



Year 8 Curriculum Handbook
2023—2024

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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
Art	Portraiture— anatomy	Portraiture –Self portrait	Art History	Art History	Perspective	Architecture
Dance	A Linha Curva		Bollywood		Enter Achilles	
Drama*	Talk Shows	Horror	*Rotation with DT & Food Tech			
Design Technology*	Animal Themed Cushion		*Rotation with Drama & Food Tech			
Food Technology*	Food Choices	Menu Planning	*Rotation with Drama & DT			
English	Monsters & Villains	The Hunger Games	Comparison through the Ages	Noughts & Crosses	Love & Relationships Poetry	The Merchant of Venice
Geography	Life on Land	The Future of Antarctica	Africa	The Geography of Russia	Our Shrinking World	The Middle East
History	Slavery	Empire	Industrialisation	WW1	WW2	Atomic Bomb
IT	Introduction to CPU	Wired & Wireless Networks	Computational Thinking	Logic gates and boolean	Hardware	Software
Maths	Number/Area & Volume	Statistics, Graphs & Charts/ Expressions & Equations	Real Life Graphs/Decimal & Ratio/ Line & Angles		Fractions/Straight Line Graphs/ Fractions, Percentages & Decimals	
MFL - French	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	
MFL - Spanish	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	
Music	Fanfares	Harmonic Func-	Baroque to Hip Hop	Junk-Band Blues	Sounds of the Cinema	Offbeat
PE - Theory	Warm-up and Cool down	Leadership	Identify muscles/ bones	Short and Long term effects of exercise	Components of fitness	Sport Injuries
PE - Practical	Gymnastics/Rugby/Football/Netball/Badminton/Basketball/Fitness/Handball					
RE	Who am I?		Evil & Suffering	Islamic Philosophy	Science & Religion	Art & Religion
Science - Biology	Enquiry Processes	Organisms	Ecosystems		Genes	Revision & Exam
Science - Chemistry	Separation Techniques	The Periodic Table	Metals & Acids	Reactivity Series	The Earth	STEM Project
Science - Physics	Electricity & Magnetism	Energy	Motion & Pressure	Physics Intervention	Revision	STEM Project

Y8 ART

Subject Overview	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	
Curriculum Content		
Autumn 1	Portraiture - anatomy What is portraiture in art? What can we discover about a person ust by looking at a portrait? Drawing skills-facial features and the head.	
Autumn 2	Portraiture - tonal self portrait How can we apply tone to create a realistic self portrait. Evaluate and analyse artwork using art terminology.	
Spring 1	Art History —Fauvism How to research an art movement and artists of that movement - Use a variety of different painting techniques to study their work.	
Spring 2	Art History —Fauvism Apply the painting techniques observed during art history unit to develop your own outcome using a self portrait	
Summer 1	Architecture — Perspective What are the 6 architectural styles? How can I create a line drawing of my architectural style using different view points?	
Summer 2	Architecture —clay project Students will create a clay door based on one of the architectural styles.	
Additional Information		
Assessment	At the end of each topic there will be a summative assessment usually in the form of a design task utilising the skills learnt.	
Homework	Homework is set weekly throughout the course, this includes aspects of research, completion tasks as well as extended learning tasks.	
Enrichment	Art club on teams	
Online Resources	Teams Class Groups	
	Art club Team	
Extra		

Y8 Product Design

Subject Overview	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.	
Curriculum Content		
Term 1	Understanding the research and design process Rules and routines of how Health and safety is applied throughout the workshop and design process. 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. Knowing and understanding Embroidery techniques and Fabric construction. Constructing initial design ideas towards producing their final outcomes.	
Term 2	Understanding the making and evaluation process. Knowing how to construct their products using the correct equipment and materials using the quality control processes through their making. 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. Knowing and understanding the ethical processes of their manufacturing specification guidance. Knowing and understanding their project development planning through the design process of a flow chart. Knowing how to evaluate their work to ensure that they have met their specification and design brief.	
Additional Information		
Assessment	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.	
Homework Structure	Homework will be set fortnightly throughout the duration of the course. Homework will entail both practical and research based home learning.	
Enrichment		
Online Resources	https://www.microsoft.com/en-gb/microsoft-teams/log-in	Student’s homework will be set here with clear instruction given.
		Year 8 work booklets
Extra reading		

Yr 8 Food Technology

Subject Over-view	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.	
Curriculum Content		
Autumn 1	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	
Autumn 2	Special Dietary needs How does special dietary needs affect food choices Practical cooking task Menu Planning Design and make task Summative test	
Spring 1		
Spring 2		
Summer 1		
Summer 2		
Additional Information		
Assessment	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 .	
Homework Structure	Homework will be set out throughout the course. This will include research-based study, quizzes to reinforce learning and short tests.	
Enrichment	Researching and adapting different ingredients for a recipe	
Online Resources		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
Extra reading/ visuals	Students can watch Food videos that are uploaded on Teams. Online recipes	

English Additional Language

(EAL) KS3

Subject Overview	<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>
Curriculum Content	
Autumn 1	<p>Building vocabulary: verbs expressing preference, days of the week</p> <p>Key phrasing: talk about interests, greeting and introducing people</p> <p>Language focus: there is, there are, a, an, some and any</p> <p>Writing: describing people</p>
Autumn 2	<p>Building vocabulary: nouns, verbs, prepositions</p> <p>Key phrasing: giving and asking for information, likes and dislikes</p> <p>Language focus: present simple</p> <p>Writing: Capital letters, e-mail introduction, position of adjectives</p>
Spring 1	<p>Building vocabulary: adjectives, adverbs, time expressions</p> <p>Key phrasing: apologizing and explaining, invitation,</p> <p>Language focus: present continuous,</p> <p>Writing: Describing a town/place, punctuation</p>
Spring 2	<p>Building vocabulary: make nouns from verbs, describing emotions</p> <p>Key phrasing: expressing quantity, expressing interest, make suggestions</p> <p>Language focus: past simple, past continuous,</p> <p>Writing: write a blog, linking events</p>
Summer 1	<p>Building vocabulary: regular and irregular verbs, compound nouns</p> <p>Key phrasing: making predictions, taking about news, making plans</p> <p>Language focus: present perfect, first conditional</p> <p>Writing: fact files, writing a biography,</p>
Summer 2	<p>Building vocabulary: prefixes and suffixes, verbs and noun collocation, synonyms</p> <p>Key phrasing: facts and opinions, giving advice</p> <p>Language focus: past passive, second conditional</p> <p>Writing: writing a formal letter</p>
Additional Information	
Assessment	Structured assessments after each unit with end of the term and end of the year text
Homework Structure	After each lesson students receive extra write tasks to solidify knowledge
Enrichment	Organised excursions to introduce students to English way of living
Online Resources	English Plus - Oxford press
Extra reading	EAL adapted books for set text from the English literature curriculum

Year 8 English

Subject Overview	Pupils will cover a range of literary texts across time and be exposed to different literary genres. The rationale behind these units is to develop students’ understanding and analytical skills in explaining how characters develop throughout the course of a text, to develop and improve their reading and writing skills and how to express convincingly and accurately, to acquire and use a wider range of vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read and to enhance their cultural awareness when studying different texts and writers (their cultural influences too). Throughout the studied units, students will be encouraged to enhance their cultural capital. Our diverse curriculum provides engaging opportunities to study texts with depth for longer periods.	
Curriculum Content: (Characters within their contexts) How characters are used to present human struggles/ideas within the world of the narrative. Are human beings inherently selfish? What drives humans to intimidate and assert dominance over others? What happens when voices are silenced or controlled?		
Autumn Term (each unit is taught for 9 weeks)	PROSE/FICTION: <i>Of Mice and Men</i> by John Steinbeck (seminal Literature) POETRY: <i>Relationships Poetry Anthology</i> by diverse poets across time.	
Spring	DRAMA: <i>DNA</i> by Dennis Kelly (play)	
Summer	NON-FICTION: <i>Social Non-Fiction Anthology</i> by diverse writers on social issues	
Additional Information : Each taught unit is assessed 3 times.		
Assessments	<u>The assessments are structured as follows for each taught unit:</u> <ul style="list-style-type: none">Formative Checkpoint 1 (Reading): by week 3Formative Checkpoint 2 (Writing): by week 6Summative Assessment (Reading/Writing): by week 9. EDSM grades are available on Go4S after a Summative Assessment is completed.	
Homework Structure	Bedrock Learning: Digital Literacy Curriculum Bedrock Learning Weekly activities with points as a reward.	
Enrichment	Travelling theatre companies; local Library visits; World Book Day planning; guest speakers (published authors and illustrators for children’s books); poetry slams competition; in-class play performances; creative writing competition.	
Online Resources	BBC Bitesize YouTube – TED talks Podcasts by authors of studied novels/ plays etc. SparkNotes.com CliffsNotes.com No Fear Shakespeare The British Library Online (www.bl.uk)	
Extra reading	Wider Reading Channel on Teams where teachers drop in published articles, podcasts etc; independent chapter readings and relevant resources for each unit assigned by the classroom teacher; 10 mins silent reading in double lessons (in-class practice).	

Y8 Geography

Subject Overview	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.	
Curriculum Content		
Autumn 1	Life on Land <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	
Autumn 2	The Future of Antarctica <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?	
Spring 1	Africa – A continent of contrasts <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	
Spring 2	The Geography of Russia <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	
Summer 1	Our Shrinking World <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>	
Summer 2	The Middle East <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	
Additional Information		
Assessment	Per unit: Mid-unit – knowledge test, opportunity to resit. End-of-unit – written assessment featuring describe, explain and evaluate/assess question (usually based on decision-making).	
Homework Structure	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).	
Online Resources	https://discoveringantarctica.org.uk/	The website includes many interactive quizzes that will be used in lessons related to Antarctica.
	https://www.bbc.co.uk/iplayer/episodes/p02544td/planet-earth-ii	Documentaries which students can watch independently, clips of which will be used throughout all topics but primarily 'Life on Earth'.
	https://www.bbc.co.uk/iplayer/episodes/p010jc6p/africa	Documentaries that students can watch independently, clips of which will be used in the topic 'Africa'.
Extra reading	See wider reading channel on TEAMS	

Y8 History

Subject Overview	In year 8 students begin with a depth study of a significant world society, the Mughal Empire in India, including its rise and fall due to the East India Company. Understanding of human issues such as empire, trade, democracy and war are explored and developed using carefully designed enquires. Exploring the connection of Britain’s significant involvement in the Transatlantic Slave Trade to the British Empire and Industrialisation, students learn how Britain rose to become one of the world’s great powers up until the early 20 th century. The year concludes with Britain and its empire’s involvement in the two world wars and uncovering long standing myths about both. The year is designed to give students secure knowledge of Britain and the world until 1945, allowing for progression into Year 9.	
Curriculum Content		
How did Early Modern England become more connected to the world? (thematic) Who was the greatest Mughal emperor? How far did the East India Company cause the Mughal Empire to fall? Who and what was involved in the Transatlantic Slave Trade? How far did enslaved Africans resistance the Transatlantic Slave Trade? Why were Industrial towns and cities so unhealthy? How did average 'Joe/Jane' gain more power in 19th and 20th centuries? How different was the British Empire in Australia and India? Did tensions over Africa make a European war more likely? How far did a bullet spark the First World War?		
Additional Information		
Assessment	Multiple choice knowledge quiz Extended Writing / Speech End of Year Summative Assessment (knowledge quiz, extended writing, covering all topics studied in the year)	
Homework Structure	Homework will involve knowledge revision using Knowledge Organisers. Students will also be given research homework to enrich and extend their knowledge of world History.	
Enrichment	Students will receive opportunities to extend, broaden and deepen their subject knowledge through Historical Film Club, visits to sites, museums and exhibitions. Teams will also be used to share relevant articles and videos.	
Online Resources	Microsoft Teams	Crash Course, World History: https://www.youtube.com/watch?v=Yocja_N5s1I&list=PLBDA2E52FB1EF80C9
	https://history.org.uk/student (Please ask your teacher for the login to the student zone)	Crash Course, European History: https://www.youtube.com/watch?v=WhituC9dp0Hk&list=PL8dPuuaLjXtMsMTfmRomkVQG8AqrAmJFX
	https://www.bbc.co.uk/bitesize/subjects/z7svr82	BBC Teach, History: https://www.youtube.com/watch?v=O7JLSnPmNPU&list=PLcvEcrrF_9zl2dNGU9uUQWo9tenQi93UG
Extra reading	Please see the History reading list on the school website: https://www.barnhill.hillingdon.sch.uk/page/?title=Humanities&pid=30	

Y8 Computing

Subject Overview	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.	
Curriculum Content		
Autumn 1	Introduction to the CPU Pupils will study the fundamentals of how a computer operates	
Autumn 2	Wired and Wireless Networks Pupils will study how to connect to a network and how networks are designed	
Spring 1	Computational Thinking Pupils will study what an algorithm is and real-world applications of them	
Spring 2	Logic Gates and Boolean Pupils will study logical operators and logic gates	
Summer 1	Hardware Pupils will study the different types of hardware required for a computer to operate	
Summer 2	Software Pupils will study different types of software and their uses	
Additional Information		
Assessment	Each half term or topic will include two summative assessment pieces, and also multiple opportunities for formative assessment in classes	
Homework Structure	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.	
Enrichment	Plan enrichment to take place next academic term.	
Online Resources	https://www.microsoft.com/en-gb/microsoft-teams/log-in	This is where lessons and homework resources are uploaded to the class team. The Class Notebook (also through the OneNote App) is accessible here
	https://quizizz.com/join	Quiz-style revision activities for the pupils. There will be a “code” for each activity.
	https://www.bbc.co.uk/bitesize/subjects/zvc9q6f	The BBC has released materials on the various topics that are covered which can assist the student or push them further.
Extra reading	https://www.bbc.co.uk/news/technology Code: The Hidden Language of Computer Hardware and Software by Charles Petzold	

Y8 French

Subject Overview	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.	
Curriculum Content		
Autumn 1	Module 1: T'es branché (e)? Talking about television programmes The present tense Talking about films	
Autumn 2	Talking about reading Talking about the internet and phones	
Spring 1	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	
Spring 2	The perfect tense with "être" Understanding information about a tourist attraction Giving opinions in the past tense Saying where you went and how	
Summer 1	Module 3: Mon identité Talking about personality Adjectival agreement Talking about relationships Reflexive verbs	
Summer 2	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	
Additional Information		
Assessment	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).	
Homework Structure	Homework will be set out throughout the course. This will include research-based study, quizzes to reinforce learning and short tests.	
Enrichment	French club – each week the focus on different topic	
Online Resources	QUIZLET - https://quizlet.com/	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.
Extra reading	https://lingua.com/french/reading/ https://french.kwiziq.com/learn/reading https://aspirelanguages.wordpress.com/2017/08/04/reading-in-french-for-pleasure/	

Y8 Spanish

Subject Overview	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.
Curriculum Content	
Autumn 1	Module 1: Mis vacaciones The preterit tense of “ir” and “hacer” Saying what you did in on holiday Saying what food you ate there
Autumn 2	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
Spring 1	Module 2: Todo sobre mi vida Talking about television programmes The present tense Talking about internet and phones Talking about music
Spring 2	Talking about films The preterit Giving opinions in the past tense Using comparatives and superlatives
Summer 1	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
Summer 2	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
Additional Information	
Assessment	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).
Homework Structure	Homework will be set out throughout the course. This will include research-based study, quizzes to reinforce learning and writing tasks.
Enrichment	Cultural Capita: Wider Reading, Research and Presentations
Online Resources	https://www.spain.info/es/ http://www.videoele.com/A1-Comunidades-autonomas.html https://www.activeteachonline.com/product/view/id/275/page/10/mode/dps?modal=/player/video/id/247243
Extra reading	https://www.turismoasturias.es/en/descubre/naturaleza/reservas-de-la-biosfera/parque-nacional-de-los-picos-de-europa# https://www.paradoresofspain.com/#!/parador/Carmona

Y8 Physical Education

Subject Overview	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 within 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	
Curriculum Content		
Autumn 1	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.	
Autumn 2	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.	
Spring 1	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.	
Spring 2	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.	
Summer 1	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.	
Summer 2	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.	
Additional Information		
Assessment	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.	
Homework Structure	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.	
Enrichment	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.	
Online	https://www.bbc.co.uk/bitesize/subjects/zxf3cdm	BBC Bitesize for Physical Education
	https://www.microsoft.com/en-gb/microsoft-teams/log-in	Class resources, announcements and homework to be posted on class teams when relevant.
Extra reading	The Commonwealth Games Federation www.thecgf.com England Hockey www.englandhockey.co.uk The England and Wales Cricket Board Limited www.ecb.co.uk European Professional Club Rugby www.epcrugby.com Federation Internationale de Football Association www.fifa.com The Football Association Limited www.thefa.com The Lawn Tennis Association www.lta.org.uk	

Y8 Dance

Subject Overview	In this year, students will continue develop their knowledge of different dance styles such as ‘Hofesh Shechter style’, Bollywood, Bhangra, physical theatre and ‘Christopher Bruce style’. Students’ will learn about different cultures and their cultural and traditional dances. They will also learn about different political and global issues through the theme of different professional dance work. They will also be introduced to some key and inspirational choreographers and their works. Throughout this year students will continue to develop appropriate level of physical, technical and expressive skills in performance.	
Curriculum Content		
Autumn Term	Hofesh Shechter Learn new style ‘Hofesh’ with the focus on floor work. Introduction to higher level contemporary style with complex actions and dynamics. Beginning to analyse professional choreographer ‘Hofesh Shechter’, his way of dancing and his works. Gain an ability to share opinions about a professional work. To replicate the ‘Hofesh’s’ movement taught by the teacher. Perform the taught phrase in front of an audience. Introduction to exploration of global political and social issues through professional dance works.	
Spring Term	Bollywood and Bhangra Learn two new dance style Bollywood and Bhangra. Introduction different culture and traditions and their dances. Choreographing movement based on the translated Hindi lyrics. Develop key choreographic methods. Analysing different dance styles and their key features Performing the choreographed movements.	
Sum-mer Term	Enter Achilles and Swan song Introduction to two new key choreographers (Bruce and Newson) Learn the two different dance styles ‘Bruce’s’ style and physical theatre. Analysis of two dance works (Enter Achilles and Swan Song) Introduction to the uses of props within dance performance. Continuing to develop the understanding of choreographic devices.	
Additional Information		
Assessment	Students’ are assessed practically at the end of every half term. The assessment are relevant to topic that they are taught in that specific term. They perform what they have learnt and choreographed in a pairs or a group, in front of their peers in the lesson.	
Homework Structure	One homework is set each week. This will include research tasks, creating poster and information booklet, watch professional dance works, question/ answers about the topic and practical rehears-als.	
Enrichment	KS3 Dance club- Each term the dance club will focus on different dance styles.	
Online Re-sources	Teams	Homework and resources will be uploaded in teams regularly.
	https://hofesh.co.uk/ https://www.rambert.org.uk/performance-database/people/christopher-bruce/ https://www.dv8.co.uk/about-dv8/lloyd-newson	These websites have information about all three cho-reographers and their works.
	http://www.rhythm-india.com/bollywood-dance.html	This website has information about Bollywood dance history and its key features.
Extra reading	https://www.britannica.com/art/dance/The-aesthetics-of-dance	

Y8 Drama

Subject Overview	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.	
Curriculum Content		
Autumn	Macbeth 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. There are clear links to English, History and psychology.	
Spring	Culture 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.	
Summer	Talk shows 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 are creating and performing.	
Additional Information		
Assessment	Termly, practical assessments to understand progress over time	
Homework Structure	Homework is every lesson and to be completed on Teams	
Enrichment	Homework tasks allow for students to delve deeper into the topics.	
Online Resources	Homework sheets provided	Teams resources provided
Extra reading	Found in the literacy section on teams	

Y8 Mathematics

Subject Overview	In year 8, students will further build upon previous learning and expand their knowledge and skills of new concepts, such as deepening their understanding of Algebra and solving real world problems by formulating and solving equations. In Geometry, students will investigate the connections between polygons and their interior and exterior angles and develop multi step problem-solving skills.	
Curriculum Content		
Autumn Term	<ul style="list-style-type: none">Algebraic ManipulationSolving EquationsSequencesAngles and Polygons	
Spring Term	<ul style="list-style-type: none">Averages and SpreadAverages from tablesPowers and RootsRecurring DecimalsPercentages and Percentage change	
Summer Term	<ul style="list-style-type: none">Proportion and ProportionalityAlgebraic Manipulation and ProofSolving equations (including quadratics)Simultaneous equations	
Additional Information		
Assessment	Mini assessments every term. Autumn Summative Assessment Spring Summative Assessment Summer Summative Assessment	
Homework Structure	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: <ul style="list-style-type: none">Answer all the questionsShow working in homework booksMark their work and make corrections where necessaryAim for 100% every time	
Enrichment	The Jack Petchey Count on Us Secondary Challenge: an exciting pan-London maths programme working with secondary schools to engage students in a range of maths activities to challenge, motivate and inspire. Chess club: the game of chess helps young people to learn to concentrate, think logically, overcome obstacles, sport patterns and categorize information. Mathster club: Provides challenging and engaging problems every day to help young people develop their problem-solving skills. After school club to discuss, tackle the problems and writing solutions. UKMT- Junior Mathematical Challenge: 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.	
Online Resources	Sparx: https://sparxmaths.com/	Videos and quizzes for every maths topic. Login required.
	Corbett Maths: http://www.corbettmaths.com	Videos and worksheets for all topics from KS2 to KS4.
	Mathsgenie: https://www.mathsgenie.co.uk/gcse.html	Videos and exam questions for all topics from grade 1 to 9.
	Puzzle of the week: http://www.puzzleoftheweek.com/	Weekly puzzle to complete where you can compete with the rest of the world!
	Dr Frost Maths: DrFrostMaths.com	PowerPoints and worksheets for all topics from KS3 to KS4.
	KS3 Maths – BBC Bitesize: KS3 Maths - BBC Bitesize	KS3 Maths revision resources with questions to test understanding
Extra reading	Closing the Gap: The Quest to Understand Prime Numbers by Vicky Neale (NF) Maths on the back of an envelope by Rob Eastaway (NF) The Penguin Dictionary of Curious and Interesting Numbers by David Wells (NF) The Man Who Counted- A Collection of Mathematical Adventures by Malba Tahan (NF) Why do buses come in threes? The hidden mathematics of everyday life-Rob Eastaway and Jeremy Wyndham (NF) Division by Zero by Ted Chiang(F)	

Y8 Music

Subject Overview	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.	
Curriculum Content		
Autumn 1	Fanfares Students study fanfares, their role in society and the musical devices used in fanfares.	
Autumn 2	Harmonic Functions Students look at harmony in music, developing a deeper understanding of phrasing of music and chords.	
Spring 1	Baroque to Hip Hop A look at Baroque music from 1600s, and how its ideas have not changed. Each 400-year old Baroque concept is explained through its use in modern day hip-hop from the 1980s-present day.	
Spring 2	Junk-Band Blues 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.	
Summer 1	Sounds of the Cinema Students analyse how the sounds of film are created, from sound effects to the rich musical world of film.	
Summer 2	Offbeat Reggae techniques, looking at offbeat patterns and how that translates to a variety of instruments.	
Additional Information		
Assessment	Students sit a short answer test half-way through a topic to check their understanding. They are then assessed in their performance in the unit by the teacher. Assessments count towards 80% of their	
Homework Structure	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	
Enrichment	The music department offers 6 extra-curricular clubs a week, from choir to orchestra to rock bands and piano clubs. Students can see their music teacher for more information.	
Online Resources	portal.focusonsound.com	Online learning for music, a programme purchased every year for students that they log-in to using their school e-
	https://musicmap.info/	An interactive tool to explore different musical genres
	Bandlab.com	An online DAW for making music. Works on phones, tablets and computers.
Extra reading	Additional study can take place on Focus on Sound, which covers all music up to A-Level study.	

Y8 Science

Subject Overview	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.	
Curriculum Content		
Autumn 1	<ul style="list-style-type: none">• Organisms – Breathing system• Matter – Elements• Forces – Contact forces	
Autumn 2	<ul style="list-style-type: none">• Organisms – Digestion• Matter – The Periodic Table• Forces – Pressure	
Spring 1	<ul style="list-style-type: none">• Ecosystems - Respiration• Earth – Climate• Waves – Sound	
Spring 2	<ul style="list-style-type: none">• Ecosystems – Photosynthesis• Earth – Resources	
Summer 1	<ul style="list-style-type: none">• Waves – Light• Genes – Variation	
Summer 2	<ul style="list-style-type: none">• Energy—Work, heating and cooling• STEM - Projects	
Additional Information		
Assessment	Students will carry out the following assessment: Autumn 1 End-of-term assessment Autumn 2 MCQs Spring 1 End-of-term assessment Spring 2 MCQs Summer 1 End-of-Year Assessment Summer 2 End-of-term assessment	
Homework Structure	Homework can be set on online learning platforms including <i>Tassomai</i> and Teams. https://www.tassomai.com/ Homework worksheets will be provided by class teacher in lessons. Literacy booklet	
Enrichment	International day for women in science, expert guest speakers Topics linked to careers in science STEM tasks/projects/Trips	
Online Resources	https://www.educake.co.uk/	Self-assessed quizzes (students are expected to get 70% in their quizzes and they are allowed to reattempt)
	https://www.kerboodle.com/app	Students can access their textbook electronically online
	https://senecalearning.com/en-GB/	Self-assessed quizzes for topics covered in class
	https://www.microsoft.com/en-gb/microsoft-teams/log-in	This is the students’ online learning area where they can attempt prepared quizzes
Extra reading	https://www.bbc.co.uk/news/science_and_environment This website provides current major scientific discoveries and milestones. https://www.bbc.co.uk/bitesize/levels/z4kw2hv This website provides revision material for topics taught in class	

Y8 Philosophy, Religion and Ethics and Citizenship

Subject Overview	Students will study PRE and Citizenship on a carousel basis. Students will have three lessons per fortnight. Throughout PRE and Cit, pupils will use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.	
Curriculum Content		
Autumn 1	PRE Introduction to Philosophy and Ethics Unit Components: Greek Philosophy, Nature vs Nurture, Buddhism	
Autumn 2	CITIZENSHIP Introduction to Citizenship Unit Components: British Values, Democracy, Identity, Law.	
Spring 1	PRE Humanism Unit Components: Why no God? Ethics, Key Philosophy Thinkers.	
Spring 2	CITIZENSHIP How are we kept safe? Unit Components: Role of police, law, justice and the relationship between young people and the police.	
Summer 1	PRE Islamic Philosophy Unit Components: Baghdad, Kalham, Ottoman Empire, The Greeks and Islam	
Summer 2	CITIZENSHIP Justice in the UK Unit components: Justice, types of offences, courts and trials, age of responsibility, life in the UK.	
Additional Information		
Assessment	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.	
Homework Structure	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.	
Enrichment	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.	
Online Resources	https://www.microsoft.com/en-gb/microsoft-teams/log-in	This is where lessons and homework resources are uploaded to the class team.
	https://www.bbc.co.uk/bitesize/topics/zc4k7ty	Law and order
	https://www.bbc.co.uk/bitesize/topics/zkdk382/articles/zhpq47h	Is religion a power for peace or does it cause conflict?
Extra reading	Lots of wider reading will be posted in the wider reading of class teams page.	