YEAR 8 CURRICULUM MAP 2026 - 27

MANCHESTER ISLAMIC GRAMMAR SCHOOL FOR GIRLS
FAITH • LEARNING • LIFE

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 demonstratives 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

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SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ART	**GROUP 1** **DIARY** 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.	**GROUP 2** **DIARY** 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.	**GROUP 1** **GRAPHIC DESIGN** Design a poster/ advertisement for a new sweet/confectionary. Caption, name, taste, colour, shape, packaging and price.	**GROUP 2** **GRAPHIC DESIGN** Design a poster/ advertisement for a new sweet/confectionary. Caption, name, taste, colour, shape, packaging and price.	**GROUP 1** **ARCHITECTURE** Research Gothic, Victorian, Rococo, Georgian and contemporary architecture. **DRAWING WITH FINE LINER** Pencil drawing of buildings - view through the classroom windows	**GROUP 2** **ARCHITECTURE** Research Gothic, Victorian, Rococo, Georgian and contemporary architecture. **DRAWING WITH FINE LINER** Pencil drawing of buildings - view through the classroom windows

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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	**DEVELOPMENT** **<u>HTML Building Blocks</u>** -HTML Tags - Head& Body - Bold, Italic, Underline Text - Image Tag - Create ordered and unordered list **<u>Cascading Style Sheet</u>** -Background colour - Text Colour - Font Size Project	**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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MANCHESTER ISLAMIC GRAMMAR SCHOOL FOR GIRLS
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SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
HISTORY	**BRITAIN UNDER THE TUDORS** War of the Roses Henry VII The Reformation Henry VIII and the break from Rome Edward the Boy King. How bloody was Bloody Mary? Young Elizabeth Elizabeth's middle way Marriage Mary Queen of Scots Voyages & discovery. Spanish Armada	**BRITAIN UNDER THE STUARTS** James I Gunpowder Plot English Civil War Winter Exam	**THE INDUSTRIAL REVEOLUTION** What was Britain like 250 years ago? Why did the population explode? How were products manufactured before 1745? How did factories create towns? Children in the mills. Essay assessment- inventors of the Industrial Revolution	**PROTEST AND REFORM:** Voting Rights in 19th century Peterloo Massacre Protest movements in 19th century The Great Reform Act The Chartists	**Slave Trade** History of slvery Capturing and transportation of African Americans. Auctions. Life on the plantation. Slave resistance Abolition of Slavery. Summer Exam	**COLONIALISATION** Colonial Project Why do the Americans speak English? Why did Australia become a British Colony? Britain a changing nation 1509-1745. Skills assessment

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SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
FOOD TECHNOLOGY	**GROUP 1** • Macronutrients – Protein (functions and sources), Fats (functions and sources) • **Practical: Peas and rice with Jerk chicken** • Macronutrients – Carbohydrates and Fibre • Fermentation • **Practical: Italian Bread** • Functional and chemical properties of food - denaturation & coagulation/ NEA1 Style Experiment **(T)** **Practical: Crepes**	**GROUP 2** • Macronutrients – Protein (functions and sources), Fats (functions and sources) • **Practical: Peas and rice with Jerk chicken** • Macronutrients – Carbohydrates and Fibre • Fermentation • **Practical: Italian Bread** • Functional and chemical properties of food - denaturation & coagulation/ NEA1 Style Experiment **(T)** • **Practical: Crepes**	**GROUP 1** • Food Labels and The Traffic Light System **(T)** • **Practical: Chinese Stir Fried Noodles** • Food Choices / Food Allergens and Intolerances • **Practical: Cheese cake (P)** • Food Waste and Packaging Waste (T**)** • **Practical: Filo Pastries** **Revision**	**GROUP 2** • Food Labels and The Traffic Light System **(T)** • **Practical: Chinese Stir Fried Noodles** • Food Choices / Food Allergens and Intolerances • **Practical: Cheesecake (P)** • Food Waste and Packaging Waste (T**)** • **Practical: Filo Pastries** **Revision**	**GROUP 1** • Cooking Methods and Heat Transfer (T) • **Practical: Pasta Bake** • Chemical raising agents/ NEA1 Experiment (T) • **Practical: Matcha cookie** • Oats, Cereals and Rice (T) • Food Assurance and Quality Marks • **Practical: Scones** **Written Summer assessment**	**GROUP 2** • **Written Summer assessment** • Cooking Methods and Heat Transfer (T) • **Practical: Pasta Bake** • Chemical raising agents/ NEA1 Experiment (T) • **Practical: Matcha Cookies** • Oats, Cereals and Rice (T) • Food Assurance and Quality Marks **Practical: Scones**

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SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 8	**Unit 1 Ma vie quotidienne** **Topic knowledge** • Phonics, key words and phrases, verbs reference • Intro: discussing free time • 1.1 Qu'est-ce que tu fais s'il fait beau? – weather vocabulary • 1.2 Ma routine – describing your daily routine • 1.3 Une journée typique – describing other people's routines • 1.4 Tu vas te relaxer ce week-end? – future routines • 1.5 Ma vie, mon bien-être – usual routines and future activities **Grammar** • Present tense verbs • Forming weather phrases • Reflexive verbs in the je form • Reflexive verbs (singular forms) • Reflexive verbs in the near future tense • Present and future tenses together **Phonics** • en, em and an • eau • ill • Silent final consonants • é and -er • Revisiting key sounds **Big idea** • To describe my daily routine and future plans, using reflexive verbs and the present and near future **Link to GCSE** • Theme 1, Unit 2: Healthy living and lifestyle; present and future tenses together; reflexive verbs **Cross-curricular** • Geography: weather • PSHE: wellbeing Links with second MFL	**Unit 2 C'est la fête!** **Topic knowledge** • Intro: discussing celebrations • 2.1 Quelle est ta fête préférée? – your favourite celebration • 2.2 On fête ça comment? – how you celebrate • 2.3 Qu'est-ce qu'on doit faire? – planning a celebration • 2.4 Qu'est-ce que tu as fait pour ton anniversaire? – how you celebrated your birthday • 2.5 C'était comment? – opinions about past events **Grammar** • Recognising word families • Comparative adjectives • Using pouvoir and vouloir (singular forms) • Using devoir (singular forms) • The perfect tense with avoir (je and tu forms) • Using c'était and ce n'était pas **Phonics** • è • Contrasting é and è • Closed eu • ch • Contrasting ai and é • Revisiting key sounds **Big idea** • To talk about celebrations I plan and have enjoyed, giving opinions about past events **Link to GCSE** • Theme 2, Unit 5: Customs, festivals and celebrations; perfect tense; comparatives; modal verbs **Cross-curricular** • Festivals in the Francophone world • Music and food traditions Links with second MFL	**Unit 3 Mes activités de loisirs** **Topic knowledge** • Intro: digital activities • 3.1 Qu'est-ce que tu as fait mercredi après-midi? – after-school activities • 3.2 Qu'est-ce que tu as fait hier? – saying what you did yesterday • 3.3 Une visite inoubliable – talking about a day out • 3.4 Une soirée pyjama – an evening with friends • 3.5 As-tu déjà fait…? – adventure sports **Grammar** • Using intensifiers • The perfect tense with avoir • The perfect tense with irregular verbs • The perfect tense with -re and -ir verbs • Understanding adverbs • Negatives with the perfect tense **Phonics** • au(x) and eau(x) • -s liaison • u • r • -n liaison • Revisiting key sounds **Big idea** • To talk about what I did in my free time, using the perfect tense accurately and adding detail **Link to GCSE** • Theme 2, Unit 4: Free-time activities (irregular past participles, negatives); Theme 3, Unit 8: Media and technology **Cross-curricular** • Computing: online life • PE: adventure sports Links with second MFL	**Unit 4 Destination: Vacances!** **Topic knowledge** • Intro: holiday preferences • 4.1 Où es-tu allé(e)? – holiday destinations and transport • 4.2 Où as-tu logé? – describing accommodation • 4.3 Qu'est-ce que tu as fait pendant tes vacances? – holiday activities • 4.4 Tu as eu des problèmes? – holiday problems • 4.5 Quel type de vacances aimes-tu? – question words **Grammar** • Prepositions with holiday destinations • Prepositions with forms of transport • Using il y avait and il n'y avait pas de • The perfect tense with être (singular forms) • Perfect tense with être (singular and plural forms) • Forming questions using inversion **Phonics** • r • -x liaison • ô • Contrasting é with silent final -e • c • Revisiting key sounds **Big idea** • To describe a past holiday – where I went, where I stayed, what I did and what went wrong **Link to GCSE** • Theme 3, Unit 7: Travel and tourism (perfect tense with être, il y avait, two tenses together) **Cross-curricular** • Geography: Francophone holiday destinations Links with second MFL	**Unit 5 La vie de star** **Topic knowledge** • Intro: favourite celebrities • 5.1 J'adore son style! – describing fashion photos • 5.2 Je vais voir des stars! – plans to see celebrities • 5.3 Une soirée mémorable – a memorable event • 5.4 Qu'est-ce qu'on regarde? – viewing habits • 5.5 Voudrais-tu être célèbre? – becoming famous **Grammar** • Possessive adjectives 'my' and 'your' • Possessive adjectives 'his', 'her' and 'their' • Using pour + infinitive • Perfect tense revision • Using three tenses together • Understanding questions in different time frames **Phonics** • Open eu • Contrasting an and in • Liaisons after -s, -t, -x and -n • oi • -tion and -sion • Revisiting key sounds **Big idea** • To talk about celebrities and famous events using past, present and future **Link to GCSE** • Theme 2, Unit 6: Celebrity culture; Theme 3, Unit 8: three time frames **Cross-curricular** • Famous Francophone personalities Links with second MFL	**Consolidation and Francophonie project** **Topic knowledge** • Revisit Units 1–5 (À toi! pages and Glossaires) • Revisiting key sounds • Francophonie project: group presentations on French-speaking countries • End-of-year assessment **Grammar** • Present, perfect and near future tenses • Reflexive verbs • Perfect tense with avoir and être • Possessive adjectives and comparatives **Phonics** • Key sounds from Units 1–5 **Big idea** • To use present, past and future time frames accurately and present together on the Francophone world **Link to GCSE** • GCSE-style tasks: translation, reading aloud, role play and short written answers **Cross-curricular** • Computing: producing presentations • Literacy: giving clear presentations • Eurovision competition Links with second MFL

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MANCHESTER ISLAMIC GRAMMAR SCHOOL FOR GIRLS
FAITH • LEARNING • LIFE

SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GEOGRAPHY	**SOUTH AMERICA** How was South America formed? Why do we get earthquakes and volcanoes? What is a drainage basin? How do rivers shape the land? What landforms are created by rivers? **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 occur in North America? How is drought impacting people? How can we respond to weather events such as wild fires?	**GLOBAL WARMING** Why is our climate changing? What are the causes and effects of global warming? How can I describe climate graphs? To what extent is global warming making our weather more extreme? **End of topic assessment**	**ASIA** What is the physical geography of Asia? Why do people migrate to cities in Asia? What are the benefits of glaciers? What are the positive and negative impacts of tourism in Asia? Exam preparation	**Summer Exam** **COASTS** What kind of waves are best for surfing? Why are our coastlines under threat? What landforms are found on our coastlines? What are coral reefs and mangrove forests? How can we protect our coasts? **Research project**

YEAR 8 CURRICULUM MAP 2026 - 27

MANCHESTER ISLAMIC GRAMMAR SCHOOL FOR GIRLS
FAITH • LEARNING • LIFE

SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
MATHS	**NUMBER SKILLS** • Round to powers of 10, decimal places and significant figures • Estimate calculations using rounded values • Convert metric units of length, mass, volume and time **AVERAGES AND RANGE** • Find mean, median, mode and range from a list • Solve mean and reverse-mean problems • Find averages from frequency and grouped tables • Use stem-and-leaf and back-to-back stem-and-leaf diagrams to represent and compare data • Understand sampling, bias and stratified samples	**ALGEBRA 2** • Simplify algebraic expressions, including indices • Use function machines, formulae and substitution • Expand single and double brackets (stretch to triple brackets) • Solve linear equations, including brackets and unknowns on both sides • Read, represent and solve inequalities • Generate sequences and find the nth term • Rearrange formulae to change the subject	**ANGLES & PYTHAGORAS** • Understand line&rotational symmetry of 2D shapes. • Understand and use angle and side properties of triangles and special quadrilaterals • Solve angle problems in triangles and quadrilaterals • Use angles on straight lines, around a point and vertically opposite angles • Use angles on parallel line-alternate, co-interior and corresponding angle facts in reasoning and problem solving questions	**GRAPHS & SPEED** • Plot coordinates, find midpoints and the length of a line segment • Draw linear graphs from rules and y = mx + c using x y tables • Find and interpret gradient and y-intercept • Find equations of straight-line graphs • Solve speed, distance and time problems • Draw and interpret distance-time graphs • Interpret real-life graphs and rates of change	**FRACTIONS, PERCENTAGES & RATIO** • Calculate with fractions and mixed numbers • Find fractions of amounts and solve reverse-fraction problems • Use decimal multipliers to find percentages • Solve percentage change, reverse percentage and profit/loss problems • Simplify ratios and find equivalent ratios • Share amounts in a ratio and find missing parts • Use direct proportion for rates, conversions and best buys • Understand and solve inverse proportion problems	**PROBABILITY** • Use probability language and the probability scale • Calculate probabilities of single-events • Use relative frequency to estimate probability • List outcomes using sample spaces and tree diagrams • Find probabilities of two independent events • Use Venn diagrams for overlapping events

			• Find interior and exterior angles of polygons • Use Pythagoras to find missing sides			
	INVASION GAMES **Netball:** Development of the skills and rules of a full 7 v 7 game. 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. Outwitting opponents in full 7 v 7 games. Introduction to coaching and officiating.	**INVASION GAMES** **Football:** Development of skills and rules of small sided games. Development of core skills - passing Dribbling Turning Outwitting defenders Development of shooting Developing an attack Defensive strategies / tactics Outwitting opponents Teamwork Small sided football-based games. Introduction to coaching and officiating.	**HEALTH-RELATED FITNESS** Sustained running: Cooper 12-minute run Circuit training: generic and sports specific Boxercise – combination sequences Components of health-related fitness – with tests **NET & WALL GAMES** **Badminton:** Development of singles play. Hand-eye co-ordination skills Forehand / Backhand High serves Net shots Scoring Rallying Develop tactics for half court singles play	**OUTDOOR & ADVENTUROUS ACTIVITIES** Introduction to problem solving Trust exercises – partnerships Leadership group activities Planning how to solve a problem Team building exercises Introduction to orienteering Netball interform competition.	**ATHLETICS** Development of athletics skills including running; jumping; and throwing. Running for distance Running for speed Running over barriers Relays Sprint starts Jumping for height Jumping for distance Push throw Howler throw	**STRIKING & FIELDING GAMES** **Rounders**: Development of the skills required to play a full 9 v 9 game of rounders. 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. Rounders interform competition.

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MANCHESTER ISLAMIC GRAMMAR SCHOOL FOR GIRLS
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SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
PE	**INVASION GAMES** **Netball:** Development of the skills and rules of a full 7 v 7 game. 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. Outwitting opponents in full 7 v 7 games. Introduction to coaching and officiating.	**INVASION GAMES** **Football:** Development of skills and rules of small sided games. Development of core skills - passing Dribbling Turning Outwitting defenders Development of shooting Developing an attack Defensive strategies / tactics Outwitting opponents Teamwork Small sided football-based games. Introduction to coaching and officiating.	**HEALTH-RELATED FITNESS** Sustained running: Cooper 12-minute run Circuit training: generic and sports specific Boxercise – combination sequences Components of health-related fitness – with tests **NET & WALL GAMES** **Badminton:** Development of singles play. Hand-eye co-ordination skills Forehand / Backhand High serves Net shots Scoring Rallying Develop tactics for half court singles play	**OUTDOOR & ADVENTUROUS ACTIVITIES** Introduction to problem solving Trust exercises – partnerships Leadership group activities Planning how to solve a problem Team building exercises Introduction to orienteering Netball interform competition.	**ATHLETICS** Development of athletics skills including running; jumping; and throwing. Running for distance Running for speed Running over barriers Relays Sprint starts Jumping for height Jumping for distance Push throw Howler throw	**STRIKING & FIELDING GAMES** **Rounders**: Development of the skills required to play a full 9 v 9 game of rounders. 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. Rounders interform competition.

YEAR 8 CURRICULUM MAP 2026 - 27

MANCHESTER ISLAMIC GRAMMAR SCHOOL FOR GIRLS
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SUBJECT	AUTUMN 1 (7 weeks)	AUTUMN 2 (7 weeks)	SPRING 1 (7 weeks)	SPRING 2 (4 weeks)	SUMMER 1 (5 weeks)	SUMMER 2 (6 weeks)
YEAR 8 Weeks: 30 Lessons: 60 Theory lessons: 30 Recitation lessons: 30	RECITATION: *Al-Zalzalaa to Al-Alaq 1-10* TAJWEED Introduction to Sifaat Hams/Jahr(1) Revision Al-Jawf(1) Al-Halaq (2) ح , ع, غ , خ , ء , ه Lips Letters: (3) م MEMORISATION REVISION Naas, Falaq Ikhlaas, Lahab	RECITATION: *Al-Alaq to Al-Duha* TAJWEED Shiddah/tawassut/rikhawah(2) Revision *Al-Khayshoum (4)* Tongue Letters: (5) ن، ر، ل، ض، ك، ق , ج ش، ي MEMORISATION REVISION Nasr, Kafiroun Al-Kawuthar	RECITATION: *Al lail to Balad* TAJWEED Istilaa/istifaal(3) Itbaaq/infitah(4) Izlaaq/Ismaat(5) Tongue letters (6) س، ص، ز، ت، د، ط , ث، ذ، ظ MEMORISATION REVISION Al-Maoun, Quraish, Feel, Humazah	RECITATION: *Balad to fajr* TAJWEED <u>Introduction Siffaat-characteristics without opposites</u> Ghunnah Qalqalah Takreer Tafashi Istitaala Inhiraaf Safeer leen MEMORISATION REVISION Asr,Takaathur, Qariah, Adiyaat	RECITATION: *Revision naas till Al-balad* TAJWEED Revision of All topics	RECITATION: *Revision naas till Al-balad* TAJWEED , Revision

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SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
RS	**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. **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.	**PURIFICATION** Purification after menstruation and how and why this is important **FORGOTTEN PRAYERS** Forgotten sunnahs of the Prophet, such as Tahajjud, Duha, Istikharah, sajdat shukur, sajdat tilaw, etc. **SUNNAH ACTIONS** How sunnahs of the Prophet (saw) impact on our lives today and the importance and significance of them	**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. **SEERAH OF THE PROPHET** The seerah of the Prophet and analysis of his qualities, and his experiences in life.	**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.	**SEERAH OF THE PROPHET** Recall key events in the life of the Prophet (SAW) from Hijrah to his death **HUMAN RIGHTS IN ISLAM** The importance of human rights in Islam **THE UMMAH** The importance of being part of the Ummah and knowing the value of being united	**HADITH BOOKS** The importance of different hadith books Bukhari, Muslim and Tirmidhi **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

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SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
URDU	**MY INTRODUCTION** Revisit Days, Months and Numbers 1-30 Use key vocabulary and pronouns میرا، میری، میرے to give your introduction. Use key vocabulary and pronouns to give physical description. Learn ordinal numbers Name different birds and animals in Urdu and talk about your pets.	**MY FAMILY AND FRIENDS** Name different relations in extended family. Use correct possessive pronouns اس کا۔ اس کی۔ ان کا۔ ان کی۔ Describe yourself and others in terms of physical appearance and personality. Describe your relationship with family and friends using adjectives.	**LIFE AT HOME** Name different objects in your house. Revisit colours to describe things. Adjectival agreement Describe your bedroom and living room using adjectives and prepositions. Numbers from 30-60 Ordinal numbers Tell the time Talk about daily routine using different times and present tense ending with تا ہوں / تی ہوں	**LEISURE ACTIVITIES** Name different hobbies in Urdu. Say what you do in your spare time using time phrases and **first person verbs for present tense** ending with تا ہوں / تی ہوں Say what you are going to do next weekend using **future tense**.	**FOOD AND DRINK** Revise vocabulary (fruits and vegetables) Expand vocabulary about foods, drinks and meals Use adjectives and connectives لیکن، مگر، کیونکہ to give opinion about foods Say what you eat in different meals using different time phrases and **present tense** **HEALTH AND FITNESS** Parts of the body Illnesses Talk about healthy and unhealthy habits using **present and future tenses.**	**SCHOOL AND FUTURE PLANS** Revise vocabulary about subjects and professions. School day and timetable Learn vocabulary about clothes to describe school uniform Talk about future jobs using **future tense**.

Year 8 SCIENCE CURRICULUM MAP 2026-27

MANCHESTER ISLAMIC GRAMMAR SCHOOL FOR GIRLS
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SUBJECT	AUTUMN	SPRING	SUMMER
SCIENCE	***BIOLOGY:* Health and Lifestyle (12 lessons)** 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 ***Assessment (Health and Lifestyle)*** L10 – Revision L11 – Assessment **(Exam Questions)** L12 – Review Assessment --- ***CHEMISTRY:* Periodic Table (9 lessons)** 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 ***Assessment (Periodic Table)*** L7 – Revision L8 – Assessment **(Exam Questions)** L9 – Review Assessment --- ***PHYSICS:* Electricity and Magnetism (7 lessons)** 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)** --- **WINTER EXAM** ➢ Based on **Health & Lifestyle, Periodic Table** and **Electricity and Magnetism**	***BIOLOGY:* Biological Processes (8 lessons)** L1 - Photosynthesis L2 - Leaves L3 - Plant Minerals L4 – Aerobic Respiration L5 - Anaerobic Respiration ***Assessment (Biological Processes)*** L6 – Revision L7 – Assessment **(Exam Questions)** L8 – Review Assessment --- ***CHEMISTRY:* Separation Techniques (11 lessons)** L1 – Pure Substances L2 - Mixtures L3 - Solutions L4 - Solubility L5 - Filtration L6 - Evaporation L7 – Distillation **(STEM)** L8 – Chromatography **(STEM)** ***Assessment (Separation Techniques)*** L9 – Revision L10 – Assessment **(Exam Questions)** L11 – Review Assessment --- ***PHYSICS:* Energy (11 lessons)** 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 ***Assessment (Energy)*** L9 – Revision L10 – Assessment **(Exam Questions)** L11 – Review Assessment --- **SCIENCE WEEK – to be confirmed**	***BIOLOGY:* Ecosystems and Adaptation (6 lessons)** L1 - Food Chains and Food Webs L2 - Disruption to Food Chains L3 - Ecosystems L4 - Competition L5 - Adapting to change L6 – Revision --- ***CHEMISTRY:* Metals and Other Materials (6 lessons)** L1 - Metals and Acids L2 - Metals and Oxygen L3 – Reactivity Series L4 - Metal displacement reactions L5 - Ceramics, Polymers and Composites **(STEM)** L6 – Revision --- **SUMMER EXAM** ➢ Based on **Biological Processes, Separation Techniques, Energy, Ecosystems and Adaptation** --- ***PHYSICS:* Pressure and Motion (4 lessons)** L1 - Speed L2 - Motion Graphs L3 - Pressure in gases and liquids L4 - Pressure = Force/Area --- ***BIOLOGY:* Inheritance (5 lessons)** L1 - Variation L2 - Continuous and Discontinuous L3 - DNA L4 - Natural selection L5 – Extinction