



**Barnhill**

COMMUNITY HIGH SCHOOL

**Year 8 Curriculum Handbook**

**2025—2026**

## **Contents:**

- Page 3. Introduction
- Page 4. Year 8 Curriculum Overview
- Page 5. Art
- Page 6. Product Design
- Page 7. Food Technology
- Page 8. EAL
- Page 9. English
- Page 10. Geography
- Page 11. History
- Page 12. Computing
- Page 13. French
- Page 14. Spanish
- Page 15. Physical Education
- Page 16. Drama
- Page 17. Maths
- Page 18. Music
- Page 19. Science
- Page 20. Social Sciences

Dear Parent/Carer.

We have produced this guide to support you with the education of your son/daughter at Barnhill. We hope that you will use the information to ask questions of your child and explore the topics that they are studying this year.

We have worked tremendously hard at Barnhill for the last 3 years to shape an ambitious and exciting curriculum for our pupils. We have sequenced the learning so that every subject starts with core basic knowledge and thinking and then goes on to explore the *best of what has been thought and said in our world*.

We hope you find the information useful. Please do contact the school with any questions you have.

Yours faithfully,

Ms K Winter

*Deputy Headteacher Curriculum*

**Structure:**

## Year 8 Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Art</b>	Portraiture— anatomy	Portraiture –Self portrait	Art History	Art History	Perspective	Architecture
<b>Drama*</b>	Talk Shows	Horror	*Rotation with DT & Food Tech			
<b>Design Technology*</b>	Animal Themed Cushion		*Rotation with Drama & Food Tech			
<b>Food Technology*</b>	Food Choices	Menu Planning	*Rotation with Drama & DT			
<b>English</b>	Of Mice and Men	Shadows of To- morrow: Navi- gating Dystopian Realities	Relationships Poetry	DNA	Social Non- Fiction	A Change of Per- spective
<b>Geography</b>	Life on Land	The Future of Antarctica	Africa	The Geography of Russia	Our Shrinking World	The Middle East
<b>History</b>	Slavery	Empire	Industrialisation	WW1	WW2	Atomic Bomb
<b>IT</b>	Introduction to CPU	Wired & Wireless Networks	Computational Thinking	Logic gates and boolean	Hardware	Software
<b>Maths</b>	Number/Area & Volume	Statistics, Graphs & Charts/ Expressions & Equations	Real Life Graphs/Decimal & Ratio/ Line & Angles		Fractions/Straight Line Graphs/ Fractions, Percentages & Decimals	
<b>MFL - French</b>	T'es branché? : Talking about TV, music and the internet		Paris, je t'adore: Talking about the trips and Francophone countries		Mon identité : Talking about identity, style and home	
<b>MFL - Spanish</b>	Mis vacaciones : Talking about the holidays		Todo sobre mi vida : Talking about TV, music and the internet		¿Qué hacemos? : Talking about activities in town and parties	
<b>Music</b>	Fanfares	Harmonic Func- tions	Baroque to Hip Hop	Junk-Band Blues	Sounds of the Cinema	Offbeat
<b>PE - Theory</b>	Warm-up and Cool down	Leadership	Identify muscles/ bones	Short and Long term effects of exercise	Components of fitness	Sport Injuries
<b>PE - Practical</b>	Gymnastics/Rugby/Football/Netball/Badminton/Basketball/Fitness/Handball					
<b>Science - Biology</b>	Enquiry Processes	Organisms	Ecosystems		Genes	Revision & Exam
<b>Science - Chemistry</b>	Separation Techniques	The Periodic Table	Metals & Acids	Reactivity Series	The Earth	STEM Project
<b>Science - Physics</b>	Electricity & Magnetism	Energy	Motion & Pressure	Physics Intervention	Revision	STEM Project
<b>Social Sciences</b>	Why is there suffering?	SRE	What do scholars say about reli- gion, belief and	How do Dharmic religions ap- proach crime and	Can I be religious and..?.	PSHRE

# Y8 ART

<b>Subject Overview</b>	Pupils will cover a range of topics within art, covering the principle of art and design. The rationale behind year 8 art is to develop on from a firm foundation of the formal elements, throughout the course pupils will be encouraged to develop their vocabulary and to respond to a theme as well as applying their knowledge and understanding, research and analysis skills, recording their findings and	
<b>Curriculum Content</b>		
<b>Autumn 1</b>	<p><b>Portraiture</b> - anatomy</p> <p>What is portraiture in art? What can we discover about a person just by looking at a portrait? Drawing skills-facial features and the head.</p>	
<b>Autumn 2</b>	<p><b>Portraiture</b> - tonal self portrait</p> <p>How can we apply tone to create a realistic self portrait.</p> <p>Evaluate and analyse artwork using art terminology.</p>	
<b>Spring 1</b>	<p><b>Art History</b>—Fauvism</p> <p>How to research an art movement and artists of that movement - Use a variety of different painting</p>	
<b>Spring 2</b>	<p><b>Art History</b>—Fauvism</p> <p>Apply the painting techniques observed during art history unit to develop your own outcome using a</p>	
<b>Summer 1</b>	<p><b>Architecture— Perspective</b></p> <p>What are the 6 architectural styles? How can I create a line drawing of my architectural style using</p>	
<b>Summer 2</b>	<p><b>Architecture</b>—</p> <p>Students will create a clay door based on one of the architectural styles.</p>	
<b>Additional Information</b>		
<b>Assessment</b>	At the end of each topic there will be a summative assessment usually in the form of a design task utilising the skills learnt.	
<b>Homework</b>	Homework is set weekly throughout the course, this includes aspects of research, completion tasks as well as extended learning tasks.	
<b>Enrichment</b>	Art club on teams	
<b>Online Resources</b>	Teams Class Groups	
	Art club Team	
<b>Extra</b>		

# Y8 Product Design

<b>Subject Overview</b>	Pupils will cover a variety of topics within the Product Design section of the Design Technology umbrella. In year 8, student will be introduced to textiles, where their design question of 'How can I think like a designer?' will be their main focus, building upon key concepts from their year 7 design journey and knowing the path of how they can achieve as young designers.	
<b>Curriculum Content</b>		
<b>Term 1</b>	<p>Understanding the research and design process</p> <p>Rules and routines of how Health and safety is applied throughout the workshop and design process.</p> <p>Knowing and understanding the design process through, researching, analysing and investigating the task set. Creating mood boards, questionnaires and identifying with designers to help their design process.</p> <p>Knowing and understanding Embroidery techniques and Fabric construction.</p> <p>Constructing initial design ideas towards producing their final outcomes.</p>	
<b>Term 2</b>	<p>Understanding the making and evaluation process.</p> <p>Knowing how to construct their products using the correct equipment and materials using the quality control processes through their making.</p> <p>Knowing and understanding the environmental, social and moral issues that impact on their design processes. For example where their packaging/ product could end up at the end of its shelf life.</p> <p>Knowing and understanding the ethical processes of their manufacturing specification guidance.</p> <p>Knowing and understanding their project development planning through the design process of a flow chart.</p> <p>Knowing how to evaluate their work to ensure that they have met their specification and design brief.</p>	
<b>Additional Information</b>		
<b>Assessment</b>	At the end of term students will be given an assessment which will be carried out in class to assess learning covered over the term.	
<b>Homework Structure</b>	Homework will be set fortnightly throughout the duration of the course. Homework will entail both practical and research based home learning.	
<b>Enrichment</b>		
<b>Online Resources</b>	<a href="https://www.microsoft.com/en-gb/microsoft-teams/log-in">https://www.microsoft.com/en-gb/microsoft-teams/log-in</a>	Student's homework will be set here with clear instruction given.
		Year 8 work booklets
<b>Extra reading</b>		

# Yr 8 Food Technology

<b>Subject Overview</b>	Pupils will cover a range of topics within Food, covering both theory and practical tasks. The rationale behind year 8 Food Tech is to develop a sense of understanding about nutrition and nutritional needs for themselves as well as a cultural awareness when choosing foods for different people. Throughout the course they will be encouraged to develop their cooking skills in keeping with food hygiene and safety.	
<b>Curriculum Content</b>		
<b>Autumn 1</b>	Health safety and hygiene and Healthy Eating and nutrition – This will link with working safely in the kitchen, identifying danger and hazards and prevention of accidents. Nutritional guidelines Eat well Plate Practical Cooking Task Food Choices Factors affecting food choices Practical Cooking Task	
<b>Autumn 2</b>	Special Dietary needs How does special dietary needs affect food choices Practical cooking task Menu Planning Design and make task Summative test	
<b>Spring 1</b>		
<b>Spring 2</b>		
<b>Summer 1</b>		
<b>Summer 2</b>		
<b>Additional Information</b>		
<b>Assessment</b>	Each end term or end of topic will include an assessment. This may be in the format of a test or design and make task .	
<b>Homework Structure</b>	Homework will be set out throughout the course. This will include research-based study, quizzes to reinforce learning and short tests.	
<b>Enrichment</b>	Researching and adapting different ingredients for a recipe	
<b>Online Resources</b>		This is where lessons and homework resources are uploaded to the class team.
		Self assessed quizzes for each topic. Your child will have a “class code” to access the work
<b>Extra reading/ visuals</b>	Students can watch Food videos that are uploaded on Teams. Online recipes	

# English Additional Language

## (EAL) KS3

<b>Subject Overview</b>	<p>The EAL curriculum is vital key for language development for students for whom English is not their first language. EAL supports students to build their skills to communicate confidently and effectively. This learning also strengthens their understanding of the nature of language and culture, and the way that language changes according to purpose, form and audience. By learning to use and adapt language according to specific contexts, EAL learners build relationships with their peers and the wider world around them.</p> <p>Through the EAL curriculum pathways, students develop English language competence in the modes of Speaking and Listening, Reading and Viewing, and Writing. This provision transcends the Key Stage models as they are entirely dependent on entry level proficiency.</p> <p>Students are provided with a range of opportunities to expand their linguistic repertoires and one of the main ways to do this is through a syllabus specifically tailored for their proficiency levels.</p> <p>The EAL curriculum provides opportunities for students to draw on their knowledge of the language/s spoken at home as a way to enhance their developing understanding of the English language.</p>
<b>Curriculum Content</b>	
<b>Autumn 1</b>	<p>Building vocabulary: verbs expressing preference, days of the week            Key phrasing: talk about interests, greeting and introducing people            Language focus: there is, there are, a, an, some and any            Writing: describing people</p>
<b>Autumn 2</b>	<p>Building vocabulary: nouns, verbs, prepositions            Key phrasing: giving and asking for information, likes and dislikes            Language focus: present simple            Writing: Capital letters, e-mail introduction, position of adjectives</p>
<b>Spring 1</b>	<p>Building vocabulary: adjectives, adverbs, time expressions            Key phrasing: apologizing and explaining, invitation,            Language focus: present continuous,            Writing: Describing a town/place, punctuation</p>
<b>Spring 2</b>	<p>Building vocabulary: make nouns from verbs, describing emotions            Key phrasing: expressing quantity, expressing interest, make suggestions            Language focus: past simple, past continuous,            Writing: write a blog, linking events</p>
<b>Summer 1</b>	<p>Building vocabulary: regular and irregular verbs, compound nouns            Key phrasing: making predictions, taking about news, making plans            Language focus: present perfect, first conditional            Writing: fact files, writing a biography,</p>
<b>Summer 2</b>	<p>Building vocabulary: prefixes and suffixes, verbs and noun collocation, synonyms            Key phrasing: facts and opinions, giving advice            Language focus: past passive, second conditional            Writing: writing a formal letter</p>
<b>Additional Information</b>	
<b>Assessment</b>	Structured assessments after each unit with end of the term and end of the year text
<b>Homework Structure</b>	After each lesson students receive extra write tasks to solidify knowledge
<b>Enrichment</b>	Organised excursions to introduce students to English way of living
<b>Online Resources</b>	English Plus - Oxford press
<b>Extra reading</b>	EAL adapted books for set text from the English literature curriculum

# Year 8 English

<b>Subject Overview</b>	<p>In Year 8, students will explore a wide range of different text types, both fiction and non-fiction, to develop their inference and analysis skills. Students will learn about the development of language over time, understanding how cultural and historical influences impact the writing of a text. They will learn how to retrieve and select information and evidence whilst analysing the intended effects of language on the reader and gaining an awareness of the writer’s craft. They will begin to acquire and use a wider range of vocabulary and subject specific terminology they will need to express themselves academically in their writing. As they progress through the curriculum, students will build on their understanding of how language, structure and tone are used to create meaning as well as persuade and engage audiences. They will apply this knowledge to their own creative writing and persuasive speech writing. Two new bespoke unit have been developed this year in Autumn 2 and Summer 2 to complement the previous unit and allow students to sharpen their writing skills.</p>
<b>Curriculum Content</b>	
<b>Autumn 1</b>	<ul style="list-style-type: none"> <li>• <b>Of Mice and Men by George Steinbeck</b> (Prose—Fiction Unit)</li> </ul>
<b>Autumn 2</b>	<ul style="list-style-type: none"> <li>• <b>Shadows of Tomorrow: Navigating Dystopian Realities</b> (Creative Writing Unit)</li> </ul>
<b>Spring 1</b>	<ul style="list-style-type: none"> <li>• <b>Relationships Poetry</b> (Poetry)</li> </ul>
<b>Spring 2</b>	<ul style="list-style-type: none"> <li>• <b>A View from the Bridge—Arthur Miller</b> (Drama /Play Unit)</li> </ul>
<b>Summer 1</b>	<ul style="list-style-type: none"> <li>• <b>Social Non-Fiction</b> (Non-Fiction Reading Unit)</li> </ul>
<b>Summer 2</b>	<ul style="list-style-type: none"> <li>• <b>A Change of Perspective</b> (Transactional Writing Unit)</li> </ul>
<b>Additional Information</b>	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>◆ Autumn 1— Reading Assessment (Baseline Assessment - seen fiction extract)</li> <li>◆ Autumn 2— Reading &amp; Writing Assessment (unseen fiction extract &amp; creative writing)</li> <li>◆ Spring 1— Literature (Formative— Teacher Assessment Point ‘TAP’)</li> <li>◆ Spring 2— Literature (Formative—Teacher Assessment Point ‘TAP’)</li> <li>◆ Summer Term —Reading and Writing Assessment (unseen non-fiction extract &amp; transactional writing)</li> <li>◆ Spoken Language Assessment (in-class presentations; Oracy)</li> </ul>
<b>Homework Structure</b>	Bedrock Programme
<b>Enrichment</b>	World Book Day, National Poetry Day speakers, Library trips, Trust Poetry slam (annual event), local authors’ visits, Deep Learning Days, Library lessons.
<b>Online Resources</b>	<ul style="list-style-type: none"> <li>• BBC Bitesize</li> <li>• TED talks</li> <li>• Podcasts by authors of studied novels/plays</li> <li>• SparkNotes.com</li> <li>• CliffsNotes.com</li> <li>• No Fear Shakespeare</li> <li>• The British Library Online</li> </ul>
<b>Extra reading</b>	Wider reading channel can be found on Microsoft Teams where teachers provide interesting published articles/a range of non-fiction texts, podcasts, independent chapter reading and other resources that complement the texts students are studying in class.

# Y8 Geography

<b>Subject Overview</b>	Students will cover a range of topics within Geography, covering both physical and human concepts. The rationale behind year 8 geography is to build upon a sense of place and identity for the pupils and to see the world they live in. Continuing to use geographical skills picked up from year 7, students will learn about geographical concepts in context by learning about wide-scale/global environments.	
<b>Curriculum Content</b>		
<b>Autumn 1</b>	<b>Life on Land</b> <u>Key focus:</u> How do living things interact with their non-living environment? Constructing food webs/chains Describing the location of world biomes (e.g deserts and tropical rainforests) Case studies: Brazil and Sub-Saharan Africa	
<b>Autumn 2</b>	<b>The Future of Antarctica</b> <u>Key focus:</u> What should happen to Antarctica in the future? Decision-making about the future of Antarctica (i.e. How humans use the continent) Using satellite imagery to look at glacial ablation (melt) in detail Debating skills – which future is best for Antarctica?	
<b>Spring 1</b>	<b>Africa – A continent of contrasts</b> <u>Key focus:</u> What are the challenges and opportunities facing Africa? Introduction to the use of Geographical Information Systems (GIS), these include Google Maps etc. Constructing choropleth maps, a type of map which is created to visualise data about different countries of Africa for easy comparison between them Deconstructing misconceptions about the continent, people often think of the continent being under developed but this isn't always the case. Case studies: The Sahel and Nigeria	
<b>Spring 2</b>	<b>The Geography of Russia</b> <u>Key focus:</u> Is the Geography of Russia a curse or benefit? Further use of Geographical Information Systems (GIS) Topic will extend locational knowledge and deepen awareness of the location of Russia in comparison to other countries. Focus on different and wide ranging environmental regions (biomes) of Russia	
<b>Summer 1</b>	<b>The Middle East</b> <u>Key focus:</u> Why is the Middle East an important world region? Interpreting a range of different maps: population density, resource, biome etc. Extension of locational knowledge and deepen a spatial awareness of the world's countries focussing on the Middle East's environmental regions, key physical and human characteristics. Other aspects: Conflict over minerals, Exploitation, Economic development	
<b>Summer 2</b>	<b>Our Shrinking World</b> <u>Key focus:</u> Why is the world getting smaller? Think critically about whether Globalisation is positive in regards to humanity and the natural world Consider stakeholders (interested parties) in relation to globalisation and use them within debating scenarios Other aspects: international economic development, the use of natural resources and economic activity in the primary, secondary, tertiary and quaternary sectors. <i>These sectors will relate to different types of work and why some sectors are seen more often than others in certain nations.</i>	
<b>Additional Information</b>		
<b>Assessment</b>	<b>Per unit:</b> Mid-unit – knowledge test, opportunity to resit. <b>End-of-unit –</b> written assessment featuring describe, explain and evaluate/assess question (usually based on decision-making).	
<b>Homework Structure</b>	Homework will be set regularly throughout all topics, this will be a mix of tasks related to student misconceptions, key issues and will often include filling out forms to determine understanding of online articles (Wider Reading).	
<b>Online Resources</b>	<a href="https://discoveringantarctica.org.uk/">https://discoveringantarctica.org.uk/</a>	The website includes many interactive quizzes that will be used in lessons related to Antarctica.
	<a href="https://www.bbc.co.uk/iplayer/episodes/p02544td/planet-earth-ii">https://www.bbc.co.uk/iplayer/episodes/p02544td/planet-earth-ii</a>	Documentaries which students can watch independently, clips of which will be used throughout all topics but primarily 'Life on Earth'.
	<a href="https://www.bbc.co.uk/iplayer/episodes/p010jc6p/africa">https://www.bbc.co.uk/iplayer/episodes/p010jc6p/africa</a>	Documentaries that students can watch independently, clips of which will be used in the topic 'Africa'.

# Y8 History

<b>Subject Overview</b>	<p>In Year 8 students study the forces responsible for transforming the world between 1700—1900. At the start of the year students learn about early English colonies and the reigns of the early Mughal emperors. This sets the scene for what follows in the 18th and 19th centuries when Britain’s power grows. Through studying topics such as the East India Company, Trans-Atlantic Slave Trade and the Industrial Revolution students will gain a familiarity with concepts such as ‘empire’, ‘resistance’ and ‘economy’. Teachers will support students to develop an understanding of how these forces shaped Britain and the world.</p>		
<b>Curriculum Content</b>			
<b>Autumn 1</b>	How did Early Modern England become more connected to the world?		
<b>Autumn 1</b>	Who was the greatest early Mughal emperor?		
<b>Autumn 2</b>	How did a company begin to rule India?		
<b>Autumn 2</b>	Who and what was involved in the Transatlantic Slave Trade?		
<b>Spring 1</b>	How did enslaved people resist the Transatlantic Slave Trade?		
<b>Spring 2</b>	How have historians studied the lives of working people living through the Industrial Revolution?		
<b>Spring 2</b>	How did workers gain more rights in Industrial Britain?		
<b>Summer 1</b>	How different was the British Empire in India and Australia?		
<b>Summer 2</b>	Did tensions over Africa make a European war more likely?		
<b>Additional Information</b>			
<b>Assessment</b>	Each unit will be assessed through a 20 mark in class knowledge quiz. Student will also answer the enquiry question of each topic through an extended piece of writing, or oral assessment.		
<b>Homework Structure</b>	Homework will involve knowledge revision using Knowledge Organisers. Students will also be given research homework to enrich and extend their knowledge of world History.		
<b>Enrichment</b>	Students can extend, broaden and deepen their subject knowledge through visits to sites, museums and exhibitions. Teams is used to share relevant articles and videos.		
<b>Online Resources</b>	Microsoft Teams	Crash Course, World History: <a href="https://www.youtube.com/watch?v=Yocja_N5s1I&amp;list=PLBDA2E52FB1EF80C9">https://www.youtube.com/watch?v=Yocja_N5s1I&amp;list=PLBDA2E52FB1EF80C9</a>	
	<a href="https://history.org.uk/student">https://history.org.uk/student</a> (Please ask your teacher for the login to the student zone)	Crash Course, European History: <a href="https://www.youtube.com/watch?v=WhuC9dp0Hk&amp;list=PL8dPuuaLjXtMsMTfmRomkVQG8AqrAmJFX">https://www.youtube.com/watch?v=WhuC9dp0Hk&amp;list=PL8dPuuaLjXtMsMTfmRomkVQG8AqrAmJFX</a>	
	<a href="https://www.bbc.co.uk/bitesize/subjects/z7svr82">https://www.bbc.co.uk/bitesize/subjects/z7svr82</a>	BBC Teach, History: <a href="https://www.youtube.com/watch?v=O7JLSnPmNPU&amp;list=PLcvEcrsF_9zI2dNGU9uUOWo9tenQi93UG">https://www.youtube.com/watch?v=O7JLSnPmNPU&amp;list=PLcvEcrsF_9zI2dNGU9uUOWo9tenQi93UG</a>	
<b>Extra reading</b>	Please see the History reading list on the school website: <a href="https://www.barnhill.hillingdon.sch.uk/page/?title=Humanities&amp;pid=30">https://www.barnhill.hillingdon.sch.uk/page/?title=Humanities&amp;pid=30</a>		

# Y8 Computing

<b>Subject Overview</b>	Pupils will cover a range of Computing topics, including both practical Computing skills alongside Computer Science concepts. Year 8 start to focus on how a computer operates: the hardware that makes up a computer, as well as the software required to use one. They will also cover concepts used to create functions and larger applications.	
<b>Curriculum Content</b>		
<b>Autumn 1</b>	Introduction to the CPU Pupils will study the fundamentals of how a computer operates	
<b>Autumn 2</b>	Wired and Wireless Networks Pupils will study how to connect to a network and how networks are designed	
<b>Spring 1</b>	Computational Thinking Pupils will study what an algorithm is and real-world applications of them	
<b>Spring 2</b>	Logic Gates and Boolean Pupils will study logical operators and logic gates	
<b>Summer 1</b>	Hardware Pupils will study the different types of hardware required for a computer to operate	
<b>Summer 2</b>	Software Pupils will study different types of software and their uses	
<b>Additional Information</b>		
<b>Assessment</b>	Each half term or topic will include two summative assessment pieces, and also multiple opportunities for formative assessment in classes	
<b>Homework Structure</b>	Homework will be set throughout the course as required. It can include self-directed learning, quizzes that can be used to reinforce the learning that took place in the classroom, and extension activities to push pupils further.	
<b>Enrichment</b>	Plan enrichment to take place next academic term.	
<b>Online Resources</b>	<a href="https://www.microsoft.com/en-gb/microsoft-teams/log-in">https://www.microsoft.com/en-gb/microsoft-teams/log-in</a>	This is where lessons and homework resources are uploaded to the class team. The Class Notebook (also through the OneNote App) is accessible here
	<a href="https://quizizz.com/join">https://quizizz.com/join</a>	Quiz-style revision activities for the pupils. There will be a "code" for each activity.
	<a href="https://www.bbc.co.uk/bitesize/subjects/zvc9q6f">https://www.bbc.co.uk/bitesize/subjects/zvc9q6f</a>	The BBC has released materials on the various topics that are covered which can assist the student or push them further.
<b>Extra reading</b>	<a href="https://www.bbc.co.uk/news/technology">https://www.bbc.co.uk/news/technology</a>  Code: The Hidden Language of Computer Hardware and Software by Charles Petzold	

# Y8 French

<b>Subject Overview</b>	Year 8 French takes account a lot of prior learning . Students will learn to understand shorter and longer passages on familiar themes and learn to use the present tense of regular and some irregular verbs/ perfect tense of regular and irregular verbs and use the near future tense.	
<b>Curriculum Content</b>		
<b>Autumn 1</b>	Module 1: T'es branché (e)? Talking about television programmes The present tense Talking about films	
<b>Autumn 2</b>	Talking about reading Talking about the internet and phones	
<b>Spring 1</b>	Module 2: Paris, je t'adore! The perfect tense with "avoir" Saying what you did in a Francophone country Saying when you did things Saying what food you ate there	
<b>Spring 2</b>	The perfect tense with "être" Understanding information about a tourist attraction Giving opinions in the past tense Saying where you went and how	
<b>Summer 1</b>	Module 3: Mon identité Talking about personality Adjectival agreement Talking about relationships Reflexive verbs	
<b>Summer 2</b>	Talking about music Agreeing, disagreeing, and giving reasons Talking about clothes The near future tense Talking about your passion Talking about your home and town	
<b>Additional Information</b>		
<b>Assessment</b>	Students will have 4 mini-assessments during the term, testing vocabulary, translation and/or writing. They will also have an end of term assessment testing them on the four skills (Reading, Listening, Speaking and Writing).	
<b>Homework Structure</b>	Homework will be set out throughout the course. This will include research-based study, quizzes to reinforce learning and short tests.	
<b>Enrichment</b>	French club – each week the focus on different topic	
<b>Online Resources</b>	<b>QUIZLET</b> - <a href="https://quizlet.com/">https://quizlet.com/</a>	This is a mobile/web learning app where pupils will be able to learn the vocabulary used in the class with interactive flashcards, games and other learning tools.
<b>Extra reading</b>	<a href="https://lingua.com/french/reading/">https://lingua.com/french/reading/</a> <a href="https://french.kwiziq.com/learn/reading">https://french.kwiziq.com/learn/reading</a> <a href="https://aspirelanguages.wordpress.com/2017/08/04/reading-in-french-for-pleasure/">https://aspirelanguages.wordpress.com/2017/08/04/reading-in-french-for-pleasure/</a>	

# Y8 Spanish

<b>Subject Overview</b>	Year 8 Spanish builds on prior learning. Students will learn to understand shorter and longer passages on familiar themes. They will revise the present tense and opinions before learning to use the preterit of regular and some irregular verbs, the imperfect and the near future tense.
<b>Curriculum Content</b>	
<b>Autumn 1</b>	Module 1: Mis vacaciones The preterit tense of “ir” and “hacer” Saying what you did in on holiday Saying what food you ate there
<b>Autumn 2</b>	Giving opinions in the past Giving a detailed account of what you did on holidays The imperfect tense of “ser” Saying what you are going to do for the next holidays
<b>Spring 1</b>	Module 2: Todo sobre mi vida Talking about television programmes The present tense Talking about internet and phones Talking about music
<b>Spring 2</b>	Talking about films The preterit Giving opinions in the past tense Using comparatives and superlatives
<b>Summer 1</b>	Module 3: ¿Qué hacemos? Talking about where we like to go in town Talking about where we would like to go Making plans and giving excuses
<b>Summer 2</b>	Talking about what we wear for a party Talking about what food we eat and prepare for the party Talking about what food we usually eat
<b>Additional Information</b>	
<b>Assessment</b>	Students will have 4 mini-assessments during the term, testing vocabulary, translation and/or writing. They will also have an end of term assessment testing them on the four skills (Reading, Listening, Speaking and Writing).
<b>Homework Structure</b>	Homework will be set out throughout the course. This will include research-based study, quizzes to reinforce learning and writing tasks.
<b>Enrichment</b>	Cultural Capita: Wider Reading, Research and Presentations
<b>Online Resources</b>	<a href="https://www.spain.info/es/">https://www.spain.info/es/</a> <a href="http://www.videoele.com/A1-Comunidades-autonomas.html">http://www.videoele.com/A1-Comunidades-autonomas.html</a> <a href="https://www.activeteachonline.com/product/view/id/275/page/10/mode/dps?modal=/player/video/id/247243">https://www.activeteachonline.com/product/view/id/275/page/10/mode/dps?modal=/player/video/id/247243</a>
<b>Extra reading</b>	<a href="https://www.turismoasturias.es/en/descubre/naturaleza/reservas-de-la-biosfera/parque-nacional-de-los-picos-de-europa#">https://www.turismoasturias.es/en/descubre/naturaleza/reservas-de-la-biosfera/parque-nacional-de-los-picos-de-europa#</a> <a href="https://www.paradoresofspain.com/#!/parador/Carmona">https://www.paradoresofspain.com/#!/parador/Carmona</a>

# Y8 Physical Education

<b>Subject Overview</b>	Physical Education is an integral part of school life in Year 8. Students participate in a variety of physical activities over the school year both in a team and individual setting. The activities include Football, Netball, Basketball, Athletics, Rounders, Gymnastics, Fitness, Hockey, Handball, Cricket, Tennis and OAA (Outdoor Adventurous Activities). This specifically designed curriculum has been created for the students to progress in sport successfully both physically and mentally, incorporating their improved confidence, competence and knowledge in order to maintain throughout their life. As a School, we thrive to adopt self-independence with our students while providing excellent and enjoyable learning environments for all abilities. We aim for all Year 8 students to have four hours of Physical education one being dance a fortnight	
<b>Curriculum Content</b>		
<b>Autumn 1</b>	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games; for Handball, Netball, Football, Badminton, Basketball and Rugby Exploring the 3 phases of warm up and cool downs, learning why/when we use them.	
<b>Autumn 2</b>	Developing their learned skills and techniques to increase and maintain performance levels when in competition against each other. For example, House competitions for team sports such as Football, Basketball, Netball etc.	
<b>Spring 1</b>	Understanding the different names/types of Bones and Muscles and applying them to team and individual sports like Handball, Netball, Football, Badminton, Basketball, Rugby, Fitness. Looking at what specific types of injuries that can occur during these sports and the basic first aid/treatment to best support the injury. E.g., R.I.C.E treatment for a swollen knee/ankle.	
<b>Spring 2</b>	Understanding the different components of fitness and how they impact on sporting performance. Do this through a circuit training session using varying stations to test students' performance levels. E.g., Sit and reach test for flexibility, Illinois test for agility.	
<b>Summer 1</b>	Learning the basic adaptations to the body during and after exercise. Understanding the long short-term effects on their heart and lungs. Example of this. Checking their pulse before and after a Football session to understand differing changes to their organs.	
<b>Summer 2</b>	Looking at Leadership and how to incorporate into team sports such as Handball, Netball, Football, Badminton, Basketball and Rugby. Learning leadership qualities through team sports. E.g., effective verbal communication when offering skill/technique advice, appointing team captains to give responsibility to student leading a team.	
<b>Additional Information</b>		
<b>Assessment</b>	End of topic/sport assessments with a grade given for each sport and a form set on TEAMS for the class to complete to accompany their practical performance which as many different strands to it.	
<b>Homework Structure</b>	Homework set according to Theoretical Components which have been covered in class along with what sport is being covered by the class. The theoretical components will change on each rotation of sport.	
<b>Enrichment</b>	Take part in competitive sports and activities outside school through community links or sports clubs and to participate in a range of extracurricular activities in school to support tis.	
<b>Online</b>	<a href="https://www.bbc.co.uk/bitesize/subjects/zxf3cdm">https://www.bbc.co.uk/bitesize/subjects/zxf3cdm</a>	BBC Bitesize for Physical Education
	<a href="https://www.microsoft.com/en-gb/microsoft-teams/log-in">https://www.microsoft.com/en-gb/microsoft-teams/log-in</a>	Class resources, announcements and homework to be posted on class teams when relevant.
<b>Extra reading</b>	<p>The Commonwealth Games Federation <a href="http://www.thecgf.com">www.thecgf.com</a></p> <p>England Hockey <a href="http://www.englandhockey.co.uk">www.englandhockey.co.uk</a></p> <p>The England and Wales Cricket Board Limited <a href="http://www.ecb.co.uk">www.ecb.co.uk</a></p> <p>European Professional Club Rugby <a href="http://www.epcrugby.com">www.epcrugby.com</a></p> <p>Federation Internationale de Football Association <a href="http://www.fifa.com">www.fifa.com</a></p> <p>The Football Association Limited <a href="http://www.thefa.com">www.thefa.com</a></p> <p>The Lawn Tennis Association <a href="http://www.lta.org.uk">www.lta.org.uk</a></p>	

# Y8 Drama

<b>Subject Overview</b>	Key Stage 3 Drama is an opportunity for students to gain important skills for all aspects of their lives. They will focus on confidence, team work, analysis, voice, body language and self-improvement. There are a variety of topics used to advance these skills that vary from history to understanding new cultures. Year 8 is about developing interesting characters and mastering improvisation.	
<b>Curriculum Content</b>		
<b>Autumn</b>	<p>Macbeth</p> <p>This unit aims to introduce students to Shakespeare at a KS3 level. The students focus on the story at first and then delve into the character of the witches in the play. They are asked to create their own "Spell" which is a 14 line poem with rhyming couplets and then are expected to perform this poem as a monologue to the class.</p> <p>There are clear links to English, History and psychology.</p>	
<b>Spring</b>	<p>Culture</p> <p>Students are introduced to different cultural stories and are asked to create character and understanding of these stories in devised improvisation. Students are to focus on dramatic skills that have been focused on during the year such as voice, facial expression and movement to give a complex and assured performance of these stories. Students are introduced to a new dramatic technique of narration.</p>	
<b>Summer</b>	<p>Talk shows</p> <p>This unit aims to introduce students to spontaneous improvisation, status and Talk Shows as a genre. Students explore the intricacies of spontaneous improvisation and how their skills gained in year 7 will allow them to use this very difficult process to their benefit. They look at status and how that creates interesting relationships between characters. Students will use these skills to create a performance which focuses on the genre in Talk shows and focus on the characters they</p>	
<b>Additional Information</b>		
<b>Assessment</b>	Termly, practical assessments to understand progress over time	
<b>Homework Structure</b>	Homework is every lesson and to be completed on Teams	
<b>Enrichment</b>	Homework tasks allow for students to delve deeper into the topics.	
<b>Online Resources</b>	Homework sheets provided	Teams resources provided
<b>Extra reading</b>	Found in the literacy section on teams	

# Y8 Mathematics

<b>Subject Overview</b>	<p>The beginning of year 8 is setup to revisit skills covered in prior learning such as rounding and working with decimals. These are needed skills for estimation, error intervals and standard form all of which are extended skills from the national curriculum that take students beyond KS2. At the same time as teaching these there are opportunities to build upon skills from year 7 such as multiplying decimals, negatives and use of powers. Once this is covered we move onto ratio and proportion. The number skills covered in term 1 are required to access topics such as recipes which often require the use of decimals. Once these topics are established all stages revert to exploring percentages in greater depth. For example, working with percentage increase and decrease through to percentage change. Some stages will also explore interest. In term 4 we build upon the knowledge of content covered in year 7 as well as earlier in year 8 by extending algebra skills. This includes looking at solving harder equations, working with inequalities and rearranging formulae. All of the skills listed above require the use of number which are covered in term 1 and 2.</p>	
<b>Curriculum Content</b>		
<b>Autumn Term</b>	<p>Rounding Limits of accuracy Formal methods for multiplying and dividing decimals Standard form Metric and imperial conversions Ratio Percentages Proportionality</p>	
<b>Spring Term</b>	<p>Rearranging formulae Solving complex equations Inequalities Sequences Angles in parallel lines Angles in polygons Circles Volume and surface area of prisms</p>	
<b>Summer Term</b>	<p><math>y = mx + c</math> Simultaneous equations Pythagoras theorem Similarity and congruence</p>	
<b>Additional Information</b>		
<b>Assessment</b>	<p>Baseline assessment Cumulative assessment task – January Summative assessment task – May/June</p>	
<b>Homework Structure</b>	<p>Sparx – Homework is set on a weekly basis and is based on what skills are being/will be taught during the unit. Pupils are notified on Teams and in class about their homework on a weekly basis. Pupils are expected to:</p> <ul style="list-style-type: none"> <li>• Answer all the questions</li> <li>• Show working in homework books</li> <li>• Mark their work and make corrections where necessary</li> <li>• Aim for 100% every time</li> </ul>	
<b>Enrichment</b>	<p><b>Chess club:</b> the game of chess helps young people to learn to concentrate, think logically, overcome obstacles, sport patterns and categorize information. <b>UKMT- Junior Mathematical Challenge:</b> The JMC is a 60-minute, multiple-choice competition aimed at students across the UK. It encourages mathematical reasoning, precision of thought, and fluency in using mathematical techniques to solve interesting problems.</p>	
<b>Online Resources</b>	Sparx: <a href="https://www.sparxmaths.uk/">https://www.sparxmaths.uk/</a>	Videos and quizzes for every maths topic. Login required.
	Corbett Maths: <a href="http://www.corbettmaths.com">http://www.corbettmaths.com</a>	Videos and worksheets for all topics from KS2 to KS4.

# Y8 Music

<b>Subject Overview</b>	Music is a universal language that embodies one of the highest forms of creativity. Students at Barnhill strive to be musically literate, able to hold conversations with others about their own and others music. They also develop their own musical identity, finding their own stylistic fingerprints and applying their own identity to the music they play and compose.	
<b>Curriculum Content</b>		
<b>Autumn 1</b>	<p><b>Music in Film</b></p> <p>Students continue building their piano skills and score reading whilst playing music from film soundtracks. We look at orchestral families and sonority and how this can impact a scene.</p> <p>Students look at how music is used in films to support the action and create atmosphere. They have the opportunity to compose Mickey-Mousing effects and compose a piece, using Ableton, to match a short video clip.</p>	
<b>Autumn 2</b>		
<b>Spring 1</b>	<p><b>Junk-Band Blues</b></p> <p>Original blues music, from improvised instrumentation. Students look at how blues developed as a genre from its roots in slavery, and how it went on to be the building block for all modern popular music today.</p>	
<b>Spring 2</b>	Students build their instrument and performance skills with playing 12 bar blues and learning to	
<b>Summer 1</b>	<p><b>Offbeat</b></p> <p>Reggae techniques, looking at offbeat patterns and how that translates to a variety of instruments.</p>	
<b>Summer 2</b>		
<b>Additional Information</b>		
<b>Assessment</b>	Students are measured on their progress throughout each unit. Peer assessment is used on a regular basis before they are assessed in their performance in the unit by the teacher.	
<b>Homework Structure</b>	Homework is set every fortnight for music. This predominantly uses a website called Focus on Sound to deepen students understanding of lesson content. Homework is set on teams and written into planners.	
<b>Enrichment</b>	The music department offers several extra-curricular clubs a week, from choir to orchestra to rock bands and piano clubs. Students can see their music teacher for more information.	
<b>Online Resources</b>	<a href="http://portal.focusonsound.com">portal.focusonsound.com</a>	Online learning for music, a programme purchased every year for students that they log-in to using their school e-mail and password
	<a href="https://musicmap.info/">https://musicmap.info/</a>	An interactive tool to explore different musical genres
	<a href="http://Bandlab.com">Bandlab.com</a>	An online DAW for making music. Works on phones, tablets and computers.
<b>Extra reading</b>	Additional study can take place on Focus on Sound, which covers all music up to A-Level study.	

# Y8 Science

<b>Subject Overview</b>	Pupils will cover a range of topics from all three Sciences. Throughout all the topics students will be carrying out a variety of practical skills to support their understanding of various scientific concepts. In year 8, we aim for students to revisit and strengthen their existing knowledge and to further build on those concepts.	
<b>Curriculum Content</b>		
<b>Autumn 1</b>	<ul style="list-style-type: none"> <li>Organisms – Breathing system</li> <li>Matter – Elements</li> <li>Forces – Contact forces</li> </ul>	
<b>Autumn 2</b>	<ul style="list-style-type: none"> <li>Organisms – Digestion</li> <li>Matter – The Periodic Table</li> <li>Forces – Pressure</li> </ul>	
<b>Spring 1</b>	<ul style="list-style-type: none"> <li>Ecosystems - Respiration</li> <li>Earth – Climate</li> <li>Waves – Sound</li> </ul>	
<b>Spring 2</b>	<ul style="list-style-type: none"> <li>Ecosystems – Photosynthesis</li> <li>Earth – Resources</li> </ul>	
<b>Summer 1</b>	<ul style="list-style-type: none"> <li>Waves – Light</li> <li>Genes – Variation</li> </ul>	
<b>Summer 2</b>	<ul style="list-style-type: none"> <li>Energy—Work, heating and cooling</li> <li>STEM - Projects</li> </ul>	
<b>Additional Information</b>		
<b>Assessment</b>	<p>Students will carry out the following assessment:</p> <p><b>Autumn 1</b> End-of-term assessment</p> <p><b>Autumn 2</b> MCQs</p> <p><b>Spring 1</b> End-of-term assessment</p> <p><b>Spring 2</b> MCQs</p> <p><b>Summer 1</b> End-of-Year Assessment</p> <p><b>Summer 2</b> MCQs</p>	
<b>Homework Structure</b>	Homework worksheets will be provided by class teacher in lessons. This will help to consolidate and extend students' learning	
<b>Enrichment</b>	<p>International day for women in science, expert guest speakers</p> <p>Topics linked to careers in science</p>	
<b>Online Resources</b>	<a href="https://www.educake.co.uk/">https://www.educake.co.uk/</a>	Self-assessed quizzes (students are expected to get 70% in their quizzes and they are allowed to reattempt)
	<a href="https://www.kerboodle.com/app">https://www.kerboodle.com/app</a>	Students can access their textbook electronically online
	<a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a>	Self-assessed quizzes for topics covered in class
	<a href="https://www.microsoft.com/en-gb/microsoft-teams/log-in">https://www.microsoft.com/en-gb/microsoft-teams/log-in</a>	This is the students' online learning area where they can attempt prepared quizzes
<b>Extra reading</b>	<p><a href="https://www.bbc.co.uk/news/science_and_environment">https://www.bbc.co.uk/news/science and environment</a></p> <p>This website provides current major scientific discoveries and milestones.</p> <p><a href="https://www.bbc.co.uk/bitesize/levels/z4kw2hv">https://www.bbc.co.uk/bitesize/levels/z4kw2hv</a></p> <p>This website provides revision material for topics taught in class</p>	

# Y8 Social Sciences

<b>Subject Overview</b>	Students explore Why is there suffering? through religious, humanist, and psychological perspectives. They study influential thinkers like Durkheim, Marx, Freud, and Dawkins, before examining crime and punishment in religions. The year ends with religion and modern issues, including debates on feminism, science, consumerism, and cults, alongside core PSHRE/RS themes.	
<b>Curriculum Content</b>		
<b>Autumn 1</b>	<b>Why is there Suffering?</b> Unit Components: Abrahamic religions	
<b>Autumn 2</b>	<b>SRE</b> Unit Components: Relationships and identity	
<b>Spring 1</b>	<b>What do scholars say about religion, beliefs and the mind?</b> Unit Components: Key Thinkers.	
<b>Spring 2</b>	<b>How do Dharmic religions approach crime and punishment?</b> Unit Components: Crime, punishment	
<b>Summer 1</b>	<b>Can I be religious and...?</b> Unit Components: Feminism, LGBTQ+, science	
<b>Summer 2</b>	<b>PSHRE/RS</b> Unit components: Online safety	
<b>Additional Information</b>		
<b>Assessment</b>	Each half term or end of topic will include an assessment. This will be in the format of a closed book assessment. Using the assessment the student will be graded based on the school system of Emerging, Developing, Secured and Mastered. All students will have the opportunity to then re-view and improve each assessment on an ongoing basis.	
<b>Homework Structure</b>	Students will complete a number of homework tasks, these will include conducting research, which will then be used in upcoming lessons, completing quizzes on teams and some wider reading.	
<b>Enrichment</b>	Through lessons, homework and wider reading students will get an insight into the beliefs, choices and views of others. Students will have the chance to enrich their knowledge through debates and discussions and wider research.	
<b>Online Resources</b>	<a href="https://www.microsoft.com/en-gb/microsoft-teams/log-in">https://www.microsoft.com/en-gb/microsoft-teams/log-in</a>	This is where lessons and homework resources are uploaded to the class team.
	<a href="#">KS3 Religious Studies - BBC Bitesize</a>	Evil and Suffering
<b>Extra reading</b>	<a href="https://www.bbc.co.uk/bitesize/topics/z66hvcw">https://www.bbc.co.uk/bitesize/topics/z66hvcw</a> Understanding different types of Identity. Reading newspapers and keeping up to date on local and global news.	