

YEAR 8 CURRICULUM MAP 2025 - 26



MANCHESTER
ISLAMIC
GRAMMAR SCHOOL
FOR GIRLS
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SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ARABIC	Local area, holidays and travel (My Town) To name places in town, to be able to say where one is going and to understand basic directions To describe the weather To use the imperative To read for detailed information The plural	School (At school) To name and describe school subjects To consolidate likes and dislikes To give opinions To describe school uniform	Health and Fitness To be able to name body parts To learn about healthy living To express opinion To express obligation	Transport To name & describe different modes of transport To use the plural To say why you prefer a mode of transport	Identity and Culture (Clothes) To name items of clothing in Arabic To describe clothes To use demonstrative s To express exclamation To learn the four seasons To use basic shopping vocabulary	Identity & Culture (Food & Drink) To learn vocabulary relating to types of food and food items To use measures and quantities To use the imperative mood To name containers To learn vocabulary related to meals To process information related to diet

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SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ART	GROUP 1	GROUP 2	GROUP 1	GROUP 2	GROUP 1	GROUP 2
	<p>DIARY</p> <p>Produce a timetable choose a week in your daily routine. Produce a diary about yourself, likes and dislikes, travel, food/drink, poems, favourite things and hobbies.</p>	<p>DIARY</p> <p>Produce a timetable choose a week in your daily routine. Produce a diary about yourself, likes and dislikes, travel, food/drink, poems, favourite things and hobbies.</p>	<p>GRAPHIC DESIGN</p> <p>Design a poster/ advertisement for a new sweet/confection ary. Caption, name, taste, colour, shape, packaging and price.</p>	<p>GRAPHIC DESIGN</p> <p>Design a poster/ advertisement for a new sweet/confection ary. Caption, name, taste, colour, shape, packaging and price.</p>	<p>ARCHITECTURE</p> <p>Research Gothic, Victorian, Rococo, Georgian and contemporary architecture.</p> <p>DRAWING WITH FINE LINER Pencil drawing of buildings - view through the classroom windows</p>	<p>ARCHITECTURE</p> <p>Research Gothic, Victorian, Rococo, Georgian and contemporary architecture.</p> <p>DRAWING WITH FINE LINER Pencil drawing of buildings - view through the classroom windows</p>

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COMPUTER SCIENCE

ALGORITHMS

- First steps
- Crunching numbers
- Selection statements
- Branches in selection statements
- Assessment

DATA REPRESENTATION

- Introduction to data representation
- Types of data communication
- Binary digits
- Numbers in binary
- Assessment

GRAPHIC DESIGN

Students will be introduced to the basics of graphic design, learning how to use images, text, and colour to communicate a message or idea in a creative way.

Graphic design is all around us – in posters, advertisements, websites, packaging, logos, and more. By learning its basics, students will begin to understand how visual design influences what we see, feel, and understand every day.
-Assessment

COMPUTER HARDWARE

This unit takes learners on a tour through the different layers of computing systems: from programs and the operating system, to the physical components that store and execute these programs, to the fundamental binary building blocks that these components consist of.
-Assessment

SPREADSHEETS

- Formulae
- Search and Sorting data
- Representing data using graphs and charts

SPREADSHEETS

- (CONTINUATION)**
- Assessment

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SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	CLASS READER: THE DIARY OF ANNE FRANK Comprehension tasks Language focused study Creative writing tasks Speaking and listening/drama focused activities	WAR POETRY FROM WW1 TO PRESENT DAY Comprehension work Work on patterns and structure in poetry Work on language and literary devices Creative writing	WORKING WITH 19th CENTURY TEXTS Topic Title—‘How we treat others’ Extracts from fiction: Nicholas Nickleby , Oliver Twist and Jane Eyre C19th poetry: Elizabeth Barrett Browning and others	SHAKESPEARE PLAY: THE MERCHANT OF VENICE Character work Plot/dramatic structure Themes Language analysis of short extracts/close reading Creative writing: narrate from theme/diaries etc	NON-FICTION—TRAVEL WRITING Work on comprehension: language, structure, presentation Writing to persuade Speeches and debating	DRAMA UNIT- KINDERTRANSPORT Monologues Personal Response Activities Craft of Staging and Performing Talk Show Assessment Symbolism used Tracking Activities Character Collages.

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SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
HISTORY	BRITAIN UNDER THE TUDORS History Mystery— Princes in the Tower War of the Roses What was the young Henry VIII Enquiry & essay. Skills Assessment	BRITAIN UNDER THE TUDORS Edward the Boy King. How bloody was Bloody Mary? Young Elizabeth Elizabeth's middle way Marriage Mary Queen of Scots Voyages & discovery. Spanish Armada Skills Assessment	STUARTS AND THE CIVIL WAR James I Gunpowder Plot English Civil War Skills Assessment	THE INDUSTRIAL REVOLUTION What was Britain like 250 years ago? Why did the population explode? How were products manufactured before 1745? How did factories create towns? Peter Pauper—children in the mills. Peterloo Massacre Skills Assessment	Slave Trade Capturing and transportation of African Americans. Auctions. Life on the plantation. Abolition of Slavery. Skills Assessment	LIFE IN THE MIDDLE COLONIALISATION Colonial Project Why do the Americans speak English? Why did Australia become a British Colony? Britain a changing nation 1509-1745.

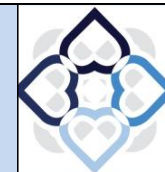
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SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
FOOD TECHNOLOGY	<u>GROUP 1</u> <ul style="list-style-type: none"> BASELINE TEST Macronutrients – Protein, Oils and Fats & Carbohydrates (T) Salad Pot or Ratatouille (P) Potatoes and Vegetables (T) Frittata or Cheese and Onion Pie (P) Fish/Functional and chemical properties of food denaturation & coagulation (T) Fish Fingers (P) 	<u>GROUP 2</u> <ul style="list-style-type: none"> BASELINE TEST Macronutrients – Protein, Oils and Fats & Carbohydrates (T) Salad Pot or Ratatouille (P) Potatoes and Vegetables (T) Frittata or Cheese and Onion Pie (P) Fish/Functional and chemical properties of food denaturation & coagulation (T) Fish Fingers (P) 	<u>GROUP 1</u> <ul style="list-style-type: none"> Food Waste & What's on the label (T) Mini Samosas or mini carrot cakes (P) Traffic light labelling & Allergens (T) Planning for a practical assessment (T) Independent cook for assessment. (P) <p>Evaluation (T)</p>	<u>GROUP 2</u> <ul style="list-style-type: none"> Food Waste & What's on the label (T) Mini Samosas or mini carrot cakes (P) Traffic light labelling & Allergens (T) Planning for a practical assessment (T) Independent cook for assessment. (P) <p>Evaluation of (T)</p>	<u>GROUP 1</u> <ul style="list-style-type: none"> Cooking of food and heat transfer and sauce making (T) Pasta Bake (P) Savoury Rice or Chicken biryani (P) Raising agents & chemical raising agents (T) Ginger biscuits or Irish soda bread (P) 	<u>GROUP 2</u> <ul style="list-style-type: none"> Cooking of food and heat transfer and sauce making (T) Pasta Bake (P) Savoury Rice or Chicken biryani (P) Raising agents & chemical raising agents (T) Ginger biscuits or Irish soda bread (P) <p>Summer Assessment</p>

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SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
FRENCH	<p><u>FOOD & MEALS OF THE DAY</u></p> <p>Breakfast, Lunch, Dinner (with opinions)</p> <p>CONTENT: Naming foods, giving opinions, ordering in a café, describing meals of the day</p> <p>GRAMMAR: Present tense of boire & manger; partitive articles (du, de la, des); negation (ne...pas); opinion phrases (je pense que, j'adore); adjective agreement</p> <p>SKILLS: Speaking: ordering & giving opinions; Listening & Reading: menus & short dialogues</p> <p>PHONICS: Vowel/consonant sounds; liaison; stress patterns</p> <p>WRITING/ PHOTO CARD/ ESSAY: Describe a typical meal; short paragraph expressing opinion</p> <p>ASSESSMENT: Vocabulary & speaking quiz; role-play ordering food</p>	<p><u>FESTIVALS</u></p> <p>CONTENT: celebrating festivals such as Eid and Christmas in France French festivals (Bastille Day) and Muslim festivals</p> <p>Expressing future plans talking about next birthday</p> <p>GRAMMAR: Immediate future (aller + infinitive); faire & aller; present tense revision; verbs of feeling</p> <p>SKILLS: Speaking: future plans; Listening: authentic audio; Writing: paragraph; Cultural comparison</p> <p>PHONICS: Stress & intonation; cognates; pronunciation of place names</p> <p>WRITING/ PHOTO CARD/ ESSAY: use a sentence builder and photocard</p> <p>ASSESSMENT: Speaking dialogue; cultural comprehension task</p>	<p><u>SCHOOL LIFE & DAILY ROUTINE</u></p> <p>CONTENT: School subjects (Recall), timetable, daily routines, uniform and expressing opinions</p> <p>GRAMMAR: Reflexive verbs; connectives (parce que, puisque); numbers & time; intensifiers (très, assez, trop)</p> <p>SKILLS: Speaking: describe daily routine; Writing: paragraph; Listening: short texts</p> <p>PHONICS: Liaison in reflexive verbs; pronunciation of school subjects</p> <p>WRITING/ PHOTO CARD/ ESSAY: Paragraph describing school life and building</p> <p>ASSESSMENT: 90 words essay; mini speaking task</p>	<p><u>HOME & LOCAL AREA</u></p> <p>CONTENT: describe a town & talk about local area; giving and asking directions; describing home</p> <p>GRAMMAR: verb to live, Gender; adjective agreement; forming questions (où, quand, comment); present tense review; negation</p> <p>SKILLS: Reading comprehension; Speaking: describe and write about where I live</p> <p>PHONICS: Stress patterns; pronunciation of adjectives & local area vocabulary</p> <p>WRITING/ PHOTO CARD/ ESSAY: photocard description/writing 150 words essay</p> <p>ASSESSMENT: dialogue in class describing home</p>	<p><u>TECHNOLOGY, LEISURE & MEDIA</u></p> <p>CONTENT: Hobbies, sports, use of technology, social media, TV & music</p> <p>GRAMMAR: Revision of present tense, immediate future, negation; jouer & faire; aimer + infinitive</p> <p>SKILLS: Speaking: hobbies & technology; Listening & Reading: dialogues; Writing: short paragraph</p> <p>PHONICS: Consolidation of tricky vowel/consonant sounds; liaison; intonation</p> <p>WRITING/ PHOTO CARD/ ESSAY: Describe leisure activities / photo; short essay</p> <p>ASSESSMENT: End-of-year assessment; speaking & writing review</p>	<p><u>HOLIDAYS & FUTURE PLANS</u></p> <p>CONTENT: Talking about holidays (past & future); transport, activities, opinions; booking accommodation; holiday preferences</p> <p>GRAMMAR: Perfect tense (avoir verbs, regular + irregular); consolidation of immediate future; sequencing phrases (d'abord, ensuite, enfin)</p> <p>SKILLS: Speaking: describe past/future holiday; Listening/Reading: travel texts; Writing: paragraph or short essay</p> <p>PHONICS: Pronunciation of past participles; intonation in questions; nasal sounds</p> <p>WRITING/ PHOTO CARD/ ESSAY: -90/150 words/ photo card description (holiday scene)</p> <p>ASSESSMENT: Listening/Reading: comprehension task based on holiday/travel texts</p>

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SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GEOGRAPHY	SOUTH AMERICA How was South America formed? Why was the environment important to early civilisations? What are the natural resources of South America? Why is there inequality in South America today? What is it like to live in a Favela? Mid topic assessment	THE AMAZON Where is the Amazon located and why? What are the physical characteristics of the Amazon? How are plants and animals adapted in the Amazon? What services does the Amazon provide? Why is the Amazon under threat? How can we protect the Amazon? Winter Exam	NORTH AMERICA What is the climate like in North America? Why do tropical storms and tornadoes occur in North America? How can we track tropical storms? How can we predict, plan for, and protect from, extreme weather? Mid topic assessment	CLIMATE CHANGE Why is our climate changing? How is our weather becoming more extreme? How is drought impacting people? How can we respond to weather events such as wild fires? How can we mitigate and adapt to climate change? Climate change research project	COASTS Where are the best beaches? Why do coasts change over time? What landforms are found on our coastlines? What are coral reefs and mangrove forests? How can we protect our coasts? Exam preparation	Summer Exam ASIA Journey through Asia Why are some Asian countries richer than others? Why are people migrating in Asia? How is population being controlled in Asia? What happens when a population goes into decline? Research project

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MATHS	ESTIMATION & ROUNDING <ul style="list-style-type: none"> Rounding to decimal places Rounding to significant figures Estimation SOLVING LINEAR EQUATIONS <ul style="list-style-type: none"> Solutions to linear equations One step linear equations Two-step linear equations Linear equations with brackets and functions 	SEQUENCES <ul style="list-style-type: none"> Features of sequences Arithmetic sequences LINEAR GRAPHS <ul style="list-style-type: none"> Connect coordinates, equations and graphs Linear relationships 	PERCENTAGES AND PROPORTIONALITY <ul style="list-style-type: none"> Representations of multiplicative relationships Percentages Proportionality 	STATISTICS <ul style="list-style-type: none"> Statistical representations Angles and pie charts Measures of central tendency and spread Interpreting statistical representations Exploring statistical problems	PERIMETER, AREA AND VOLUME <ul style="list-style-type: none"> Perimeter Area Surface area Volume POLYGONS AND <ul style="list-style-type: none"> Symmetry Angle properties Polygons Multi-step angle problems 	CONSTRUCTIONS <ul style="list-style-type: none"> Constructions using circles Constructions using rhombuses

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SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
PE	<p>INVASION GAMES Netball: Development of the skills and rules of a full 7 v 7 game.</p> <p>Recap passing and ball handling skills Recap fundamental rules Recap footwork Timing of pass & support play Shooting Attacking play Defending Marking Knowledge of playing positions Working knowledge of netball court and most rules.</p> <p>Outwitting opponents in full 7 v 7 games.</p> <p>Introduction to coaching and officiating.</p>	<p>INVASION GAMES Football: Development of skills and rules of small sided games.</p> <p>Development of core skills - passing</p> <p>Dribbling Turning Outwitting defenders Development of shooting Developing an attack Defensive strategies / tactics Outwitting opponents Teamwork</p> <p>Small sided football-based games.</p> <p>Introduction to coaching and officiating.</p>	<p>HEALTH-RELATED FITNESS</p> <p>Sustained running: Cooper 12-minute run</p> <p>Circuit training: generic and sports specific</p> <p>Boxercise – combination sequences</p> <p>Components of health-related fitness – with tests</p> <p>NET & WALL GAMES</p> <p>Badminton: Development of singles play.</p> <p>Hand-eye co-ordination skills Forehand / Backhand High serves Net shots Scoring Rallying Develop tactics for half court singles play</p>	<p>OUTDOOR & ADVENTUROUS ACTIVITIES</p> <p>Introduction to problem solving</p> <p>Trust exercises – partnerships</p> <p>Leadership group activities</p> <p>Planning how to solve a problem</p> <p>Team building exercises</p> <p>Introduction to orienteering</p> <p>Netball interform competition.</p>	<p>ATHLETICS</p> <p>Development of athletics skills including running; jumping; and throwing.</p> <p>Running for distance Running for speed Running over barriers Relays Sprint starts</p> <p>Jumping for height Jumping for distance</p> <p>Push throw Howler throw</p>	<p>STRIKING & FIELDING GAMES</p> <p>Rounders: Development of the skills required to play a full 9 v 9 game of rounders.</p> <p>Fielding skills Bowling development Batting development Positional roles Tactics / strategies to outwit opponents Knowledge of pitch Working knowledge and implementation of rules in a full 9 v 9 game.</p> <p>Rounders interform competition.</p>

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QURAN	<p>RECITATION: <i>Al-Alaa to Al-Fajar1-5</i></p> <p>TAJWEED INTRODUCTION TO Makhaarij(Pronunciation)</p> <p>Al-Jawf Al-Halaq ح , ع , غ , خ , ء , هـ</p>	<p>RECITATION: <i>Al-Fajar16-30 to Al-Duha</i></p> <p>TAJWEED Tongue Letters: ن , ر , ل , ض , ك , ق , ج , ش , ي</p> <p>Tongue letters س , ص , ز , ت , د , ط , ث , ذ , ظ</p>	<p>RECITATION: <i>Ash-Sharh to Bayyinah</i></p> <p>TAJWEED Al-Shafataan Lips Letters: م , ف , و , ب</p> <p>Al-Khayshoum Introduction to Sifaat Hams/Jahr</p>	<p>RECITATION: <i>Al-Zalzalah to Al-ASR</i></p> <p>TAJWEED Izlaaq/Ismaat Shiddah/tawassut /rikhawah Itbaaq/infatih Istilaa/istifaa</p>	<p>RECITATION: <i>aL-hUMAZAH TO aL-KAUTHER</i></p> <p>TAJWEED <u>Introduction Siffaat-characteristics without opposites</u> Ghunnah Qalqalah Takreer Tafashi Istitaala Inhiraaf Safeer leen</p>	<p>RECITATION: <i>Al-Kafiroun to Al-Kauther</i></p> <p>TAJWEED , Revision</p>

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RS	<p>PILGRIMAGE How and why religious people perform pilgrimage. Pilgrimage in Islam, Christianity, Judaism and Hinduism. Why people follow rules given by God. How certain beliefs affect behaviour.</p> <p>HOLY BOOKS The importance of holy books in Islam, Christianity, Judaism, Hinduism and Sikhism How people show respect to their holy books and comparison with own beliefs.</p>	<p>PURIFICATION Purification after menstruation and how and why this is important</p> <p>FORGOTTEN PRAYERS Forgotten sunnahs of the Prophet, such as Tahajjud, Duha, Istikharah, sajdat shukur, sajdat tilaw, etc.</p> <p>SUNNAH ACTIONS How sunnahs of the Prophet (saw) impact on our lives today and the importance and significance of them</p>	<p>JOURNEY OF THE SOUL Understanding of death as a natural process, and analyse the Muslim beliefs about barzakh. Minor and major signs of the day of judgement.</p> <p>SEERAH OF THE PROPHET The seerah of the Prophet and analysis of his qualities, and his experiences in life.</p>	<p>STORIES OF THE PROPHETS Analyse the stories of Prophets Yusuf, Isa, Ayyub and Yunus. Explore the challenges these Prophets faced and learn lessons from these stories.</p>	<p>SEERAH OF THE PROPHET Recall key events in the life of the Prophet (SAW) from Hijrah to his death</p> <p>HUMAN RIGHTS IN ISLAM The importance of human rights in Islam</p> <p>THE UMMAH The importance of being part of the Ummah and knowing the value of being united</p>	<p>HADITH BOOKS The importance of different hadith books Bukhari, Muslim and Tirmidhi</p> <p>ISLAMIC MANNERS The importance of speaking the truth, being honest and refraining from backbiting Understand the importance of Sabr The importance of gratitude and our duty to our parents</p>

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URDU	<p>MY INTRODUCTION</p> <p>Revisit Days, Months and Numbers 1-30</p> <p>Use key vocabulary and pronouns میرے، میری، تم to give your introduction.</p> <p>Use key vocabulary and pronouns to give physical description.</p> <p>Learn ordinal numbers</p> <p>Name different birds and animals in Urdu and talk about your pets.</p>	<p>MY FAMILY AND FRIENDS</p> <p>Name different relations in extended family.</p> <p>Use correct possessive pronouns اس کا۔ ان کی۔ Describe yourself and others in terms of physical appearance and personality.</p> <p>Describe your relationship with family and friends using adjectives.</p>	<p>LIFE AT HOME</p> <p>Name different objects in your house. Revisit colours to describe things. Adjectival agreement</p> <p>Describe your bedroom and living room using adjectives and prepositions.</p> <p>Numbers from 30-60 Ordinal numbers</p> <p>Tell the time</p> <p>Talk about daily routine using different times and present tense ending with ہوں /</p>	<p>LEISURE ACTIVITIES</p> <p>Name different hobbies in Urdu.</p> <p>Say what you do in your spare time using time phrases and first person verbs for present tense ending with ہوں /</p> <p>Say what you are going to do next weekend using future tense.</p>	<p>FOOD AND DRINK</p> <p>Revise vocabulary (fruits and vegetables) Expand vocabulary about foods, drinks and meals</p> <p>Use adjectives and connectives لیکن، کیونکہ to give opinion about foods</p> <p>Say what you eat in different meals using different time phrases and present tense</p> <p>HEALTH AND FITNESS</p> <p>Parts of the body Illnesses Talk about healthy and unhealthy habits using present and future tenses.</p>	<p>SCHOOL AND FUTURE PLANS</p> <p>Revise vocabulary about subjects and professions.</p> <p>School day and timetable</p> <p>Learn vocabulary about clothes to describe school uniform</p> <p>Talk about future jobs using future tense.</p>

Year 8 SCIENCE CURRICULUM MAP 2025-26



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SUBJECT	AUTUMN	SPRING	SUMMER
SCIENCE	<p><u>BIOLOGY: Health and Lifestyle (12 lessons)</u> L1 - Nutrients L2 - Food Tests (Starch and Glucose) L3 - Food Tests (Proteins and Fats) L4 - Healthy Diet L5 - Digestive System L6 – Enzymes in Digestion L7 - Drugs L8 - Alcohol L9 - Smoking <u>Assessment (Health and Lifestyle)</u> L10 – Revision L11 – Assessment (Exam Questions) L12 – Review Assessment</p> <hr/> <p><u>CHEMISTRY: Periodic Table (9 lessons)</u> L1 - Elements L2 - Metals and Non-metals L3 – Periodic Table L4 - Elements of Group 1 L5 - Elements of Group 7 L6 - Elements of Group 0 <u>Assessment (Periodic Table)</u> L7 – Revision L8 – Assessment (Exam Questions) L9 – Review Assessment</p> <hr/> <p><u>PHYSICS: Electricity and Magnetism (7 lessons)</u> L1 – Static Electricity L2 – Current in Series and Parallel Circuits L3 - Potential difference in Series and Parallel Circuits L4 - Resistance L5 - Magnets and Magnetic Fields L6 - Electromagnets L7 - Using Electromagnets (STEM)</p> <hr/> <p>WINTER EXAM ➤ Based on Health & Lifestyle, Periodic Table and Electricity and Magnetism</p>	<p><u>BIOLOGY: Biological Processes (8 lessons)</u> L1 - Photosynthesis L2 - Leaves L3 - Plant Minerals L4 – Aerobic Respiration L5 - Anaerobic Respiration <u>Assessment (Biological Processes)</u> L6 – Revision L7 – Assessment (Exam Questions) L8 – Review Assessment</p> <hr/> <p><u>CHEMISTRY: Separation Techniques (11 lessons)</u> L1 – Pure Substances L2 - Mixtures L3 - Solutions L4 - Solubility L5 - Filtration L6 - Evaporation L7 – Distillation (STEM) L8 – Chromatography (STEM) <u>Assessment (Separation Techniques)</u> L9 – Revision L10 – Assessment (Exam Questions) L11 – Review Assessment</p> <hr/> <p><u>PHYSICS: Energy (11 lessons)</u> L1 - Food and fuels L2 - Non-renewable Energy Sources (STEM) L3 - Renewable Energy Sources (STEM) L4 - Energy Stores L5 - Conduction L6 - Radiation L7 - Work Done L8 - Power <u>Assessment (Energy)</u> L9 – Revision L10 – Assessment (Exam Questions) L11 – Review Assessment</p> <hr/> <p>SCIENCE WEEK – to be confirmed</p>	<p><u>BIOLOGY: Ecosystems and Adaptation (6 lessons)</u> L1 - Food Chains and Food Webs L2 - Disruption to Food Chains L3 - Ecosystems L4 - Competition L5 - Adapting to change L6 – Revision</p> <hr/> <p><u>CHEMISTRY: Metals and Other Materials (6 lessons)</u> L1 - Metals and Acids L2 - Metals and Oxygen L3 – Reactivity Series L4 - Metal displacement reactions L5 - Ceramics, Polymers and Composites (STEM) L6 – Revision</p> <hr/> <p>SUMMER EXAM ➤ Based on Biological Processes, Separation Techniques, Energy, Ecosystems and Adaptation</p> <hr/> <p><u>PHYSICS: Pressure and Motion (4 lessons)</u> L1 - Speed L2 - Motion Graphs L3 - Pressure in gases and liquids L4 - Pressure = Force/Area</p> <hr/> <p><u>BIOLOGY: Inheritance (5 lessons)</u> L1 - Variation L2 - Continuous and Discontinuous L3 - DNA L4 - Natural selection L5 – Extinction</p>