



COMPASS INTERNATIONAL SCHOOL
DOHA

A NORD ANGLIA EDUCATION SCHOOL

Year 8



Overview

How To Support
Your Child

STEP Marking

Strength
Target
Effort
Pupil Response

At least once every half term, your teachers will mark your work using the **STEP** framework.

Strength

What have you done well in the piece of work. This will be specific and not comments such as 'well done'.

Target

This will tell you how you can improve your work. It could be a question, a task, a certain section to re-draft or to attempt the work again.

Effort

You will be given a number from 1-4 (1 the highest, 4 the lowest) which indicates how much effort you put into the work:

Number	What this means
1	This is an impressive piece of work. You have gone the extra mile and made excellent progress. You have acted on previous targets. The work is very well presented and you have proofread it carefully resulting in few errors.
2	This is a good piece of work. You have acted on previous targets to make progress. Care and attention has been taken with presentation and you have proofread it to reduce errors.
3	This is a satisfactory piece of work. It is at the lower end of what you are capable of and you can do better with more effort. You need to follow targets more carefully and take more care with your work. You may need to do parts of this again.
4	This is a poor piece of work. It is not reflective of your abilities and is rushed or lacks care and attention. You have ignored previous targets and not paid attention to success criteria. You will need to do this piece of work again. Clear instructions and deadlines must be set for this.

Pupil Response – Over to you!

Also known as *Dirt Time*, you will be given time in class to improve your work based on the feedback your teacher gave you. This may be the whole piece of work or a section of it and your teacher may tell you which part to improve or you may get to choose.

Your work will then be checked to make sure you have made the improvements. This might be through self-assessment, peer assessment, the teacher checking your work in the lesson or by marking it again.

Literacy Key

In addition to **STEP** Marking, teachers will also mark your work for literacy. They may pick out all or some of the following issues:

Text Mark	Margin Mark	Meaning
O	Sp	Spelling error – make a note of the correct spelling at the end of the work. Pupil rewrites 3 times.
O	P	Punctuation. Pupil corrects in work or re-do.
O	G	Grammar. Pupil corrects in work or re-do.
O	Caps	Capital letters. Pupil corrects in work or re-do.
/	NS	New sentence needed. Pupil corrects in work or re-do.
//	NP	New paragraph needed. Pupil corrects in work or re-do.
~	?	Expression is unclear or awkward; wrong word used; rephrasing is required. Pupil may need additional short questions to clarify or verbal support to correct.
U	-	Presentation of work – pupil must underline date, title or heading.
D or T	-	Date or Title missing.

Why are we doing this?

We want to motivate you to put the maximum amount of effort into your work.

We want you to become more independent and better at improving your work.

We want to help you become more confident in providing good feedback to your classmates.

We want to find even more ways to reward you.

Rewards



Art

Week	Month	Units and Sub Topics	Formal Assessment	Support and Challenge Resources
	Sept - Dec	Marine Sculpture Watercolour, wire modelling and conservation issues.	Front of Sketchbook and 'Top Tips' Formative ongoing assessment. Self/ peer and teacher.	Useful Art websites: https://www.google.com/culturalinstitute/beta/ http://www.pbs.org/art21/ http://www.thisiscoossal.com/ www.vam.ac.uk www.nationalgallery.org.uk www.moma.org www.tate.org.uk http://www.mia.org.qa/en/ www.metmuseum.org www.thebritishmuseum.ac.uk www.nga.gov www.louvre.fr www.npg.org.uk https://www.artsy.net/
1		Introduce project and marine conservation issues. Recap Assessment objectives at front of book. Research and present 3 views of chosen marine life.		Research oil age and plastics in our oceans. Design a tattoo that explains ways to prevent our oceans being polluted.
2		Drawings of marine life.	Sketching 'Top Tips'	Collect interesting coloured and patterned plastic bags or waste packaging for sculptures.
3		Marine life watercolour studies.	Watercolour 'Top Tips'	
4		Marine life watercolour studies.		Research marine artwork images to develop marine life sculptural ideas. Pinterest.
5		Stylising drawings for emotional impact.	Stylised drawings 'Top Tips'	
6		Compare and contrast Paul klee 'fish magic', Ernst Haekel, Theo Jansens 'Kinetic Art', Sarah Eaton-Parker and Marcia Baldwin.	Analysis 'Top Tips'	Make your own wind powered vehicle using plastic drinking straws and paper inspired by Theo Hansen's kinetic sculptures.
7		Introduce Alexander Calder's mobiles. Drawing with wire. Create marine life wire sculptures.	Wire modelling 'Top Tips'	
8		Create marine life wire sculptures.		Use coat hangers and an old pair of tights to create your own organic sculpture: See Pinterest for inspiration.
9		Create marine life wire sculptures.		
10		Coat and embellish marine life wire sculptures with tissue paper and recycled plastics.	Wire modelling 'Top Tips'	
11		Coat and embellish marine life wire sculptures with tissue paper and recycled plastics.		Extension: Create a 'Calder' style group mobile for public display.
12		Project evaluation and target setting.	Summative assessment to inform next project.	

Art (cont.)

<i>Week</i>	<i>Month</i>	<i>Units and Sub Topics</i>	<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>
	Jan - March	On the horizon The Illusion of space and collagraph printmaking.	Front of Sketchbook and 'Top Tips' Formative ongoing assessment. Self/ peer and teacher.	Useful Art websites: https://www.google.com/culturalinstitute/beta/ http://www.pbs.org/art21/ http://www.thisiscoossal.com/ www.vam.ac.uk www.nationalgallery.org.uk www.moma.org www.tate.org.uk http://www.mia.org.qa/en/ www.metmuseum.org www.thebritishmuseum.ac.uk www.nga.gov www.louvre.fr www.npg.org.uk https://www.artsy.net/
13		Introduce project and competition. Recap AO. Analysis of the discovery of perspective throughout art history.		Take photos of unusual spaces. Interior or exterior.
14		1 point perspective drawing exercises. Boxes and complex forms.	Perspective 'Top Tips'	
15		Line drawings from architectural photographs.		Create drawings of interesting interiors.
16		Line drawings from architectural photographs.	Line drawing 'Top Tips'	
17		Make perspective illusion tape mural pieces.		Use 2 point perspective to create your own imaginary space. Give the space a purpose and consider everything that you need to include for it to function.
18		Continue tape mural pieces.		
19		Create collagraph plate	Collagraph 'Top Tips'	Create collagraph plate from found materials. Texture such as material, grit and even hair can make unusual marks.
20		Create collagraph plate		
21		Create collagraph plate and preparation for printing.	Print making 'Top Tips'	
22		Print making		Research and create mood board of artists' work that explores the idea of space and perspective.
23		Print making		
24		Project evaluation and target setting.	Summative assessment to inform next project.	

Art (cont.)

<i>Week</i>	<i>Month</i>	<i>Units and Sub Topics</i>	<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>
	April - June	Fiesta! Cardboard construction, the art of masks, rituals and celebrations.	Front of Sketchbook and 'Top Tips' Formative ongoing assessment. Self/ peer and teacher.	Useful Art websites: https://www.google.com/culturalinstitute/beta/ http://www.pbs.org/art21/ http://www.thisiscoossal.com/ www.vam.ac.uk www.nationalgallery.org.uk www.moma.org www.tate.org.uk http://www.mia.org.qa/en/ www.metmuseum.org www.thebritishmuseum.ac.uk www.nga.gov www.louvre.fr www.npg.org.uk https://www.artsy.net/
25		Portraiture photography		Take expressive portraiture photos with a range of lighting to exaggerate feeling and alter mood.
26		Caricatures and Photoshop to manipulate and exaggerate facial features.	Photoshop 'Top Tips'	
27		Pen and ink drawings of distorted faces.	Drawing for form and structure 'Top Tips'	Create a collage of a number of different faces or a variety of pictures of one face.
28		Compare and analyse masks from different cultures. What is the purpose of the mask and how does the form facilitate the function?	Art analysis 'Top Tips'	
29		Further exaggerate facial proportions whilst designing masks		Research masks and create a mood board of inspirational images. Why was each masks made?
30		Cardboard construction techniques.		
31		Create mask and features.	Cardboard construction 'Top Tips'	
32		Create mask and features.		Take a series of photos of you or a friend wearing a mask in an unusual setting.
33		Create mask and features.		
34		Paint mask.		Collect materials to embellish your mask and give it textural qualities.
35		Paint mask.		
36		Project evaluation and target setting.	Summative assessment to inform next project.	

English

Week	Assessed KPIs	Units and Sub Topics	Formal Assessment	Support and Challenge Resources	
1		Getting to Know You		<p>Read Theory: www.readtheory.org</p>	
2		Short Story Unit Students will study a variety of short stories and will write about them-then create their own story			
3	1, 2, 4		Short story comprehension		
4	8, 9,12, 13		Short story writing		
5		Novel Study Unit Students will read and study one of the following: <i>'The Boy in the Striped Pyjamas'</i> <i>'War Horse'</i> <i>'Boy'</i> <i>'Wonder'</i>			
6					
7					
8					
9	10, 11, 14		Transactional writing based on novel (letter, diary, article, etc.)		
10					
11					
12	2, 3, 5, 6		Analysis questions on key characters and events from the novel		
13					
14					
15		Drama Unit <i>'Macbeth'</i> Students will explore the play using edited extracts			<i>'Macbeth'</i>
16					
17					
18					
19					
20	10, 11, 14		Directed writing Students will do a creative writing task based on the characters and events in the play.		

English (cont.)

<i>Week</i>	<i>Assessed KPIs</i>	<i>Units and Sub Topics</i>	<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>
21			Students will do a performance and/or presentation based on what they have learnt from the play, followed by a question and answer session.	Read Theory: www.readtheory.org
22				
23	7, 15, 16,17, 18, 19		Students will do a performance and/or presentation based on what they have learnt from the play, followed by a question and answer session.	
24				
25		Poetry Unit Students will study poems about a variety of themes and will produce their own poetry portfolio		
26				
27				
28	1, 2, 4, 6		Poetry essay	
29				
30	8, 9		Poetry portfolio	
31		End of Year Exam Preparation Recap on all skills taught		
32				
33			Formal comprehension / writing task	
34				
35				
36				

French

<i>Week</i>	<i>Month</i>	<i>Units and Sub Topics</i>	<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>
1	September	Studio 2:1: TV	Writing, Listening and reading assessments, as well as oral assessment	Studio 2 Rouge Worksheets / booklets Linguascope Languagesonline Wordreference.com Dictionaries in class Text book Laptops iPads
2		Using 'avoir' and 'etre' to describe films		
3		'ir' and 're' verbs and reading		
4	October	Using the internet		
5		Past tense and past activities		
6		Revision		
7				
8	November	Studio 2: 2: A trip to Paris		
9		Irregular past tense verbs		
10		Tourist Attraction Information		
11		The perfect tense with 'etre'		
12		Forming past tense questions		
13	December	Revision		
14			Unit 2 assessment	
15	January	Studio 2: 3: My character		
16		Personal Relationships		
17		Musical tastes		
18		Clothes and the future tense		
19	February	Passions and interests		
20		Revision		
21			Unit 3 assessment	
22	March	Studio 2: 4: Where I live		
23		Describing your home		
24		Talking about meals		
25		Using 'il faut' to purchase food		
26		Using 3 tenses to describe an event		
27	Revision			
28	April		Unit 4 assessment	
29		Studio 2: 5: France has got talent!		
30		Persuading using 'devoir & pouvoir'		
31	May	Using the imperative		
32		Using the superlative		
33		Modal verbs		
34		End of Year revision (all topics)		
35		End of Year revision (all topics)		
36	June	End of Year revision (all topics)		
37		End of Year Assessment	End of year assessment	
38		Feedback and topic work		
39		Topic Work		

Geography

<i>Week</i>	<i>Month</i>	<i>Units and Sub Topics</i>	<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>
1	September	Unit 2 Population Introduction to Population. How does population rise so fast, why are our numbers growing/graph interpretation		Geog.2 textbook – School resource – Unit 2 World population clock on Geographer on line – population
2		Who lives where? Mapping where everyone lives globally/key definitions		https://www.youtube.com/watch?v=i0dJ000dgRg
3		Skills: Choropleth mapping of population Qatar/Globally		http://www.dwtkns.com/density/
4		How do we know where people live? What is a Census?		http://www.geographypods.com/
5		How does populations Change? Population optimum and under population and the factors that affect these		https://www.thegeographeronline.net
6	October	Discovering Anti Natalist policies/ Case study/ China's original one child policy and the changes to it. Discovering Pro-Natalist policies/Case study/ France and Sweden		Various Youtube videos
7		Impacts of HIV/Aids on society/population size/structure. What does the future hold?		
8		Revision	Formative assessment	
9	November	Our Impact on our planet/demands for resources/ population poster	Assessment feedback	
10		Migration		
11		Migration part 2/push and pull factors		
12		Introduction to shanty towns/shanty towns around the world/consequences of people moving/case study Kibera		https://en.wikipedia.org/wiki/Kibera
13		Effects of migration/migration booklet		
14	December	Immigration to Qatar		
15		Revision	End of Unit Test	
16	January	Unit 5: Weather and Climate Introduction to weather and climate	Assessment feedback	Geog.2 textbook – School resource – Unit 5
17		What causes weather/measuring the weather		
18		More about rain and clouds, different types of rainfall/different types of clouds		https://www.scool.co.uk/gcse/geography/weather-and-climate/revise-it/rainfall-types
19		What is air pressure and how does it affect weather/low pressure weather/high pressure weather		
20		Why is weather in the UK so changeable? Case study of a winter storm 2013/2014	Formative Written Assessment	

Geography (cont.)

<i>Week</i>	<i>Month</i>	<i>Units and Sub Topics</i>	<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>
21	February	From weather to climate, what is climate? Constructing and interpreting climate graphs. (skills)	Assessment feedback	
22		Factors that influence climate and climates around the world		
23		Introducing deadly Hurricane's & Cyclones, what is a hurricane, what is a cyclone		http://www.geographyalltheway.com/ Go to - 14/16 Natural Environments Weather and Weather Hazards- Hurricane Katrina
24	March	Hurricane Katrina vs Typhoon ,Haiyan Case study analysis of two deadly storms, MEDC versus LEDC research project		
25		Written project report writing		
26		Revision	End of Unit test	
27	April	Unit 7: Asia What and where is Asia. Mapping activities, Asia's countries and regions.	Assessment Feedback	Geog.2 textbook – School resource – Unit 7/8
28		A little history, historical context , from the European's arrival/colonisation to independence		
29		What is Asia like? Physical Geography/economy 1 Student project		
30	May	What is Asia like? Population and Asia's biomes. Student project		
31		Unit 8: Southwest China Student project on China. China an overview. The rise of China. Changes over the last 40 years.	Formative - Project Assessment	
32		Life in Chongqing/ China's Southwest region, biodiversity and problems, endangered species, the Panda		
33		The problems of deforestation		
34	June	Revision	End of year examination	Geog.2 textbook – School resource
35		Discovering Tibet	Assessment feedback	
36		All Change in Tibet		

History

Week	Month	Units and Sub Topics	Formal Assessment	Support and Challenge Resources
1	September	What was the Reformation? (1)		
2		What was the Reformation? (2)		
3		Why did Henry VIII Break from the Roman Catholic Church?		
4		How did later Tudor Monarchs change the Religion of England?		
5		How did the Catholic Church Respond to the Reformation?		
6	October	Reformation Assessment	Yes	
7		Ancient China (Introduction)		
8		Ancient China (Inventions)		
9		Medieval Islamic States (Achievements)		
10	November	Medieval Islamic States (Inventions)		
11		China-Islam Assessment	Yes	
12		From The Armada to Trafalgar – The development of the British Navy		
13		Why was Britain trying to build an Empire in the 17 th and 18 th centuries?		
14	December	How did Britain manage to dominate parts of India?		
15		How did the British beat the French but lose to the US in America? (1)		
16		How did the British beat the French but lose to the US in America? (2)		
17	January	How did the British Empire function?		
18		Was the British Empire Evil?		
19		Empire Assessment	Yes	
20		Why did the Atlantic slave trade start? (1)		
21	February	Why did the Atlantic slave trade start? (2)		
22		What were conditions like on the slave ships?		
23		What were conditions like on the Plantations?		
24	March	How were slaves controlled?		
25		Why did the Atlantic slave trade end? (1)		
26		Slavery Assessment	Yes	
27	April	Aftermath of the English Civil War		
28		Absolutism Vs Constitutionalism		
29		James II and the Glorious Revolution		
30	May	The 'Enlightenment'		
31		Changes in Europe in the 1700s		
32		Ideas Assessment	Yes	
33	June	Revision for End of Year Assessment		
34		End of Year Assessment	Yes	
35		Assessment Feedback		
36		Witches		

ICT

Week	Month	Units and Sub Topics		Formal Assessment	Support and Challenge Resources			
1	September	Spreadsheets Pt 2	Basic Formatting, Formulas and Functions		All resources available on the YAHMAD website.			
2			Functions and Absolute cell referencing					
3			Count Functions		Video Tutorials also available on the YAHMAD YouTube channel.			
4			Sumif Functions					
5			If Statements and Nested Functions					
6	October		Lookup Functions		Resources will also be printed.			
7			Functions Review					
8			Spreadsheet Assessment	Class Assessment				
Half-Term								
9	November	Python Programming	Python - Basics					
10			Python – Data Types and Concatenation					
11			Python – Input/Output (Printing Statements)					
12			Python – IF/Nested Conditions					
13	December		Python – Looping (For and While)					
14			Python - Assessment	Assessed piece of work				
15								
End of Term								
16	January	Web Development HTML & CSS	Intro to web design (HTML)					
17			Creating Graphics to be imported into webpage					
18			Importing Content into webpage					
19			Creating New Pages and hyperlinking					
20	February		Creating web content (text, images)	Assessed piece of work				
Half Term								
21			Creating Stylesheets (CSS – Text Styles)					
22	March		Creating Stylesheets (CSS – Table Properties)					
23			CSS & HTML Task 1					
24			CSS & HTML Task 2					
25		CSS & HTML Task 3						
26		CSS and HTML assessment	Class Assessment					
End of Term								

ICT (cont.)

<i>Week</i>	<i>Month</i>	<i>Units and Sub Topics</i>		<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>
27	April	Robotics PT1	Robotic - Basic Movement, Block Properties and Looping		
28					
29			Robotic - Display Functionality		
30	May		Robotic - Random and Variables		
31			Robotic - Polling vs Parallel Processing, Touch and Light Sensor		
32					
33			Robotics - Assessment	Class Assessment	
		Half-Term			
34	June	Databases	Intro to databases (Tables, Fields & Records)		
35			Data Entry Form		
36			Queries and Reports Part 1	Class Assessment	

Maths

Week	Month	Units and Sub Topics	Formal Assessment	Support and Challenge Resources
1	Sept - Dec	Number		www.hegartymaths.com www.myimaths.com
2				
3		Sets & Venn Diagrams		
4				
5		Fractions, Decimals		
6			Test 1	
7		Ratio		
8				
9		Algebra 1: Expressions		
10				
11		Percentages		
12			Test 2	
13	Jan - March	Indices		
14				
15		Algebra 2: Equations		
16				
17		Angles & Polygons		
18			Test 3	
19		Area		
20				
21		Sequences		
22				
23		Surface area & Volume		
24			Test 4	
25	April - June	Straight Line Graphs		
26				
27		Probability		
28				
29		Algebra 3 : factorisation		
30			Exam	
31		Statistics		
32				
33				
34				
35				
36				

Music

Week	Month	Units and Sub Topics	Vocabulary
1	September	JCC - Bach - Cello Suite No. 3 in C Major (Interpretation and Style)	Bach: Interpretation Articulation Dynamics Tempo Composition: Ternary Form Structure Tonic Dominant Melody and Accompaniment Drone Ambush from Ten Sides: Theme Sound Effects Chants du Burgam: Call and Response Rhythm Lyrics Improvisation
2		JCC - Bach - Cello Suite No. 3 in C Major (Interpretation and Style)	
3		Compose Yourself (Focus 7)	
4		Compose Yourself (Focus 7)	
5	October	Compose Yourself Focus 7; KS3 Listening Test 7, (Extracts 1 & 2)	
6		JCC - Ambush from Ten Sides – Telling a Story Through Melodic Themes; KS3 Listening Test 7 (Extract 1 & 2)	
7		JCC - Ambush from Ten Sides – Telling a Story Through Melodic Themes; KS3 Listening Test 7 (Extract 1 & 2)	
8	November	JCC - Chants du Burgam – Celebrating with Call and Response	
9		JCC - Chants du Burgam – Celebrating with Call and Response	
10		JCC - Chants du Burgam – Celebrating with Call and Response	
11		Compose Yourself (Focus 8); KS3 Listening Test 8	
12	December	Compose Yourself (Focus 8)	
13		Compose Yourself (Focus 8)	
14		Classical Music Lesson 1	
15	January	Classical Music Lesson 2	Classical Music: Genres: song, opera, aria, symphony, minuet Voices: instruments and their groupings, soprano, alto, piano, string quartet, orchestra Forms: strophic, rondo, ternary, theme and variations, sonata form Mozart: Composing; overture; tempo Ligeti: Composing, orchestration, timbre
16		Classical Music Lesson 3	
17		Classical music Lesson 4; KS3 Listening Test 9	
18		Classical music Lesson 5; KS3 Listening Test 9	
19		Classical Music Lesson 6	
20	February	JCC - Mozart – Composing a Musical Preview	
21		JCC - Mozart – Composing a Musical Preview KS3 Listening Test 10	

Music (cont.)

<i>Week</i>	<i>Month</i>	<i>Units and Sub Topics</i>	<i>Vocabulary</i>
22	March	JCC - Ligeti – The Great Arranger; KS3 Listening Test 10	
23		JCC - Ligeti – The Great Arranger	
24		Compose Yourself (Focus 9)	
25		Compose Yourself (Focus 9)	
26	April	Film Music Lesson 1	Film Music: Film genres: thriller, romance, cartoon, comedy, sci-fi, western Musical features: cluster chords, ‘oom-pah’ accompaniment, atonal, major, minor chromatic Timbres: synthesizer, strings, brass Jazz Music: Instruments; blues notes; call-and-response; major scale; Oom-pah accompaniment; syncopated; swing; rhythm section; frontline instruments; improvise; head; scat singing; walking bass; ‘ten-to-ten’ rhythm
27		Film Music Lesson 2	
28		Film Music Lesson 3	
29		Film Music Lesson 4; KS3 Listening Test 11	
30	May	Film Music Lesson 5; KS3 Listening Test 11	
31		Film Music Lesson 6	
32		Film Music Lesson 7	
33		Film Music Lesson 8	
34	June	Jazz Music Lesson 1	
35		Jazz Music Lesson 2; KS3 Listening Test 12	
36		Jazz Music Lesson 3; KS3 Listening Test 12	

Science

Week	Month	Units and Sub Topics	Formal Assessment	Support and Challenge Resources
1	September	8A Food and Nutrition Nutrients Uses of nutrients		<p>Exploring Science textbook Support and Challenge worksheets provided for each section. This includes skills assessed throughout the year such as:</p> <p>Skill 1: Planning, identifying and controlling variables</p> <p>Skill 2: Using laboratory equipment safely</p> <p>Skill 3: Using a range of equipment to collect data</p> <p>Skill 4: Presenting tables and graphs</p> <p>Skill 5: Processing and describing data</p> <p>Skill 6: Drawing conclusions, evaluating methods and suggesting improvements</p> <p>BBC bitesize KS3 Science revision on youtube is also useful for all topics.</p>
2		Balanced diets Digestion		
3		Absorption	End of Unit test	
4	September/October	8E Combustion Engines Burning fuels		
5	October	Oxidation Fire safety Air pollution		
6		Global warming Reducing pollution	End of Unit test	
7		8I Fluids The particle model Changing state		
8	October/November	Pressure in fluids Floating and sinking		
9	November	Drag Humans at extremes	End of Unit test	
10		8D Unicellular organisms The black death Unicellular or multicellular Microscopic fungi		
11	November/December	Bacteria Protoctists		
12	December	Decomposers and carbon	End of Unit test	
13		8C Breathing and respiration Aerobic respiration Gas exchange system		
14	January	Getting oxygen Comparing gas exchange		
15		Anaerobic respiration Fitness training	End of Unit test	
16		8K Energy Transfers Living in extremes Temperature changes		
17	February	Transferring energy Controlling transfers		
18		Power and efficiency Paying for energy Keeping warm	End of Unit test	
19		8B Plants and their reproduction Useful plants Classification and biodiversity		

Science (cont.)

<i>Week</i>	<i>Month</i>	<i>Units and Sub Topics</i>	<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>
20	February/March	Types of reproduction Pollination Fertilisation and dispersal		Exploring Science textbook Support and Challenge worksheets provided for each section. This includes skills assessed throughout the year such as: Skill 1: Planning, identifying and controlling variables Skill 2: Using laboratory equipment safely Skill 3: Using a range of equipment to collect data Skill 4: Presenting tables and graphs Skill 5: Processing and describing data Skill 6: Drawing conclusions, evaluating methods and suggesting improvements
21	March	Germination and growth	End of Unit test	
22		8F Periodic Table Dalton's atomic model Chemical properties		
23		Mendeleev's table Physical trends		
24		Chemical trends	End of Unit test	
25		8G Metals and their uses Metal properties Corrosion		
26		April	Metals and water Metals and acids	
27	Pure metals and alloys Metals in Art		End of Unit test	
28	8J Light Light on the move Reflection			
29	April/May	Refraction Cameras and eyes		
30	May	Colour	End of Unit test	
31		8L Earth and Space Changing ideas through time Gathering the evidence Seasons		
32		Magnetic earth Gravity in space		
33	June	Beyond the solar system Studying space	End of Unit test	
34		8H Rocks Rocks and their uses Igneous and metamorphic		
35		Weathering and erosion Sedimentary rocks		
36		Materials in the earth	End of Unit test	

BBC bitesize KS3 Science revision on youtube is also useful for all topics.