



**BUDAPEST BRITISH**  
INTERNATIONAL ACADEMY

**Budapest British International Academy**  
Syllabus 2025-2026





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Syllabus 2025 - 2026

<b>Subject:</b>	<b>Science</b>	<b>Year:</b>	<b>8</b>
<b>Course purpose and aim:</b>	<p>Science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.</p>		

TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD KNOW
<b>Term 1 Part 1</b>	<b>Biology:</b> - Food and Nutrition - Plants and their reproduction - Breathing and respiration	<ol style="list-style-type: none"> <li>1. Content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed.</li> <li>2. Calculations of energy requirements in a healthy daily diet.</li> <li>3. The consequences of imbalances in the diet, including obesity, starvation and deficiency diseases.</li> <li>4. The tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts).</li> <li>5. The importance of bacteria in the human digestive system.</li> <li>6. Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.</li> <li>7. The structure and functions of the gas exchange system in humans, including adaptations to function.</li> <li>8. The mechanism of breathing to move air in and out of the lungs, using a pressure model to explain the movement of gases, including simple measurements of lung volume.</li> <li>9. The impact of exercise, asthma and smoking on the human gas exchange system.</li> </ol>
<b>Term 1 Part 2</b>	<b>Chemistry:</b> - Combustion - Periodic Table - Metals and their uses	<ol style="list-style-type: none"> <li>1. Chemical reactions as the rearrangement of atoms.</li> <li>2. Represent chemical reactions using formulae and using equations.</li> <li>3. Combustion, thermal decomposition, oxidation and displacement reactions.</li> <li>4. The varying physical and chemical properties of different elements.</li> <li>5. The principles underpinning the Mendeleev Periodic Table.</li> <li>6. The Periodic Table: periods and groups; metals and non-metals.</li> <li>7. How patterns in reactions can be predicted with reference to the Periodic Table.</li> <li>8. The properties of metals and non-metals.</li> <li>9. The chemical properties of metal and non-metal oxides with respect to acidity.</li> <li>10. The order of metals and carbon in the reactivity series.</li> <li>11. The use of carbon in obtaining metals from metal oxides.</li> </ol>



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<b>Term 2 Part 1</b>	<b>Physics:</b> - Fluids - Light	<ol style="list-style-type: none"> <li>Describe atmospheric pressure, decreases with increase of height as weight of air above decreases with height.</li> <li>Pressure in liquids, increasing with depth; upthrust effects, floating and sinking.</li> <li>Pressure measured by ratio of force over area – acting normal to any surface.</li> <li>The similarities and differences between light waves and waves in matter.</li> <li>Light waves travelling through a vacuum; speed of light.</li> <li>The transmission of light through materials: absorption, diffuse scattering and specular reflection at a surface.</li> <li>Use of ray model to explain imaging in mirrors, the pinhole camera, the refraction of light and action of convex lens in focusing (qualitative); the human eye</li> <li>Light transferring energy from source to absorber leading to chemical and electrical effects; photo-sensitive material in the retina and in cameras.</li> <li>Colours and the different frequencies of light, white light and prisms (qualitative only); differential colour effects in absorption and diffuse reflection.</li> </ol>
<b>Term 2 Part 2</b>	<b>Remaining topics:</b> - Unicellular organisms - Rocks	<ol style="list-style-type: none"> <li>The structural adaptations of different unicellular organisms.</li> <li>Describe the process of diffusion.</li> <li>Describe and explain the structure and function of parts of a bacterium cell.</li> <li>Describe and explain the structure and function of parts of a Protocist cell.</li> <li>State the name of multiple decomposer microorganisms.</li> <li>The composition of the Earth.</li> <li>The structure of the Earth.</li> <li>The rock cycle and the formation of igneous, sedimentary and metamorphic rocks.</li> <li>Earth as a source of limited resources and the efficacy of recycling</li> <li></li> </ol>
<b>Term 3</b>	<b>Remaining topics:</b> - Earth and Space - Energy Transfers	<ol style="list-style-type: none"> <li>Gravity force, weight = mass x gravitational field strength (g), on Earth <math>g=10\text{ N/kg}</math>, different on other planets and stars; gravity forces between Earth and Moon, and between Earth and Sun (qualitative only).</li> <li>Our Sun as a star, other stars in our galaxy, other galaxies.</li> <li>The seasons and the Earth's tilt, day length at different times of year, in different hemispheres.</li> <li>The light year as a unit of astronomical distance.</li> <li>Simple machines give bigger force but at the expense of smaller movement (and vice versa): product of force and displacement unchanged.</li> <li>Heating and thermal equilibrium: temperature difference between two objects leading to energy transfer from the hotter to the cooler one, through contact (conduction) or radiation; such transfers tending to reduce the temperature difference: use of insulators.</li> <li>Other processes that involve energy transfer: changing motion, dropping an object, completing an electrical circuit, stretching a spring, metabolism of food, burning fuels.</li> </ol>

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Term 1:	Term 2:	Term3:	Final Exam	Total
30%	30%	20%	20%	100%

We will be using the Exploring Science International Textbooks to facilitate our learning journey. Please see the contents below:

<https://www.pearson.com/content/dam/one-dot-com/one-dot-com/international-schools/pdfs/ilower-secondary/exploring-science-international/Exploring-Science-International-Contents.pdf>



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<b>Subject:</b>	<b>English</b>	<b>Year:</b>	<b>8</b>
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<b>Course purpose and aim:</b>	<p>English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.</p>
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TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD KNOW
Term 1 Part 1	Reading: non-fiction	<ol style="list-style-type: none"> <li>1. Be reading increasingly challenging material independently through reading a wide range of fiction and non-fiction</li> <li>2. Have the required vocabulary and ability to make critical comparisons across texts</li> <li>3. Know and understand the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English</li> </ol> <p><i>Suggested material: reviews, reports, interviews, biographies, autobiographies</i></p>
Term 1 Part 2	Writing: non-fiction	<ol style="list-style-type: none"> <li>1. Be able to apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</li> <li>2. Know and understand the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English</li> <li>3. Know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li> </ol> <p><i>Suggested material: Analysis and discussions, registers and tone</i></p>
Term 2 Part 1	Spoken English	<ol style="list-style-type: none"> <li>1. Be able to give short speeches and presentations, expressing their own ideas and keeping to the point</li> <li>2. Confidently produce effective notes and polished scripts for talks and presentations</li> <li>3. Have an awareness of and be able to recognise a range of poetic conventions and understanding how these have been used</li> </ol> <p><i>Suggested material: Speeches, poetry,</i></p>
Term 2 Part 2	Reading Fiction	<ol style="list-style-type: none"> <li>1. Read a seminal work from world literature from pre-1914</li> <li>2. Study the effectiveness and impact of the grammatical features of the texts they read</li> <li>3. Be able to discuss texts with precise and confident use of linguistic and literary terminology.</li> </ol> <p><i>Suggested material: Around the World in 80 days, Treasure Island, Call of the Wild, War of the Worlds</i></p>



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<b>Term 3</b>	Writing Fiction
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1. Write accurately, fluently, effectively and at length for pleasure in a variety of narrative texts
2. Confidently pay attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules
3. Accurately use Standard English confidently in their own writing

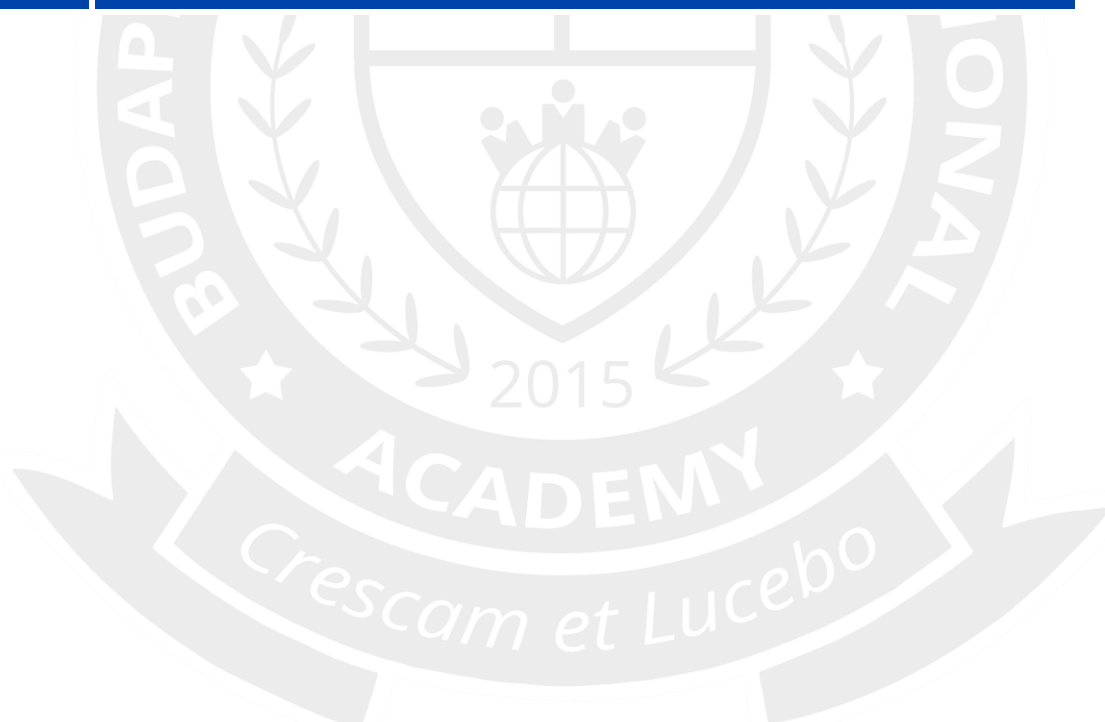
*Suggested material: Write a short story, descriptions and dialogues*

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<b>Subject:</b>	<b>Mathematics</b>	<b>Year:</b>	<b>8</b>
<b>Course purpose and aim:</b>	Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education, therefore, provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.		

TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD KNOW
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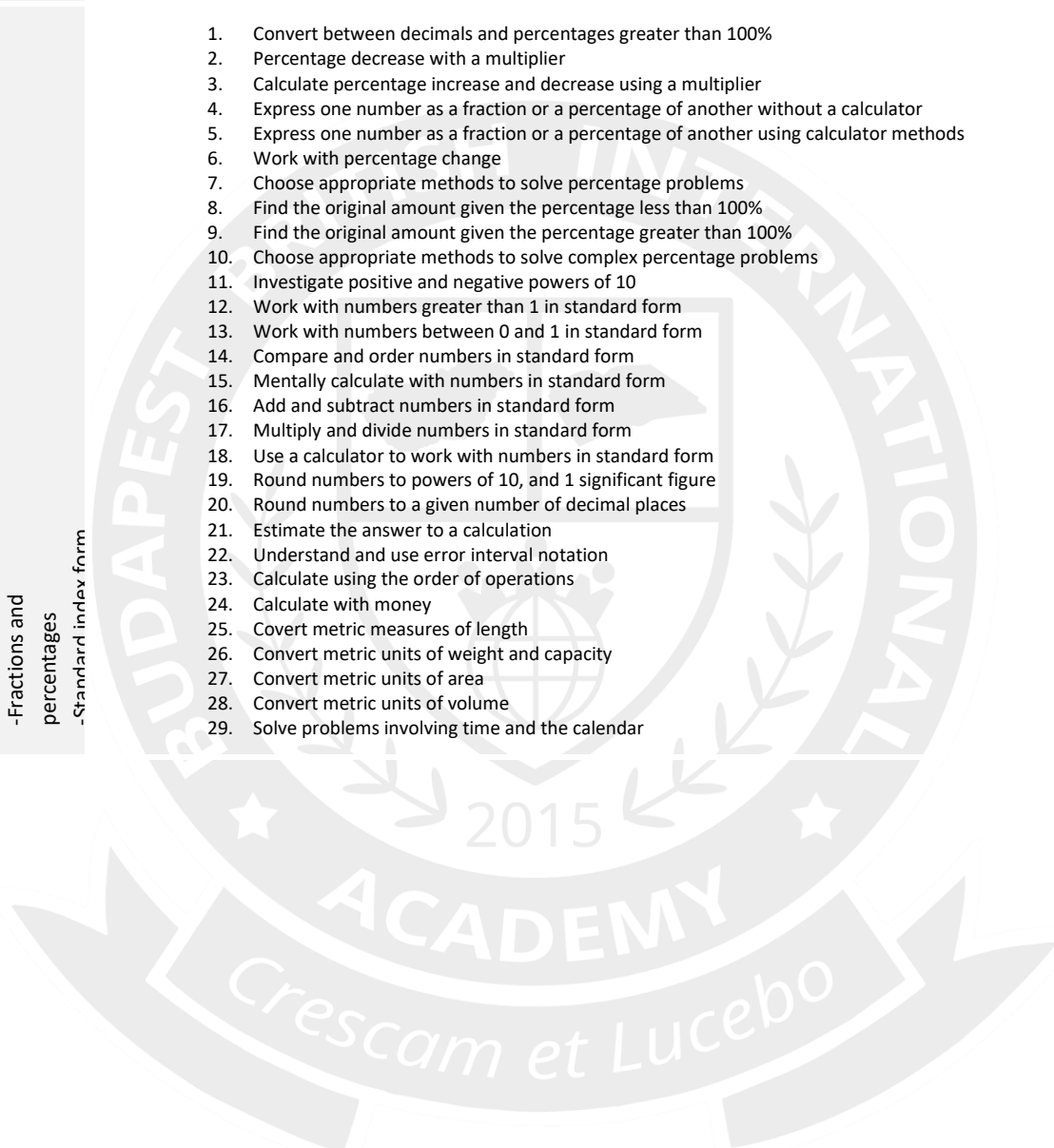
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<p><b>Term 1 Part 1</b></p>	<p><b>Proportional Reasoning:</b>            -Ratio and scale            -Multiplicative change            -Multiplying and dividing fractions</p>	<ol style="list-style-type: none"> <li>1. Understand the meaning and representation of ratio</li> <li>2. Understand and use ratio notation</li> <li>3. Solve problems involving ratios of the form <math>1 : n</math> (or <math>n : 1</math>)</li> <li>4. Solve proportional problems involving the ratio <math>m : n</math></li> <li>5. Divide a value into a given ratio</li> <li>6. Express ratios in their simplest integer form</li> <li>7. Express ratios in the form <math>1 : n</math></li> <li>8. Compare ratios and related fractions</li> <li>9. Understand <math>\pi</math> as the ratio between diameter and circumference</li> <li>10. Solve problems involving direct proportion</li> <li>11. Explore conversion graphs</li> <li>12. Convert between currencies</li> <li>13. Explore direct proportion graphs</li> <li>14. Explore relationships between similar shapes</li> <li>15. Understand scale factors as multiplicative representations</li> <li>16. Draw and interpret scale diagrams</li> <li>17. Interpret maps using scale factors and ratios</li> <li>18. Represent multiplication of fractions</li> <li>19. Multiply a fraction by an integer</li> <li>20. Find the product of a pair of any fractions</li> <li>21. Divide an integer by a fraction</li> <li>22. Divide a fraction by a unit fraction</li> <li>23. Understand and use the reciprocal</li> <li>24. Divide any pair of fractions</li> <li>25. Multiply and divide improper and mixed fractions</li> <li>26. Multiply and divide algebraic fractions</li> <li>27. Understand and use the mean, median and mode</li> <li>28. Choose the most appropriate average</li> <li>29. Find the mean from an ungrouped frequency table</li> <li>30. Find the mean from a grouped frequency table</li> <li>31. Identify outliers</li> <li>32. Compare distributions using averages and the range</li> </ol>
<p><b>Term 1 Part 2</b></p>	<p><b>Representation:</b>            -Working in the Cartesian plane            -Representing data            -Tables &amp; probability</p>	<ol style="list-style-type: none"> <li>1. Work with coordinates in all four quadrants</li> <li>2. Identify and draw lines that are parallel to the axes</li> <li>3. Recognise and use the line <math>y = x</math></li> <li>4. Recognise and use lines of the form <math>y = kx</math></li> <li>5. Link <math>y = kx</math> to direct proportion problems</li> <li>6. Explore the gradient of the line <math>y = kx</math></li> <li>7. Recognise and use lines of the form <math>y = x + a</math></li> <li>8. Explore graphs with negative gradient (<math>y = -kx, y = a - x, x + y = a</math>)</li> <li>9. Link graphs to linear sequences</li> <li>10. Plot graphs of the form <math>y = mx + c</math></li> <li>11. Explore non-linear graphs</li> <li>12. Find the midpoint of a line segment</li> <li>13. Draw and interpret scatter graphs</li> <li>14. Understand and describe linear correlation</li> <li>15. Draw and use line of best fit</li> <li>16. Identify non-linear relationships</li> <li>17. Identify different types of data</li> <li>18. Read and interpret grouped and ungrouped frequency tables</li> <li>19. Represent grouped discrete data</li> <li>20. Represent continuous data grouped into equal classes</li> <li>21. Represent data in two-way tables</li> <li>22. Construct sample spaces for 1 or more events</li> <li>23. Find probabilities from a sample space</li> <li>24. Find probabilities from two-way tables</li> <li>25. Find probabilities from Venn diagrams</li> <li>26. Use the product rule for finding the total number of possible outcomes</li> <li>27. Recognise line symmetry</li> <li>28. Reflect a shape in a diagonal, horizontal or vertical line 1 (shapes touching the line)</li> <li>29. Reflect a shape in a diagonal, horizontal or vertical line 2 (shapes not touching the line)</li> </ol>



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<b>Term 2 Part 1</b>	<b>Algebraic techniques:</b> -Brackets, equations and inequalities -Sequences	<ol style="list-style-type: none"><li>1. Form algebraic expressions</li><li>2. Use directed number with algebra</li><li>3. Multiply out a single bracket</li><li>4. Factorise into a single bracket</li><li>5. Expand multiple single brackets and simplify</li><li>6. Expand a pair of binomials</li><li>7. Solve equations, including with brackets</li><li>8. Form and solve equations with brackets</li><li>9. Understand and solve simple inequalities</li><li>10. Form and solve inequalities</li><li>11. Solve equations and inequalities with unknowns on both sides</li><li>12. Form and solve equations and inequalities with unknowns on both sides</li><li>13. Identify and use formulae, expressions, identities and equations</li><li>14. Generate sequences given a rule in words</li><li>15. Generate sequences given a simple algebraic rule</li><li>16. Generate sequences given a complex algebraic rule</li><li>17. Find the rule for the <math>n^{\text{th}}</math> term of a linear sequence</li><li>18. Adding and subtracting expressions with indices</li><li>19. Simplifying algebraic expressions by multiplying indices</li><li>20. Simplifying algebraic expressions by dividing indices</li><li>21. Using the addition law for indices</li><li>22. Using the addition and subtraction law for indices</li><li>23. Exploring powers of powers</li></ol>
<b>Term 2 Part 2</b>	<b>Developing number:</b> -Fractions and percentages -Standard index form	<ol style="list-style-type: none"><li>1. Convert between decimals and percentages greater than 100%</li><li>2. Percentage decrease with a multiplier</li><li>3. Calculate percentage increase and decrease using a multiplier</li><li>4. Express one number as a fraction or a percentage of another without a calculator</li><li>5. Express one number as a fraction or a percentage of another using calculator methods</li><li>6. Work with percentage change</li><li>7. Choose appropriate methods to solve percentage problems</li><li>8. Find the original amount given the percentage less than 100%</li><li>9. Find the original amount given the percentage greater than 100%</li><li>10. Choose appropriate methods to solve complex percentage problems</li><li>11. Investigate positive and negative powers of 10</li><li>12. Work with numbers greater than 1 in standard form</li><li>13. Work with numbers between 0 and 1 in standard form</li><li>14. Compare and order numbers in standard form</li><li>15. Mentally calculate with numbers in standard form</li><li>16. Add and subtract numbers in standard form</li><li>17. Multiply and divide numbers in standard form</li><li>18. Use a calculator to work with numbers in standard form</li><li>19. Round numbers to powers of 10, and 1 significant figure</li><li>20. Round numbers to a given number of decimal places</li><li>21. Estimate the answer to a calculation</li><li>22. Understand and use error interval notation</li><li>23. Calculate using the order of operations</li><li>24. Calculate with money</li><li>25. Covert metric measures of length</li><li>26. Convert metric units of weight and capacity</li><li>27. Convert metric units of area</li><li>28. Convert metric units of volume</li><li>29. Solve problems involving time and the calendar</li></ol>





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<b>Term 3</b>	<b>Geometry and data reasoning:</b> -Angles in parallel lines and polygons -Area of triangles and circles	<ol style="list-style-type: none"> <li>1. Investigate angles between parallel lines and the transversal</li> <li>2. Identify and calculate with alternate and corresponding angles</li> <li>3. Identify and calculate with co-interior, alternate and corresponding angles</li> <li>4. Solve complex problems with parallel line angles</li> <li>5. Construct triangles and special quadrilaterals</li> <li>6. Investigate the properties of special quadrilaterals</li> <li>7. Identify and calculate with sides and angles in special quadrilaterals</li> <li>8. Understand and use the properties of diagonals of quadrilaterals</li> <li>9. Understand and use the sum of exterior angles of any polygon</li> <li>10. Calculate and use the sum of the interior angles in any polygon</li> <li>11. Calculate missing interior angles in regular polygons</li> <li>12. Construct an angle bisector</li> <li>13. Construct a perpendicular bisector of a line segment</li> <li>14. Calculate the area of triangles, rectangles, trapezium and parallelograms</li> <li>15. Calculate the perimeter and area of compound shapes</li> <li>16. Investigate the area of a circle</li> <li>17. Calculate the area of a circle and parts of a circle without a calculator</li> <li>18. Calculate the area of a circle and parts of a circle with a calculator</li> <li>19. Set up a statistical enquiry</li> <li>20. Design and criticise questionnaires</li> <li>21. Draw and interpret pictograms, bar charts and vertical line charts</li> <li>22. Draw and interpret multiple bar charts, pie charts and line graphs</li> <li>23. Represent and interpret grouped quantitative data</li> <li>24. Find and interpret the range</li> <li>25. Compare distributions using charts</li> <li>26. Identify misleading graphs</li> </ol>
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<b>Subject:</b>	<b>Humanities</b>	<b>Year:</b>	<b>8</b>
<b>Course purpose and aim:</b>	<p>A high-quality humanities education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically and to take their place in society as responsible citizens.</p>		

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<b>Term 1 Part 1</b>	History: 1500-1745	<ol style="list-style-type: none"> <li>1. Be able to explain the development and of Church, state and society in Britain 1509-1745</li> <li>2. Describe the differences between the establishment and development of the first colony in America and first contact with India</li> <li>3. Britain’s transatlantic slave trade: its effects and its eventual abolition</li> </ol>
<b>Term 1 Part 2</b>	Geography: Physical geography	<ol style="list-style-type: none"> <li>1. Be able to explain the differences between weather and climate, including the change in climate from the Ice Age to the present</li> <li>2. Extend their locational knowledge and deepen their spatial awareness of the world’s countries using maps of the world to focus on Asia</li> <li>3. Be able to use geographical knowledge, approaches and concepts and geographical skills in analysing and interpreting different data sources</li> </ol>
<b>Term 2 Part 1</b>	History: 1745-1799	<ol style="list-style-type: none"> <li>1. Have an overview of the key events relating to the Renaissance and Reformation in Europe</li> <li>2. Understand the importance of the Enlightenment in Europe and Britain</li> <li>3. Be able to explain the key factors behind The American War of Independence and the French Revolutionary wars</li> </ol>
<b>Term 2 Part 2</b>	Geography: Human Geography	<ol style="list-style-type: none"> <li>1. Understand and be able to use data to analyse and comment on population and urbanisation</li> <li>2. Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Asia</li> <li>3. Understand how geographical processes interact to create distinctive human and physical landscapes that change over time</li> </ol>
<b>Term 3</b>	Citizenship Local geography	<ol style="list-style-type: none"> <li>1. Be able to explain the development of the political system of democratic government including the roles of citizens, Parliament and the monarch</li> <li>2. Understand the operation of Parliament, including voting and elections</li> <li>3. Be aware of other systems and forms of government, both democratic and non-democratic</li> </ol>

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