



Welcome

2026-2027 Year 8 & 9 Parents' Information Evening



Barnhill
Community High School

RESPECT • WISDOM • ASPIRATION • COMMUNITY



Barnhill
Community High School

Year 8 & 9 Parents' Information Evening

Running Order

- ▶ **Mr. Hillman**(Assistant Headteacher): *Welcome*
- ▶ **Mr. Macauley** (Raising Achievement Leader KS3): *KS3 Assessment and Reflection*
- ▶ **Ms Evans Brown** (KS3 Science Leader): *KS3 Science Information*
- ▶ **Mrs. Sehdev** (KS3 Maths Leader): *KS3 Maths Information*
- ▶ **Mr. Spoor** (KS3 English Leader): *KS3 English Information*
- ▶ **Mr. Millington-King** (Head of Year 9): *Expectations & Notices*
- ▶ **Mr Clyne** (Head of Year 8): *Introduction, Expectations & Notices*
- ▶ **Mr Macauley** - *Thank you and closing*

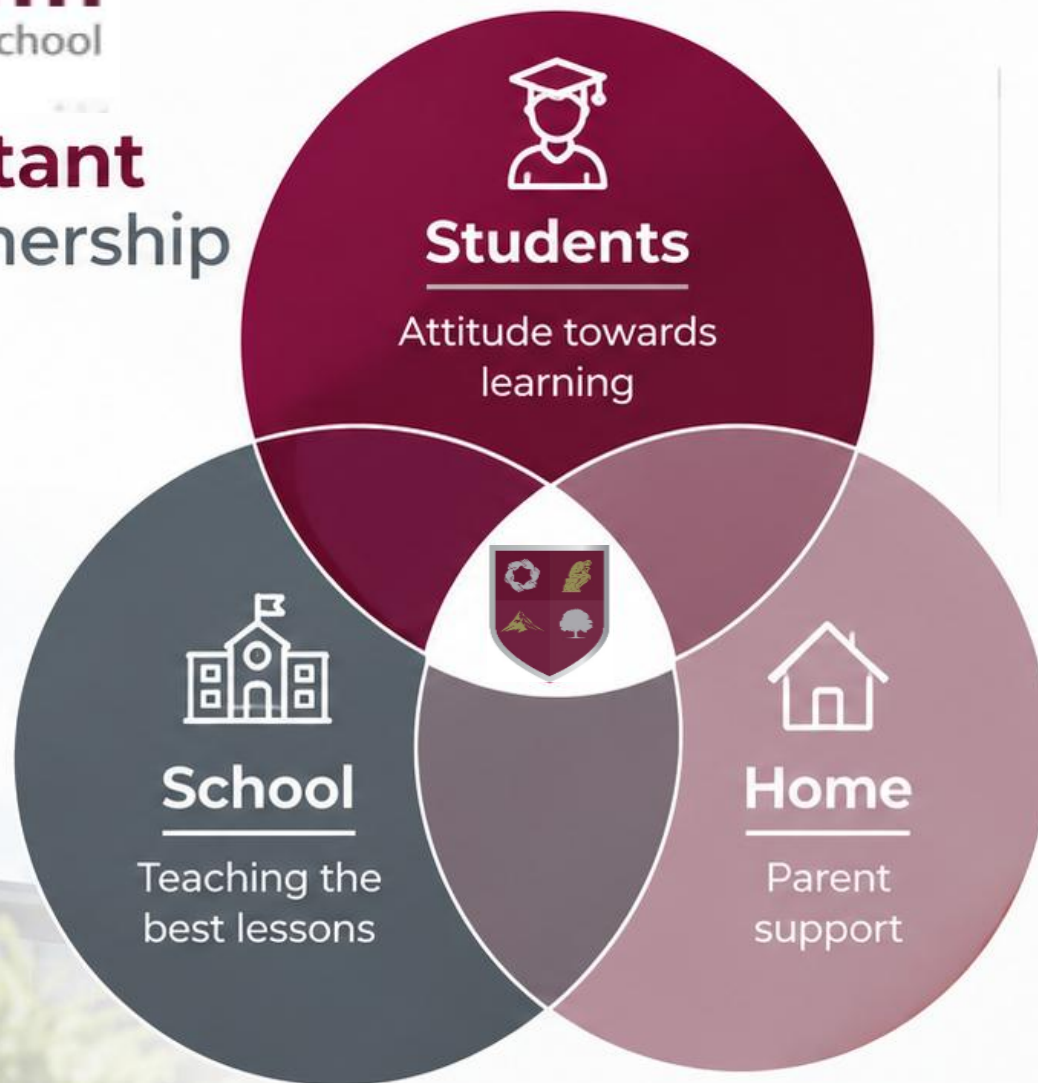


Barnhill

Community High School

The most important collaborative partnership

We all have a role to play in supporting your child's success. When we work together, we create the best opportunities for them to achieve and thrive.



| Parent Information Evening

OUR SCHOOL ETHOS



Community



Aspiration



Respect



Wisdom

Barnhill

The Team

Mr Hillman

Assistant Headteacher

Mr Macauley

KS3 Achievement Lead

Mr Webb

Director for Behaviour KS3

Mr Clyne

Head of Year 8

Mr Millington-King

Head of Year 9

Mrs Connage

Pastoral Support
Manager Y8

Mrs Gill

Pastoral Support Manager Y9

Mr Spoor

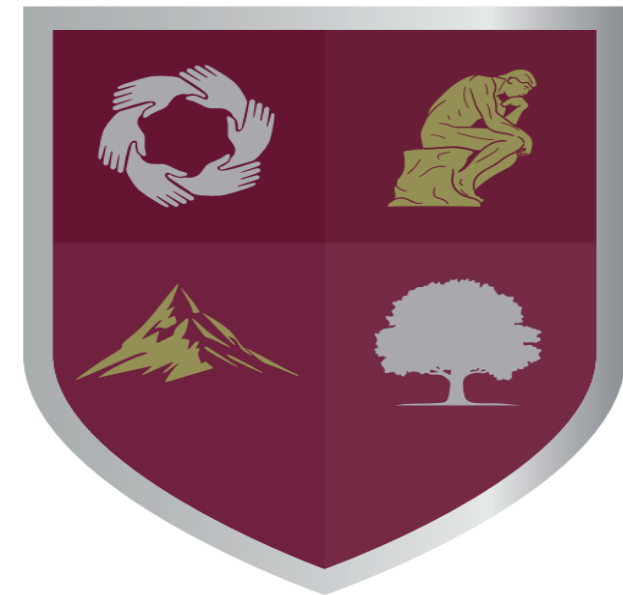
KS3 English Lead

Mrs Sehdev

KS3 Maths Lead

Ms Evans Brown

KS3 Science Lead



GCSE Results –Sustaining Success



Attainment	2024	2025	2026	England Average 2026
Maths and English Grade 5+	68.6%	59.0%	66%	46%
Maths and English Grade 4+	85.5%	80.0%	80%	67%
Attainment 8	55.6	53.1	53.6	45.9
Grades 7+ (A**/A)	32%	28%	28%	23%
Grades 5+ (A** /C+)	67%	62%	66%	56%
Grades 4+ (A**/C)	82%	78%	80%	71%

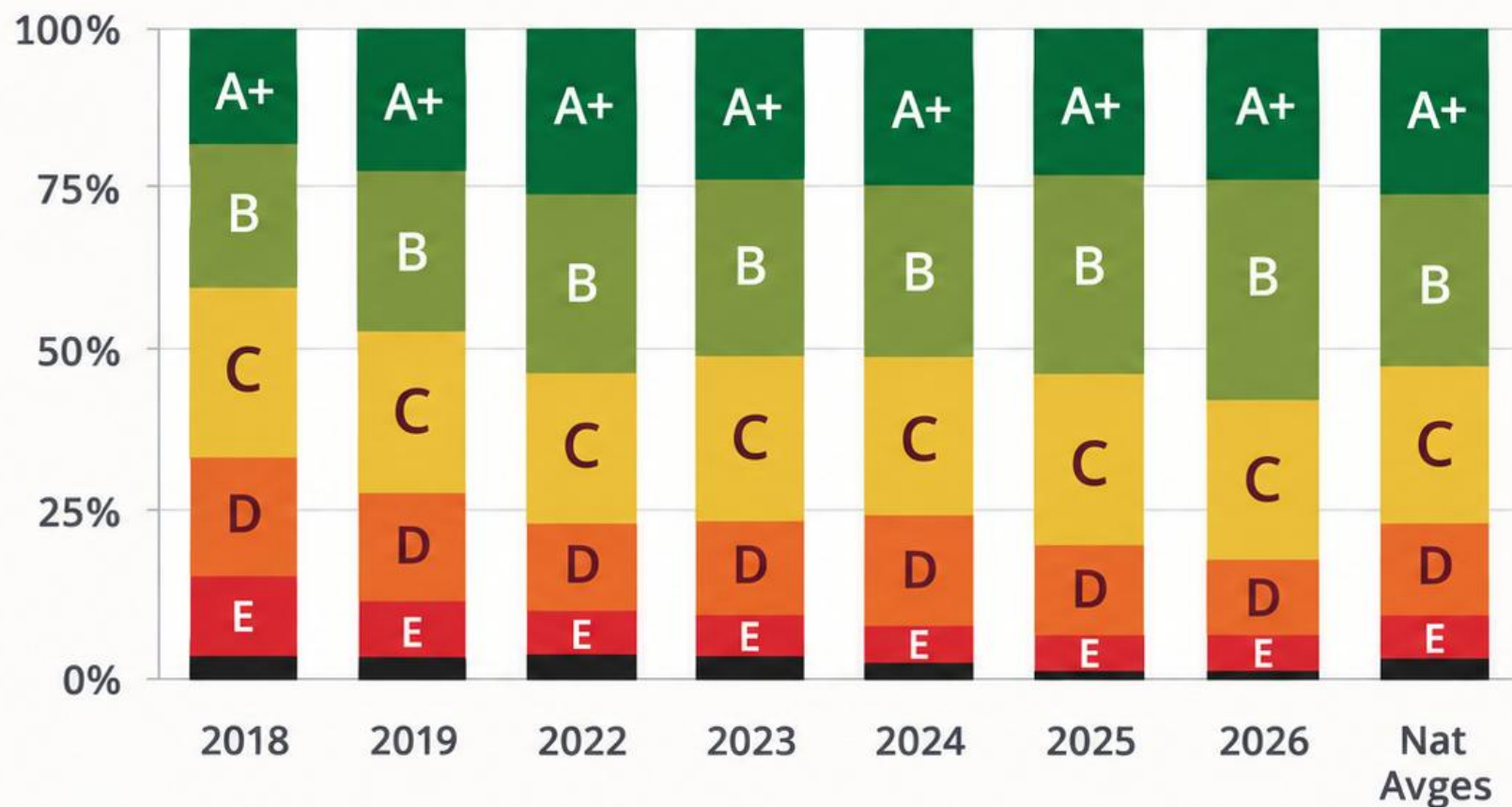
Old grades	New grades
A*	9
A	8
B	7
C	6
	5 Strong Pass
	4 Standard Pass
D	3
E	2
F	1
G	
U	U

Continuing Success

Studying A-Level at Barnhill



Barnhill
Community High School



2025

2026

2024

Top 1%

Top 10%

Top 25%

Top 40%

Middle
20%

Bottom
40%

Bottom
25%

Bottom
10%

Bottom
1%

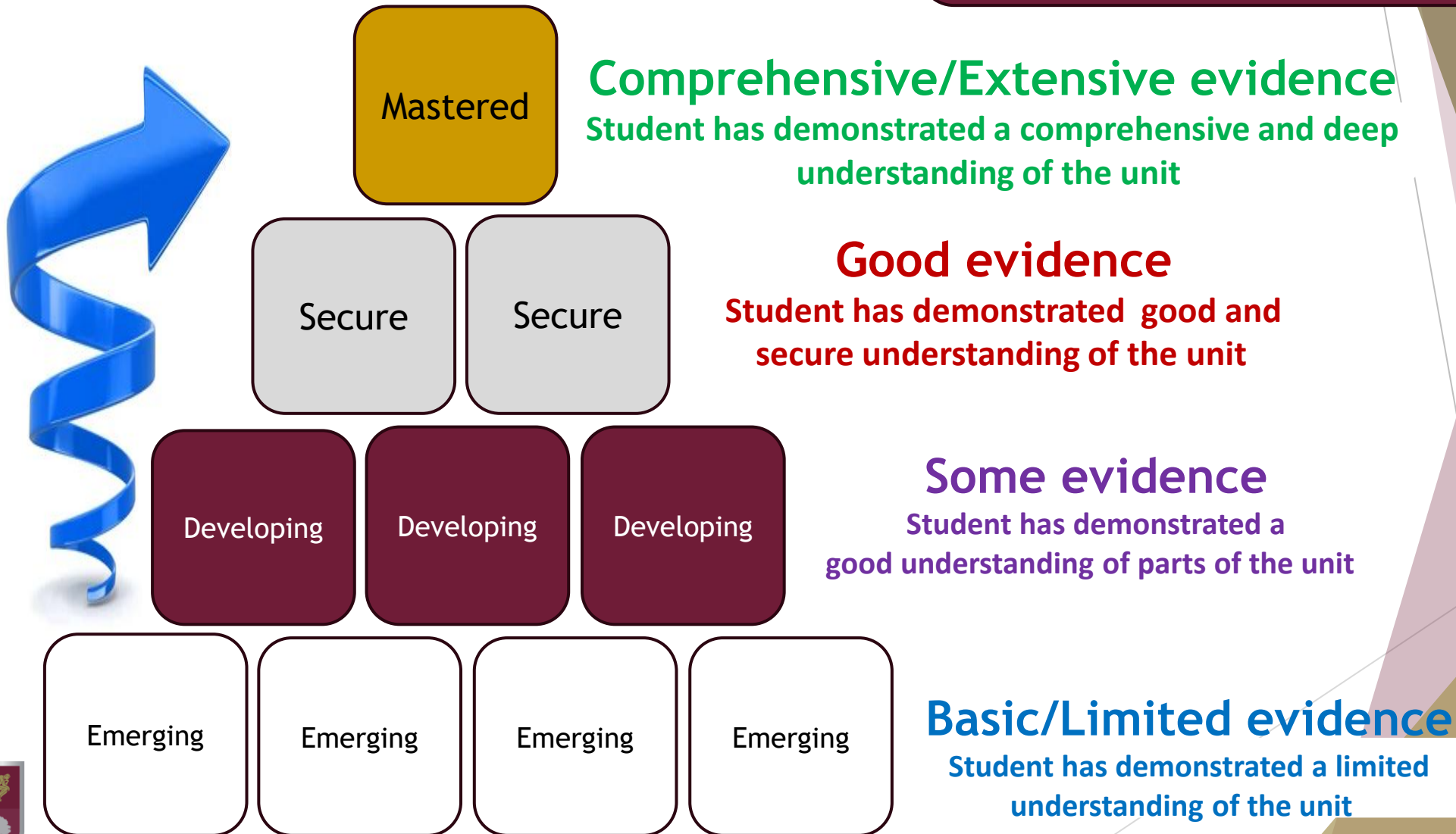
Achievement at Key Stage 3

Mr Macauley - KS3 Raising Achievement Leader



EDSM

- The extent to which student has demonstrated:
- Understanding of key concept
 - Retention of key information
 - Application skills through an assessment



End of Year Target

Attitude to learning on the scale of 1-4

Student	Sex	Target (EDSM)	CAG	KS3 residual - Year 7: Residual	Attitude to Learning - January	Attitude to Learning - June	Year 7 Baseline Assessment	Formative Assessment Tasks	FAT Aut 1 Stage A	Summer Y7 - Stage A EOY Assessment
	F	Emerging	Mastered	3	3 - Working in Line with Expectations	4 - Exemplary/Above Standard Expectations	-	-	-	97.06%
	M	Mastered	Mastered	0	4 - Exemplary/Above Standard Expectations	4 - Exemplary/Above Standard Expectations	87.21%	100%	100%	96.06%
	F	Secure	Secure	0	-	3 - Working in Line with Expectations	-	-	-	62.75%
	M	Mastered	Secure	-1	2 - Low Level Disruption/Lack of Work or Homework	3 - Working in Line with Expectations	48.84%	71.43%	71.43%	55.41%
	M	Mastered	Mastered	0	3 - Working in Line with Expectations	4 - Exemplary/Above Standard Expectations	87.21%	100%	100%	96.02%
	M	Emerging	Secure	2	3 - Working in Line with Expectations	3 - Working in Line with Expectations	68.6%	77.14%	77.14%	58.43%

Current Assessment Grade

Percentage total for each assessment



Mastered

Secure

Developing

Emerging



Reading the Report

Subject	Target (EDSM)	CAG	Attitude to Learning	Class Teacher
Art	Secure	Developing	5 - Exceeding	Miss E Balcomb
Computing	Secure	Secure	4 - Expected	Miss J Jacobs
English	Secure	Secure	3 - Coasting	Ms K Petsopoulou
Food Technology	Secure	Developing	4 - Expected	Miss L Luke, Mrs N Clark, Ms S Arjoon
French	Secure	Secure	4 - Expected	Ms V Castry
Geography	Secure	Mastered	4 - Expected	Miss R Abdullahi
History	Secure	Secure	4 - Expected	Ms L Swain
Mathematics	Secure	Mastered	5 - Exceeding	Mr A Abdillahi
Music	Secure	Developing	4 - Expected	Mr C Jones
PE	Secure	Secure	4 - Expected	Mr D Hillman
Religious Studies	Secure	Secure	4 - Expected	Ms A Ahmed
Science	Secure	Secure	4 - Expected	Mr L Macauley, Mr S Thanikasalam, Ms I Ponnuraj
Sport	n/a	Developing	4 - Expected	Miss F Dale
Tutor-PSHE	n/a	4	n/a	Miss A Sharma

Report Key

Target (EDSM)	Target to be achieved by the end of KS3
CAG	Current Attainment Grade
Attitude to Learning	5 Exceeding -Attitude to learning is exemplary, working above and beyond 4 Expected -Attitude to learning is positive, working in line with expectations 3 Coasting -Attitude to learning is not in line with potential 2 Disruptive -Attitude to learning causes low level disruption in lessons 1 Concern -Attitude to learning is a major concern

Session Attendance Information

Percentage attendance:	96.14%
Attendance:	299
Authorised absences:	9
Unauthorised absences:	2
Unknown marks:	1
Possible sessions:	311



Behaviour Information

Positive points:	450
Negative points:	-25

Target - Based on KS2 SATS Result

CAG - Current Attainment Grade

Attitude to Learning





Exemplar

Really detailed and fully completed reflection

Student Reflection to be completed after report is issued



Subject	Maths	Science	English	History	Geography	Art	Music	Physical Education	Food Technology	Design Technology	Personal Development
Target	80%	75%	70%	65%	60%	55%	50%	45%	40%	35%	30%
Actual	85%	78%	72%	68%	62%	58%	52%	48%	42%	38%	32%
Comments	Good progress in all areas.	Good progress in all areas.	Good progress in all areas.	Good progress in all areas.	Good progress in all areas.	Good progress in all areas.	Good progress in all areas.	Good progress in all areas.	Good progress in all areas.	Good progress in all areas.	Good progress in all areas.

My Reflection Questions

From the data above, which subjects do I need to improve in the most?

Art, Food technology, Music and Sport

From the data above, what do I need to improve in these subjects.

1. A Clear planned out revision timetable for all the subjects identified

2. Use teacher recommended on-line videos, knowledge organisers and PLCs to help me track my progress

How will I make these improvements to achieve my Targets (Be specific - see statement bank to help)

Speak to teachers to provide Specification and past-exam papers for me to complete and return them for checking.

Keep traffic lighting (RAGing) my topics on Checklist and KO and ask teacher to go over anything red coded

Options

Coming Soon! Year 9 is after Christmas

Options Evening

Year 9s get to pick subjects from each Options Block with a broader wider breath of curriculum on offer



KS3 Science Information

Ms Evans Brown - KS3 Science Lead



Learning Journey in Science (Year 8)

	Year 8 Topics	Assessments
Autumn	B1 HEALTH AND LIFESTYLE	
	C1 THE PERIODIC TABLE	Autumn 1 SAQ Test (30 Marks)
	P1 ELECTRICITY AND MAGNETISM	Autumn 2 EOT Assessment (40 marks)
Spring	B2 BIOLOGICAL PROCESSES	
	C2 SEPARATION TECHNIQUES	Spring 1 SAQ Test (30 Marks)
	P2 - ENERGY	Spring 2 Assessment (40 marks)
Summer	B3 ECOSYSTEMS AND ADAPTATION	
	C3 - METALS AND OTHER MATERIALS	Summer 1 - END OF YEAR Assessment (50 marks)
	P3 MOTION AND PRESSURE	



Learning Journey in Science (Year 9)

	Year 9 Topics	Assessments
Autumn	B4 - INHERICANCE (KS3)	
	C4 - THE EARTH (KS3)	Autumn 1 Assessment (50 Marks)
	4.1 CELL BIOLOGY (GCSE)	Autumn 2 SAQ Test (30 marks)
	4.1 ATOMIC STRUCTURE & THE PERIODIC TABLE (GCSE)	
Spring	4.1 CELL BIOLOGY (GCSE)	
	4.1 ATOMIC STRUCTURE & THE PERIODIC TABLE (GCSE)	Spring 1 Assessment (50 Marks)
	4.3 PARTICLE MODEL OF MATTER (GCSE)	
	4.2 ORGANISATION (GCSE)	Spring 2 SAQ Test (30 marks)
Summer	4.3 PARTICLE MODEL OF MATTER (GCSE)	Summer 1 - END OF YEAR Assessment (50 marks)
	4.2 ORGANISATION (GCSE)	
	4.9 THE EARTH'S ATMOSPHERE (GCSE)	Summer 2 SAQ Test (30 marks)



Personal learning checklist

	Year 8 Topics	Assessments
Autumn	Organisms - Breathing	
	Matter - Elements	Autumn 1 End of Topic Assessment
	Forces - Contact forces	
	Organisms - Digestion	
	Matter - Periodic table	Autumn 2 MCQs
	Forces - Pressure	
Spring	Ecosystems - Respiration	
	Earth - Climate	Spring 1 End of Topic Assessment
	Waves - Sound	
	Ecosystems - Photosynthesis	Spring 2 MCQs
	Earth - Resources	
Summer	Waves - Light	END OF YEAR Assessment
	Genes - Variation	
	Energy - Work, heating and cooling	
	STEM - Project	Project Peer & Teacher Assessment

KS3 Science (Year 8) Personal Learning Checklist

Topic 8: ORGANISMS – Breathing (7 lessons)



Chapter overview

In this topic, you will explore the gas exchange system including the processes of ventilation, gas exchange and the differences in composition of inhaled and exhaled air. Another aspect that will be explored is the correlations between data sets and the need for evidence to secure a causal mechanism. This includes the risks of diseases from smoking and the effect of alcohol and drugs. Recreational drugs can have a negative effect on people's lifestyles. You will explore the dangerous effect of chemicals in tobacco smoke on the development of a foetus. There will be opportunity for you to work collaboratively to investigate the cause of a drink-driving accident, and compare reaction times of people who have drunk varying amounts of alcohol.

Look at each of the knowledge statements If you are confident that you know what it means, tick box 1. If you're not sure what it means, tick the box 2. If you definitely don't know what it means, tick box 3.	Confidence		
	1	2	3
Can you...?			
Explain how the adaptations of the parts of the gas exchange system help them perform their function.	✓		
Explain the similarities and differences between the bell jar and the breathing system.		✓	
Explain how recreational drugs can have a negative effect on people's lifestyles.	✓		
Explain the importance of providing information about drinking to the general public, not just pregnant women	✓		
Explain which chemicals in tobacco smoke affect the development of a foetus (baby).			✓

Practicals

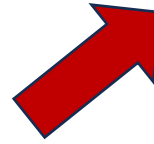
Practical 8:3:1: To analyse data obtained on the composition of inhaled and exhaled air.	✓		
Practical 8:3:2: To design a system for measuring the volume of their lungs and find a value for their lung volume.	✓		
Practical 8:3:3: To carry out tests on some unknown substances and determine if the substances are samples of an illegal recreational drug.	✓		
Practical 8:3:4: To investigate the cause of a drink-driving accident and compare reaction times of people who have drunk varying amounts of alcohol.	✓		



Resources in Science

Books:

Website: Kerboodle



1.1 Observing cells

Learning objectives
After this topic, you will be able to:

- define what a cell is
- describe how to use a microscope to observe very small objects
- calculate the total magnification used to observe an object.

Reactivate your knowledge

- What equipment can you use to look at small objects in detail?
- What are the main structures in a plant?
- Name some organs found in the human body.

Look around you. Can you see any dust? Most household dust is actually made of dead cells. These come from anything living in your house. To see the cells, you need to look through a microscope.

What are living organisms made of?
All living things, often called **organisms**, are made of **cells**. Cells are the building blocks of life and are the smallest units found in an organism. Organisms like bacteria are made up of only a single cell. Larger organisms, like you, are made up of millions of cells that are joined together.

Seeing cells
Cells were first seen around 350 years ago when Robert Hooke, a scientist, looked down a **microscope** at a thin slice of cork. He saw tiny room-like structures, shown in Figure 1, which he called 'cells'. Cork is a type of tree bark, so what Hooke saw were plant cells.

Making an observation
To see a very small object in detail, you need to use a microscope. A microscope magnifies images using lenses. Looking carefully and in detail at an object is called making an **observation**. To make an observation with a microscope, the object you wish to observe needs to be very thin so that light can travel through it. Sometimes, you might need to add coloured dye to make the object easier to see, like the different types of blood cell shown in Figure 2.

Figure 1 This is the drawing that Hooke made of cork cells.

Figure 2 There are different types of cells in your blood.

Parts of a microscope
You can see the different parts of a microscope in Figure 3. Follow the steps below to observe an object using a microscope:

- Move the stage to its lowest position.
- Place the object you want to observe on the stage.
- Select the objective lens with the lowest magnification.
- Look through the eyepiece and turn the coarse-focus knob slowly until you see your object.
- Turn the fine-focus knob until your object comes into focus.
- Repeat Steps 1 to 5 using an objective lens with a higher magnification to see the object in greater detail.

Magnification
The eyepiece lens and objective lens in a microscope have different magnifications. Together, they magnify the object.
For example, if you have an eyepiece lens of $\times 10$ and an objective lens of $\times 4$, the object would be magnified 40 times. This means the object looks 40 times bigger than it actually is. You can calculate magnification using the formula below:

Total magnification	=	eyepiece lens magnification	$\times$	objective lens magnification
	=	10	$\times$	4
	=	40		

Key words
organism, cell, microscope, observation

Magnification
You are going to observe an onion cell using a microscope. The eyepiece lens has a $\times 10$ magnification and the objective lens has a $\times 40$ magnification.
Calculate the total magnification using the formula:
Total magnification = eyepiece lens magnification $\times$ objective lens magnification

Summary Questions

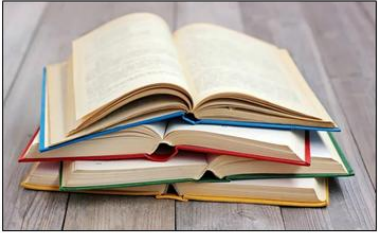
- Copy and complete the following sentences:
All living organisms are made up of _____, which are the _____ units in an organism. To see cells in detail you need to use a _____ the object. (5 marks)
- Describe the function of these parts of the microscope.
a lens (1 mark)
b stage (1 mark)
c focusing knob (1 mark)
- A drop of dye is added to a white flower petal before it is observed under a microscope.
a State why the dye was added. (1 mark)
b Choose which magnification ($\times 40$, $\times 100$, $\times 400$) should be used first to observe the petal, giving a reason for your answer. (3 marks)

Reading booklets to boost Literacy in Science

Year 8 literacy booklet



Science Department
Home Learning
Autumn
Independent Reading Booklet
KS3 – Year 8



Name:

Science Class:

Teacher:

1

Nicotine from smoke enters body through the skin
Breathing isn't the only way into the body for harmful chemicals in tobacco smoke



Tobacco smoke can linger long after smokers have exhaled their last puff. A new study finds that chemicals in that smoke, including nicotine, can enter the body of all through their skin.

Breathing isn't the only way that chemicals in cigarette smoke can enter the body. A new study finds that nicotine, a toxic chemical, can pass through skin and into the blood from the air or from the body of all through their skin.

Scientists refer to the airborne particles exhaled by a smoker as "secondhand" smoke. This smoke has already exposed the smoker and is now available to pollute the room and a particles can linger for hours. "The way we are exposed to secondhand smoking is not thought," says Gabriel Beko. A civil engineer at the Technical University of Denmark in Copenhagen.

The new findings are especially important for kids and teens, Beko's group says. After all, they affect their brains. So, "if you're in a room where smoking or vaping is occurring, you're not just breathing it in through your skin as well as your lungs," says Charles Weschler. He's a chemist at the University of Pittsburgh, N.J. A co-author on the new study, Weschler has spent many years studying chemicals that pollute indoor air and how they get there.



It's no surprise that tobacco's nicotine can enter the skin. Farm workers can get sick if they rub nicotine onto their skin. Patches have been designed to deliver nicotine through the skin. There, people get their fix of this addictive substance without smoking. But keeping skin exposures to nicotine low is important. This chemical is toxic. It has been used in the past to kill people — even people who were too much (such as if liquid nicotine was rubbed on their skin).

Scientists in the study used a device to mechanically "smoke" cigarettes.

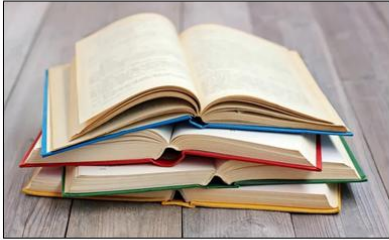
Against this backdrop, Weschler, Beko and their colleagues in Denmark and Germany wanted to see whether nicotine from secondhand smoke could enter skin from a room's air. And it can, the study found. The study was published August 24 in *Indoor Air*.

1

Year 9 literacy booklet



Science Department
Home Learning
Autumn
Independent Reading Booklet
KS3 – Year 9



Name:

Science Class:

Teacher:

1

Burning to learn
New research on fire, its causes and its behavior is helping scientists lessen the risks that burning poses



Firefighters control fires that threaten people. But allowing some blazes to burn on will help some ecosystems.

In central California's Yosemite National Park, it doesn't take much to set the forest on fire. A discarded cigarette. A match. Or, as is often the case, a bolt of lightning. On July 31, 2011, thunder boomed as a severe storm pelted the park. The lightning struck trees, igniting several fires. Firefighters with the National Park Service quickly extinguished three fires. But they let a fourth burn on.

They thought it might actually do more good than harm.

That fire began burning through a rugged section of the mixed conifer woods next to the Badger Pass Ski Area. It scorched the bark on big trees. Smaller trees died. A thick layer of fallen, dead and dry plant debris, called litter, further fueled the flames. Within 12 days, this Avalanche Fire — named for nearby Avalanche Creek — had spread through a sprawling swath of forest larger than 1,000 football fields.

Letting the Avalanche Fire burn was no accident, explains Jun Kinoshita. He's an archaeologist and a firefighter with the National Park Service (NPS). He says that over time, dead vegetation — including leaves, branches and needles — had piled up on the forest floor. That litter serves as extra fuel and can keep a fire burning.

The Avalanche Fire consumed much of the litter that had accumulated since the forest had last burned. That reduced the risk that the next fire would be even larger or more severe. The burned area left behind by the fire also created a barrier, called a fuel break. That break should prevent future fires from spreading to the nearby ski resort. When the next blaze comes, scars from the Avalanche Fire will "act as a barrier to the new, spreading fire."

"Instead of fighting the fire directly, we looked at it very carefully," Kinoshita explains. "Overall, we saw a large benefit to that ecosystem by allowing it to burn."

2



Homework in Science

Sparx Homework



Homework



Independent
Learning

Demo Tasks

Due in 22 hours

Demo homework for Saturday 19th September 2:00pm

3%

Started



▾ Older homework (0)



Extracurricular activities in Science

Y7 & Y8

Thursdays 12:20 pm – 12.50 pm

Science CLUB

Room G89

03rd October

Frog dissection

10th October

Goopy slimes (Halloween special) 🕷️

17th October

Fizzy bath bombs

24th October

Titration Rainbow

End of Autumn 1 (Half term)

14th November

Let's make ice cream in the LAB!

21st November

Rocket blast challenge



Trips in Science

Thames Water –

Students explored the water purification process:



Whipsnade Zoo –

Students attended an educational workshop on 'Ecosystem':



KS3 Maths Information

Mrs A Sehdev

Deputy Head of Maths

KS3 Maths Lead

Contact: asehdev@barnhill.school



Year 8 Maths Curriculum

TERM	Unit	Assessments
AUTUMN	8.1 Order of Operations 8.2 Indices, Factors, Multiples & Primes 8.3 Rounding & Estimation 8.4 Compound Measures	Formative Assessment Last week of Autumn Half term(October)
		Autumn Summative Assessment Last week of Autumn Term (December)
SPRING	8.5 Circles 8.6 3D Shapes 8.7 Algebraic Manipulation 8.8 Solving Equations	Formative Assessment Last week of Spring Half term(February)
		Spring Summative Assessment Last week of Spring term(April)
SUMMER	8.9 Sequences 8.10 Angles & Polygons 8.11a Averages & Spread 8.11b Averages from Tables	Formative Assessment Last week of Summer Half Term(May)
		End of Year Summative Assessment In June

Year 9 Maths Curriculum

TERM	Unit	Assessments
AUTUMN	9.1 Powers & Roots 9.2 Recurring Decimals 9.3 Percentages & Percentage Change 9.4 Proportion & Proportionality 9.5 Algebraic Manipulation & Proof	Formative Assessment Last week of Autumn Half term(October) Autumn Summative Assessment Last week of Autumn Term (December)
SPRING	9.6a Solving Equations (inc. Quadratics) 9.6b Simultaneous Equations 9.7 Equations of Lines 9.8 Probability 9.9 Pythagoras & Trigonometry	Formative Assessment Last week of Spring Half term(February) Spring Summative Assessment Last week of Spring Term(April)
SUMMER	9.10 Surface Area & Volume 9.11 Transformations 9.12 Constructions, Loci & Bearings	Formative Assessment Last week of Summer Half Term(May) End of Year Summative Assessment In June



MathsWatch Homework

Our main platform for Maths homework



What is MathsWatch?

A platform with video clips covering **KS3 and GCSE Maths topics**.



Why use it?

- Supports learning beyond the classroom
- Helps students revisit challenging topics
- Useful for homework and revision
- Encourages students to become independent learners



Need help with login details?



Contact your Maths teacher or Mrs Sehdev.





Maths Homework: Working Together



Weekly homework



Completed at the back of exercise book



Work independently and to the best of their ability

WHY DOES IT MATTER?



Practise → Strengthens learning



Recall → Helps skills stick



Confidence → Builds independence



Progress → Highlights areas for support

HOW CAN YOU HELP?



Ask → “Show me how you worked it out.”



Encourage → Use Mathswatch videos



Check → Completed weekly & on time



Support → Encourage effort, not answers



AI → Encourage independent thinking and problem-solving





Additional Revision Resources



Corbettmaths

Topic worksheets and practice questions

Video explanations

Practice papers

Numeracy 5-a-Day



Maths Genie

Exam questions and solutions for every topic

Video explanations

Edexcel past papers



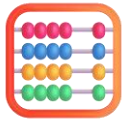
UKMT Maths Challenge

Students will regularly receive **past UKMT Maths Challenge papers**

Develops **problem-solving and mathematical reasoning skills**

Helps students prepare for the **Maths Challenge**





Scientific Calculator – Maths

Every student needs their own scientific calculator

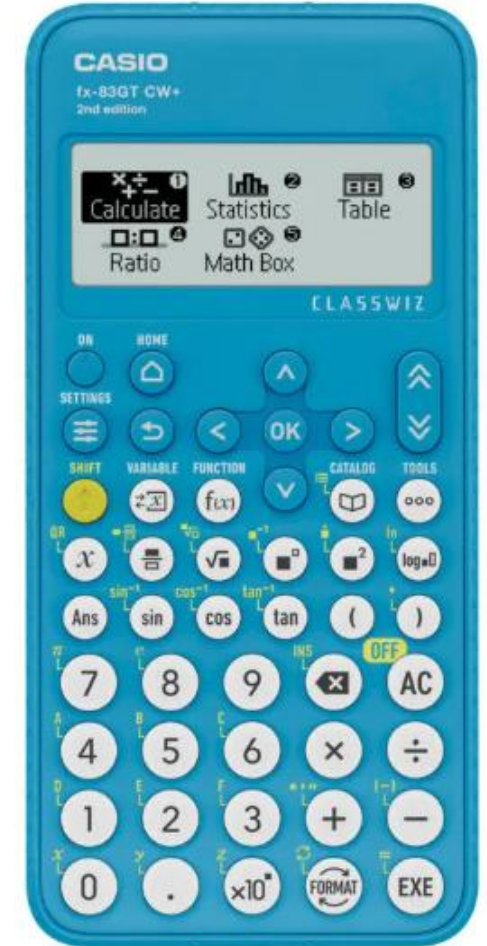
📌 Please bring your calculator to EVERY Maths lesson.

If your child does not yet have one:

Please purchase a Casio fx-83GT CW+

★ **Casio's current model**

- 📁 Designed for **KS3 & GCSE Maths**
- 📊 **290+ functions**
- 💡 Regular use helps students become **confident and familiar** with their calculator
- **Calculator confidence starts with regular practice!**
- **Please make sure your child brings their calculator to every Maths lesson.**



“In mathematics, you know you’ve mastered something when you can apply it to a totally new problem in an unfamiliar situation”

Dr Helen Drury, “Mastering Mathematics” OUP 2014

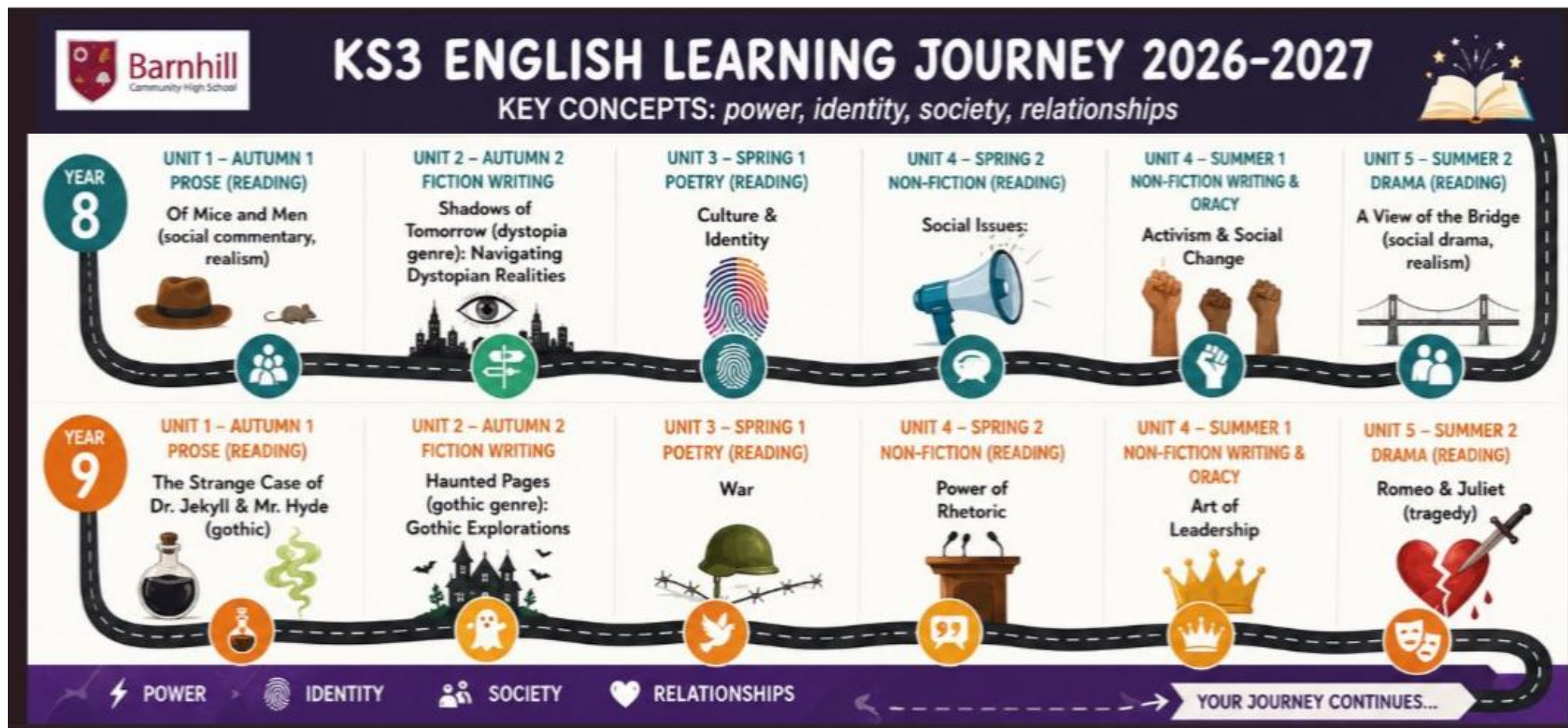


KS3 English Information

Mr Spoor - KS3 English Lead



KS3 ENGLISH: *Our Learning Journey*



Name: _____
Teacher: _____
Class Code: _____



Booklet Contents

Poem 1: Mother to Son by Langston Hughes (1922)	page 1
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Poem 5: Little Song for my Mother by Grace Nichols (2010)	page 8
Poem 6: Inherit by Chagaf (2018)	page 10-10
Poem 7: Poem for my Sister by Li Lachland (2012)	page 11-12
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K13 Reading & Writing Skills	page 27-31

Student Booklet

Poem 2: To a Daughter Leaving Home by Linda Pastan [1998]
Theme: Parental Love/Memory

Poet's Place: Linda Pastan was raised in New York City but has lived for most of her life in Patuxent, Maryland, a suburb of Baltimore, DC. In her earlier work as a florist's clerk, Pastan won the Intermediate Spelling Bee in 1956, the year she turned 14. She has since followed a teaching tradition, however, she decided to go on writing poetry in order to concentrate on raising her family. After years of teaching, she eventually left to devote herself to poetry. In the early 1970s, Pastan produced eight lyrics that focus on themes like love, marriage, parenting, and grief. She is interested in the events that take place on the surface of everyday life.

When I taught you
 all right or all
 a lie, you, being alone
 inside you
 as you nibbled away
 on round wheels,
 my own mouth rounding
 to surprise when you pulled
 ahead down the curved
 steps of the park,
 I kept waiting
 for the head
 of your crash and I
 screamed to catch up,
 while you grew
 stouter, more breakable
 with distance,
 becoming, becoming
 for your life, screaming
 with laughter,
 the hair flapping
 behind you like a
 harness that wove
 freedom.

Poem 3: Nettles by Vernon Scannell (1980)
Theme: Parental Love/Memory

Poet's Profile: Vernon Scannell (1922 – 2007) was a British poet and author. He was at one time a professional boxer, and wrote novels about the sport. He was also a famous war poet, having fought in WW2 and his poetry echoes of his war-traumatic experience

My son aged three fell in the nettle bed,
'Beef' seemed a curious name for those green y
That regiment of spite behind the shed:
It was no place for rest. With soles and tear
The boy came seeking comfort and I saw
White blisters beaded on his tender skin.
We soothed him till his pain was not so raw
At last he offered us a lovely grin,
And then I took my bilboak, honed the blade
And went outside and slashed in fury with
Till not a nettle in that fierce parade
Stood upright any more. And then I lit
A funeral pyre to burn the fallen dead,
For in two weeks the boy's sun and rain
Had called up tall recruits behind the shed.
My son would often tell those years and so

Glossary

- nettles = irritant herbs
- regiment = troop
- spite = nastiness, unkindness
- blisters = skin swellings
- billhook = cutter
- honed = sharpened
- fierce = violent
- pyre = fire
- fury = anger
- recruits = workforce



Knowledge Organiser

Key Vocabulary

Plot (set texts only)
Form (Extract based units)

<i>Strange Case of Dr Jekyll and Mr Hyde</i> by Robert Louis Stevenson is a narrative about the complexities of science and the duality of human nature. Dr Jekyll is a kind, well-respected and intelligent scientist who meddles with the darker side of science, as he wants to bring out his 'second' nature.	Duality Repressed Evolution Secrecy Reputation Victorian Gentlemen Islamism Depraved Degenerate Debased Savage Subconscious Revealed/revelation Restraint/restrained Suppression/suppressed Gothic Tension Mystery Allusion Morality Vice Rationality/rationality Cautious Atavism/atavistic Mysticism Unorthodox Uncanny
--	--

He does this through transforming himself into Mr Hyde - his evil alter ego who doesn't repent or accept responsibility for his evil crimes and ways. Jekyll tries to control his alter ego, Hyde, and for a while, Jekyll has the power. However, towards the end of the novel, Hyde takes over and this results in their deaths.

Chapter/Act Summary (Set Texts only)

Chapter 1: Story of the Door Uttersen is taking his Sunday walk with friend Enfield. In a well-kept street they stumble upon a derelict doorway, which prompts Enfield to tell a story linked to the doorway. Late at night he had seen a man run into and trample a small girl. A crowd gathered who demanded £100 from him as compensation to the girls' family. The man went into the battered doorway and produced a cheque signed by a respectable man (whom Enfield does not name). Enfield tells Uttersen there was something very disturbing about the man who trampled the girl. He gives his name as Hyde.

Chapter 2: Search for Mr Hyde U reads over his friend Jekyll's will. It says if he dies or disappears all his possessions will go to Hyde. Disturbed, Utterson visits Dr Lanyon, who says he no longer speaks to Jekyll. After troubled dreams, U decides to meet Hyde for himself. He finds him repellent. He goes to Jekyll's house but Jekyll isn't in. The servant Poole reveals the staff has instructions to obey Hyde.

Chapter 3: Dr Jekyll was quite at ease Utterson goes to a dinner party at Jekyll's house. He stays behind to talk to Jekyll. He asks about Mr Hyde. Jekyll refuses to talk about Hyde, but tells Utterson he can be "rid of him whenever he chooses". He asks Utterson to insist to obey the instructions in the will. U agrees.

Chapter 4: The Carew Murder Case A year later, The murder of Danvers Carew is told through the story of a maid who witnessed it. Half a broken cane and a letter to Utterson were found near the body. Utterson and Newcomen (the police officer) search Hyde's rooms. They find burned papers, the other part of the cane and

Duality – Plot hinges on the idea of the duality of human nature. Stevenson suggests we have two parts to us: a part that is concerned with physical appetites and pleasures and a higher part concerned with intellectual pleasures and moral behaviours. There is a tension between these two parts of the soul; between instincts and how society conditions us to behave.

Good vs Evil – Evil is personified in Hyde in the novel. He is entirely selfish, indulging in his own appetites without regard for others. Good is shown in the novel as being generous and kind. Jekyll is a "good" religious man and a "good" friend when not under the influence of Hyde. Hyde is frequently contrasted with the people he does evil to, who are presented as very innocent at good: the innocent young girl and Carew, who is described in a similar innocent way.

Friendship and loyalty – There are a few key friendships in the novella: Jekyll and Lanyon, Jekyll and Utterson, Utterson and Enfield. Friendship and loyalty act as spurts to action in the novella: Utterson's friendship with Jekyll leads him to investigate Hyde. Poole seeks the help of Utterson as he's Jekyll's friend. Jekyll turns to Lanyon when he needs chemicals. Friendships are sometimes shown to be marred by secrets. Reputation seems to play a part in some of the friendships in the novella, although there are clearly genuine feelings too.

Appearances vs reality/ secrets – Few things are as they appear. J is respectable, yet he has his secret inner identity. Hyde appears to be a normal 'person' (if a bit



Couch to 5K Essay Framework (analysis sentence stems)

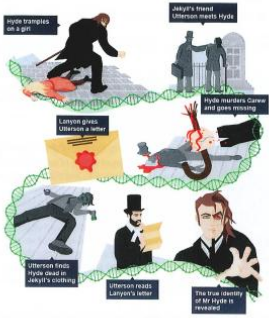
Teach	Model	Write
One sentence to answer the question with two different meanings.	Think of the surface meaning and then a deeper meaning which is less obvious and more interesting. Use first general Acknowledge two or more contrasting interpretations (Although, Despite, However, etc.)	At first glance [word] is about _____ but at a deeper level _____
Begin with a substantiating comment: I believe, Despite, Although, In first place, Because	Acknowledge a causal link between two ideas (Because)	Although [the text] appears to be about _____ it is also referring to _____
Use at least three adjectives (and appositives)	Select adjectives + appositives from the excellent apposite	Because [first said, second said] Despite [characteristic + noun] apposite, they can also be seen as [characteristic + noun] + apposite.

Task	Model	Write
Assign the log ideas/themes/intentions explored in the text Think about how the extract fits these themes and ideas Consider whether this is consistent throughout the entire text	What have you been taught about this text? Or, what themes, ideas can you remember? What is about the extract that makes you think that? How is this different to other texts you've studied, or other parts of this text? How do ideas/themes change or develop?	[Text] explores the idea/theme of <u> </u> [Extract] exemplifies / reinforces / amplifies the theme of <u> </u> [Text] challenges/contradicts ideas about <u> </u> One of the reasons by which <u> </u> is by <u> </u>

Left	Right
Each option will become the main point of a topic sentence. Adjectives must be transformed into noun phrases. E.g., <i>implacable</i> becomes <i>implacability</i> Noun phrase must be followed by a verb. The rest of the sentence must link to the question being answered.	Think about the apothem used in the thesis statement to consider how each can be turned into a noun to be explored in a separate topic sentence. Consider how each noun phrase links to the question being answered. <i>Brutus's glibility allowed him to be fooled by both Caesar and Antony.</i>

[illegible]

4. Evaluate the writer's intent		
Text	Model	Thesis
Use of adverbial phrase with a comma to indicate time	Consider why the writer writes the poem and what message they want to give the reader or what theme they think about	Thus, [writer] is drawing the reader's attention to _____
Reference to theme or literary concept	Example: Thus, Bunney is drawing the reader's attention to the layers of restrictive rules and petty codes that women have to maintain	[writer] is challenging ideas about _____ Consequently, [writer] is highlighting _____

[illegible]

Characters

Dr Henry Jekyll	<i>A doctor and experimental scientist who is both wealthy and respectable.</i>
Mr Edward Hyde	<i>A small, violent and unpleasant-looking man, an unrepentant criminal.</i>
Gabriel Utterson	<i>A calm and rational lawyer and friend of Jekyll.</i>
Dr Hastie Lanyon	<i>A conventional and respectable doctor and former friend of Jekyll.</i>
Richard Enfield	<i>A distant relative of Utterson and well-known man about town.</i>
Poole	<i>Jekyll's manservant.</i>
Sir Danvers Carew	<i>A distinguished gentleman who is beaten to death by Hyde.</i>



Assessments in KS3 English

- **Every** unit is assessed **ONCE** per half term once the teaching and learning is completed:
- **Every** student is provided with **bespoke feedback, live-marking** on a daily/routinely basis, and **whole class feedback**.



Whole Class Feedback Example in KS3

Assessment Checkpoint 1 Autumn Term: <i>Of Mice and Men</i> – Importance of setting		
WWW: Strengths & Highlights	Avoid...	Instead...
1. Some expressed ideas and with the writer's purpose. 2. Some well chosen quotations with lots to say about each one, but not always explained in detail! 3. Better responses when you use: <i>this suggests or shows / this creates a sense of/imagery of...</i>	Begin with the embedded quotation without a topic sentence to introduce it.	Lead with an idea and introduce the technique later
	Don't introduce quotes with basic or sloppy embedding e.g. "a quote to show this is..." "when the writer says..." / "it says..." <i>This tells me...</i>	Embed your evidence so it flows with your writing and sounds academic. e.g. A perfect example of this can be seen when <i>the writer describes the land as...</i>
	Moving on to the next idea or source too quickly	Stay with an idea, or thread of analysis for as long as possible.
EBI: Targets for next time – highlight those appropriate to you		
Spelling, punctuation and grammar	1. Stick with the wider idea of the text/extract – When you introduce an idea, stick with it for as long as you can. Try to explain it in more than one sentence and link the idea to the focus of the question; e.g. <i>Steinbeck uses the setting in the opening of the story to represent ideas of hope and purity.</i>	
	2. In depth language analysis – When you introduce a quotation for analysis you MUST say a lot about it. When zooming in on one word try this: 1. Define the word. 2. Explore/explain some of the connotations (associated meanings) of the word 3. Link these ideas back to the context of the extract.	
- Capital letters for proper nouns: names of people and places especially: <i>Steinbeck</i> . - Correct of spelling errors circled and labelled with an Sp . - When you see a W it means to use a different word – more ambitious!		
Feedback and action steps: What do you need to do now to help you further?		
1. Re-read your response and decide which EBIs you will be working on. 2. Use green pen to identify areas, or sections you will redraft 3. Start redrafting in your exercise books. 4. If you're stuck, look at my feedback comments or questions in your paper.		



BEDROCK HOMEWORK

- **Across KS3 Homework** is set **weekly** and is closely **monitored** by classrooms teachers with **sanctions** and **praises**.
- Last year, we launched a programme called **Bedrock** which allows our students to **develop independence** and **accountability** of their learning, also **improves their literacy and comprehension skills** depending on which level of **difficulty** they choose.



Students have all been provided log-in details

- Either sign in using your username and password or the Office 365 button at the bottom



Username

Password

Sign in

[Forgotten your password? \(Staff & Guardians\)](#)

Or log in with...

	Office 365		Google
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Once you have
logged in,
please ensure
you select
Mapper.



Vocabulary

Learn the academic language
you need to succeed.

Let's go



Grammar

Learn about the way we arrange
language to show meaning.

Let's go



Mapper

Learn the language across your
school's curriculum.

Let's go



Press the continue English button and you will be directed to the required work for this week.

My progress My knowledge organiser



English

1 topics

Continue English



Enrichment opportunities

Jekyll and Hyde Trip

- ▶ 110 tickets available.
- ▶ Two performances.
- ▶ 55 people each performance.

- ▶ Wednesday 14th October / Friday 16th October at 2PM

- ▶ £11 per ticket - please pay on Parent Pay. (price potentially subject to change due to transport but this will be relayed to you).



Curriculum Guides

- ▶ All information parents require, can be found using this link:
- ▶ [Barnhill Community High School - Curriculum Guides](#)

Year 9 Pastoral Information

Mr Millington-King - Head of Year 9



Year 9



Head of Year- Mr King

Year 9		
SLT Contact: Ms Bertin (Deputy Head Teacher)		
HOY 9: Mr King (MMI) PSM: Mrs D Gill (DGI)		
Tutor Group	Tutor	Room
9A	Mrs Parsons (RMA), Weds – Mr Macauley (LMA)	G53A
9B	Mr Brooker (LBR)	S26
9C	Ms Qawasmeh (ZQA)	F85
9D	Mr Mudavath (MMU)	G89
9E	Ms Sunthareswaran (NSU)	F55
9F	Ms Rodrigues (MRO)	S07
9G	Ms Abdi (FAB)	F23
9H	Ms Kargar (EKA) Fri - Ms Dhar (MDH)	F67
9I	Ms Patel (NPA)	F60

Expectations are the same as they've always been... with less tolerance.

- ▶ Preparation - packing bag, in on time.
 - ▶ Line-Up requirement.
- ▶ Punctuality to Lesson
- ▶ Planners - homework and communication.
 - ▶ Signing.
- ▶ Logins - know, or seek support.

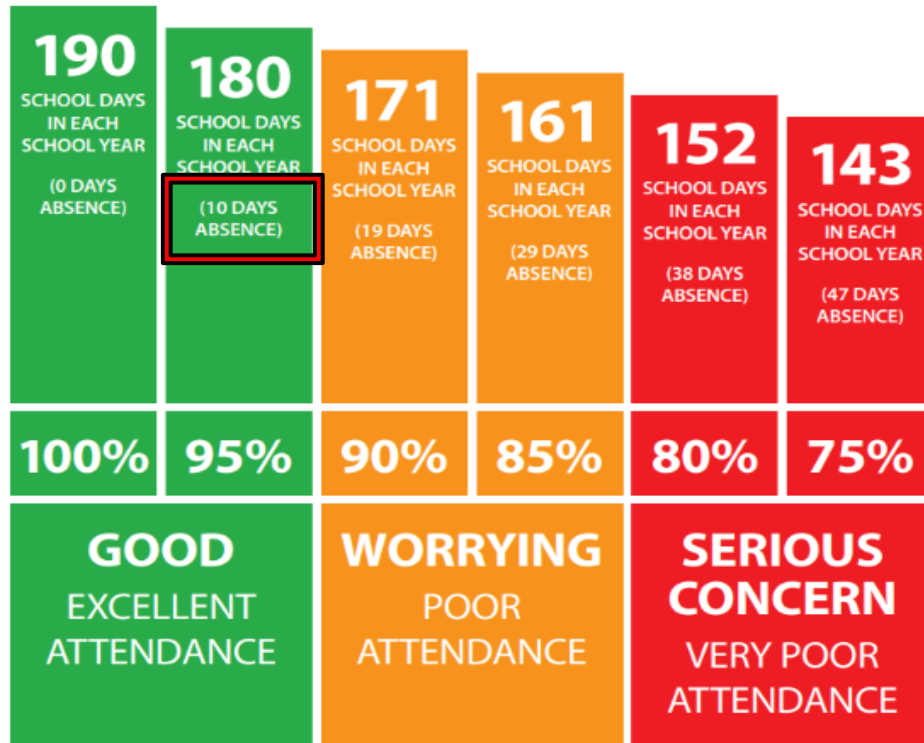




Barnhill
Community High School

ATTENDANCE MATTERS

Every School Day Counts



Dont miss out on the education you deserve!

Attendance

- **Students should be on site by 8:15am** as Form Time starts at 8:20am
- **If your child is unwell** parents/carers must submit an Absento for everyday they are unwell.
- **Please avoid booking medical appointments during school times**
- **All students are expected to have an attendance of *at least* 97%.**



Equipment

- School bag
- School Planner (Provided by the school)
- 1 Pencil Case
- 3 black pens (minimum)
- 2 green pens (minimum)
- 2 sharpened pencils
- 1 eraser
- 1 pencil sharpener
- 1 ruler
- 1 glue stick
- 1 highlighter
- 1 scientific calculator
- Colouring pencils (optional)



Uniform

- **Trousers** - not tight-fitting. No leggings or flares.
- **Skirts** - must be pleated and knee length, not tight-fitting.
- **Hoodies** - not permitted.
- **Shoes** – black leather or another ‘polishable’ material. No logos of any kind or colour.
- **Hijabs** - black or white.
- **Earrings** - One pair of stud earrings
- **Watches** – not ‘smart’.
- **Hair dye** - natural colours only.
- **Make-Up** – concealer. ‘Heavy’ makeup will be removed.
- **Headwear** – no balaclavas. Must be removed inside.
- **Jackets** – Black/Dark. PLEASE wear them. Removed inside.



Mobile Phones

- ▶ Switched off upon entering the school site and kept securely in the student's school bag.
- ▶ Must not be carried in blazer or trouser pockets.
- ▶ Any phone seen during the school day will be **confiscated**.
- ▶ **First confiscation:** Collected by a parent/carer at the end of the school day (or whenever convenient)
- ▶ **Second confiscation:** Phone retained by the school for **one week** before collection by a parent/carer.





Warning system in lessons

- ▶ **Remind**- The teacher will remind the student of their behaviour- this is an opportunity for them to change their behaviour
- ▶ **Reflect**- The teacher will ask the student to step outside for 5 minutes- this is an opportunity for them to change their behaviour
- ▶ **Remove**-The student will be removed from the lesson as they have continued to disrupt the learning - automatic C2 minimum

If behaviour is extreme, the student will be removed straight away.

Year 8 Pastoral Information

Mr Clyne - Head of Year 8

Year 8

► Mr Clyne- Head of Year



Year 8		
Key Contact: Mr Webb		
HOY 8: Mr Clyne (CCL); PSM: Ms Connage (SCO)		
Tutor Group	Tutor	Room
8A	Ms G Kugan (GKU)	F81
8B	Mr Saman (ASA)	G58
8C	Mr Pilkington (GPI)	F53
8D	Mr Albulescu (MAL)	G65
8E	Ms Castry (VCA)	F56
8F	Ms Dunn (HDU)	F48
8G	Ms Mohobuth (SMH)	F93
8H	Ms Desai (MDS)	F26
8I	Mr Kastrati (FKA)	G70

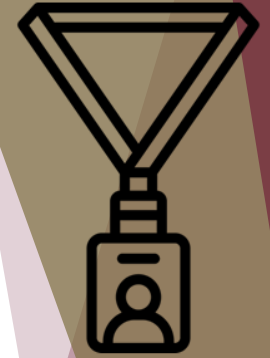
Dressing for Success

Footwear:

- All shoes must be black leather, shoes must not be branded with sports logos of any kind or colour.
- No shoes with white or trainer soles.
- Do not be guided by what the supermarkets are selling in the 'Back to School' section.



Dressing for Success



Lanyards, Jewellery, Hair & Make-up:

- Lanyard and ID card holders will be reissued in September.
- One pair of stud earrings and a watch only; no nose studs of any kind.
- No rings or bangles whatsoever, including material bracelets.
- Religious artefacts are permitted but must be minimal e.g. the Sikh kara. (Permission will be approved by a letter to the headteacher)
- Hair must be a single, natural colour. No two tone hair of any kind.
- Hair extensions are not permitted and could easily cause a safety issue in PE, Dance or Drama.
- No fake nails, extensions or nail varnish of any colour.
- No eyelash extensions

Dressing for Success, 2026-27



Clothing to, from and in school:

- Blazers and ties must be worn in the school building at all times, except blazers during very warm weather
- Black jumpers will not be permitted to be worn at all
- Trousers must be tailored, not tight-fitting of any kind
- Skirts must be knee length and not tight-fitting. Only pleated knee length skirts will be permitted
- Hoodies are not permitted at all- this includes walking to and from school. You should purchase a plain unbranded coat in preparation for the winter, or just wear your blazers



**NO
HOODIES**

Rewards



We want to ensure that students are rewarded for all the fantastic work that they do.

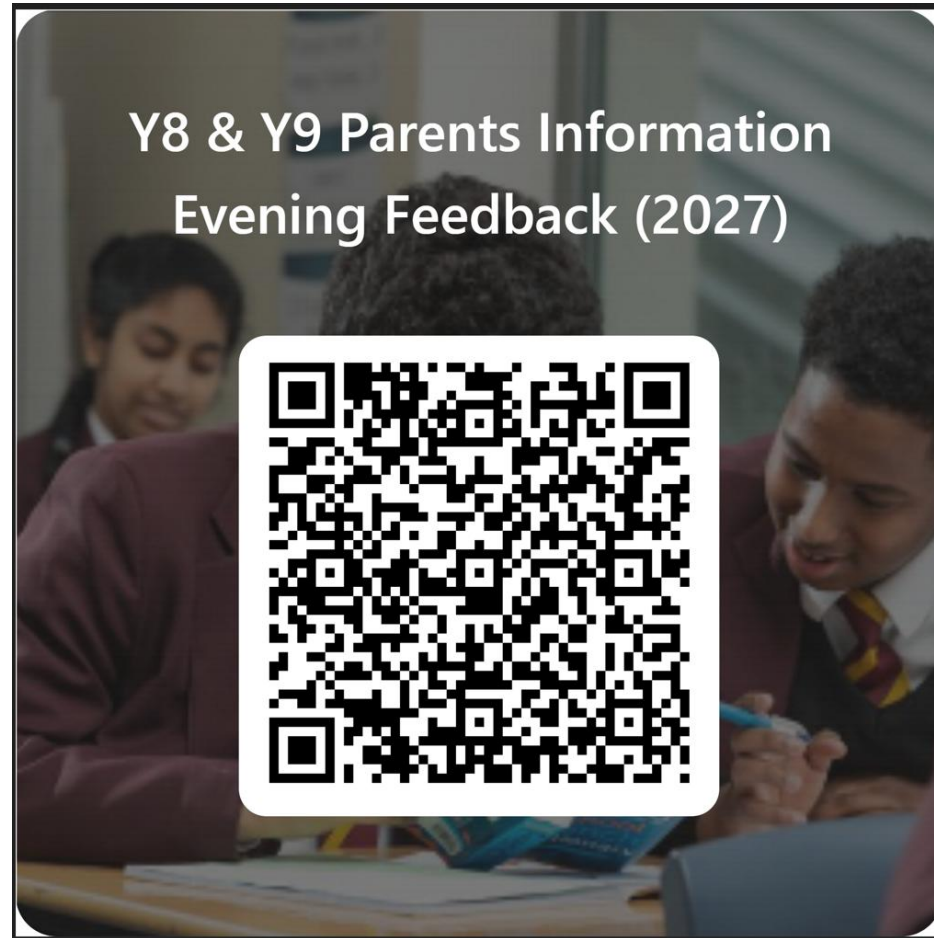
Weekly: We will be awarding those students with most praise points- with a skip the queue pass

Mr Chavda also will be giving out postcards, badges and pizza parties for the students showing exemplary behaviour.

There will also be more trips for those who have improved behaviour or attendance

Mr Jones also will be looking at holding a breakfast before school for those students who everyday turn up and do the right thing which shows in their behaviour points.

Do not forget to give us feedback by scanning this QR code using your phone. Thank you



Y8 & Y9 Parents Information
Evening Feedback (2027)



Curriculum Guide



Y8 & Y9 Parents Information
Evening Feedback (2027)



Curriculum Guide

