



DURHAM JOHNSTON
COMPREHENSIVE SCHOOL
— DARE TO BE WISE —

Year 8

Curriculum Overview *Half Term 5*

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:	Painting and Colour Mood
Content and skills:	<p>Pupils will explore the use of colour in portraiture since the late 19th century with practical painting activities now taking place in the classroom. Portrait painting in a range of styles, is one example of the type of work taking place, depending on the class teacher. From Fauvism to modern interpretations of Cubism, pupils will cover the same elements of art whichever style, theme or approach the class teacher plans for a class. The focus will be an exploration of colour through painting, learning how to mix and apply paint to a surface with control.</p> <p>Pupils will also learn how to place their work in a historical context, viewing the artwork by a range of artists in helping to contextualise and develop their own ideas.</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.</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:	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"> • Skills development – Digital animations (SERIF DrawPlus) • Work towards a brief set by a “client” (as they would in the “real world”) • Source information / refine information. • Consider the relevance and quality of information and images (based on target audience). • Evaluative skills – review and reflect (key terms)
Assessment:	Animations – Teacher assessment D/S/E CEOP Project – Teacher assessment D/S/E E-Safety homework
Stretch and challenge:	Research & be informed: www.thinkuknow.co.uk/11_13/ www.internetmatters.org/advice/11-13/ www.bbc.co.uk/teach/online-safety/z8w8bqt 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 energy types2. Recycling metals and plastics3. Design an energy efficient island using Siemen's Website4. Design your own energy efficient island
Assessment:	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 will use the online interactive resources on Siemen's 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. <p>Studying the dramatic choices made by directors.</p>	<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: www.rsc.org.uk/the-tempest/	Study how to write an effective speech: www.bbc.co.uk/bitesize/topics/zv7fq3/articles/z4w96v4 Study how to persuade others in your writing: www.bbc.co.uk/bitesize/topics/zv7fq3/articles/zr8cmfr

Food & Textiles

Topics / tasks:	Iterative design project – cover 2 half terms
Content and skills:	<p>Students will investigate:</p> <ul style="list-style-type: none">• Iterative Design process- ongoing from last term• Suitability of products• Final design process – how to annotate, meet clients' needs• Practical Modelling skills- prototyping / final product• 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 format. Students can use card/scissors glue and some of their own materials to create prototypes and a final product. Students will evaluate their performance looking to highlight strengths and weaknesses.</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.</p>

French

Topics / tasks:	House and home
Content and skills:	Students will study the topic of house learning new vocabulary to describe their house and bedroom. Students will use prepositions to describe where things are, negatives and learn expressions in the conditional and imperfect.
Assessment:	On our new topic, students will be assessed using regular vocabulary tests and homework to check their understanding of grammar notions taught during lessons. At the end of Term 2, we consolidated work in place of a formal assessment. Students will therefore, be formally assessed with a writing task in first or second Summer half term, subject to class progress.
Stretch and challenge:	Students will have the chance to study accounts from French speaking students in different countries to compare cultural differences.

Geography

Topics / tasks:	Coasts
Content and skills:	Students will examine how waves and tides happen before assessing the role of different coastal processes in shaping the coast including the formation of a range of coastal landforms. Students will then study the different reasons coasts are important, how they are used and managed.
Assessment:	A knowledge test on the topic of coasts.
Stretch and challenge:	Students can explore the topic further by completing the lessons and quizzes available at: classroom.thenational.academy/units/coasts-1033 Watch the BBC Coast Series (available on BBC iPlayer): www.bbc.co.uk/iplayer/episodes/b006mvlc/coast

German

Topics / tasks:	School
Content and skills:	Students will be introduced to all aspects of German school life. They will learn about the German school system, become familiar with school subjects and everyday classroom objects, talk about a typical school day here and in Germany and describe their school uniform. By the end of the unit, they will be able to give opinions about their school, school subjects and school uniform. They will deepen their understanding of German syntax, learning to use subordinating conjunctions and revise how to express likes and dislikes by using adverbs.
Assessment:	The students will be tested regularly through vocabulary tests, listening/reading/speaking tasks and translation exercises in class. Due to the recent lockdown, a written assessment will take place either this half term or the next depending on class progression.
Stretch and challenge:	Students wishing to challenge themselves will be encouraged to write longer paragraphs using a variety of vocabulary learnt and practising the grammar rules seen so far and/or to produce a poster explaining what subjects they do in school, at what time, which ones they like/don't like, what do they do in their subjects etc.

History

Topics / tasks:	What caused the French Revolution? How did the French Revolution change France?
Content and skills:	Year 8 pupils will develop source analysis skills in studying whether 'Was Charles to blame for the Plague of 1665 and the Great Fire of London?' Pupils will learn about the long and short term causes of the French Revolution, they will use thematic analysis to identify economic, political and social causes of revolt. They will then learn about how and why the Revolution became increasingly violent and pupils will apply thematic analysis again to explain how King Louis XVI was killed for personal, political, ideological and military reasons. The half term will conclude with two case studies of how first Robespierre and then Napoleon both rose to power and fell from power.
Assessment:	Year 8 pupils will have several opportunities to write about the causes of the French Revolution. Pupils will complete a factual knowledge test on the French Revolution and Napoleon, the test will be at least 20 questions.
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. <i>Royal History's Biggest Fibs (Series 2: The French Revolution)</i> is currently on BBC iPlayer.

Latin

Topics / tasks:	Roman Britain; the infinitive & irregular verbs, adjectives
Content and skills:	Students will learn about how Britain became a province of the Roman Empire and what impact that had. We begin looking at more complex language work, encountering the infinitive and looking at agreement of adjectives.
Assessment:	In addition to regular vocabulary and grammar tests, translation and comprehension tasks, there will be an assessment on Roman Britain.
Stretch and challenge:	Students can research Roman Britain – the conquest itself and the impact of Roman rule on Britain.

Mandarin

Topics / tasks:	School and class
Content and skills:	Students will continue to study the topic of school and class. 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'; the verb 'Shang' and the use of 'zai' as a verb and as a preposition. They will be able to include timeframes in their sentences. They will revisit how to express opinions and transfer it to this topic.
Assessment:	In class, there will be weekly vocabulary tests. There will also be a formal writing assessment, the timing of which will be subject to class progression.
Stretch and challenge:	Research school days in China, and the difference in class size and school activities

Maths

Topics / tasks:	Properties of 3D shapes Perimeter and circumference Area of a circle Surface area of 3D shapes Converting units Volume of prisms including cylinders
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:	Summer assessment on all year 8 work
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:	Music of Japan
Content and skills:	Learning about the cultures and traditions of Japan and how these are reflected in a strong musical tradition Analysis of various musical examples, exploring instrumentation, pentatonic scale patterns and textural conventions Composition and/or performance of a short pentatonic piece in a traditional Japanese style, with clear layers in the texture
Assessment:	Completion of assessed listening tasks, requiring pupils to respond to a number of examples, comparing their features, and analysing the musical trademarks of the genre Composition and/or performance of a short pentatonic piece in a traditional Japanese style
Stretch and challenge:	Further research on the traditional music of Japan, possibly composing a longer piece in a pentatonic style, or performing/extending the first composition, on any instrument to which they have access

Physical Education

Topics / tasks:	Athletic activities and basic striking / fielding games
Content and skills:	Students will develop running, jumping and throwing skills Students will develop fielding skills, including catching and throwing on the move Continue to understand the importance of leading a warm up before activity.
Assessment:	Measurement of a run, jump and throw and a conditioned game.
Stretch and challenge:	Attending extra-curricular clubs and participating in sports clubs outside school.

Religious Education

Topics / tasks:	Religion and Ethics: Religious beliefs and ethics and morality.
Content and skills:	Pupils will have the opportunity to look at a range of ethical theories and religious belief. They will look at the different ways in which religions have answered questions about right and wrong. They will develop skills of enquiry and of being able to assess how and why religions make the responses that they do about how to make moral decisions. This series of lessons explores questions like: Do these moral theories make sense? What religious beliefs/reasons are used to support these theories? Are these beliefs/reasons convincing? Do these beliefs/reasons stand up to scrutiny?
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: Introducing Religious Ethics by Dilwyn Hunt (published by Nelson Thornes)

Science

Topics / tasks:	Review and revision of all key topics this year	
Content and skills:	<p>Biology Food and nutrition Plants and their reproduction Breathing and respiration Unicellular organisms</p> <p>Chemistry Combustion The periodic table Metals and their use Rocks</p> <p>Physics Fluids Light Energy transfer Earth and space</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:	Longer assessment paper after half term covering all key topics from Year 8	
Stretch and challenge:	Revision resources to support extra work can be found here https://www.bbc.co.uk/bitesize/subjects/zng4d2p	

Spanish

Topics / tasks:	Students will visit the topic of holidays present, past and future.
Content and skills:	Describing usual holiday destinations and countries. Students will learn to describe past holidays and future and ideal holidays including the topics of weather and potential situations they may encounter when on holiday.
Assessment:	Regular assessment of vocabulary and use of all four skills. There will also be a formal writing assessment in this half term or the final half term subject to teacher discretion.
Stretch and challenge:	Students could explore the diversity of South American countries exploring culture and history in the context of tourism and holiday possibilities.