



DURHAM JOHNSTON
COMPREHENSIVE SCHOOL
— DARE TO BE WISE —

Year 8

Curriculum Overview *Half Term 2*

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

Topics / tasks:	Portraiture, Drawing, Photography and Contextual Studies
Content and skills:	<p>Summary of first half term: Pupils have been exploring how to create a traditional portrait drawing, learning about proportion and attention to detail.</p> <ul style="list-style-type: none">• Pupils will continue with portrait drawing, spending time creating a refined, shaded outcome aiming for realism.• During this term, pupils will also explore other styles of portrait drawing and will investigate what makes a 'successful' drawing.• Pupils will start using their phone/camera to record and create fine art style photographic portraits. Learning how to capture a mood, atmosphere and strong narrative. Editing images to create a range of effects in relation to the work of other artists.• Pupils will learn to analyse and comment on the work of artists, referencing the elements and principles of art and design.• Pupils will create electronic portfolios, photographing their work using their phone, then uploading their presentations on Teams. Teachers will then provide digital developmental comments.
Assessment:	<p>Pupils will receive feedback throughout the lesson with teacher/pupil conversations. Positive developmental comments will be shared as the work progresses. Work uploaded to Teams will receive acknowledgement and developmental comments when appropriate. Basic technical skills will be assessed, but not over the imaginative and creative. Control of materials and understanding of the formal elements will be mapped and used in relation to feedback. During any absence, pupils are encouraged to send images of their work for feedback via MS Teams.</p>
Stretch and challenge:	<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. 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

Topics / tasks:	How to search for copyright free materials, how to recognise media files types and understand the legal implications of using resources created by others. How to edit sound and video, combining them for a specific purpose and audience.
Content and skills:	<ul style="list-style-type: none"> • Skills development: Audacity – Introduction to the software - Audacity Mix Tape. Show and try – editing and mixing tracks in audacity! Comply with copyright and patents act and creative commons! • Pupils will evaluate good and poor features of media creation – this is to help them in their design work and during implementation • Skills development (SERIF or MS Video Editor) • Storyboarding and product planning • Students will create a Video aimed at other KS3 students on a topical issue. • Sources of information. • Relevance of information & images • Quality of information & images • Structure & layout • Evaluative skills – review and reflect (key terms)
Assessment:	<p>Storyboard (homework) Features of Video Editing MC Quiz in Teams /15 Teacher assessment of final product D/S/E</p>
Stretch and challenge:	<p>Create a comic strip of your choice – include your favourite character (real or fictional) using: plasq.com/downloads/comic-life-desktop/ - this helps with storyboarding and planning. Create a movie for a different audience / purpose, showcasing your skills and ability to adapt - www.howtogeek.com/355524/how-to-use-windows-10s-hidden-video-editor/ Film industry, learn about the key terms and key players- news.bbc.co.uk/cbbcnews/hi/find_out/guides/showbiz/film_industry/newsid_3523000/3523083.stm Marvel movies "behind the scenes" - www.youtube.com/watch?v=Jdq-Grx4muk</p>

Design Technology

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

Topics /tasks:	Design & Make a Travel Board Game
Content and skills:	<ul style="list-style-type: none">• Explore the theory of Papers & Boards• Learn how to produce initial designs and redraft them into suitable design solutions throughout the development process.• Learn how to produce a clear, concise and detailed final design presentation drawing.• Manufacture board game out of card.• Reflect on their project and outcome through a comprehensive evaluation.
Assessment:	Students will complete a portfolio of evidence as well as making a completed travel board game. They will also have a multiple choice test.
Stretch and challenge:	Student can redesign their travel game based on their evaluation

English

Topics / tasks:	<p>Continuing <i>Journey's End</i> by R.C. Sherriff (Please see details in previous Curriculum Overview)</p> <p>Reading Poetry Through the Ages</p>	<p>Diary and Letter Writing (Please see details in previous Curriculum Overview)</p> <p>Dystopia Writing</p>
Content and skills:	<p>Reading</p> <ul style="list-style-type: none"> • Reading poetry across a range of contexts from Medieval to Modern. • Inferring and deducing meaning and viewpoint in a poem. • Selecting and applying relevant evidence. • Explaining the poets' purposes and use of methods and vocabulary. 	<p>Writing</p> <ul style="list-style-type: none"> • Writing to narrate within the dystopian genre. • Studying extracts from a range of dystopian authors. • Using vocabulary, linguistic methods, sentence types and punctuation. • Developing and structuring a range of imaginative ideas.
Assessment:	<p>Write an essay to explore a key theme in one of the anthology poems.</p>	<p>Write the opening to a dystopian story.</p>
Stretch and challenge:	<p>Explore the literature of the time periods in more detail by reading:</p> <ul style="list-style-type: none"> • Medieval poets such as an extract from Chaucer's <i>The Canterbury Tales</i> • Shakespeare's Sonnets • Romantic poets such as Blake, Wordsworth, Coleridge, Shelley, Keats • Victorian poets such as Christina Rossetti, Elizabeth Barrett Browning, Alfred Lord Tennyson, Alfred Noyes • War poets such as Jessie Pope, Rose Macaulay, Wilfred Owen, Siegfried Sassoon • Contemporary poets such as Benjamin Zephaniah, John Agard, Sarah Kay. 	<p>Read dystopian novels by a range of authors for example:</p> <ul style="list-style-type: none"> • <i>The Hunger Games</i> trilogy by Suzanne Collins • <i>The Maze Runner</i> series by James Dashner • <i>Divergent</i> series by Veronica Roth • <i>Ready Player One</i> by Ernest Cline • <i>The Wind on Fire</i> trilogy by William Nicholson • <i>Floodland</i> by Marcus Sedgewick • <i>Exodus</i> trilogy by Julie Bertanga

Food & Textiles

Topics / tasks:	Theory	Practical
Content and skills:	Students will cover information on gelatinization (starch granules, heating, swelling and bursting), different ways to thicken a sauce, the history of cheese, shortening in pastry making, coronary heart disease, good and bad fats, carbohydrates, what causes cavities, the role of beneficial bacteria in food, how our digestive system works, the affect of food on the gut and brain, different types of pastry, how to make choux pastry.	A range of skills needed to make a chicken parmo (with a roux sauce), jam tarts (with shortcrust pastry) and sausage rolls (with flaky pastry) 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, oven, tenderising chicken, adding breadcrumb (coating), making a lump-free roux sauce, melting cheese into the sauce, layering, baking, mixing fat together evenly, rubbing fat into flour, adding enough liquid to make a soft dough, folding and rolling in all fat into the flour evenly, lamination, a range of preparation techniques including various cutting skills, shaping, filling, glazing, baking.
Assessment:	Students will complete a test at the end of half term that will cover the content delivered this half term.	
Stretch and challenge:	Reading further into the topics covered, this can include watching videos and reading material online on websites such as https://www.foodafactoflife.org.uk/	Cook the recipes at home that are covered in lesson, making sure there is adult permission and supervision.

French

Topics / tasks:	Describing a past holiday to a French speaking destination. This will include using vocabulary and grammar from the first half term to describe where they went, how they travelled and what they did. Planning a future holiday outlining where they would like to go, what they will do and how they will travel there
Content and skills:	Learning regular verbs in the past and future tenses along with common irregular verbs in the past and future tenses. Students will be taught the simple future tense in addition to revisiting the near future tense. Students will be taught the past tense with regular avoir verbs along with using the past tense with être verbs. Students will revisit vocabulary to express opinions and learn some ways to do this in past and future tenses.
Assessment:	Undertaking in class listening and vocabulary tests and translations. They will also undertake a formal writing assessment testing knowledge of vocabulary and grammar on the above topics.
Stretch and challenge:	Learning additional adjectives to express opinions e.g On s'est bien amusé, enrichissant, incroyable, relaxant, barbant. Studying irregular verbs in the past tense with être. Studying some common irregular verbs in the future.

Geography

Topics / tasks:	Urbanisation
Content and skills:	Students will investigate the growth of urban areas around the world, examining the pattern and causes of urbanisation since the industrial revolution to today before focusing on a case study of a city in the UK. Students will then examine the rise of the megacity, the opportunities and challenges these cities create before exploring the future of urban areas and the need for sustainable urban living.
Assessment:	End of unit test on the topic of urbanisation.
Stretch and challenge:	Watch Andrew Marr's three part documentary series on megacities for the BBC. Listen to 'Costing the Earth' podcast on BBC radio 4, episodes available at: www.bbc.co.uk/programmes/b006r4wn Research how cities are trying to be more sustainable. Watch these videos on Masdar City in the UAE and Curitiba in Brazil: www.youtube.com/watch?v=WCKz8ykyI2E www.youtube.com/watch?v=r4sumpEqnIY

German

Topics / tasks:	Going on to the topic of pets, including a good range of vocabulary linked to the topic. On top of learning nouns for different animals and pets, they will learn colours and revisit adjective agreements in the accusative case. They will also learn simple forms of the imperfect and the conditional.
Content and skills:	How to use clues to help their understanding, how to use qualifiers to improve their writing and how to use cognates.
Assessment:	Completing formative tests and pieces of homework, including translations.
Stretch and challenge:	Complete the relevant sections of Noch etwas.

History

Topics / tasks:	The reign of Mary I	The reign of Elizabeth I
Content and skills:	<p>Students will be learning about the succession crisis and Lady Jane Grey, the counter-reformation and whether Mary deserves the title 'Bloody Mary'.</p> <p>Students will develop their skills of factual recall. Students will practice using specific detail to support arguments and counter-arguments.</p>	<p>Students will be learning about the key events in the reign of Queen Elizabeth: the succession, marriage, her relationship with Mary Queen of Scots, and the relationship between England and Spain.</p>
Assessment:	<p>Completing a factual knowledge test on the reigns of Edward VI and Mary I.</p> <p>Writing an essay. Students will answer the following question: Why did the English defeat the Spanish Armada? They must be able to use evidence and detail to explain why different events are significant and how they interacted.</p>	
Stretch and challenge:	<p>Researching the succession of Mary, her relationship with Phillip II of Spain and her changes to the Church.</p> <p>Reading <i>Mary Tudor: England's First Queen</i> by Anna Whitelock.</p>	<p>Watching one of the many films about Elizabeth's reign.</p> <p>Using BBC Bitesize resources to provide additional context and detail</p>

Latin

Topics / tasks:	Theatre; Slaves & freedmen; Beliefs about death; Amphitheatre	The perfect & imperfect tenses, the accusative plural
Content and skills:	How different types of evidence can be used together to build up a clearer picture of various aspects of Roman life; the role played by slaves in Roman life - how people became slaves and how slaves became citizens.	How to check endings to confirm the tense & person of a verb and the function of a noun in a sentence; how to learn and revise vocabulary.
Assessment:	An assessed task on Slavery and a language assessment, in addition to regular vocabulary tests.	
Stretch and challenge:	Reading about Roman society and entertainment. There is a selection of suitable books available for students to borrow.	

Mandarin

Topics / tasks:	The topic of family and pets. Introduce their family and pets with basic information. Talking about family and pets using measure word and linking words.
Content and skills:	Vocabulary and Chinese Character related to the topics. Writing on Characters The use of linking word 'He'; measure words 'Kou' 'Ge' and possessive 'De' Understand key information in listening. Build confidence in speaking.
Assessment:	Listening and reading materials on JinBu as classwork and homework. And using worksheets as homework to check grammar and strategies, translation and written accuracy.
Stretch and challenge:	Investigating Chinese measure word and finding out about extended Chinese families.

Maths

Topics / tasks:	Simplifying algebraic expressions Index Laws Multiplying brackets and simplifying Factorising expressions Substitution Solving linear equations
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:	Half term assessment 2
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:	Stage & Screen
Content and skills:	Exploring the use of music in stage productions (opera, musical) and film (themes, underscore, etc.) Analysing the music across the different film and theatre settings
Assessment:	Completing assessed listening activities which will require pupils to respond to existing music for film and theatre, and make compositional suggestions according to a given theatrical setting
Stretch and challenge:	Listening to a wider range of music written for film and theatre using YouTube and other sources Watching a favourite film and analysing the type of music used and the compositional techniques

Physical Education

PE units take place over the course of an entire term; this overview is therefore identical to last half term's.

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

Religious Education

RE units take place over the course of an entire term; this overview is therefore identical to last half term's.

Topics / tasks:	Challenging faith: Religious beliefs about evil and suffering.
Content and skills:	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.
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: <i>Introducing Philosophy of Religion</i> by Dilwyn Hunt (published by Nelson Thornes)

Science

Topics / tasks:	Nutrition, Combustion, Energy Transfers	
Content and skills:	<p style="text-align: center;">Knowledge</p> <p>Nutrition</p> <ul style="list-style-type: none"> • Balanced diets • Calculating nutrient content in foods • Uses of nutrients in the body. • Structure and function of the digestive system. <p>Combustion</p> <ul style="list-style-type: none"> • Burning Fuels • Oxidation (reactions with Oxygen) • Fire Safety • Air Pollution • Global Warming <p>Energy Transfers</p> <ul style="list-style-type: none"> • Temperature Changes • Transferring energy convection conduction and radiation • Controlling energy transfers • Power and Efficiency 	<p style="text-align: center;">Skills</p> <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:	A combined short and long answer test covering all three topics at the end of the half term.	
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:	How to introduce themselves and say where they are from. They can now say where their home is located and describe it using adjectives. They should be able to say how many floors it has and describe a room in the house such as their bedroom using prepositions. They will then move on to describing what there is in their local area and what they can do there.
Content and skills:	Describing how the area has changed, what there used to be using imperfect tense; using simple future phrases to mention future developments to the area.
Assessment:	Using HACER and weather phrases to describe life in their region but this topic will be explored further at the end of the year 8 course in the topic of holidays.
Stretch and challenge:	Using listening and reading materials on Claro interactive resources package as classwork and homework and using worksheets as homework to check grammar and strategies, translation and written accuracy.