DURHAM JOHNSTON
COMPREHENSIVE SCHOOL
DARE TO BE WISE

Year 8

Curriculum Overview

Half Term 6

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:	**Drawing and designing**
Content and skills:	Some pupils will be continuing with portraiture, further exploring the use of mark making in describing surface texture and detail. Some pupils will be starting to explore how designers approach a design brief, working through a title or brief in collecting resources and interpreting a theme through developmental drawing. The role of design in our lives explored, with pupils developing a greater understanding of the role of designer and careers in the design industry.
Assessment:	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.
Stretch and challenge:	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.

Computing

Topics / tasks:	**CEOP Project – development of resources for an end user (and audience) focussing on e-safety** **How to evaluate** **Web development** **Binary to denary** **Flowol & Algorithms**
Content and skills:	**Students will be able to:** • 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) • Convert binary to denary (and vice versa) • Use Flowol to create a fully functional "flow chart" to control an event • Create a sequence of logical instructions – recognising this is an algorithm.
Assessment:	CEOP Project – Teacher assessment D/S/E E-Safety homework In class feedback based on challenges
Stretch and challenge:	**Research & be informed:** https://www.thinkuknow.co.uk/11_13/ https://www.bbc.co.uk/teach/online-safety/z8w8bqt Online web builder: http://www.rocketcaketutorials.com/videos.html & https://www.ambiera.com/rocketcake/ Advice: https://www.feelingpeaky.com/9-principles-of-good-web-design/ Career Fundamentals: Web Designer Vs. Web Developer: https://www.youtube.com/watch?v=r-WEoQbfwaw Flowcharts: https://www.bbc.co.uk/bitesize/guides/zpp49j6/revision/3 Algorithm: https://www.bbc.co.uk/bitesize/guides/zpp49j6/revision/1

Design Technology

Topics / tasks:	**Electronics**

Content and skills:	Students will focus on electronics in the last half term.
	
	Students will:
	
	• Investigate a variety of electrical components and their use. This will include some basic components (batteries, resistors, LEDs) but will also include:
	  ○ Thermistors
	  ○ Light Dependent Resistors
	  ○ Switches
	  ○ Capacitors
	• Use this knowledge to create schematic diagrams.
	• Use specialist software to problem-solve a variety of electronic challenges
	• Learn about the soldering process and know the importance of health and safety when carrying out any practical work.

Assessment:	Work in exercise books / hand-outs will be monitored. Verbal feedback of digital work given on a regular basis.
Stretch and challenge:	• Students could try to create complex schematic diagrams that include a variety of different components (that they have investigated independently). • Independently investigate 'Integrated circuits' and their use.

English

Topics / tasks:	Reading Different Cultures Poetry	Writing Poetry
Content and skills:	• Reading a variety of poems from different cultures including works from poets such as Grace Nichols, Sujata Bhatt, Imtiaz Dharker and Tatamkhulu Afrika. • Annotating poems for language methods and their effects.	• Reading a variety of poems including Anglo-Saxon Kenning poetry, nature poetry and nonsense poetry • Focusing on grammar for writing, including word classes. • Writing poetry using a variety of forms and conventions.
Assessment:	Completing an essay to explore a key character in *The Tempest*. (see previous curriculum overview)	Completing speeches (see previous curriculum overview).
Stretch and challenge:	Explore the diversity of different cultures in more detail here: https://www.bbc.co.uk/bitesize/topics/znbrpg8/articles/zk79t39 Read a variety of Imtiaz Dharker poems here: https://poetryarchive.org/poet/imtiaz-dharker/	Complete the BBC Teach Poetry Writing Workshop: https://www.bbc.co.uk/teach/class-clips-video/english-literature-ks3-poetry-workshop-finding-inspiration/z7qpgwx

Food & Textiles

Topics / tasks:	**Cube project – Summer May- July**
Content and skills:	Students will investigate: • Task analysis • Analysing the design brief and client profile for their chosen customer • Suitability of products – analyse existing products and create a mood board • Final design process – how to annotate, sketch and add detail, meet clients' needs • Practical Modelling skills- prototyping / final product • evaluation
Assessment:	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. Verbal feedback will be given as required throughout the project. 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 (net of cube). For the final product, students will make one side of the cube using fabrics provided by school. Students will evaluate their performance looking to highlight strengths and weaknesses.
Stretch and challenge:	Students should familiarise themselves with the properties of different materials in their household and investigate their 'fit for purpose' Students will add very detailed annotations to their work and advise how the product could be completed and made in industry Students should watch related TV programmes which will beadvised in class. Students can make the other sides of the cube at home if desired.

French

Topics / tasks:	**Freetime activities**
Content and skills:	Some students will be completing their study of House and Home from last half-term. They will then learn how to talk about Freetime activities using both past and future time frames. They will learn irregular past participles andhow to use modal verbs and verbs of opinion.
Assessment:	There will be regular vocabulary and grammar tests as well as a formal written assessment for those who did not complete this task last half-term.
Stretch and challenge:	Students can research French films and TV programmes as part of the Freetime activities topic.

Geography

Topics / tasks:	**Coasts**
Content and skills:	Students will continue their studies of coasts, looking in depth at the challenges involved in managing the UK coastline and use this information to evaluate the strengths and limitations of different coastal engineering strategies. Students will interpret and analyse a range of figures such as photographic analysis and OS maps to support their work. Students will explore the impact of storm surges on the UK coastline and how this presents new challenges for current approaches to coastal management.
Assessment:	Students will complete an end of topic test on coasts that include short knowledge recall questions, requires the interpretation of at least one figure and an extended written answer.
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 and daily routine.**
Content and skills:	Students will finish the unit on school and go on to the topic of daily routine. They will learn about separable and reflexive verbs. They will also learn how to form the imperfect tense. On the skills front, they will be taught how to recognise patterns and they will be made aware of cultural differences.
Assessment:	The students will be assessed regularly through vocabulary tests, listening/reading/speaking tasks and translation exercises in class. If it has not happened already, a written assessment will take place this half term.
Stretch and challenge:	Students wishing to challenge themselves will be encouraged to research the website of a German school (links will be provided) and write longer paragraphs using a variety of vocabulary learnt and using past, present and future tenses describing their daily routine.

History

Topics / tasks:	**How did the Industrial Revolution change Britain?**
Content and skills:	Year 8 pupils will use primary and secondary evidence to pursue historical enquiries such as Did the Empire lead to the Industrial Revolution? How did Northern England become an economic and industrial giant? What caused Cholera? Why was housing dangerous in the Industrial Revolution? Why was child labour used? Pupils will practice understanding and interpreting the differing interpretations of the Industrial Revolution by historians. The topic will conclude with an activity where pupils will run their own mill town.
Assessment:	Pupils will complete a factual knowledge test on the French Revolution and Napoleon. They will later complete an essay comparing and judging to interpretations of the Industrial Revolution.
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 are encouraged to listen to the BBC podcast 'In Our Time' on the Industrial Revolution. They can also watch BBC short clips on coal mining, engineering and housing in the Industrial Revolution here.

Latin

Topics / tasks:	**Roman Britain; the relative pronoun & the pluperfect tense**
Content and skills:	Students will learn about the Roman palace found at Fishbourne in Sussex and what it tells us about relations between the Britons and the Romans. We will consolidate the language work covered over the year, learning one more tense and meeting relative clauses in Latin.
Assessment:	There will be a formal assessment on Roman life, as well as a language assessment including translation, comprehension and grammar questions.
Stretch and challenge:	Students should read about Roman and pre-Roman Britain.

Mandarin

Topics / tasks:	**Food and drink**
Content and skills:	Students will study the topic of food and drink. 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 different meal times. They will be able use the verb 'xiang' to say what food and drink they like to have in restaurant. They will revisit how to express opinions and transfer it to this topic.
Assessment:	Regular Character test and there will be formal listening and reading assessments.
Stretch and challenge:	Investigating radical function in Chinese characters. Find out the difference between Chinese regional foods. Learn to make Chinese food.

Maths

Topics / tasks:	**Representing data** **Pie charts: draw and interpret** **Two way tables** **Venn diagrams: Interpreting and completing** **Averages (mode, median, mean) and range**
Content and skills:	• 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:	• Complete extra work using www.hegartymaths.com and www.corbettmaths.com • Completing enrichment tasks on www.nrich.maths.org

Music

Topics / tasks:	**Revision of the five topics covered in the year so far, in preparation for 'End of Year 8 Listening Assessment'**
Content and skills:	Revision of Musial Tags, Stage and Screen, The Blues, Electronic Dance Music, and The Music of Japan, though listening and further practical exploration. This is in preparation for an end of year listening assessment
Assessment:	In week 5 or 6 of the half term, pupils will complete a listening assessment, which will enable them to demonstrate their level of understanding of the musical topics that they have studied throughout the year
Stretch and challenge:	Further personal research, above and beyond the required revision, will allow pupils to better prepare for the final assessment of the year

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:	**Practical investigation skills**	
Content and skills:	• Planning a scientific investigation including writing methods • Carrying out a range of practical procedures • Collecting results and observations from practical work • Analysing results and drawing conclusions from the results • Linking observations and results to scientific theory	• 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:	Main assessments for year 8 will be completed at the start of this half term with feedback, Practical skills will be assessed by in class short tasks.	
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 holidays in all 3 tenses but with a focus on holiday activities.**
Content and skills:	Students will focus more upon things to do on holiday, places to visit and ways to relax, such as sport and leisure, shopping, eating out and coping in real life situations.
Assessment:	Regular assessment of vocabulary and use of all four skills. Students will be encouraged to describe and differentiate between 3 tenses in listening and reading tasks.
Stretch and challenge:	Students may be asked to research regions of Spain and focus on regional languages & gastronomy.