



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.
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.</p> <p>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.</p> <p>Taking greater risks and exploring the use of texture and space through more creative drawing techniques. Examples provided.</p> <p>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:	Sustainability: Sustainable Game, Money Box and Solar Powered Torch	
Content and skills:	Depending on rooming, students will either complete Sustainable Same project (computer room) and then begin the Torch project OR complete the Sustainable Money Box (workshop) and then begin the Sustainable Game.	
	Sustainable Game and Torch <ul style="list-style-type: none"> • Learn how design and develop initial ideas into a refined, final design. • Learn how to use tools and equipment to produce a high quality prototype of the sustainable game. • Explore a variety of electrical components 	Sustainable Money Box and Sustainable Game <ul style="list-style-type: none"> • Use a variety of tools and equipment to measure, mark out, cut and shape materials • Learn how to work with plastics and how to finish products to a high standard
Assessment:	<ul style="list-style-type: none"> • There will be a variety of assessments including assessing quality of completed practical work and ability to complete investigation in the form of a product analysis task. • Students' work will also be monitored safely throughout each lesson, thus ensuring that students are working to the best of their ability. 	
Stretch and challenge:	<ul style="list-style-type: none"> • Complete product Analysis of board games that they have at home. • Consider how you could adapt you game to appeal to a wider / different target market • Investigate where electrical component are used / what they are used for / function 	

English

Topics / tasks:	<i>Journey's End</i> by R.C. Sherriff	Dystopia Writing
Content and skills:	<p>Reading</p> <ul style="list-style-type: none"> • Social, historical, political and literary contexts of WW1 through the play <i>Journey's End</i> and the poems 'Who's for the game' by Jessie Pope and 'Dulce et Decorum Est' by Wilfred Owen. • Studying the character development of key characters: Osborne, Raleigh and Stanhope. • Studying the dramatic genre and methods used to create tension. • Inferring and deducing meaning and viewpoint in a text • Selecting and applying relevant evidence • Communicating clearly and structuring a written response 	<p>Writing</p> <ul style="list-style-type: none"> • Writing to describe and narrate within the dystopian genre. • Studying extracts from a range of dystopian authors including George Orwell, Ray Bradbury, Aldous Huxley, and Suzanne Collins. • Using vocabulary, linguistic methods, sentence types and punctuation. • Developing and structuring a range of imaginative ideas.
Assessment:	Writing an essay to explore a key theme in <i>Journey's End</i> .	Writing the opening to a dystopian story.
Stretch and challenge:	Studying a wider range of WW1 literature such as the following war poets: Wilfred Owen, Siegfried Sassoon, Edna St Vincent Millay, Harold Begbie, Robert Laurence Binyon.	Read dystopian novels by a range of authors for example: <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>Food: Students will build on their knowledge of nutrition, with a focus on macronutrients e.g carbohydrates. They will also consider the process of gelatinization, how it happens and what recipes it might be found in. Students will continue to learn where food comes from this half term the topic will be cheese.</p> <p>Textiles: We will explore forces and motions, how this applies to existing products and how students can use this to in the generation of their own ideas. Student will further consider what social constructs products must follow in their work and how the prototyping process works in the design journey of a product.</p>	<p>Food: Students will gain practical skills including- accuracy of weighing and measuring, use of the oven and use of the hob. As well as practicing good hygiene throughout the cooking process.</p> <p>Textiles: On completion of their toy textiles cube, students will further their knowledge of the iterative design process, focusing on getting things moving- forces and motions.</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:	Reading further into the topics covered, this can include watching videos and reading material online on websites such as https://www.foodafactoflife.org.uk/	

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.
Content and skills:	Learning regular verbs in the past and future tenses along with common irregular verbs in the past tenses. 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 tenses.
Assessment:	There will be listening and vocabulary tests and translations. Students 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.

Geography

Topics / tasks:	Population	Urbanisation
Content and skills:	Students will examine the one and two child policies in China. Students will then examine the impact of humans on the environment and evaluate possible solutions to the challenges created.	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.
Assessment:	End of unit test on the topic of urbanisation.	Key terms definition test
Stretch and challenge:	Listen to 'Costing the Earth' podcast on BBC radio 4, episodes available at: www.bbc.co.uk/programmes/b006r4wn	Research an urban area that is growing rapidly e.g. Lagos in Nigeria. Examine the reasons why this is happening and the opportunities and challenges this creates for the people living there.

German

Topics / tasks:	Students will study the topic of pets, including a good range of vocabulary linked to the topic. As well as learning nouns for different animals and pets, they will learn colours and revisit adjectival 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.
Content and skills:	Students will learn about family and pets. They will talk about family and pets using measure word and linking words. They will learn the vocabulary and Chinese Character related to the topics. They will learn the grammar of the linking word 'He'; measure words 'Kou' 'Ge' and possessive 'De'. They will learn how to understand key information in listening. They will build confidence in speaking.
Assessment:	In class, there will be vocabulary (characters) tests and practice of listening and reading tasks. Writing skills will be assessed in homework tasks.
Stretch and challenge:	Investigating Chinese measure words 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 Performing film theme music at the keyboard
Assessment:	Performing fluently and accurately at the keyboard, developing and improving technique 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:	Breathing and respiration, The periodic table, Fluids	
Content and skills:	<p style="text-align: center;">Knowledge</p> <p>Breathing and respiration</p> <ul style="list-style-type: none"> • Aerobic respiration • Anaerobic respiration • Gas exchange • Effects of exercise on respiration <p>The periodic table</p> <ul style="list-style-type: none"> • Daltons Model of Atoms • Mendeleev and the periodic table • Physical trends • Chemical trends <p>Fluids</p> <ul style="list-style-type: none"> • Changing state • Pressure in liquids • Pressure in gases • Floating and sinking • Drag 	<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.