



DURHAM JOHNSTON
COMPREHENSIVE SCHOOL
— DARE TO BE WISE —

Year 8

Curriculum Overview

Half Term 3

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:	Colour and Styles of Portraiture
Content and skills:	<p>Pupils will explore the use of colour in portraiture since the late 19th century. Practical painting activities may take place if possible, with pupils encouraged to create outcomes at home. If the opportunity presents itself for painting in school, activities will be based around using the previous terms drawings as starting points to portrait painting in a range of styles, depending on the class teacher. From Fauvism to modern interpretations of Cubism, pupils will cover the same elements of art whichever style or approach the class teacher plans for a class.</p> <p>Pupils will also learn how to place their work in a historical context, viewing the development of abstract painting. This half term, if not painting, will be centred on contextual understanding, with outcomes using written and visual annotation.</p>
Assessment:	<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, with written comments provided for main outcomes on MS teams.</p>
Stretch and challenge:	<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

Topics / tasks:	VR – Development and use Image manipulation and the ethical issues behind this Creating Digital animations (key frame) CEOP Project – development of resources for an end user (and audience) How to evaluate
Content and skills:	Students will be able to: <ul style="list-style-type: none"> • Students should understand what VR is and the implications of using such technology – this links to the social, moral and ethical use of ICT. • Discuss the social, moral and ethical issues of image manipulation • Independent research, refinement, evidence and presenting to a specific audience • Skills development (SERIF DrawPlus) • Work towards a brief set by a “client” (as they would in the “real world”) • Source information. • Consider the relevance and quality of information and images • Evaluative skills – review and reflect (key terms)
Assessment:	VR – Teacher assessment D/S/E Image manipulation research – Teacher assessment D/S/E Animations – Teacher assessment D/S/E CEOP Project – Teacher assessment D/S/E E-Safety homework
Stretch and challenge:	Create a new logo for your house (Annand, Heaviside, Kenny or Wakenshaw) using: www.gimp.org (free image editing software) Animate: If you have a phone or a camera, you can animate. You can also use specialist software (on your phone or PC) or you could even create a Flick-book with paper and pens! ioi.london/latest/create-your-own-digital-animation/?gclid=EAIaIQobChMiv9HV1dW16AIVBbTtCh1KUAoaEAAYAiAAEgJGz_D_BwE (making animations)

Design Technology

Topics / tasks:	Sustainability - Energy Island
Content and skills:	Students will be asked to complete the following tasks <ol style="list-style-type: none">1. What is sustainability?2. The 6 R's.3. Carbon Footprint.4. Recycling5. Renewable & Non-Renewable Energy
Assessment:	<p>There are 2 assessment points this term: DSE mark week 6 (assessment 1) Exam and Feedback week 12 (assessment 2) DSE mark Week 12 (assessment 2)</p> <ul style="list-style-type: none">• 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.• Students will be given a grade at the end of the project which is 50% based on exam and 50% based on coursework.• 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.• Students' work will also be monitored safely throughout each lesson, this ensuring that students are working to the best of their ability.
Stretch and challenge:	Students should familiarise themselves with what sustainability and how materials and technology impacts on the planet. Students should watch related TV programmes which will be advised in class and on Teams. Students should consider their own lives and their own 'carbon footprint'. Students could use the online interactive resources on Siemens website.

English

Topics / tasks:	Continuing Reading Poetry Through the Ages	Continuing Dystopia Writing
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:	Write an essay to explore a key theme in one of the anthology poems.	Write the opening to a dystopian story.
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>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:	<p><u>Theory</u> Baking without fat (no shortening.) Aeration and coagulation (other function of eggs.) Function of cake making ingredients. Using a video / photos Demonstrate whisking method to make to make Swiss roll. Food in the news, cereals, seeds, grains and nuts. The different products than can be made from grains. Different types of fat (oil, suet, lard, etc.) Rubbing in method of cake making. Why we package food, packaging materials. Types of puddings. Demonstrate how to use suet to make jam roly poly. Food in the news. What a calorie is, the function of eggs in baking. Test. Creaming method of cake making. Your body and food. Recap test answers, rice as a grain, temperature control.</p>	<p><u>Practical</u> A range of skills needed to make a Swiss roll, Jam roly poly, creaming method 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, Safely and accurately, demonstrate good hygiene, weighing and measuring, use of oven, greasing and lining baking tin, sieving, whisking, folding, pouring, baking, dampening, covering, spreading and rolling. Safely and accurately demonstrate good hygiene, weighing and measuring, use of oven, rub suet into flour, add enough cold water to make a pliable dough, rolling pastry into a rectangle, spreading filling evenly and neatly, rolling up pastry tightly and accurately.</p>
Assessment:	Students will complete a test at the end of half term that will cover the content delivered this half term.	
Stretch and challenge:	<p><u>Theory</u> Reading further into the topics covered, this can include watching videos and reading material online on websites such as https://www.foodafactoflife.org.uk/</p>	<p><u>Practical</u> Cook the recipes at home that are covered in lesson, making sure there is adult permission and supervision.</p>

French

Topics / tasks:	Daily routine
Content and skills:	<p>Students will learn the vocabulary to describe their daily routine. They will revise telling the time and learn the names of meal times.</p> <p>They will use reflexive verbs in the present, future and past tenses. They will learn how to ask questions and use sequencing words.</p>
Assessment:	In class there will be weekly vocabulary tests, grammar tests and assessment of listening, reading and writing skills.
Stretch and challenge:	Students will have the opportunity to compare their daily routines to those of students in other countries.

Geography

Topics / tasks:	Weather and Climate
Content and skills:	Students will examine the difference between weather and climate, how we measure weather and why, the different types of clouds and rainfall in the UK, air pressure and how it influences weather, as well as the different factors that affect climates around the world as well as interpreting synoptic weather charts.
Assessment:	A knowledge recall test on the topic of weather and climate.
Stretch and challenge:	Students can explore the topic further by completing the lessons and quizzes available at: classroom.thenational.academy/units/weather-and-climate-ac9e

German

Topics / tasks:	Home and Local Area
Content and skills:	Students will study the topic of Home and local area, including a good range of vocabulary linked to the topic. They will learn to give detailed information about where their house, their neighbourhood, the area in which they live. They will also learn how to give opinions in German using the adverb "gern". They will learn about prepositions and their cases.
Assessment:	Students will complete formative tests and written pieces of homework, including translations.
Stretch and challenge:	Students who would like to challenge themselves can research an area of Germany.

History

Topics / tasks:	Why did the British kill their King? The Gunpowder Plot and the Civil Wars Was Cromwell's Republic a radical change from monarchy?
Content and skills:	Pupils will study the death of Elizabeth and her succession by King James. Using the Gunpowder Plot and Charles' closure of Parliament, Year 8 will investigate whether Divine Right helped or hurt the Stuart kings. They will practise evaluative judgements of each king. They will then learn about reasons for the Civil War and reasons for Parliament's victory in the Civil War. They will analyse and explain why King Charles was executed. Finally, Year 8 will judge how radical Oliver Cromwell's republic was – pupils will practise comparative and evaluative judgements.
Assessment:	Pupils will complete factual tests on the Gunpowder Plot, the Stuart Kings, the Civil Wars, the execution of King Charles and the changes made by Oliver Cromwell.
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.

Latin

Topics / tasks:	Baths, Education, Elections; Dative case, Comparatives & Superlatives
Content and skills:	Students will extend their understanding of everyday life in a Roman town by studying the baths, education and local government. They will revise the cases met so far and add the dative case as well as learning the complete present tense. They will also learn more about adjectives in Latin, including how to recognise comparative and superlative forms.
Assessment:	There will be regular vocabulary and grammar tests in class, with translation and comprehension tasks to be completed in class and for homework.
Stretch and challenge:	Students can read about the town of Pompeii and research online to find out about the new discoveries from the current excavations.

Mandarin

Topics / tasks:	Hobbies
Content and skills:	Students will study the topic of hobbies. 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 the use of negatives; position of time words; the use of linking word 'ye' and the verb 'hui' They will revisit how to express opinions and transfer it to this topic. They will be adding timeframes to their sentences.
Assessment:	In class, there will be vocabulary (characters) tests, and practice of listening, reading tasks. Writing skills will be assessed in homework tasks.
Stretch and challenge:	Learning about young people's hobbies in China. Practice and learning more about Chinese Characters.

Maths

Topics / tasks:	Measuring and drawing angles Constructing Shapes Angle properties and calculations Properties of 2D shapes
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 3 assessment
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:	The Blues
Content and skills:	Exploring the context and background of the Blues Analysis of the main musical characteristics using the musical elements Performing the various elements of the style (chord progression, walking bass, improvised fills)
Assessment:	A performance assessment in which pupils demonstrate their keyboard skills across the various musical components of the Blues (12-bar chord progression, walking bass, improvised fills)
Stretch and challenge:	Listening to a wider range of Blues/early jazz Extended improvisation using the Blues scale

Physical Education

Topics / tasks:	Fitness activities and invasion / net game skills.
Content and skills:	<ul style="list-style-type: none">• Improving levels of cardio-vascular fitness, core strength and muscular endurance.• Understand the importance of a warm up and be able to carry out an individual warm up.• Developing games skills including movement with and without the ball. Also develop decision making about when and where to pass.
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

Topics / tasks:	Heroes of Faith: Mahatma Gandhi, Martin Luther King Jnr, Anne Frank, Malala Yousafzai
Content and skills:	<p>Pupils will look at the importance of each person and the contribution they have made to wider society for living out their faith.</p> <p>How did the individual's religious belief shape their behaviour? Analysis of personal religious beliefs</p> <p>Did this person's faith/belief make a difference to their social context? Evaluation of religious belief in the wider context of society?</p> <p>Pupils will be asked to assess the contribution the individual's faith to their social role and the difference a religious belief can make</p> <p>Evaluating the role of religious leadership historically and for present-day faith communities.</p>
Assessment:	<p>Pupils will have a 30 minute assessment</p> <p>15 multiple choice questions</p> <p>15 marks piece of extended writing</p>
Stretch and challenge:	<p>Pupils should consider reading biographical and/or autobiographical materials about the designated 'Heroes of Faith'. They should try to put them into the wider context of what was going on during their lifetime.</p>

Science

Topics / tasks:	Unicellular Organisms, Rocks, Fluids	
Content and skills:	<p style="text-align: center;">Knowledge</p> <p>Unicellular Organisms 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.</p> <p>Rocks This unit examines the different types of rock and the processes that bring about their formation. It also looks at the Earth as a source of resources and the environmental impact of using resources.</p> <p>Fluids This unit looks at changes of state, and then goes on to look at fluids and some of their effects, including pressure, floating and sinking, and drag.</p>	<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:	School life, future jobs + life choices
Content and skills:	Students will study the topic of school & education. They will focus on the future tense and how to answer questions giving opinions about school life, rules and uniform.
Assessment:	In class, the students will be regularly tested on key vocabulary and assessed in all four skill areas.
Stretch and challenge:	Students will research about the cultural differences between school lives in Spain compared to England.