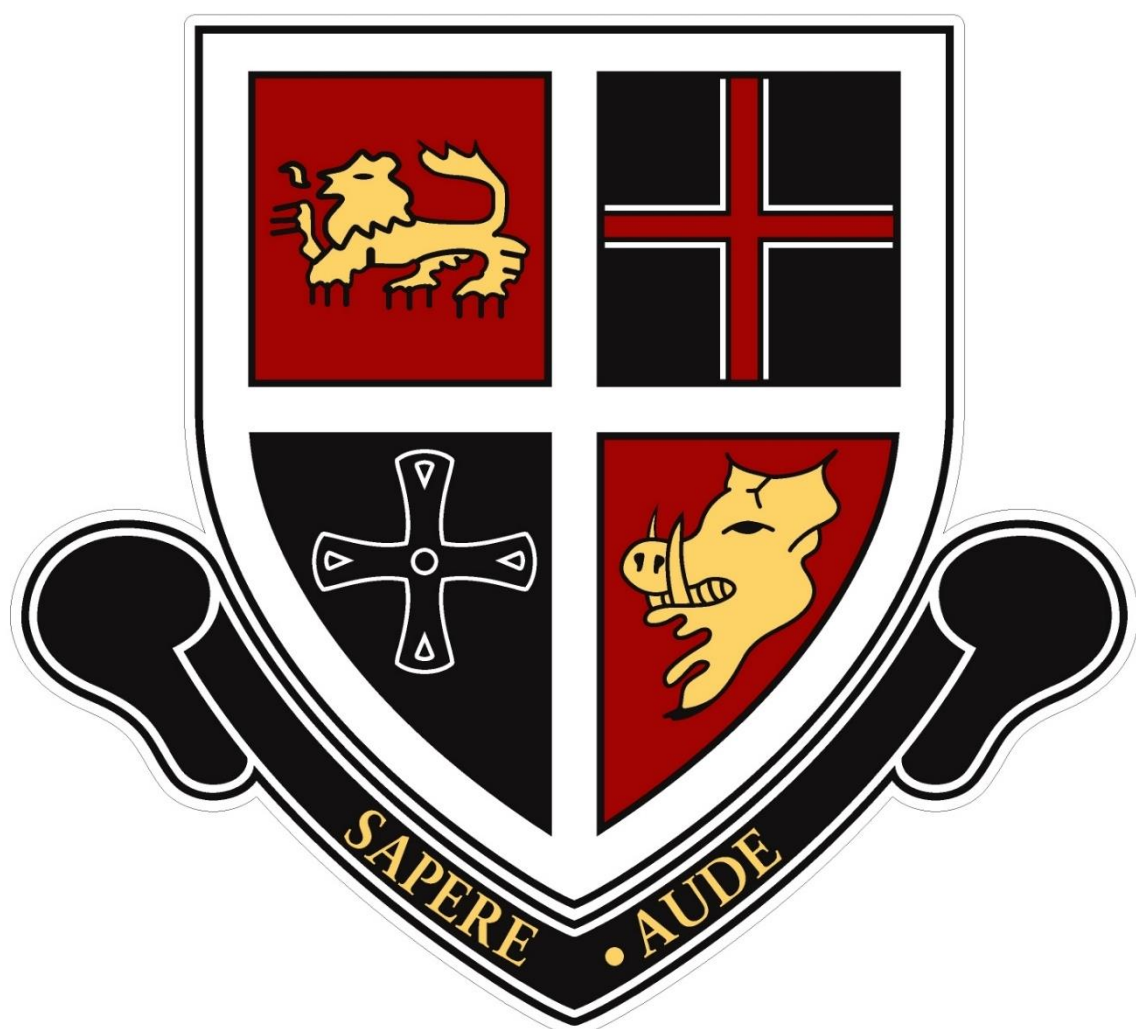


# Durham Johnston Comprehensive School

Subject Review

*July 2020*



# Year 8

*This booklet is designed to help pupils - and their parents and carers - understand where they should be with their subject knowledge and skills at this point, and what they could do to ensure they are ready academically for next year.*

*Whilst all of this information is available via the Home Learning section of the website and the use of Microsoft Teams, we thought it would be helpful to compile it all in one place!*

## **Students:**

For each of your subjects, tick the things you have completed. If there are any gaps, you could complete it over the summer. You will be able to log into Teams or access the school website to find the work. This will help you to be in the best possible position when you return to school.

If you have managed to stay on top of all of your work – well done! This has been a really challenging time for everybody, and you should be proud of yourself.

There are some suggestions of things you might like to do to go even further with each subject, but this is optional.

Finally, have a think about what you would like to achieve or improve, and write yourself a target in the space provided. This could be a skill you want to improve, or subject knowledge you would like to acquire; think about where you would like to be for that subject this time next year!

Good targets are specific and measurable – what exactly do you want to do, and will you be able to see that you've achieved it? Here are some examples to give you some ideas:

- To improve in Music next year, the one thing I will do is **work on my keyboard skills so that I can play a melody with one hand and an accompaniment with the other.**
  
- To improve in Geography next year, the one thing I will do is **work on my map skills so that I can read and interpret OS maps accurately.**

# Art

## What should I have covered in Home Learning?

Content	Have I done this?
An understanding of the formal elements of art: Line, colour, shape, form, value, space texture.	
Sketching techniques, using basic shapes in beginning a drawing.	
Tonal shading and painting in creating 3D forms and pictorial space.	
An understanding of colour theory.	
Practising drawing facial features and mapping a face. Scale, proportion, and positioning of features.	
Developing the use of photography in recording objects, people, and places. Using editing tools to edit and manipulate.	

Making artwork in relation to tasks set on the home learning page or anything else pupils have engaged with- these have been wide/varied and the outcomes could almost be anything. Providing art has been made, this is the most important thing. All efforts will be valued, and pupils are encouraged to share with their class teacher.

## How could I go further with this subject?

- Identify something you struggle with, for example perspective drawing, and aim to improve your skills by simply practising till you feel confident of something you currently struggle with.
- Pupils should have started creating work based on concept art and/or biomorphic architecture in preparation for Year 9
- Try something new- select a material/process you have never used before and create something experimental. Keep doing this and you will find your creativity and confidence will grow.

**To improve in Art next year, the one thing I will do is...**

# Design Technology

## What should I have covered in Home Learning?

Content	Have I done this?
Completing the mini project 'Re-Branding'	
Completing the mini project 'Desk Tidy'	

### These projects will have helped you develop the following skills:

- Research into Typography.
- Research into the Colour Wheel.
- Research into Expressive text.
- Research into Wood joints.
- Product Analysis into real products to see how and why they work.
- Design a range of products based on your research.
- Develop these ideas into more focused designs that are fit for use in the real world.
- Ability to Evaluate the strengths and weaknesses of your designs.

### How could I go further with this subject?

- Have a go at completing the projects for Year 9, which you can find on the Home Learning section of the website. There is one on design movements, and one on designing a phone holder.

### To improve in Design Technology next year, the one thing I will do is...

# English

## What should I have covered in Home Learning?

Content	Have I done this?
Reading: Different cultures' poetry	
Writing: Diaries	
Writing: Letters	

### These Reading units have taught you to:

- Increase your confidence to read independently
- Explain the writers' purposes for writing and their messages
- Select evidence from a text
- Infer and interpret what a writer is suggesting
- Identify and explain the word choices and methods used by writers and consider why the writers have chosen them
- Identify the relationship between a text and the context in which it was written

### These Writing units have taught you to:

- Develop creative and imaginative ideas
- Use a wide range of vocabulary and methods in your writing such as similes, metaphors, and personification.
- Organise your writing into a clear structure which is well developed.
- Use simple, compound and complex sentences with a range of punctuation accurately

### How could I go further with this subject?

- In Year 9, we will be focusing on the theme of **social justice** and how social justice issues are presented by different writers.
- Your extension task is to read as much as you can and consider what types of social justice issues you encounter in different texts: for example, the poverty gap, gender, racism, crime and punishment, the mistreatment of workers.
- You can read whichever texts you wish, including fiction and non-fiction. Here are some suggestions: newspaper articles including the opinion columns, the short stories of Edgar Allan Poe, *Oliver Twist* by Charles Dickens, *And Then There Were None* by Agatha Christie, *Noughts and Crosses* by Malorie Blackman, *The Merchant of Venice* by William Shakespeare, the poetry of John Agard, Carol Ann Duffy and Simon Armitage.

### To improve in English next year, the one thing I will do is...

# Food & Textiles

## What should I have covered in Home Learning?

Content	Have I done this?
Food: information and questions on Eating well	
Food: information and questions on Hydration	
Food: information and questions on Bread	
Food: information and questions on Raising agents	
Textiles: information and questions on Tools	
Textiles: information and questions on Components	
Textiles: information and questions on Materials	
Textiles: information and questions on Properties of Materials	

## How could I go further with this subject?

- In the 'files' section of teams students have been supplied with a range of recipes that would be suitable to cook at home. These are optional and do not affect the students overall attainment if it is not applicable for a student to cook at home.
- Please post any pictures of cooking to teams (or email to your teacher for feedback)
- Students can also look to Year 9 work for an extra challenge, which can be found in the Home Learning area of the school website.

**To improve in Food and Textiles next year, the one thing I will do is...**

# French

## What should I have covered in Home Learning?

Content	Have I done this?
Topics: Revisions of daily routine and food	
Topic: House and home	
Topic: Television and films	
Grammar: Reflexive verbs	
Grammar: Partitive	
Grammar: Past tense and irregulars	
Grammar: Modal verbs	
Grammar: Future tense (immediate and simple)	

## How could I go further with this subject?

- Find out about famous people from one of the countries where the language is spoken.

**To improve in French next year, the one thing I will do is...**

# Geography

## What should I have covered in Home Learning?

Pupils should be able to:

Content	Have I done this?
<b>Describe</b> how the Earth's climate is changing and <b>explain</b> the human and physical causes for this change.	
<b>Evaluate</b> the evidence of climate change, <b>interpret</b> maps, graphs and photographs correctly to <b>describe</b> and <b>explain</b> the general trends and anomalies.	
<b>Assess</b> the social, economic and environmental impacts of climate change on a local, national and global scale.	
<b>Explain</b> how individuals, companies and countries are trying to slow down and reduce the impact of climate change.	
<b>Define</b> what coasts are and <b>explain</b> how and why humans use coasts in different ways.	
<b>Explain</b> how sediment is eroded, transported and deposited at the coast.	
<b>Identify</b> the key landforms found along coasts e.g. stacks, arches and spits, <b>describe</b> what they look like and <b>explain</b> how they form.	
<b>Explain</b> why it is important to protect the coastline and <b>evaluate</b> the advantages and disadvantages of different coastal management strategies.	
<b>Describe</b> and <b>explain</b> where glaciers are located in the world, how they shape the landscape and <b>explain</b> why this is changing.	
<b>Identify</b> the different ways humans use glaciers and <b>explain</b> why they are important.	

## How could I go further with this subject?

- Geographers are interested in the world around them and keep up to date with events happening in the news. Each week go to the BBC News website:
  - Read one article about a geographical issue happening in the world that week.
  - Summarise the key points in the article, write down one interesting fact from the article and one question it raises for you as a geographer and a global citizen.
  - Discuss what you have found out with a member of your household.
- Read one of the 'Horrible Geography' books such as 'Raging Rivers', 'Violent Volcanoes' and 'Odious Oceans' and write a book review.

**To improve in Geography next year, the one thing I will do is...**



# German

## What should I have covered in Home Learning?

All worksheets can be found on MS teams, or in the Student Home Area (S-Drive) which can be accessed via the remote desktop. Please note that each worksheet comes with a corrected counterpart.

Content	Have I done this?
Revision of previously studied topics: <b>Worksheets 1-7.</b>	
Giving information about where you live (house and local area): <b>Worksheets 8-10.</b>	
Learning how to tell the time in German: <b>Worksheet 11.</b>	
Learning how to form the future tense and learning time phrases: <b>Worksheet 12.</b>	
Giving information about daily routine: <b>Worksheet 13.</b>	
Learning how to form and conjugate reflexive weak/reflexive strong and separable weak/separable strong verbs: <b>Worksheet 14.</b>	
Giving information about leisure activities: <b>Worksheet 15.</b>	
Giving information and opinions on school subjects: <b>Worksheets 16-17.</b>	

## How could I go further with this subject?

- Find out about famous people from one of the countries where the language is spoken.

**To improve in German next year, the one thing I will do is...**

# History

## What should I have covered in Home Learning?

Content	Have I done this?
Topic: Restoration of the Monarchy	
Topic: The Plague of 1665, its causes and consequences	
Topic: Great Fire of London, its causes and consequences	
Topic: The succession crisis after Charles II's death, and why James II was unpopular	
Topic: The Glorious Revolution	
Topic: The Hundred Years War, 1337-1453	
Topic: The Act of Union	
Topic: The rise of the British Empire and why the Industrial Revolution began in Britain	
Topic: How towns and cities grew and changed due to the Industrial Revolution	
Topic: New jobs and diseases during the Industrial Revolution	
Quiz: Restoration of the Monarchy	
Quiz: The Plague of 1665	
Quiz: Great Fire of London	
Quiz: The Industrial Revolution	

*The last two weeks of the year, you will be completing lessons on the cause of the French Revolution and the events of the French Revolution.*

## How could I go further with this subject?

If you have completed all lessons and quizzes and submitted your work for feedback, then answer at least one of the following questions. Identify your arguments and your judgements early in your essay, use specific and explained examples and explain different viewpoints. Always use the PEEL paragraph structure.

1. ***"Britain changed little during the seventeenth century." Do you agree?***
2. ***How did the Industrial Revolution change Britain?***
3. ***How did the French Revolution change France?***

**To improve in History next year, the one thing I will do is...**

# IT & Computing

## What should I have covered in Home Learning?

Content	Have I done this?
Independent learner	
Collaborative learner/user (Email, Teams, Web and other forms of electronic communication)	
Logical thinking and problem solving	
Effective researcher (refine searches, check for bias and/or fake news)	
Ability to structure and refine <b>relevant</b> resources (images, text, video and sound)	
Able to use relevant subject specific vocabulary <b>AND</b> understand its meaning/purpose.	
Respond to direct questioning, articulating themselves well, using subject specific vocabulary	
Depicts audience, purpose, house style and ethos when designing <b>AND</b> implementing	
Demonstrate software competency (Flowol, Excel, MoviePlus6, PowerPoint, Editing software and Scratch)	
Understands the issues related to ICT in the real world (use of technology and implications - including the social, moral & ethical issues related to the use of ICT)	

## How could I go further with this subject?

A good Computing student (**digital literacy**) will understand purpose and audience, they will be able to plan, design and create. Developing these skills will set you apart! Think graphic, game and web designers!

- Create document of your choice (flyer, invite, image etc.) using: [www.canva.com](http://www.canva.com) (use your school email to sign up to the free option)  
Extension: A different design for a different **purpose**.
- If you have a phone or a camera, you can animate! You can use specialist software (on your phone or PC) or you could even create a Flick-book with paper and pens (lots of cool examples on YouTube, or use your imagination)  
Google: 'Institute of Imagination create your own animation' for some help and ideas
- Use these sites to build your knowledge, skills and understanding. Many tutorials (in different languages and block editors) to develop your Computer Science skills set. Choose the level that is right for you! <https://scratch.mit.edu/> <https://code.org/>
- Want to speed up your evaluation and typed tasks? Then follow <https://www.typingclub.com/>

**To improve in IT & Computing next year, the one thing I will do is...**

# Latin

## What should I have covered in Home Learning?

Content and tasks	Have I done this?
Make sure you are familiar with the <b>irregular verbs</b> introduced in Stage 13 ( <b>possum, volo &amp; nolo.</b> )	
Learn how to spot and translate an <b>infinitive</b> .	
Read about <b>Roman Britain: Farming &amp; Slaves</b> p16-20, & completed the tasks on Teams.	
Read about The conquest & Britain as a province p36-41, & completed the tasks on Teams.	
Read about King Cogidubnus p55-5, & completed the tasks on Teams.	
Read about Fishbourne Palace p68-73, & completed the tasks on Teams.	

## How could I go further with this subject?

- Develop your understanding of Roman history & society - by reading or by watching documentaries. Anything to do with Roman Britain or Roman religion & beliefs will be especially useful, but a broad understanding of the Romans and their neighbours (e.g. Greece, Egypt, Persia...) will always help.

## To improve in Latin next year, the one thing I will do is...

# Mandarin

## What should I have covered in Home Learning?

Content	Have I done this?
Topic: hobbies – understand key vocabulary and be able to state preferences and write using Chinese characters	
Topic: Telling the time	
Topic: school subjects including likes and dislikes and which lessons on different days	
Grammar: asking questions	
Grammar: using linking words	

## How could I go further with this subject?

- Find out about famous people from one of the countries where the language is spoken.

**To improve in Mandarin next year, the one thing I will do is...**

# Maths

## What should I have covered in Home Learning?

Content and tasks	Have I done this?
Logged on and <b>completed weekly maths assignments</b> on Hegarty Maths <a href="https://hegartymaths.com/">https://hegartymaths.com/</a>	
<b>Watched the instructional video</b> for each assignment and <b>made notes</b> to help you on the quizzes and strengthen	
<b>Done working out</b> when completing your assignments	
<b>Read your teacher's feedback</b> to your assignments and comments by clicking on the little red bell icon	
<b>Asked for help when you were stuck</b> by leaving a comment in Hegarty Maths or messaging your teacher directly on Teams	
<b>Consolidated your school learning</b> on FDP conversions	
<b>Consolidated your school learning</b> on percentages	
<b>Consolidated your school learning</b> on ratio	
<b>Gained knowledge</b> in 3D shapes	
<b>Gained knowledge</b> in volume and surface area	
<b>Gained knowledge</b> in circles	
<b>Gained knowledge</b> in averages	
<b>Gained knowledge</b> in representing data	

## How could I go further with this subject?

- Press the '**request more work**' button on Hegarty Maths
- **Complete the 'Summer Sums'** twelve topics on Hegarty Maths that review key ideas from across Year 7
- **Challenge yourself to a maths investigation from** nrich: <https://nrich.maths.org/9451>

**To improve in Maths next year, the one thing I will do is...**

# Music

## What should I have covered in Home Learning?

Content and tasks	Have I done this?
Elements of Music - the names and definition and better understanding of these six terms. (Tempo, Timbre, Texture, Rhythm, Dynamics and Pitch)	
Listening skills - recognizing how the musical elements are used in a piece of music.	
Electronic Dance Music: What are the main musical features of this style of music? How do composers/producers create this music?	
Traditional Music of Japan: What are the instruments/timbres that make this music sound so distinctive? How you can compose or improvise using the pentatonic scale, using either a virtual keyboard, or your own instrument?	

## How could I go further with this subject?

- If you like listening to music, try to find a new piece/song to listen to each week of the summer holidays – you could keep a 'listening diary' writing down your thoughts?
- If you play an instrument, set yourself a target for something you want to learn to play over the summer break – lots of free sheet music is available online.

## To improve in Music next year, the one thing I will do is...

# Physical Education

## What should I have covered in Home Learning?

Content and tasks	Have I done this?
Completed the weekly Stay @ Home Olympic challenges from the web site.	
Completed the PE department activity survey from the web site.	

Any other exercise you've managed to do in lockdown is a bonus!

## How could I go further with this subject?

If you can do the following things, they will help you to do well in PE next year:

- Run for at least 5 minutes without stopping.
- Throw a cricket / tennis / rounders ball at least 25 metres
- Complete a standing long jump of at least 1.25 metres.
- Complete at least 20 press-ups or sit-ups.
- Throw and catch a tennis ball against a wall with alternate hands at least 15 times.
- Understand how regular exercise and a balanced diet can improve health

**To improve in PE next year, the one thing I will do is...**



# Religious Education

## What should I have covered in Home Learning?

Content	Have I done this?
Pupils considered the importance of pilgrimage to Makkah for a Muslim believer.	
Why go on pilgrimage? Why is it considered to be one of the 'Five Pillars of Islam'? What are the costs and benefits of such a journey?	
What are the implication on the possibility of the pilgrimage being cancelled due to the Coronavirus Pandemic?	
<b>Ethical Theory and religious/non-religious belief systems:</b> Natural Law	
<b>Ethical Theory and religious/non-religious belief systems:</b> Utilitarianism	
<b>Ethical Theory and religious/non-religious belief systems:</b> Situation Ethics	
<b>Ethical Theory and religious/non-religious belief systems:</b> Natural Law	

## How could I go further with this subject?

- Read biographical material about St Oscar Romero (1917-1980)
- Read the United Nations Declaration of Human Rights
- Research current issues of people trafficking and child slavery

**To improve in RE next year, the one thing I will do is...**

# Science

## What should I have covered in Home Learning?

Content	Have I done this?
Biology: Plants and Reproduction	
Biology: Breathing and respiration	
Biology: Unicellular organisms	
Chemistry: The Periodic Table	
Chemistry: Metals and their uses	
Physics: Light	
Physics: Energy transfer	

## How could I go further with this subject?

### ➤ Space and the solar system project

Investigate the key points of the solar system and make a poster or model you can use to explain;

- The relative size and location of the planets
- What a moon is
- What an orbit is
- How our solar system fits into the Milky Way.

This is a Physics topic that is revisited in separate Physics in KS4.

**To improve in Science next year, the one thing I will do is...**

# Spanish

## What should I have covered in Home Learning?

Content	Have I done this?
Form the present tense of regular AR, ER and IR verbs and certain irregular verbs, including Ir (to go) to describe a typical holiday, including where they go, where they stay, who they go with and how long for.	
Recall the names of the different places and countries one can visit, forms of transport and describe the different activities one can do on holiday.	
Form the future tense <i>with going to</i> in order to describe a future holiday and what one is going to do on holiday.	
Form the preterite (simple past tense) of regular AR, ER and IR verbs and certain irregular verbs (including Ir (to go), Ver (to see/watch)) to describe a past holiday (with the same detail as a present tense holiday above), using past tense time adverbs (e.g. last year, etc)	
Form opinions in the present and past tense to say what they like/liked and don't/didn't like about a holiday, using gustar type verbs, and justifying their opinions with reasons, using a variety of positive and negative adjectives (e.g. fun, boring, good, bad, etc) and the conjunction <i>because</i> to link sentences.	
Form comparatives using <i>more than</i> and <i>less than</i> to explain preferences.	

## How could I go further with this subject?

- Find out about famous people from one of the countries where the language is spoken.

## To improve in Spanish next year, the one thing I will do is...

