Reading about Pompeii. There is a selection of suitable books available for students to borrow.	

# Mandarin

<b>Topics / tasks:</b>	<b>Greetings</b> <b>Family</b> <b>Revision of PinYin and Chinese numbers.</b>
<b>Content and skills:</b>	Chinese characters' structure and writing order. Combination of initials and finals in pinyin. Vocabulary on family on topic. Asking and answering questions. Using of verb and measure.
<b>Assessment:</b>	A listening assessment on numbers, greeting and family.
<b>Stretch and challenge:</b>	Investigating Chinese characters and finding out about Chinese homes and family.

# Maths

<b>Topics / tasks:</b>	<b>Squares, cubes and index notation.</b> <b>Factors, multiples and primes.</b> <b>Order of operations and efficient use of a calculator.</b> <b>Rounding, estimation and bounds.</b>
<b>Content and skills:</b>	Review of skills learned in Year 7 and extension to Year 8 topics. Application of skills to new contexts including algebraic expressions and real life problems. Students will also develop skills in reasoning, applying and problem solving
<b>Assessment:</b>	Half term assessment 1 on work covered in the first 5 weeks.
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"><li>• Completing extra work using Hegarty Maths and Corbett Maths websites.</li><li>• Completing enrichment tasks on the Nrich website: <a href="http://www.rich.maths.org">www.rich.maths.org</a></li></ul>

# Music

<b>Topics / tasks:</b>	<b>Musical Tags (Leitmotifs)</b>
<b>Content and skills:</b>	<ul style="list-style-type: none"><li>• Exploring the technique of combining musical features to portray characters, settings and emotions</li><li>• Analysing tags across musical genres</li></ul>
<b>Assessment:</b>	Completing assessed listening activities which will require students to respond to existing musical tags and make compositional suggestions to a character brief
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"><li>• Researching the history of the origins of the Leitmotif in the music of Richard Wagner.</li><li>• Exploring BBC Bitesize resources on the Leitmotif</li></ul>

# Physical Education

<b>Topics / tasks:</b>	<b>Fitness activities and invasion game skills.</b>
<b>Content and skills:</b>	<ul style="list-style-type: none"><li>• Improving levels of cardio-vascular fitness, core strength and speed.</li><li>• Developing invasion games skills including movement with and without the ball.</li></ul>
<b>Assessment:</b>	Attending extra-curricular clubs and participating in sports clubs outside school
<b>Stretch and challenge:</b>	A timed cross-country run and a conditioned game.



# Religious Education

<b>Topics / tasks:</b>	<b>Challenging faith: Religious beliefs about evil and suffering.</b>
<b>Content and skills:</b>	Pupils will have the opportunity to look at two world religions (Christianity and Buddhism) and their differing responses to suffering and the problem of evil. They will develop skills of comparison and of being able to assess how and why both religions make the responses that they do.
<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: <i>Introducing Philosophy of Religion</i> by Dilwyn Hunt (published by Nelson Thornes)

# Science

<b>Topics / tasks:</b>	<b>Breathing and Respiration, The Periodic Table Space</b>	
<b>Content and skills:</b>	<p style="text-align: center;"><b>Knowledge</b></p> <p><b>Breathing and respiration</b></p> <ul style="list-style-type: none"> <li>• Aerobic and anaerobic respiration</li> <li>• The structure of the breathing system</li> <li>• Effects of smoking and disease on the breathing system</li> </ul> <p><b>The Periodic Table</b></p> <ul style="list-style-type: none"> <li>• Daltons Model of the Atom</li> <li>• Elements and Compounds</li> <li>• Arrangement of the Periodic table</li> <li>• Properties and reaction of group 1,7 and 8 elements.</li> </ul> <p><b>Space</b></p> <ul style="list-style-type: none"> <li>• Models of the solar system</li> <li>• seasons</li> <li>• Earth's magnetic field</li> <li>• space beyond the solar system</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Calculating means</li> <li>• Identifying anomalous results</li> <li>• Testing for carbon dioxide</li> <li>• Understanding how scientific theories are developed</li> <li>• Spotting and explaining trends</li> <li>• Using scientific models.</li> </ul>
<b>Assessment:</b>	A combined short and long answer test covering all three topics in the penultimate week of half term.	
<b>Stretch and challenge:</b>	By joining the virtual science club: email Mrs Gibb to join the online science team. <a href="mailto:I.Gibb@durhamjohnston.org.uk">I.Gibb@durhamjohnston.org.uk</a>	

# Spanish

<b>Topics / tasks:</b>	<b>Revision of vocabulary &amp; grammar from Y7 taster lessons.</b> <b>The topic of town and local area, including where one lives, countries and nationalities, the house and bedroom, and town neighbourhood</b> <b>Grammar will include present tense of regular verbs, the future with going to and opinions with reasons.</b>
<b>Content and skills:</b>	<ul style="list-style-type: none"><li>• How to pick out key information when reading, how to recognise cognates in reading, and written translation from Spanish to English.</li><li>• How to write spontaneously from memory using vocabulary and grammar covered in the unit</li></ul>
<b>Assessment:</b>	<ul style="list-style-type: none"><li>• A reading assessment on the town and local area topic.</li></ul>
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"><li>• Researching Spanish speaking countries, famous sites and attractions, and famous people from those countries</li></ul>