



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, 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:	The Elements of Art & Design
Content and skills:	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.
Assessment:	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.
Stretch and challenge:	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

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=EAIaIQobChMlv9HV1dW16AIVBbTtCh1KUAoaEAAYAiAAEgJGz_D_BwE (making animations)

Design Technology

Topics / tasks:	Sustainability - Energy Island
Content and skills:	Students will be asked to complete the following tasks this half term <ol style="list-style-type: none">1. Renewable & Non-Renewable Energy2. Recycling Metals and Plastics3. Design an energy efficient island
Assessment:	Work will be set as assignments on teams. Student's will complete and submit work every lesson via assignments on teams to their teacher. Students will complete an end of term test and receive a grade based on this. Completed assignments (50%) and end of term test (50%) will make up student final grade for project.
Stretch and challenge:	Students should research and watch 'Sustainability' programmes on TV or YouTube. Students will use the online interactive resources on Siemens website to support their work. Students could investigate renewable energies and decide which are the most successful and under what conditions.

English

Topics / tasks:	Reading <i>The Tempest</i> by William Shakespeare	Public Speaking: Room 101
Content and skills:	<p>Reading</p> <ul style="list-style-type: none"> • Reading the play, <i>The Tempest</i>. • Inferring and deducing meaning and viewpoint in a play. • Selecting and applying relevant evidence. • Explaining Shakespeare's purposes and use of methods and vocabulary. • Understanding the historical and social contexts in which Shakespeare is writing. • Studying the dramatic choices made by directors. 	<p>Speaking and Listening:</p> <ul style="list-style-type: none"> • Studying a range of speeches about conflict. • Studying how to debate and persuade effectively. • Studying how to deliver an effective speech. • Communicating verbally in a clear, formal way with organised ideas. • Listening and responding clearly to questions.
Assessment:	Write an essay to explore a key character in <i>The Tempest</i> .	Write and deliver a speech on a topic of your choice.
Stretch and challenge:	Study <i>The Tempest</i> in more detail using the RSC Shakespeare Learning Zone: https://www.rsc.org.uk/the-tempest/	Study how to write an effective speech: https://www.bbc.co.uk/bitesize/topics/zv7fq3/articles/z4w96v4 Study how to persuade others in your writing: https://www.bbc.co.uk/bitesize/topics/zv7fq3/articles/zr8cmfr

Food & Textiles

Topics / tasks:	Iterative design project – this will cover 2 half terms
Content and skills:	<p>Students will investigate:</p> <ul style="list-style-type: none">• Iterative Design process• Forces and motion• Suitability of products• Generate initial ideas Using evaluation tool S.C.A.M.P.E.R• Final design process – how to annotate, meet clients' needs• evaluation
Assessment:	<p>Students' work will also be monitored safely throughout each lesson, this ensuring that students are working to the best of their ability. Work will be broken down into manageable portions</p> <p>Teachers will highlight strengths and identify areas for improvement for each stage of the project. For this, teachers will use a project assignment format. Students can use images, copy and paste examples into assignments</p> <p>Students will complete a test at the end of half term that will cover the content delivered this half term. *pending school attendance</p>
Stretch and challenge:	<p>Students should familiarise themselves with the properties of different materials in their household and investigate their 'fit for purpose'</p> <p>Students should watch related TV programmes which will be advised in class and on Teams.</p>

French

Topics / tasks:	Food
Content and skills:	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.
Assessment:	Regular vocabulary tests and listening assessments. There will also be a formal reading assessment.
Stretch and challenge:	Students will have the opportunity to compare their typical meals with those of other students around the world.

Geography

Topics / tasks:	Climate Change
Content and skills:	Students will study the evidence for and causes of climate change before examining the impacts of climate change around the world. Students will then contrast how two countries are being and will be affected by climate change – the UK and Kiribati. Students will assess the different local, national and global responses to climate change.
Assessment:	A knowledge test on the topic of climate change.
Stretch and challenge:	Students can explore the topic further by completing the lessons and quizzes available at: classroom.thenational.academy/units/climate-change-02b5 Watch the BBC Climate Change Series (available on BBC iPlayer): www.bbc.co.uk/iplayer/episode/m00049b1/climate-change-the-facts

German

Topics / tasks:	Leisure and daily routine.
Content and skills:	Students will familiarise themselves with the topic of pastimes. They will learn to say what they enjoy/don't enjoy doing and will be taught the time as well as adverbs of frequency. They will also study the topic of daily routine. They will become more proficient in German syntax, learn reflexive and separable verbs as well as modals. They will learn how to adapt certain linguistic structures and work out language patterns.
Assessment:	They will be given regular vocabulary tests and will complete a Reading and Translation Assessment.
Stretch and challenge:	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

Topics / tasks:	How and why did the British kill their King? Was Cromwell's Republic a radical change from monarchy?
Content and skills:	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.
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. Pupils should listen to the BBC podcast 'You're Dead to Me' in order to learn about supra-curricula history.

Latin

Topics / tasks:	Eruption of Vesuvius & archaeology at Pompeii; Verbs – present, imperfect & perfect
Content and skills:	Students will complete their study of Pompeii by learning about the eruption of Vesuvius in 79CE and its impact on Pompeii and nearby towns. They will be learning the complete imperfect and perfect tenses and consolidating all the grammar encountered so far as they reach the end of the first book of their course.
Assessment:	In addition to regular vocabulary and grammar tests, translation and comprehension tasks, there will be an assessment test on the language content of Book 1. This will be done when students are back in the classroom.
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:	School (Time; subject; time tables)
Content and skills:	Students will study the topic of school. 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 school days and timetables. The use of measure word 'jie' and the verb 'Shang. They will be able to include timeframes in their sentences. They will revisit how to express opinions and transfer it to this topic.
Assessment:	Listening materials on JinBu book as classwork. Weekly vocabulary test. There will be one formal assessment of reading and translation skills.
Stretch and challenge:	Research school days in China, and the difference between school in Britain and China.

Maths

Topics / tasks:	Fraction, decimal and percentage equivalence Finding percentages with and without a calculator Calculating a percentage increase or decrease Ratio
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 4 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:	Electronic Dance Music
Content and skills:	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
Assessment:	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)
Stretch and challenge:	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

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:	Plants and reproduction, Metals and their use, Light	
Content and skills:	<p style="text-align: center;">Knowledge</p> <p>Plants and reproduction This unit covers reproduction in plants, both sexual and asexual, although the former is of chief importance. Classification and biodiversity are also covered. The theme that is threaded through the unit is the various uses that we have for plants.</p> <p>Metals and their use 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.</p> <p>Light 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.</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 if we have returned to school or via online quiz assessments if still learning from home.	
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 school. They will talk about subjects, timetable and facilities and say what they hope to do in the future.
Content and skills:	Revision of time, opinions, and accurate use of adjectives. Using future and conditional phrases to express hopes and aspirations for the future.
Assessment:	Regular assessment of vocabulary and use of all four skills. There will also be a formal listening assessment
Stretch and challenge:	Research into jobs they would like to do in Spain and cultural differences in education system and qualifications.